

**YOUTH CULTURE AMONG COLLEGE STUDENTS IN
AIZAWL CITY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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PHILOSOPHY**

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YOUTH CULTURE AMONG COLLEGE STUDENTS IN AIZAWL CITY

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On evaluation of all the formalities, I am pleased to forward the thesis for evaluation and further necessary action.

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DECLARATION
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I **PB. LALLAWMAWMI**, 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.

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LIST OF ABBREVIATIONS

ILO	International Labour Organisation
UNPFA	United Nations Population Fund
USAID	United States Agency for International Development
NYP	National Youth Policy
CCCS	Centre for Contemporary Cultural Studies
SNS	Social Networking Sites
YMA	Young Mizo Assosiation
LIKBK	Lairam Isua Krista Baptist Kohhran
UPC	United Penticostal Church
IKK	Isua Krista Kohhran
ECM	Evangelical church of Maraland

CHAPTER I

INTRODUCTION

- 1.1 Introduction
- 1.2 Defining Youth
- 1.3 Concept of Youth culture
- 1.4 Global Scenario
- 1.5 Indian scenario
- 1.6 North-east India Scenario
- 1.7 Mizoram scenario
- 1.8 Need for study

CHAPTER- I

INTRODUCTION

1.1. Introduction

The notion of youth in today's global culture has grown into a multifaceted phenomenon that goes beyond chronological age. Youth is the period between adolescence and adulthood during which individuals establish their identities, refine their values, and lay the foundations for their future. The period of youth is a very challenging and trying period of time when many significant events in life occur and decisions for their futures are made. As people go from youth to adulthood, they encounter a variety of cultural narratives that affect their values, beliefs, and behaviours. Youth are the future leaders of the nation. Their behavior and adaptation to their environments is an important deciding factor in molding the future of a society positively or otherwise. The development of any country is in the hands of its youth. The young population matters a lot. Youth" is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of the interdependence as members of a community. Youth is a more fluid category than a fixed age-group. "Student youth" which falls into this category refers especially to those enrolled in educational institutions that are negotiating the challenges of academic life while creating their identities in larger social contexts.

Fortunately or otherwise due to rapid advancement in the field of technology resulting to economic growth and development, the world is now becoming more of a global Village wherein every information is accessible from every corners of the earth with a press of a button. This advancement through various means in Mizo society has started bringing into being self-centered youth who are more dedicated to their own personal interests resulting to lesser productivity and increasing negative impact on their potentials, their family and the society.

Besides their excellent contribution in the field of technology, medicine, development, growth and other areas of advancement in the present context; some youth today resort to drugs, alcohol, partying, online games, gambling as a means to

relieve their stress and anxiety from the present hectic and cut throat competitive working environment bringing a negative impact on the general wellbeing. On the other hand as they are vibrant, enthusiastic, full of passion and energetic; they are curious to learn new things and ready to explore the un-chartered world with the aid and assistance of the latest technological devices and tools at their disposal. Youth, especially college students are the future assets of the society and the nation; wherein with proper management, guidance, their positive adaption and adjustment to the prevailing culture shall be instrumental in assuring a prosperous and better future for all.

Youth, especially college students are very much influenced by popular culture through the means of modern technology through electronic and print media, via the internet, through smartphones, tablets, laptops and computers. According to Kumar (2014), the habit of expressing personal views and ideas online to a targeted audience causes youngsters to purposefully or unintentionally adopt certain cultures into their own. Youths are attempting to blend in while also seeking online acceptance from friends and classmates via social media.

Youth are high on energy and resent the customs and traditions of their earlier generations. Imitation in particular of the latest fashion and life style is now possible with the press of a button, what youths in the first world does is simultaneously copied and imitated even in our very own society. This has made them the most misunderstood category by the people around them such as parents, relatives, and teachers. The youths on the other hand also fail to cope with them. This results in 'generation-gap' within the society, wherein constant increase of conflicts and interest arise between the youths and the people around them. Hence, it is strongly felt that there is an urgent need to undertake an effective examination, to analyze the cultures of youth especially amongst the college students in our society so that their positive contribution outweighs the negative factors.

Understanding young people and their culture, especially college students, is crucial for a number of reasons because this age group is crucial in determining the future of society on many levels, including social, cultural, political, and economic. The larger society is frequently shaped by the beliefs, customs, and behaviours that college

students embrace. Young people are forming their social and personal identities throughout the crucial time of college. They bring with them new ways of thinking, acting, as they transition from college life to the workplace, politics, or their communities. Examining youth culture, particularly among college students, gives essential insights into future paths of society. College students are not only the future labour force, but also the future leaders, inventors, and cultural shapers. By understanding how young people interact with the world, we can better assist their growth and development, ensuring that they grow into enthusiastic, well-informed, and productive members of society.

1.2 Defining Youth

The concept of youth refers to a dynamic and transitory time of life that occurs between adolescence and early adulthood. This group is distinguished by distinct lifestyles, attitudes, and behaviours that reflect their life experiences and surroundings. According to Spence (2005), the term "youth" is commonly used in everyday life and language to refer to the state of being young, especially during the transitional period between childhood and adulthood. 'Youth' and 'young person' are sometimes used interchangeably. Being young refers to a normal biological period in the life cycle that coincides with the transition from childhood to maturity. The notion of youth is associated with this biological system as well as with society. It has both social and biological meaning. People mature within a certain social context, and young people assume specific roles within any given society. The experiences of youth and the connotations associated with 'youth' are drawn directly from young people's social and economic positions as well as their biological development.

Merriam Webster dictionary defines youth as the stage of life when a person is young, particularly the time between childhood and adulthood. According to the Cambridge Dictionary, youth is the time in your life when you are young or the condition of being young. Youth, as defined by the Collins dictionary, is the condition or quality of being youthful, particularly of being active and energetic, or immature, impulsive, etc. It is noteworthy that the majority of dictionary definitions of youth do not designate a certain age range as youth.

Eisenstadt (1972) defined youth as a transitional period from childhood to full adulthood with full membership in the society. Sociologists describe youth as a transition between 'childhood and adulthood' (Roche et al., 2004); the alternative word is 'adolescence', which is frequently: 'Used in psychology to characterize the shared biological, Psychological, emotional, and sexual maturation phases linked with the start of puberty and the teenage years. The term "youth" in western societies often refers to the stage of life that occurs between childhood and maturity, the time between being dependent and being independent (Kehily, 2007). A different method proposes to define youth as a cultural marker, which is defined as "a distinct social status with specific roles, rituals, and relationships" (USAID, 2005).

Basically, age is the determining factor used to define youth. The term youth has been conceived differently in various parts of the world. There is no commonly recognised definition of adolescence or youth. Different nations choose different age groupings for beneficiaries. The lower bound spans from around 12 (Jamaica) to 18 (Bangladesh). In other countries, it is not properly defined, such as in Hungary, where the youth secretariat deals with both children aged 0 to 14 and those aged 15 to 26. The upper bound varies from 24 (Jamaica) to 35-40 (Kenya, Pakistan) (Fussell, Elizabeth. 2006). The United Nations (2013) defines youth as the 'period of transition from the dependence of childhood to adulthood's independence', with the age range for statistics purposes being 15-24. Youth are more fluid in comparison to other age groups. Age is the most common way to characterize this group, especially in terms of education and work. Typically, 'youth' refers to those who have completed compulsory schooling and are looking for their first job.

This definition of 'youth' is purely for statistical purposes, notwithstanding Member States' alternative definitions. The present concept of youth was first mentioned by the Secretary-General in his 1981 report to the General Assembly on International Youth Year, and subsequent reports supported it.

Although the UN defines "youth" as those who are between the ages of 15 and 24, UNESCO acknowledges that youth is a flexible, ever-changing category that differs from nation to nation and region to region (UNESCO, 2021). International Labour Organization (2012) agreed with the United Nations (UN) definition of youth as

those between the ages of 15–24 years from a purely statistical point of view. However, it has added that from the policy and programmatic perspective, youth may encompass people up to the age of 35 based on national definitions and local conventions and even was of the opinion that the standard definition of youth should be extended from 15 to 24 years old to 15 to 29 years old. Young people are defined as those between the ages of 15 and 29 in order to enable cross-national comparison of results and standardize data collection by age group; the range can vary based on the topics and indicators. Youth is the time between childhood and adulthood that is marked by major changes in young people's lives and the consolidation of their autonomy (OECD). The National Youth Policy (2014) of India has defined 'youth' as persons in the age group of 15-29 years in order to take a more targeted approach, In contrast, the National Youth Policy (2003) defined youth as being between the ages of 13 and 35. According to National Programme for Youth and Adolescent Development, youth and adolescents would be defined in accordance with the current National Youth Policy for the purposes of the programme. In other words, under the program, "youth" would refer to those between the ages of 13 and 35, while "adolescent" would refer to people between the ages of 10 and 19. (<https://nyks.nic.in/schemes/NPYAD-Guidelines.pdf>)

Various nations and agencies define the youth age group differently; even the same agency may define it differently in various settings. Nonetheless, it must be acknowledged that this age group's youth are not likely to be homogenous. Different youth segments will have distinct needs and issues that require attention.

College students which are the focus of the present study are a unique subsection of the larger youth population, embodying both capability and susceptibility. As they pursue further education, these young people are exposed to new ideas, various opinions, and the difficulties of adult responsibilities. The college experience is more than simply an academic journey; it is also a period of socialization in which students form connections, question cultural conventions, and explore their ideals. The student youth population is especially important because it shows a combination of academic goals and cultural participation, moulding the future leaders of society.

1.3 The concept of Youth Culture

The term "culture" describes the common customs, values, and beliefs. It provides a feeling of inclusion. The particular ways that the youth dress, speak, listen to music, participate in sports and hobbies, behave, and live their lives can all be considered indicators of their own culture. The collective expression of their social experiences defines youth as having a distinct culture.

In the 1920s, the term "youth culture" was first used in German and American sociology to describe the emergence of a new teenage culture in the gap between educational and employment institutions. Only in the 1960s, with the advent of consumer culture and the contributions of structural-functional Sociologists did the concept gain acceptance in social research. In its current form, the notion arose from research conducted by the Birmingham School of Cultural Studies in the 1970s, with further changes into post-subcultures, neo-tribes, club cultures, and cyber cultures (Feixa & Nofre, 2012).

Youth culture is the way of life of adolescents which includes the norms, values, and practices that they share, that are to some extent differ from the culture of the adult generation in society. In the words of Rice (1996), youth culture is "the sum of the ways of living of adolescents; it refers to the body of norms, values, and practices recognized and shared by members of the adolescent society as appropriate guides to actions". "Youth cultures" broadly relate to the ways in which the social experiences of young people are collectively articulated through the creation of distinctive lifestyles, primarily during their leisure time or in interstitial spaces in the institutional life (Feixa & Nofre, 2012).

Every society consists of many different kinds of groups. And each group has its own culture which is known as subculture. In this way, youth culture can be considered as subculture. The young people live in the transitional period between employment and education. A large number of them attend college. Generational identity is strengthened when a big group of people of similar ages have a common place in society. Generational consciousness can lead to a sense of separation from previous generations, including their life experiences and ideology. This generates

favourable conditions for the creation of youth culture. They continue to rely on their parents and other important adult family members at this point. On the other hand, they must and are expected to be independent like adults. Therefore, during this time of change, the young person looks to his friends for support and attempts to understand himself by assimilating into a youth culture.

Youth culture is characterized by diversity and plurality, as individuals from varied backgrounds, cultures, and experiences contribute unique viewpoints, interests, and identities. Youth culture is shaped by several factors, including age, gender, race, ethnicity, socio-economic level, sexual orientation, and geographic location, which impact values, attitudes, and behaviours. Youth subcultures, such as punk, hip-hop, skateboarding, and gaming, exhibit distinct styles, languages, and ideals, reflecting this diversity (Clifton, 2024).

1.4 Global Scenario

According to the Population division of the United Nations (2019), there are around 1.2 billion young people aged 15 to 24, accounting for 16% of the global population. It is estimated that the world's young population will peak at little about 1.4 billion people (13%), around 2065. The proportion of youth population in the overall population peaked in 1985 at 19.3%. The greatest number of youth in 2019 lived in Central and Southern Asia (361 million), followed by Eastern and South-Eastern Asia (307 million) and sub-Saharan Africa (211 million). India tops the list with 356 million young people, making it the world's largest youth population. According to the United Nations Population Fund's (UNFPA) State of the World's Population report, China ranks second with 269 million young people, followed by Indonesia (67 million), the United States (65 million), Pakistan (59 million), Nigeria (57 million), Brazil (51 million), and Bangladesh (48 million) (The Economic Times).

The idea of youth culture has changed significantly as a result of globalization. Globalization, with its fast advances in communication, transportation, and technology, has transformed how societies interact. The flow of ideas, beliefs, and cultural manifestations crosses geographical boundaries, resulting in the fusion of diverse cultural aspects. Globalization has resulted in a shared culture that has

become a popular culture among people of all ages from diverse countries (Gracious & Sibanda, 2013). According to Madden (2018), the youth culture becomes more interconnected than ever each year. She goes on to say that socially, Gen Z's friendships are no longer confined to schoolmates or peers in their daily life. The youngsters of this age have friendships both internationally and nationally, and with the help of social media, staying in touch with faraway friends is as simple as staying in touch with pals down the road. By making it easier for ideas, trends, and practices to flow across national boundaries, globalization is a major factor in forming youth culture throughout the world. One of the most noticeable impacts of globalization on youth culture is cultural hybridity. As young people interact with a diverse range of cultural influences from throughout the world, they form distinct identities that draw on both local traditions and global trends. This merging of different components creates a complex tapestry of manifestations, ranging from fashion and music to language and art. The acceptance of multiple influences fosters the open-mindedness and acceptance that are hallmarks of many contemporary youth cultures. The internet era has provided new opportunities for youth culture to thrive. Social networking platforms, streaming services, and online communities allow young people to express themselves and interact with others all over the world. This digital landscape permits the quick diffusion of trends and ideas, leading to the homogenisation of some parts of young culture (Collegeforme.org).

Global youth culture is defined as the common experiences, values, and behaviours of young people from many nations and cultures, affected by globalisation and mass media. Technology and social media have greatly impacted youth culture, offering new channels for communication, self-expression, and community-building (Clifton, 2024).

Gracious & Sibanda (2013) performed research to emphasise the effects of Popular Culture, Youth Culture, and Globalisation on oral performance in Africa and found that folklore is considered today an outmoded technique to impart knowledge since today's young spend the most of their time in school and on the internet, where they obtain their information. Similarly, Omenugha et al. (2016) discovered in their study of the Nigerian youth that the majority of their respondents were extensively exposed

to media and spent no less than eight hours per day on the internet, which was their most favoured mode of accessing media. While television and radio continue to be the most powerful and pervasive media in the lives of most global youth, the Internet is frequently supplanting them as a primary influence and will continue to do so under institutional frameworks that encourage the further development of a "wired" world that is both global village and global mall (Kahn and Keller, 2004). Obviously, social media has become an essential aspect of college students' lives. Vorderer et al. (2016) discovered that college students are "permanently online". According to Baldwin-White and Gower (2023), around 70% of college students use social media on a regular basis, with over 75% spending more than an hour every day.

This culture crosses national boundaries, instilling a sense of connectivity in young people via music, fashion, language, and technology trends. The internet, social media, and global consumerism all contribute to the phenomena, which allows for the merging of local customs with worldwide influences. The Internet has weakened cultural borders. Today, young people all across the world are more similar than ever before, forming a genuinely global youth culture. Young people's lifeworlds and cultures are part of a globalised world (Krall& Knapp, 2021).Waechter (2021) undertook a research to determine if four distinct youth cultural activities on social media had a more global or local character. The four youth cultural activities include self-presentation on Instagram, multi-player online games, TikTok music video production, and political activism on Facebook and YouTube. The findings indicate that these young cultures on social media have a significant global character but also have local expressions in specific situations. It also demonstrates that local references are more relevant in political (young cultural) settings than video selfies on TikTok, which primarily refer to globalised pop culture.

Global teenagers from Paris, London, Seoul, Tokyo, Hong Kong, and New York all share unforgettable experiences through television, foreign schooling, and frequent travel, all of which are reflected in their consumption behaviour. The "teenage culture" on a worldwide scale shares a youthful lifestyle that prioritises growth and

learning, with appreciation for future trends, fashion, and music (Hassan & Katsanis, 1991).

1.5 Indian scenario

At present, India has the largest share of youth population in the world. UN defines the age group of 15 to 24 as youth. However, India's National Youth Policy (NYP) 2003 defines youth as anyone between the ages of 13 and 35 and National Youth Policy (2014) of India defined 'youth' as persons in the age group of 15-29 years.

According to the 2011 Census, India's adolescent population (10-19) is 253.2 million, while the young (15-24) population is 231.9 million, accounting for 20.9 and 19.2% of the total population, respectively. The population aged 10-24 is 364.6 million (30.1%) (ORGI, UNPFA, 2014). As per the report of the Ministry of Health and Family Welfare's Technical Group on Population Projections, youth aged 15 to 29 make up 27.2% of the population in 2021 and are predicted to drop to 22.7 percent by 2036, although they still make up a sizable portion of the population—345 million in total. The percentage of young people in relation to the overall population peaked in 2011 and began to decline in the majority of the country's states, but in Kerala, the peak was reached in 1991, and the decline is expected to be 11 percentage points between 1991 and 2036. In Tamil Nadu as well, the young population is lower in 2011 than it was in 2001 and has been on the decline ever since. The proportion of youth in Bihar and Uttar Pradesh increased until 2021, but is predicted to decline thereafter. These two states, together with Maharashtra, Madhya Pradesh, and Rajasthan, are expected to contain over half (52%) of the country's youth. According to 2021 projections, Andhra Pradesh, Gujarat, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Odisha, Punjab, Tamil Nadu, Telangana, and West Bengal have smaller proportions of youth population compared to the rest of India. India has seen tremendous growth in the higher education sector. In 2019-20, 38.5 million students enrolled in 1043 universities, 42,343 colleges, and 11,779 independent institutions (Youth in India, 2022).

The youth of India make up more than a quarter of its total population and thus represent a substantial sector of society. The environment in which they are living is

very different to that which was experienced by their parents. As a result many of the traditional values and cultural behaviours are being challenged by the influence of other cultures, particularly those in the West. On the other hand, the large number of youth population means more human resource potential that a country has. So, if appropriately nurtured, they can become the driving force of the country's development.

In India, youth culture is moving towards a synthesis of global influences and local values, resulting in a dynamic and varied cultural transformation. India's youth culture is at a crossroads between upholding traditional values and adopting modern lifestyles. The duality of this cultural hybridity may be seen in a variety of ways, including fashion and music, language, and morals. While young Indians are increasingly adopting global fashion and entertainment trends, there is also a renewed interest in indigenous art forms, regional languages, and traditional rituals (Ojaank, 2023).

Indian youngsters have been heavily impacted by westernised entertainment and fashion. The lifestyle has long been associated with the entertainment industry. The entertainment sector has given our young people access to progressive media that keeps them informed about events throughout the world (Sankalp). Fashion is an important part of youth culture because it gives young people a way to express themselves and build their identities (Clifton, 2024). Youth have established a separate social identity that distinguishes them from their parents. Despite their various backgrounds, university students of Jamia Millia Islamia have many habits in common such as food culture, dress patterns, working patterns, recreational and entertainment patterns, and so on. The expressions of distinctive youth culture on university campuses include greater leisure, a style conscious attitude, a strong concern for personal appearance, rapid imitation, and so on. Universities appear to have evolved into modelling institutes. More connection to peers and fellow students results in a distinctive mental and social setup among youths (Shah, 2022).

The world has been completely transformed by the internet. The young people of India are being exposed to everything it has to offer. Consequently, Indian customs are influencing Western culture. According to surveys, 63% of urban students spend

more than an hour online every day, and 93% are familiar with social networking. (Soni & Kamboj, 2010).

1.6 North East Scenario

The north-eastern region of India comprises of eight states namely, Assam, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. The youth population of north-east India accounts for 4% of the nation's youth population, or around 20,22,527 people in the 15–35 age range as of 2009–2010 Khuntia (2017). According to the 2011 Census, the youth population of India's North East Region (NER) accounts for approximately 29% of the total region's population (Marchang, 2019).

Young people from Northeast India are renowned for their bold style and sense of fashion. The Northeast is recognised for its fashion inventiveness, and its street style has influenced vintage stores and streetwear businesses (Naeem, 2023). The young people of Northeast India are both consumers and promoters of popular culture, which encompasses cyberculture, music, movies, art, news, literature, and fashion. Young people in the area are drawn to the Korean wave as a type of popular culture. Korean wave is a prominent kind of popular culture among young people in the area (Athikho, 2022). He further adds that anything to do with Korean, be it serial, style, fashion, spa, music, dance, clothes, etc., which are neither entirely Korean tradition nor Western, but the combination of both is termed Korean wave. The popularity of Korean music may be gauged by the fact that the Government of Nagaland invited them to its annual Hornbill Festival, which is regarded as one of India's biggest cultural events (India Today, 2017).

1.7 Mizoram scenario

Mizoram is one of the states situated in Northeast India, with Aizawl being its capital. The name is derived from Mi (individuals), Zo (Belonging to the general population of Mizoram/Lushai Hills) and Ram (area), and subsequently Mizoram implies land of the hill people. Like a few other northeastern states of the country, Mizoram was already part of Assam until the year 1972, when it was cut out as a Union Territory. It turned into the 23rd state of India, a stage above Union Territory on 20 February 1987. The state has a population of 1,091,014 with 552,339 males

and about 538,675 females according to 2011 Census. As per 2011 Census the population of Aizawl is 291,822. The density of population of Aizawl District is 112 against the average density of 52 for the whole state and it ranks number 1 among the districts of Mizoram.

As per the 2011 census, there are 2,22,051 (20.24%) youth in Mizoram within the age range of 15 to 24, among which 1,114,19 are males accounting for 50.2% and 1,10,632 are females accounting for 49.8% (Dte. of economics and statistics).

Mizo youths, especially the college students, are the backbone of Mizo society. They have been and are presently the driving force in the social and political platform of the Mizo society. Traditionally, from time immemorial, the Mizo youths have been important assets of the society occupying an important position in the Mizo society wherein they were and are still a force to be reckoned with. Nunthara (1996) says youth were the also the greatest social assets of the Mizo Chief as they were the force and strength of the village. The youth had a kind of group existence which was manifested in the bachelor's quarters called 'Zawlbuk'.

The concept of 'tlawmngaihna' or self-sacrifice is the core in the Mizo society that is instrumental in connecting, acting as a bond between various segments of the general populace especially the youths in the Mizo society. The selfless act of volunteering for the welfare of others inculcated in the society and strongly activated through and by the youths still continues to be the most exemplary assets of the Mizo society.

The Mizo society being a close knitted society wherein each and every one are related to one another through blood relations and through similarities in tribe ancestry, the sense of collective responsibility and group activity has been the driving factor in the growth and development of the society. The role of the church especially the early pioneers in developing a common language for the society is also an important factor for nurturing the ideology of the present Mizo youth streamlining and guiding their role in the society and the church unlike their counterpart anywhere in the world.

Even though the written history of the Mizos could be traced back just a century ago, contemporary Mizo youths are greatly influenced by modern technologies like any

other youths in the developed and developing countries. Easy and fast means of communication through social media has elevated them at par with their counterparts anywhere in the world with similar popular culture. This has influenced the Mizo youths to imitate the best couture. The Mizo youths especially college students wear the same trendy styles as their counterparts anywhere else in the world in order to establish their identity.

1.8 Need for the study

The study of youth culture is significant because this group represents a critical transitional period between adolescence and maturity, during which beliefs, habits, and identities are formed. Youth, especially college-going youth are the future leader and change agents of the society. They shape the social, cultural, and political landscape of any society. Their behaviours, values and preferences today are significant indicators of future social, cultural, and economic directions. Therefore, it is important to explore the culture they cultivate, the lifestyle they endure in their day-to-day lives by looking at how they spend their daily routine, leisure time, sleep habits, study habits, consumption pattern, their value practices, their orientation towards social institutions such as education, family, marriage, religion and youth organization, peer and media influence, deviant subcultures. By studying these components collectively, the study can give insights into a comprehensive picture of the college-going youth's cultural landscape. However, all the available literatures that have been reviewed were mostly the works of researchers mainly from the developed countries as well as the mainland India. The deficiency that has been witnessed while reviewing the literatures is that sociological studies on the everyday life of Mizo youth, especially of College students has not been done nor in-depth research conducted. Therefore, the present study contributes to the existing sociological literature on youth. It could serve as a stepping stone for new researchers who are interested to study youth in the context of Mizoram.

Understanding college youth culture can be useful for those working with the youth such as parents, social workers, academicians, government agencies and policy makers for framing effective educational programs, counseling interventions, and youth engagement strategies that are appropriate for their needs and goals that could be beneficial to the youth as well as the society as a whole. Thus, examining college-

going youth culture is important not only from an academic and policy standpoint, but also for raising a healthier and more responsible generation.

CHAPTER-II

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CHAPTER-II

REVIEW OF LITERATURE

2.1 INTRODUCTION

The preceding chapter presented a general overview of the problem under investigation. It is important for any social research to take into account the various studies already conducted for developing conceptual clarity and to find out the gaps in previous researches to move further in the research work. Keeping this idea in mind, the present chapter on review of literature has been categorized under three major heads such as theoretical, thematic and methodological. At the end, the chapter concludes with finding the research gap so as to present the rationale for the study.

2.2 Theoretical Review

The theoretical framework is the structure that can endorse and support the theory of a research study. The conceptual structure presents and outlines the theory that explains why there is a research issue under study. Thus, this review takes into account the different perspectives of youth culture and subculture which have a bearing on the present research.

2.2.1. *Functionalist perspective:*

Talcott Parsons: Parsons (1954) said that youth culture acts as a bridge between childhood and adulthood. It helps young people to become independent by detaching themselves from their families and learn the role of an adult and begin to attain their own status as an adult. He goes on to say that youth culture serves as a “rite of passage”, i.e. the ceremony which young people in primitive societies must go through when they attain puberty and enter into the adult social world. Thus, according to Parsons, youth culture has taken over the role of the rites of passage in modern societies.

SN Eisenstadt: Eisenstadt (1956) also believes that youth culture performs an important function in modern western societies. He talks of the formation and organization of groups based on the criterion of age, especially of the youth groups. These age groups especially of the youth serve as an interlinking sphere between family and other institutionalized spheres of society. So, young people turn to their peers who

experienced the same kind of problems and anxiety during the transitional period between childhood and adulthood. By sharing and adopting a shared way of life with their peers, young people develop a sense of belonging and construct an identity which would help them in coping with the difficult transitional stage in life.

RK Merton: Merton (1938) developed strain theory to explain deviance from a functionalist perspective which puts emphasis on the unifying aspect of culture. According to Merton, there is a gap between the cultural goals of a society and the means to achieve these goals. Societal goals put pressure on the individual when these goals could not be achieved through socially accepted means, and then occurred strain. Merton put forwards five ways to adapt when faced with strain:

- 1) Conformity – Acceptance of both socially accepted goals and means.
- 2) Innovation – Acceptance of goals of a society but rejecting the socially approved means.
- 3) Ritualism – Rejecting the goals while accepting the means.
- 4) Retreatism – Rejection of both the goals and means to achieve it, then find alternative ways to escape it.
- 5) Rebellion – Rejection of cultural goals and means, then try to replace them with a new one.

Travis Hirschi: Travis Hirschi (1969), an American criminologist, developed Social Control Theory, also known as Social Bond Theory. This theory assumes that individuals have a natural tendency for delinquent behavior and that bonds to society inhibit criminal action. Hirschi believed that these bonds control our behavior when we are tempted to commit criminal or deviant acts. According to Hirschi, social bonds encourage adherence to the norms and values of the society. There are four types of bonds: attachment, commitment, involvement, and beliefs. The theory suggests that individuals are less likely to involve in deviance when they have strong attachments, commitments, involvements, and beliefs that bind them to conventional society. Attachment refers to the emotional relationships that people develop with others, notably their families, friends, and social institutions. The bond with parents is especially crucial, but other institutions and individuals, such as school or friends, also have an impact. Attachment to a circle of friends can also help to prevent deviance, but

only if the group does not represent deviant norms. Strong attachments encourage conformity and deter crime because people worry about the opinions and expectations of those they are attached to. Commitment refers to the degree of dedication invested in conventional pursuits such as education, careers, and social standing. Individuals with a high level of commitment have more to lose if they commit a crime, so they are less likely to deviate. Involvement refers to the extent to which people engage in conventional activities and social interactions. Active participation in school, employment, sports, or other constructive activities results in less time and opportunity for deviant behavior. Hirschi views belief as the fourth ingredient in social bond. This refers to the acceptance and validity of mainstream society's beliefs and conventions. The more these principles and conventions are internalized, the more difficult it is to disobey them. When the significance of norms is questioned, the inner drive to obey them diminishes.

2.2.2 Ecological theory or the theory of social disorganization: Scholars such as **Robert Park and Ernest Burgess (1925)** contended that the city is a dynamic ecosystem with various zones (e.g., residential, commercial, and industrial), and that individuals' behaviours are impacted by their placement within these zones. Subcultures form inside these metropolitan areas when groups create their own social norms, beliefs, and behaviours that diverge from mainstream culture. Some places, particularly those characterised by poverty, migration, and high turnover, were viewed as ideal breeding grounds for subcultures to arise. The idea of a "zone of transition" — a region characterised by rapid population turnover, poor community links, and disorganisation — was critical in understanding why subcultures emerged in certain cities. **Shaw and McKay's** work concentrated on the notion of social disorganisation, which relates the disintegration of social norms and institutions to deviant behaviour and the creation of subcultural groups. Shaw and McKay's key paper, *Juvenile Delinquency in Urban regions* (1942), examined Chicago neighbourhoods and concluded that delinquency was concentrated in regions with poor social structures and low levels of community engagement, rather than being spread randomly throughout the city.

2.2.3 Theory of Sub-culture

Albert Cohen: According to Cohen (1955), the lower class working boys have a culture that is different from middle class boys. When these two groups are exposed to the same school environment and are bounded by the same standards, the lower working class boys experienced status frustration as they are not able to attain recognition and respectable status. Therefore, they developed their own norms and values that are different from the mainstream society and turned towards delinquent subculture. The delinquent subculture provides them respect and status in the eyes of the peers.

Richard A. Cloward and Lloyd E. Ohlin: Cloward and Ohlin's (1960) theory of delinquency developed Cohen's theory. According to Cloward and Ohlin, because of the limited legitimate opportunities available in the society, the lower working class opportunity is blocked and suffers relative deprivation and turn towards delinquency. They resort to illegitimate means to meet their ends –

- 1) People commit utilitarian crimes which would give them monetary benefit.
- 2) People commit an act of violence to gain status.
- 3) Those young people failed in both the above subcultures tend to retreat to drugs and alcohol.

According to them, there are three types of delinquent subcultures that the working class boys might indulge in. They are: 1) Criminal subculture 2) Conflict subculture, and 3) Retreatist subculture

Walter Miller: Miller (1958) said that working class has a distinctive culture of its own that is different from the rest of the society. He developed the concept of 'Focal Concerns' which the working class desires to achieve.

- 1) Trouble - Working class values 'getting into trouble' to enhance their status while 'staying out of trouble' for the upper class.
- 2) Toughness – Working class values toughness and masculinity.
- 3) Smartness – The capacity to outfox, dupe or 'Con' others can reward a person with high status.
- 4) Excitement - The working class subculture is searching for excitement through gambling, alcohol and sexual adventure.

David Matza: David Matza's (1964) theory of delinquency and drift challenges ideas that view adolescent delinquency as a deterministic result of subcultural socialization or blocked opportunities. He contends that these theories neglect the moral consciousness and agency of young offenders, who are not permanently committed to deviance but instead move in and out of it. According to him, delinquency is not a fixed, permanent state, but rather a process of drift between conformity and deviance. Young offenders are aware of and dedicated to conventional norms, even if they temporarily violate them. Matza recognizes a moral quandary at the heart of drift: delinquents understand and cherish mainstream norms but occasionally deviate from them due to situational pressures, temptations, or perceived injustices.

He questions the idea that delinquents have fully adopted deviant values. He argues that delinquents often experience guilt or remorse, indicating they still adhere to conventional moral standards. They show respect for law-abiding individuals including teachers, clergy, and family members. Victim selection is not random, showing moral boundaries (for example, avoiding injury to peers or in-group members). Even while they are committing crimes, many people participate in conventional institutions like churches or schools.

His theory of delinquency and drift talked about the distinction between subterranean values and mainstream values. The 'Subterranean values' are within the mainstream values. The subterranean values are always seeking for change, excitement and thrills for only short term gains. According to Matza, young people engaged themselves in crime only occasionally and sometimes violate the mainstream values without realizing that they are doing so, and then drift back into mainstream society later in their life as their subterranean values loses its importance for the people.

2.2.4 Symbolic interactionism:

Edwin Sutherland's Differential Association Theory: Sutherland (1939) stressed that criminal behaviour is learnt through interaction with others, which is another significant idea. The idea that subcultures emerge when people are socialized into deviant behaviours and values through their interactions with other people makes this theory strongly tied to subcultural studies. Hence, subcultures are essentially groups in

which members connect with people who share their beliefs and behaviours, learning and reinforcing behaviours that are deemed criminal or deviant.

Howard Becker: The US sociologist and a symbolic interactionist, Howard Becker (1963) propounded labelling theory which emphasizes that societal reactions to behavior (in the form of attaching a deviant label to that behaviour and to the individual responsible for the behaviour) can lead to more acts of deviance. According to this viewpoint, individuals may internalize and adopt deviant identities and behaviors in response to being labeled as such by others. Labelling may establish a self-fulfilling prophecy that reinforces and perpetuates deviant behavior.

2.2.5 Class Distinction and Cultural Hegemony

In the 1970s, the Centre for Contemporary Cultural Studies (CCCS) at the University of Birmingham which was known for its Marxist viewpoint on young cultures and subcultures became dominant. Following the tradition of Marx, and influenced by the idea of hegemony developed by Gramsci, it focuses on the role played by economic structure i.e. Capitalism and the social class distinction that it creates in the formation of youth culture and subcultures. CCCS approach is a neo-Marxian approach to class and power. Clarke et al. (2006) say that the CCCS work deals with the role subculture plays in providing the symbolic solution to the working class youth (Clarke et al. 2006; cited in Stuart Hall and Tony Jefferson (eds) London and New York: Routledge, 2006). Williams (2007) says that youth subcultures were formed as sites of resistance against cultural hegemony and not due to strain. Williams (2007) explained CCCS works were based mainly on the semiotic analyses of style. The CCCS scholars are interested in the spectacular aspect of youth culture. Shildrick & MacDonald (2006), in their work “In Defence of Subculture: Young People, Leisure and Social Divisions” illustrated the relevance of CCCS in youth culture studies. Blackman (2005) also defends the term of "subculture" in youth studies against postmodernist critiques, connecting it back to the Chicago School and the Center for Contemporary Cultural Studies. Williams and Hannerz (2014) stated that analyzing resistant features of subcultures remains valuable.

Stuart Hall and Tony Jefferson: Hall and Jefferson (1976), in their book “Resistance through rituals: Youth Subcultures in Post-war Britain” saw youth subculture as

resistance against capitalism. In a semiotic analysis carried out by them on Teddy Boys, stated that Teddy Boys imitated the upper class Edwardian style to display their contempt for capitalism.

Dick Hebdige: Hebdige (1976), in his book, “Subculture: The meaning of style” conducted a semiotic analyses of the Punk youth subculture said that Punks used ‘Bricolage’, which means the re -use of ordinary objects in different ways as a form of resistance against the dominant capitalism.

Phil Cohen: Cohen (1972) carried out a similar semiotic analysis of the Skinhead subcultures as an exaggeration of the working class values. The Skinheads imitated the traditional working class style of dress to the dominant class and to create symbolic power to compensate for their marginalization.

Michael Brake: Brake (1980) in his book, “The sociology of youth culture and youth subcultures: Sex and drugs and rock ‘n’ roll?” said that subculture arises as an attempt to solve the problems experienced by the collective as a result of the contradictions in the social structure and to generate a form of collective identity from which an individual identity can be achieved outside the class, education and occupation. He further said that youth subcultural resistance is magical in the sense that it gives magical solution to the working class youth by convincing themselves that the social condition of their generation will be different from their parents’ generation. However, he continued to say that it is an illusion that will not happen in reality.

2.2.6 Post-subcultural perspective:

Post-subcultural perspective was highly influenced by Post-Modernism. Post-modernism regards diversity, choice and freedom as the characteristics of society.

Beck and Beck-Gernsheim: Beck and Beck-Gernsheim (2009) stressed the importance of individualisation rather than social groups. People tend to construct their own identities, making their own decisions and demanding a life of their own.

Muggleton and Weinzierl: Muggleton and Weinzierl (2003) are of the opinion that many teenagers take part in subcultures without a deep commitment to a fixed style and that too, only for fun.

Polhemus: Polhemus (1998) argues that in a post-modern society, a ‘super market of style’ has emerged that young people engage in the same style irrespective of their social class backgrounds, gender and races (Polhemus 1998; cited in Cheung and Liu 2015). The boundaries between different subcultures have become less visible.

Sarah Thornton: Thornton (1996) in her study of ‘club culture’ also stated that she found no evidence of class based resistance in these club cultures as highlighted by the CCCS thinkers. She argues that club culture was more about pleasure and fun. And club culture cuts across social division based on class, gender, and ethnicity. She goes on to stress that clubbing was not a feature of close knit groups who hang around most of the time due to their shared culture. So, according to Thornton, club cultures are much more of a scene, in which people take part on a part time basis rather than a complete lifestyle. She argues that the term taste culture would be an appropriate term to understand these club cultures. Thus, she formulated the term ‘subculture capital’ which refers to the cultural knowledge, practices and taste that give an individual prestige and distinction within a particular subculture to understand how the participants in these club cultures made a distinction between good and bad tastes, which in turn provided them status and social prestige.

Consumerism is a significant part of the construction of identities for the Post-modernist. The rise of the more consumerist society has led made the social grouping less rigid and more fluid and importance is given more to lifestyle choices rather than to a strong attachment to a particular social group or class. Due to this, some sociologists even challenged the relevant use of the concept of subculture and wanted to replace it. Maffesoli (1996) and Hetherington (1996) prefer to use the term ‘Neo-tribes’. Maffesoli (1996) used the term ‘Neo-tribes’ to describe a much more loose social grouping than the traditional subcultures, and a social group based upon lifestyle themes and consumer choices rather than a shared position in a society. Genova (2019) like many post-subcultural theorists, recognizes the fundamental role of style in contemporary youth cultures.

Dekel-Dachs et al. (2017): They argue that treating young people as individuals is not the solution since young people prefer to belong to collectives. The solution is collaborative individuality. As a result, this approach understands that young people

negotiate the collectives to which they want to belong, and that they may belong to several temporal collectives.

2.2.7 Veblen Effects (Conspicuous consumption) and Band Wagon Effects:

A popular theory in this respect is known as Veblen effects or conspicuous consumption. It is a term introduced by Thorstein Veblen in his book “The theory of leisure class” in 1899. The objective of consumption, according to Veblen (1899), is never simply to fulfill biological needs. He pointed out how people used their products and possessions to display their status in communities. Conspicuous consumption, according to Veblen, was all about using possessions to display wealth and status. Conspicuous consumption resulted from consumers having to show among their peers and other members of their communities their new found wealth. Accordingly, the concept of the Conspicuous consumption, as stated by Veblen (Ibid) in his treatise, The Theory of the Leisure Class (1899), referred to the ostensible consumption of goods and services by the elite few in the predominantly Western societies of the early nineteenth century, as a sign of social status and wealth. It refers to when people buy expensive things, they do it to display their wealth, income and status rather than to satisfy the real needs. It also includes conspicuous leisure, in which the leisure class exhibited status by spending their free time on non-productive, time-consuming hobbies that highlighted their exemption from manual labor.

Another theory related is known as Bandwagon effects which was first modeled by Leibenstein (1950). It is the case where an individual’s demand for commodity is influenced by other individual’s demand on the same commodity. This applies to the degree to which the demand for a commodity rises because others buy the same commodity as well. It means someone is buying something because other people are also buying.

2.2.8 Overview of Theoretical Review:

This sub-section presents the overview of the different perspectives of youth culture and subcultures that are considered to be important for conducting the present research such as functionalist perspective, theory of subculture, symbolic interactionist

perspective, Class Distinction and Cultural Hegemony, post-subcultural perspective, Veblen's theory of conspicuous consumption and Leibenstein's Band wagon effects.

Functionalist perspectives are a general approach to youth culture, as they are not interested in particular forms of youth culture. They believe that all forms of subcultures regardless of their stylistic differences appear similar in that they serve the same role in offering emotional support to ease the transitional phase and to train and socialize young people for adulthood. The youth culture gives the youth a sense of identity according to this view. Functionalist perspectives, represented by Parsons and Eisenstadt, consider youth culture as a transitory phase that aids the move from infancy to maturity, whereas Merton's strain theory explains deviance as a response to societal pressures. Whereas Hirschi's social control theory emphasizes the importance of social bonds in avoiding deviance. Park, Burgess, Shaw, and McKay's ecological theory and social disorganization model connect urban surroundings and weak community structures to subcultural development,

Cohen, Cloward and Ohlin, and Miller's subcultural theories elaborate on the formation of delinquent subcultures, particularly in the working-class context, whereas symbolic interactionist approaches, such as Sutherland's differential association and Becker's labeling theory, focus on the learned and socially constructed nature of deviance. Matza's idea of drift highlights the interplay of conformity and deviance among youth.

Class distinction and cultural hegemony have attempted to demonstrate the importance of social class in the creation and behavior of youth subculture following the tradition of Marx, and influenced by the idea of hegemony developed by Gramsci. According to this perspective, sub-cultural participation is understood as a form of resistance to cultural hegemony and provides symbolic solutions to working class youth. This perspective describes subcultures as forms of resistance to capitalist hegemony, with scholars such as Hall, Jefferson, Hebdige, Cohen, and Brake emphasizing symbolic and stylistic resistance.

According to post-subcultural perspectives, society has undergone a process of cultural fragmentation and youth styles are now fluid. Increased diversity, greater choice and greater freedom have transformed culture, which has contributed to the process of

individualisation. Group identities like social class are becoming less important and people are now seeing themselves mainly as individuals. It moves focus away from collective class-based resistance and toward individualization, lifestyle choices, and consumer-driven identities (Beck & Beck-Gernsheim, Polhemus, Thornton, Maffesoli). The terms "supermarket of style," "neo-tribes," and "subculture capital" emphasize the fluid, temporary, and pleasure-oriented nature of contemporary youth affiliations. Dekel-Dachs et al. talks of collaborative individuality.

Finally, the theories of conspicuous consumption (Veblen) and bandwagon effects (Leibenstein) are investigated to gain a better understanding of consumerism and status display in modern youth culture. Veblen's theory of conspicuous consumption and Leibenstein's Bandwagon effects are included, as they could be the underlying force driving the youth consumption behaviours. Veblen's theory of conspicuous consumption talks about the excessive consumption of costly goods or services to signify wealth and status and Leibenstein's theory of Bandwagon effects talks about how an individual's consumer behavior is influenced by other individual's consumer behavior.

2.3. Thematic Review

This part of the exercise shall relate to reviews of thematic areas of subject dimensions or substantive domains covered by the studies. This has been divided into (a) Lifestyle of youth (b) Orientations towards social institutions (c) Peers and Social media influence (d) Deviant subcultures

2.3.1 Lifestyle of youth

According to Nayar (2016), lifestyle means the distinctive age specific style of life of a given social groups. It relates to individual's preference and choice for clothes, food, leisure, car and housing. Richardson et al. (2018) conducted a study that describes the time usage patterns of 444 Australian first-year students and investigates gender and age disparities. Overall, students studied for four hours per day (h/day), slept eight hours per day, and followed Australian physical activity requirements. A significant percentage of students' days were spent doing 'non-modifiable' tasks like self-care, chores, and travel. Males had considerably more screen time (+68 minutes per day [min/d]) and physical

activity (+21 min/d], but females did more chores (+18 min/d) and self-care (+26 min/d). Using three waves of the Young Lives Panel Survey (2009, 2013, and 2016), Vikram et al. (2023) examined time usage patterns and household adversities and discovered that boys spend noticeably more time on school and leisure than girls. Compared to boys, girls devote more time to household chores, studying and caregiving while spending less time in school and leisure.

Loan (2011) did a study to detect gender variability in college student Internet use and discovered that male students use the Internet more frequently than females. Female students use the Internet more than males for education and information, whereas male students use the Internet more for entertainment and communication. After assessing the disparities in men's and women's internet use in the United States, Bimber (2000) also discovered a gender gap. He contended that women are far less likely to be frequent users, equally likely to be infrequent users, and more likely to be intermediate users. Mishra et al. (2005) conducted a study to learn about undergraduate students' Internet usage trends at the G B Pant University of Agriculture and Technology in Pantnagar. The study's findings found that the majority of students used the Internet, with male students using it more frequently than females.

College students spend an average of 20 hours a week on leisure activities, such as hanging out with friends and participating in extracurricular interests (Fosnacht, McCormick, & Lerma, 2018). According to Karaderi's (2012) study of patterns of leisure time among university students at Girne American University in the Turkish Republic of Northern Cyprus (TRNC), resting is the most popular activity, followed by having fun, promoting personal growth, widening one's social circle, and trying new things. The least crucial feature, according to students, is enhancing productivity and creativity. They spend the most of their time outside of school at home, followed by cafes/restaurants, sports facilities, city transportation, shopping, libraries, nature, city parks, and trips outside the city. The poll also discovered that the majority of the students who took part watched TV and used social media, websites, search engines and email on a daily basis. Findings from the study "Investigating of Leisure Time Activities in Male Students at Iran's Islamic Azad University: An Emphasis on Sports Participation" by Masrour et al. (2012) showed that students' average daily leisure time

was 2.7 hours, and they ranked watching TV, watching VCDs and DVDs, working sporadically on computers (internet, chat, etc.), and watching satellite TV broadcasts as their top four ways to pass the time. Male and female students spend the majority of their spare time at home or in their dorms, followed by sports and recreational facilities on or near campus. The students claim that leisure time significantly affects their physical and emotional health. Morina et al. (2015) discovered that listening to music was the most popular leisure activity among Prishtina University students, followed by watching television and video, meeting friends, and participating in sports in a club or sports section. Razaei (2017) discovered that using a mobile phone was the most significant leisure activity, whereas physical exercise and sports were among the least important. Similarly, Lieury et al. (2014) discovered that the top 10 activities conducted "every day or almost every day" are primarily digital in nature: listening to music, talking on the phone (or sending messages), using the Internet, and watching TV. Boys choose physical activities, sports, video games, and action films, while girls prefer phone calls (or texts), reality television, romantic movies, or TV series.

Sen et al. (2024) did a study to evaluate the leisure activity patterns of non-tribal paramedical male college students in Tripura. They discovered that internet surfing, physical exercise, and yoga are the three most popular leisure activities among students. Playing mobile games is the most popular type of online surfing activity, followed by watching web series and movies. The gym is where the majority of students go for physical activities, while some engage in freehand exercise, football, and cricket. Similar findings were observed in their other studies of tribal male paramedical college students, tribal female paramedical college students and non-tribal female paramedical college students that internet browsing was the most popular leisure activity. Nalwa and Anand (2003) conducted a preliminary examination of the prevalence of Internet addiction among schoolchildren aged 16 to 18 in India, both dependent and non-dependent. Dependents were found to put off other tasks in order to spend time online, to lose sleep as a result of late-night logons, and to believe that life would be boring without the Internet. Dependents spend more hours on the Internet than non-dependents. Aljaseem et al. (2020) conducted a study to analyze sleep habits and dozing chance among university students and discovered that the majority of respondents had poor

sleep quality and a moderate to high dosing risk; also, the majority of participants went to bed after midnight. Furthermore, one-fifth of participants reported sleeping fewer than eight hours each day. Similarly, Desa et al. (2023) conducted a study to explore various sleeping habits and problems related to sleep encountered by a population of undergraduate medical students in their first and second years of medical college. The data show that poor sleep and non-uniform sleep-wake patterns, which are commonly reported in the adolescent and young adult populations, are also found among medical students.

Kumar CR (2013) conducted a study titled "A Study-on-Study Habits and Attitudes Among Secondary School Students" with the goal of finding solutions to any shortcomings in students' study habits and attitudes in a comparison between the ICSE and SBSE, as well as the girls and boys of secondary schools. The study indicated that most students in both education systems had poor study habits. There was no significant difference in study habits or attitudes between boys and girls in the whole sample. Unwalla (2020) also carried out a study to understand college students' study habits. The findings indicated that the study habits of male and female students differ significantly, and that females tend to have better study habits than males. Similarly, Bhat and Khandai (2016) did a study on the academic achievements and study habits of college students in district Pulwama. The survey's findings revealed that female college students outperform male college students in terms of academic achievement; also, female college students have slightly better study habits than males. Rajendran S. (2009) studied high school students in Tamil Nadu to determine if their study habits were influenced by gender. The study examined factors such as home environment, subject planning, note-taking habits, concentration, attention span, reading, exam preparation, and school environment. The study's data analysis was conducted using a standardized tool. The survey revealed no significant differences in study habits between boys and girls.

Kotler and Keller (2012) said that in order to explore consumer buying behaviour, it is important to learn the ways how people choose, buy, use and dispose the goods. It also mentioned that the purchase decisions of consumers are influenced by factors such as

their earlier experiences, family, taste, friends, price, branding and culture, etc. and so on.

Bachman (1983) in his study entitled, “Premature affluence: Do High School Students Earn Too Much” talked about premature affluence phenomena. Since Youth not having any responsibility for real life expenses, were enjoying all liberties and happiness of freedom by spending just on designer clothes, shoes and accessories. In the same manner, in their studies, Shim *et al.* (1989) also found that majority of the youth were spending discretionary part of their pocket money on buying clothes and designer latest fashionable accessories. Phau, I. and Siew Leng, Y. (2008) also found that the status-seeking Australian adolescents have a more positive attitude towards international luxury brand apparel relative to Australian luxury brands, with the exception of Chinese brands. On the other hand, non-status teenagers have shown a more positive attitude towards Australian brands than foreign brands, and find Australian luxury brands to be amazing. Goldsmith and Lafferty (1996); Hogg Margaret Bruce, M. and Hill, A. (1998) depicted that female youth were more fashion trendy than their male counter parts among university students. This gave them the feeling of excitement, fun and frolic (Goldsmith and Lafferty, 1996). Similarly, Tagliaferro (1999) reported that males spent more on food and entertainment whereas females shopping revolve around designer and trendy clothes.

The finding of Hogg Margaret Bruce, M. and Hill, A. (1998) indicated that product / brand symbolism is clearly identified among young consumers, in particular for branded style sportswear. The data analysis of the study conducted by Ghoshal (2015) showed that products such as mobile phones, shoes, watches, bikes, computers, vehicles, educational qualifications and club membership are likely to be considered by urban Indian youth for conspicuous consumption. The findings of Sims-Muhammad’s study indicated that young adults see their consumption as an indication of class and social status, and that mass media representation has a significant relationship with their understanding of consumption.

Zokarkar and Shukla (2013) reported in their article entitled, “Spending Patterns of Outstation Student in Indore City” reported that respondents spent 27% of the money provided by the parents on tuition and coaching, followed by cyber cafe and mobile

phones, outing, entertainment and books. They generally market their needs from malls. Birari and Patel(2014) who conducted a study in the city of Aurangabad entitled, “Spending and Saving Habits of the Youth in the City of Aurangabad” to understand the spending and saving habits of the youth also reported that the youth were spending significant amount of expenditure towards shopping, fast food, communication and transport. In this manner, Goyal and Singh (2007) in a paper titled, “Consumer Perception about Fast Food in India: An Exploratory Study” analysed the various factors influencing the spending behaviour of University Youth on fast food items. Sample for the study are drawn from youth in the age group of 20-27 years from NCR region among the college students. Data was collected from 171 students and propounded that visit to movies, outing; fun and frolic with friends were the main factors influencing their visit to fast food outlets.

Lalnunthara and Kumar (2018) studied about the relationship between demographic profile and consumption patterns of fast foods among college students in Lunglei, Mizoram and explored that the demographic factors of the customers play an important role in buying and spending decisions of fast foods. They found a significant co-relation between family income of the respondents and the frequency of consuming fast foods and also of junk foods. But, no significant co-relation between family income and the frequency of instant foods consumption was found.

Studies conducted by Stockton and Baker (2013); and Van Zyl et al (2010) showed that college students consumed large amount of fast food even though they had a knowledge of its harmfulness and concerned about their health. Abraham et al. (2018) also found the same. Their study revealed that college students consumed high level of processed foods despite their high level of knowledge about its harmfulness. The main reasons for choosing fast foods according to a study made by Van Zyl et al. (2010) were time limitation, convenience and taste. And the reason for choosing processed foods according to the study conducted by Abraham et al. (2018) is also based on convenience. A study conducted by Ehsan (2012) also revealed that customers enjoyed eating at restaurants with their friend and family. They went to fast food restaurants for a change in taste and for an outing.

The extent of spending among college students of Surigao del Sur State University (SDSSU) and Saint Michael College (SMC) in Cantilan was studied by Bona (2017). The study concluded that there are no significant differences on the extent of spending as to room and board, transportation, projects and assignments, tuition fees and school supplies, laptops and other gadgets between the two schools which means that most of the respondents spent more money on their projects and assignments, tuition fees and school supplies, and room and board. But the extent of spending in terms of clothing and accessories showed significant difference that Saint Michael college students were found to wear clothes that are trendy. Factors affecting the spending behavior among college students of Surigao del Sur State University in Cantalan was also studied by Bona (2018) and found that family background had a great influence on the students' spending behavior and stressed on the importance of parents in shaping the attitudes of their children.

Bai *et al.* (2008) in their research paper certified, "The Impact of Website Quality on Consumer Satisfaction and Purchase Intentions: Evidence from Chinese Online Visitors" argued that online shopping was becoming popular among the Chinese youth. Pookulangara and Koesler (2011) also came up with a study on "Cultural Influence on Consumers' usage of social networks and its impact on online purchase intentions" to understand the importance and craze of information technology today. It had become one of the most creative and innovative mode of interaction, gaining and sharing information, communication etc. For university youth these social networking sites had become place to meet. They were sending snaps, messages, personal information through these sites. These sites were used for passing their time, for leisure etc. Number of earlier studies had proved the importance of social networking sites. Being consumers these sites were used to raise their voice against unfair practices against the products and services. These sites had started influencing culture also.

Selvakumar and Vikkraman (2012) conducted a study to analyse the values, attitudes and lifestyle of youth in Coimbatore and its impact on entertainment activities. They found out significant difference in attitudes and behaviours between males and females influenced by biological factors and partly on socialization experience. Both sexes had

strong family ties, share equal interest in technology, had leaning towards physical fitness but differed in ways of entertainment and spending patterns.

Attri (2012) conducted a study on the “Spending & Saving Habits of Youth in the City of Indore”. She reported that majority of the respondents were spending on entertainment as compared to socialization and fitness, etc. The gender wise spending options indicated that male preferred high expenditure on entertainment and gadgets whereas female were more conscious for their personal needs and grooming. According to the author, youth were not future conscious, they believed in today. In another study made by Manju (2016) on the trends in spending and money management practices among students in Kerala also found that school and college students spend most of their pocket money on pleasure trips, fast foods and digital life than to books, savings etc. Majority of the students are found to depend on their parents to meet their daily needs and it was reported that female students are more saving savvy than their male counterparts. Similarly, in a study conducted by Jeevantha and Priya (2019) among college students in Coimbatore on their saving and spending habits found that most of the college students saved less than they spend. They spent higher amount on transportation and studies than anything else.

Furnham (1999) also conducted a survey on “Saving and Spending Habits of Young People” in which 250 British youngsters completed the questionnaire on their source of finance(pocket money, part time assignment, gifts from relatives), how much they saved for future and what was the intention. Their mind set regarding money was also studied. The study suggested that irrespective of the economic conditions, youth was not ready to compromise on their needs.

The Monitoring the Future (MTF) surveys on the five goals in life among high school seniors to find out “What are the life goals of youth, how have they changed over time” was conducted. The highest importance ratings by far were assigned to “finding purpose and meaning in my life.” “Having lots of money” grew in importance among young men and young women. According to data from the MTF surveys, “making a contribution to society” was somewhat less likely than money to be rated as extremely important by young men, whereas among young women it was a bit more likely”. (National Research Council. 2003). Trubnikova et al. (2020) discovered that female

students ranked family, health, and love as priorities. Young men, on the other hand, prioritize love, health, and children as their most important values in life. Mittal (2016) found that secondary school pupils have medium levels of values. The students favored social values the highest, whereas they had the least preference for religious ones. Secondary school boys had higher religious, artistic, hedonistic, power, family prestige, and health values compared to secondary school girls who had higher economic values. Saruhan et al. (2023) investigated the views and opinions of university students studying in various departments on values and discovered that students regard respect, love, and integrity as the most important values for them, respectively. In addition to the aforementioned, all university students claimed that values are important to them, and the vast majority of them said they live their values consistently.

2.3.2 Orientations of youth towards Social institutions:

Kristiyani & Faturochman (2020) conducted a study to determine students' learning goals using the constructive realism approach, this study found that students' learning objectives include achieving academic competence, social and spiritual connection, personal growth, future achievement, and technical sufficiency. Academic goals are regarded the most important aim for students because if they are met, students believe their future will be bright due to their acquisition or creation of jobs. Beaty et al. (1997) study similarly found that the majority of students have a vocational focus. They enroll in college with the goal of learning skills and meeting the credentials demanded by the industrial world. In the community where this study was done, hopes for higher education were also centered on gaining job after graduation.

Aldawsari (2024) investigated the factors that influence students' major selection at a public institution in eastern Saudi Arabia. The findings demonstrated that social factors, familial encouragement, convenience of study, and the influence of friends all had a substantial impact on their decision-making process. These findings imply that students rely largely on their social circles as a result of personal experiences.

Dhanda and Singh (2008) conducted a study titled “Attitude of adolescents towards their parents and community” on adolescents for assessment of their attitude in five areas namely in attitude towards parents and teachers, discipline, life and humanity,

country and religion in rural areas of Hisar district of Haryana state. Sample consisted of 50 adolescents. Results revealed that majority of respondents had favourable attitude towards parents and teachers, discipline, life and humanity and unfavourable attitude towards country and religion.

Lahelma and Gordon (2008) study Finnish young people's journey to adulthood, assessing their relationship with their parents as providers of material, emotional, and social resources. They discovered that although young people are open to transitioning from semi-dependence to independence with regard to material resources, they aim for interdependence on an emotional and social level.

Kaur and Koonal (2018) carried out a study entitled, "A Study of Attitude of Senior Secondary

School Students of Punjab Towards Education" and found that female students exhibit a more positive attitude toward education than male students.

Lodhi and Siddiqui (2014), in their study on "Attitude of Students towards Ethical and Moral Values in Karachi, Pakistan" showed that students are conscious about their well-being. Uncaring attitudes towards teachers and family members are found among some of the students. Their liberal decisions are highly influenced by external environment. Majority of the students have uncaring attitude, whereas only few students are engaged in activities which are unethical. Majority of the students reported that they value ethics. However, approximately half of the students reported that they have not learnt about ethics in school.

Bandalos and Sedlacek(1987) took a comparative study of students from two different years of 1976 and 1986 in order to find out what influences their present personal values. Majority of the students from both the years reported that family influences the most in forming their values and beliefs, 51% and 52% respectively. Equal percentage of students in 1976 reported school and peers influence their values. While 25% students reported the influence of friends as important in forming their values and importance of school influence was reported by 11% students only in 1986. Regarding the most important contributors on their personal development, 22% Students and 25% in 1976 chose friends and social life respectively. Whereas 26% students chose friends

and 30% chose social life in 1986, which is more than the 1976. The importance of "contact with teachers and counsellors" was reported by 8% in 1976 as opposed to only 3% in 1986. Only very few students in both the years (4% in 1976 and 3% in 1986) felt the importance of "work with political or social action groups". In terms of career and academic interests, students in 1986 more likely felt that jobs was important to earn power and prestige.

Vladimirovna et al. (2021) found that modern students place a high value on the family institution. According to them, the ideal family consists of an officially married couple who have tried themselves in premarital relationships. Most modern students consider their ideal family as having two children. Similarly, according to the findings of Lazurenko et al. (2021), family occupies an important place in the hierarchy of values of modern student youth. Taking into account the intimate meaning and social significance, the vast majority of respondents recognize the importance and necessity of the institution of family for modern society. Vaidande and Ladaf's (2016) study explores structural and functional changes in Indian families and their impact on young people's socialization. They discovered that the majority of young people believed that parents were the most important agents for child socialization. The role of elders must be acknowledged. Most respondents agreed that elders are necessary. They should not be considered a burden to their families. Rather, they play a crucial part in the upbringing of children in the family, especially when parents are unable to give them the time and care they require. The most important values held by most respondents were honesty, family, respect, good character, and justice.

The study conducted by Vijayalakshmi (2014) found that the majority of respondents selected two children as the maximum number of children per family. It has been found that the majority of respondents chose a small family size (2 children). In their study, Khalid et al. (2021) found that younger people favor nuclear family structures because they believe it respects their freedom and privacy. They are also separated from any family conflicts and the unnecessary stress that goes along with it. In contrast, the findings of a study conducted by Prasher et al. (2011) among undergraduate students of medical colleges in rural areas found that the majority of respondents—66.95 percent—said they preferred a joint family. The fact that many MBBS students choose to live in

joint families suggests that they are joint family minded. While 42% of female respondents prefer joint family living, 58% of female respondents did not. In contrast, 67.65% of respondents chose joint families, while only 32.35 percent of male respondents opposed them.

Mir (2020) investigated young participants' preferences for a specific parenting style and how self-reported emotions (good or negative) may have influenced their choice. The most preferred parenting style was found to be authoritative, compared to authoritarian and permissive parenting styles. The authoritarian parenting style was the least desired, while permissive parenting was the second most popular. Furthermore, just a minor gender influence was found in these preferences. According to Barnhart et al.'s (2012) study, the majority of Indian and US college students chose the parent who demonstrated authoritative parenting as the most akin to their own parents and the type of parent they aspire to become. Females thought parents who demonstrated authoritative parenting were more successful and helpful than males.

Rao and Rao (1976) discovered that the vast majority of students have a strong sense of belonging to their family group, prioritize family goals over individual interests, believe family property should be used for all members of the family, place a high value on family perpetuation, and support friendly exchange relationships between parents and children. It has also been found that a high majority of students want their parents to stay with them in their old age, feel obligated to help their parents, like fulfilling their parents' requests, and believe that their family is very close.

Chaturvedi & Singh (2015) conducted a study to investigate the attitudes of Indian Youth towards marriage and family relations and found positive changes in the attitudes of the youth in terms of decision making at home, sharing of household works, acceptance of wife's decision by husband, need for economic independence of wife and obsolescence of purdah system. The study further revealed positive attitudes towards female child and parents' consent in marriage was also found to be important. Likewise, Bandhani, Aaradhana and Dutt, Sunil (2019) had undertaken a study on the perception about marriage among the Bachelor of Arts students from HN BGU University campus, Tehri by trying to assess their perception towards the suitable age of marriage, desirable characteristics of ideal life partner and their preference towards

different types of marriage. The ideal age of marriage for girls is 19-22 and 26-30 for boys. Government job was found to be an important attribute in life partner among the female respondents. Majority of the students preferred intra caste marriage. Unlike the findings of Chaturvedi & Singh (2015), the findings of this study revealed that majority of the respondents considered children's consent as necessary.

Kaitlin A. (2016) carried out a research entitled "Attitudes toward Marriage and Long-term Relationships across Emerging Adulthood." Result showed that most young adults favoured and put importance on long-term relationships and wanted to get married.

Bhavana & Roopa (2015) who made an attempt to study the attitude of youth towards marriage and its changing trends found that majority of the respondents had moderate and favourable attitude towards marriage and its changing trends. When compared with males, female respondents had more favourable attitude towards marriage and its changing trends. Both the male and female respondents considered education, physical looks and family backgrounds as important criteria for choosing a life partner. Parental preference was given importance for choosing a life partner among the female respondents while the male respondents did not agree to it. Majority of them strongly disagree live-in relationship. They were in favour of love marriage, inter caste marriage, register marriage and love cum arrange marriages.

In the same manner, Kanak Yadav, Rakhee (2018) also conducted a study to explore the attitudes of young adults towards marriage and found the changing attitudes of young adults towards marriage. The respondents were drawn from different parts of India. The findings of the study indicated that female respondents viewed themselves as equal to males with respect to roles defined by the society and agreed that mutual compatibility is important for successful marital life. They did not agree with the traditional roles which defined the household chores as the responsibility of females and financial management as the males' responsibility. They further stated that successful career is more important than successful marriage and majority of them agreed that wife should not bear the authority of her husband. Majority of the respondents agreed that wife should not carry dowry at the time of marriage which indicates that there is changes in the attitudes towards dowry. The results also indicated that majority of the respondents did not agree with live-in relationship before marriage. On the contrary, Shivalli et al.

(2012) made an attempt to study the perception of values of present college youth towards marriage among college students in Karnataka. The respondents were drawn from students studying in Rural Home Science College and Agriculture College of Agricultural Sciences, Dharwad. Not much change was found in the perception of values towards marriage among the present students and majority still agreed with the conventional values. They further agreed that the wife should also support her husband economically. They also felt that marriage does not take away personal freedom.

The study conducted by Mayabi (2022) intended to determine college students' attitudes toward premarital sex. According to the findings, 258 respondents, or 57%, were open to premarital sex and saw it as a natural act that should not be criticized. A total of 194 (43%) were conservatives who considered it violated societal values and religious beliefs. According to the findings of Yong and Simon (2019), the majority of university students oppose sex before marriage. Moral development exercises taught them to avoid premarital sex. Participants reported that the internet had the greatest impact on their perceptions of premarital sex. The study found that premarital sex impressions are heavily influenced by movie and television consumption.

The study made by Bain (2018), on "Religious Attitudes of College Students" shows a marked diminution of religious beliefs. Female students are more religious and consistent in their religious beliefs than male students. Kajavinthan (2015) also found gender difference in religious attitude among School Students in Jaffna District, Sri Lanka. Culey (2014), in his thesis titled "An Analysis of Religious and Spiritual Beliefs and Behaviours in College Students" did not find a relationship between students' religious beliefs and their academic performance. However, they reported that they got their strength from religion and found comfort in it. More surprisingly, those students who reported religiosity and spirituality gave them strength and comfort did not participate in private religious practices more frequently than others. Similarly, Hunsberger (1978) also found a tendency for seniors to report attending church less frequently than freshmen in his study of college students.

Joy et al. (2014) attempt to understand the role of religion in the lives of young people, how religious practices affect them, and the reason and degree of religious belief among young people. They discovered that the majority of participants saw God as an ultimate

force, their creator, and a controlling entity. Most people did not pray constantly, and if they did, it was only once or twice a day. They do not believe that not praying to God will harm them, but rather that praying makes them happy. Collins-Mayo's (2012) research focuses on the nature of young people's belief and belonging, as well as its role in their daily lives. The article explores the growing religious variety among young people and its sociological impact. The article examines the beliefs and practices of young people with nominal or no religious identity. The cultural tendency of individualization and subjectivity has a significant impact on the attitudes and approaches to religion of both religious and non-religious young adults. Zaidi and Rahaman (2020) also examine religious attitudes among higher secondary students and found that a positive attitude toward religion has emerged, and the majority of students believe in their religion and adhere to basic religious principles in their daily lives. In this study, it was discovered that female students have more faith in religious practices, and religious belief of instruction is stronger in rural domains than in urban domains. According to Lee et al.'s (2004) study, more than half of students have a strong sense of personal spirituality, while approximately one-third identify strongly with their religious affiliation. Rantzou and Mpellou (2021) investigated the religiosity of teenagers, concentrating primarily on the attitudes and behaviors of children aged 13 to 15 years. The survey found that adolescents believe that faith benefits others and are not afraid to express their opinions publicly. However, religion does not appear to be an integral element of their daily life. Boys appear to be more concerned in religion and ceremonies than girls.

Bosma (2024) investigates how college students' religiosity affects their academic performance, mental health, sense of purpose and identity, and feelings of belonging and connection at the University of South Dakota (USD). This study found that religiosity had at least a small impact on all four characteristics of college experiences, particularly mental health, purpose, and identity. Korley (2024) discovered a philosophical link between religious beliefs and ethical standards in influencing students' critical thinking and academic achievement. Participants consistently characterized prayer and miracle belief as essential cornerstones of their intellectual and ethical frameworks, with divine intervention serving as a complimentary force to their

academic aspirations and life obstacles. Ashemond (2017) investigated the influence of religion and religiosity on the academic performance of Senior High School pupils, using Achimota Senior High School in Ghana as a case study. The results of the data analysis reveal a strong positive moderate association between religiosity and academic performance. The study also found no significant difference in academic achievement between Christian and Muslim students. The findings also show that there is no significant difference in academic performance between religious males and female students. The findings also indicate that there is no significant difference in academic performance between religious males and females. The data also show that there is a considerable difference in academic achievement between very religious and non-religious students. According to the findings, extremely religious students outperform those who are not highly religious. This demonstrates how important religion and religiosity are in Ghanaians' lives. Iqbal and Javaid (2018) attempted to investigate the effects of religious orientation on university students' performance. The study's population consisted of students from the University of Education Faisalabad Campus. According to the study's findings, university students place high significance on their religious orientation and female students had higher achievement levels and religious orientations than males.

Tlau and Mishra's (2022) study examined how Mizo undergraduate students perceive the impact of social activities on their moral development. The study found that the majority of Mizo undergraduate students, regardless of their field of study, perceive that their participation in social activities has a beneficial impact on their moral development. Mizo undergraduate students recognize the importance of participating in social activities to develop skills, knowledge, experiences, and qualities necessary for a happy and successful life.

2.3.3 Peer and Media Influence:

Mageto (2017) in trying to find out the effects of social media on the youth said that social media can have both negative and positive impacts on the youth. The positive effects of social media are making the youth update and also helps them to stay connected with their friends without physical presence. Consequently, it helps in maintaining good relationships with their classmates. In the same manner, Haans (2012)

studied “Indian Media and Positive youth Development” and discussed the positive effect of media on youth in India. Existing media or movies have become an integral part of our society. Media is the way across the globe receives all type of information, news and entertainment. However, Mageto (2017) again found that social media can have negative impacts on the youth as well by reducing the number of face-to-face interactions. The time spent on chatting online reduced their productivity. It also increases the chance to commit cyber theft and bullying.

Amadi and Ewa (2018) carried out a study on Social media networking and the academic performance of university students in Nigeria also found that social media network had a negative impact on students cumulative grade point average (CGPA), and hence students wasted much of their productive hours in surfing the net for recreational purpose. Similarly, in a cross-sectional study of medical college students at MVJ Medical College & Research Hospital, Maidaiah et al. (2016) discovered that the majority of participants used social networking sites on a daily basis (67.2%). They concluded that, particularly for medical college students, the drawbacks of using social networking sites outweigh the benefits. Facebook (81.4%) and WhatsApp (87.7%) are the most popular social networking sites. 77.9% of respondents said they use social networking sites (SNSs) for conversation, 41.9% said they use them to post images, 24.5% said they don't have any other activities, and 28.4% said they get annoyed and 23.5% said they experience mood swings when using SNSs. Headache, eye sight problems and poor academic performance were the most common complaints received from them due to excessive usage of SNS.

Qingya Wang, Wei Chen, and Yu Liang (2011) also stated that there are positive and negative sides of the effects of social media on college students. They suggested that college students should learn to balance the amount of time they spend on social media and studies. Katz and Sugiyama (2006) in their study found that more trend consider users using heavy cell phone while economical light mobile phone users or participant users are relatively fewer consider on trend . It was found that Participants have not bought cell phones as trend and style, they purchase it for using to communicate themselves properly to all the member of their peer group.

In another study carried out by Mokhtari, Reichard and Gardner (2009) on “The Impact of Internet and Television Use on the Reading Habits and Practices of College Students.” The findings show that students choose to spend their time on the internet rather than on leisure reading, academic reading, or watching television because they like it. Tandon and Garg (2013) conducted a study on mobile phone and Internet adoption and consumption patterns among Indian college students and concluded that Indian college students were highly addicted to the use of mobile phones and the internet, reporting that they had used these technological services in excess. Their lives rely heavily on mobile phones and the internet. Their favourite service provider is Airtel and their most famous browser is Google Chrome.

Kuss and Griffiths (2011) analyzed the literature of empirical studies on addiction to social networks on the Internet and concluded that regular use of social media has increased in recent years. SNSs are primarily used for social purposes and to sustain existing offline networks, as opposed to individual ones. They pointed out that teenagers and students were making the most of social networking sites than the general population.

Researchers have done studies on the use of social networking sites (SNS) among Indian college students. One such study was conducted by Manjunatha (2013). This study identified the widespread use of social networking sites among college students. However, college students were found to be aware of the negative consequences of using social networking sites, indicating that Indian students are not just socially active and technologically sophisticated, but also socially concerned. Sharma and Godiyal (2016) also found that majority undergraduate students used social networking platforms. Even those who reported themselves as not having an account in these social networking sites reported that they were accessing them through other’s account. The top site mostly used by male undergraduate students was facebook while for the female students it was whatsapp. They accessed these sites mostly through their mobile phones and laptops. Entertainment was the main reason for accessing SNS among the male students while education was the main reason for the female students. Staying in touch with friends was most important for the male students while the female students put importance on preparation for competitive exams and knowledge gaining. The findings

of nother study conducted by Bhola and Mahakud (2014) among the college students from University of Delhi revealed that young people in India use social networking sites starting form the age of 14.6years and the reported average time spent on these sites was 3.6 hours daily. Their most preferred social networking site was Facebook. They used it for chatting and making friends. They carried out these activities at night, interacted with opposite sex, ignored daily activities, hid their online activities from others, used social networking sites secretly and felt frustrated in the absence of these sites. Other than social networking sites, the respondents were involved in gaming, watching movies and listening to music. The findings of the study conducted by V.K. and Sharma (2019) demonstrate that students have profiles on many social networking sites but only utilize one actively. The majority of students use them at least once every day, with the primary goal of staying in touch with current friends and reconnecting with old ones. Chat and photo sharing are reported to be the most popular aspects. Respondents also reported using social networking sites to discuss study and class-related activities, as well as for recreational purposes.

Lalnunpuui and Verma (2016) conducted study on the use of social networking sites by faculty members and students of NIT, Mizoram and their study revealed that all faculty members and students of NIT were aware of SNSs and they were using it for information and communication purpose. Their most preferred way of accessing these sites were through mobile phones and laptops. Similarly, Brahma and Verma (2018) found that all students at the Central Institute of Technology (CIT) were aware of SNSs and used more than one social networking site. Facebook was the most popular social media platform, followed by YouTube and Instagram. Mobile phones were the most popular device for accessing SNSs.

Verma and Lalnunpuui (2017) conducted another study on the attitudes and perceptions of teachers and students at NIT, Mizoram, regarding social networking sites. They discovered that both faculty and students had multiple accounts on social networking sites, with Facebook being the most popular, and that they were using SNSs for academic purposes. SNSs are seen favorably by both faculty and students, and the majority of them stated that they are not hooked to using them or that they negatively affect their personal lives. The findings of the study conducted by Adaja and Ayodele

(2013) on Nigerian youths and social media: harnessing the potential for academic excellence among students of Olabashi Onabanjo University also revealed that the most widely used platform by the Nigerian students was Facebook. They use it for communication for recreational and collaborative purpose. Facebook was reported to be their favourite network platform for social interaction by over half of the respondents. Over two-thirds of the respondents reported to have used Facebook platform to send or receive information and agreed that they frequently use it for leisure. However, it is important to note that only 33% of the respondents use the network for academic purpose for information exchange and the rest 67% of the respondents use it for other things different from academic networking.

Eke, Omekwu, and Odoh (2014) while making an attempt to study on the use of Social Networking Sites among the Undergraduate Students, University of Nigeria, Nsukka also found that all the students were using the social networking sites. And interaction with friends, connecting to their class mates for online study and for discussing serious national issues, making friends and watching movies for their pleasures were found to be the main reason for using these sites. Likewise, Camilia et al. (2013) made an attempt to study the effects of Social Networking Sites usage among Nigerian students and found that Facebook is the most commonly used SNS more than any other SNSs, followed by 2go and Youtube. These sites were used mainly for keeping in touch by updating their status regularly, writing on friends' walls and by uploading pictures. Some of the students also reported that they go online just to pass time. It has been noticed that they spend 2-4 hours daily on these sites doing their updates, postings and other visitations. Further, the students also reported that they were using the SNSs for their academic assignments and they reported that the use of SNSs has no effects on their studies.

Hussain et al.(2017) also made a study to understand the use of social networking sites by the post-graduate students, Departments of Sociology and Social Work, University of Kashmir. In their study, most of the students were found to use social networking sites. There were very few students who did not make use of social networking sites due to lack of interest, lack of time, lack of facilities and privacy concerns. The average time spent by the students using SNSs was 1.43 hours daily. They make use of SNSs mostly

to gain knowledge, to be in touch with family and friends, to share information and promote social, religious, political and environmental awareness; to pass time was only reported by few students. The most widely used SNSs among the students were Facebook, Google+, YouTube and Twitter.

Irving (2008) in her study of "An exploration of the influence of media, advertising, and popular culture on the self-esteem, identity, and body image in adolescent girls" found that majority of the respondents felt that the media has a negative impact on their self-esteem, body image, and overall identity. She found that almost all of the respondents reported to have changed their physical appearance in some way due to the influence of media and peers.

Draper (2005) studied "At-Risk Students' Perceptions of the Impact of Popular Culture and the Media on Their Lives" stated that all the respondents agreed that music, movies, television, video games, and sports had reputations for making students behave in negative ways. Regardless, these students considered that even though the media made it seem like these were all bad influences, they had different opinions. These students, overwhelmingly, reported that media and popular culture provided them emotional support rather than harming them academically or behaviourally.

Madtha et al. (2022) found evidence of peer impact among undergraduate students. Undergraduates rely on one another to enhance their overall personalities, as evidenced by the data, which reveals positive peer influence rather than negative influence. Peer pressure was shown to have a moderate impact on 211 (65.3%) of undergraduates, a low influence on 95 (29.4%), a strong influence on 16 (5.0%), and no influence on 1 (0.3%). Smoking and drinking had the lowest mean proportion of peer influence (36.6%), whereas personality and communication had the most (79.3%). Other categories were social media, gadget use (45.7%), eating choices (68.2%), purchasing decisions (64.9%), exercising (71.1%), and having a healthy mind (74.8%).

Milem (1998) in his study titled "Attitude Change in College Students: Examining the Effect of College Peer Groups and Faculty Normative Groups" showed that the peer group norms are more influential than the faculty norms on their attitudes. In the same manner, Kamaruddin and Mokhlis (2003) also investigated on how consumer

socialization agents and social structural factors influence the decision making styles of adolescents in Malaysia. Great peer group influence was found in making purchase decision. Print media and television commercials were also found to be other important agents that work on the adolescents' purchase decision making. Parents and in-school education were reported to be insignificant. Isaksen, Katja Jezkova and Roper, Stuart (2012) has also been found that, as a result of peer pressure and the value of conformity between teenagers, the consumption of the right objects at the right time is important for social acceptance, for the acquisition and maintenance of friendships and therefore self-esteem. The impact of failing to "keep up" consumption trends include social exclusion, negative peer appraisal and decreased self-esteem. However, these negative consequences have been particularly pronounced among adolescents from low-income families who, in comparison to their financial status, are eager to purchase. Teenagers tend to have a striking understanding of the role of branding, advertisement, and peer pressure in influencing their consumption attitudes, yet they are unable to avoid them.

Shao et al. (2024) found that peer relationships had a direct and significant impact on the academic performance of junior high school students, and also exerted an indirect positive effect on their academic achievement through enhanced learning motivation and engagement. Filade et al. (2019) also found that peer groups have a significant impact on academic achievement among undergraduate students. Peer groups have a substantial impact on students' academic success. Khan and Budhwani (2015) conducted an analytical cross-sectional research of peer pressure on adolescents. The findings show that there is a tendency to smoke and use alcohol due to peer pressure. Similarly, Mahanta et al. (2016) investigated alcohol use among school-aged boys and girls in an industrial town in Assam, India. Peer pressure was found to be responsible for approximately 45.6% of substance usage (including alcohol) among North Indian college students.

2.3.4 Deviant Subcultures:

Deviance is any behaviour or action that violates the societal norms. Norms are guidelines of a society which every member of the society is expected to conform to. Deviance occurs in a society when individuals turn away from the expected behaviour set by the society. Ellen Super (2011) studied "Deviant behaviour among College

students and high school students” to determine the differences between college and high school students based on the frequency of deviancy committed and found that college students are more likely to commit crime frequently than high school students.

According to Ngwokabuenui (2015), the most frequent types of indiscipline noticed in Cameroon secondary schools regarding the disobedience of students to school administration are assault and insult on teachers, non-teaching staff and school prefects. Instances of students’ involvement in collective act of misconduct include vandalism and mass protest. Chewing gum in class, speaking of pidgin English, wearing dirty and wrong uniform, fighting, and examination malpractice are cases of deviant behaviour found in relation to poor habits committed by students.

Jayaram and Caeiro (2007) in their study of “Teachers’ Perception about Students Indulging in Deviant Behaviour” tries to find out the kind of deviant behavior which is mostly seen in school students. Therefore a study was conducted in order to find out the causes of deviant behaviour among students, its effects and ways to combat them. For the purpose of this study an open ended interview schedule was prepared and data was collected from 50 school teachers. According to the study conducted 96% of the respondents state that school students will indulge in deviant behaviour. According to the teachers the mostly seen deviant behaviours are disobeying elders, stealing, bunking classes, drug abuse etc. and this behaviour will show a great impact on their studies. This impact is either in the form of failure in the studies, they may drop out of school; they can seclude themselves from the other classmates, etc. They will start failing in exams and sometimes they might even dropout from school. It was found that 40% of the students get in deviant behaviour due to improper parenting style, 26% due to family background, 22% of the students gets influenced by the media and the remaining 12% is due to friends circle and surrounding.

Srivastava (2005), in his study entitled “Mobile phones and Evolution of human behavior” found that college students had the habit of using mobile phones during class lectures. In the same manner, Tindell and Bohlander (2011) came up with the same conclusion as Srivastava in their study on “The use and abuse of cell phones and text messaging in the classroom: A survey of college students.” In their study, college students reported on their own use and others’ use of cell phones in the classrooms. 95%

of the students bring their cell phones to class everyday, 92% students use their phones for text messaging during class lectures, and 10% of them admitted that they texted during an exam on at least one occasion.

Cheating in college classes is common deviant behaviour found among college students. Simkin and McLeod (2010) in their article titled “ Why Do College Students Cheat?” surveyed on cheating behaviour among business students and non-business students found that 60% of the business students and 64% of the non-business students indulged in cheating. The "desire to get ahead" was the most important motivating factor reported by the cheaters themselves whereas the presence of a "moral anchor" such as an ethical professor was important motivator among the non-cheaters. In the same manner, Whitley (1998), for example, found that across 46 studies, an average of 70.4% of the college students have cheated in college. Whitley (1998) conducted a review of 107 studies published between 1970 and 1996 on the prevalence of and factors associated with cheating among college students. The study periods were broken up into three time periods such as 1969 – 75, 1976 – 1985 and 1986 – 1996. The review revealed that cheating was more prevalent in the time periods of 19 – 75 and 1986 – 1996 than 1976 – 1985 time period. In the findings of studies conducted by (Klien et al., 2007; McCabe et al, 2006; Rokovski and Levy, 2007), the means were 70%, 86%, and 60% respectively.

The result of McCabe et al. (2006)’s study on the prevalence of cheating and the reasons behind it revealed that cheating rate was higher among business graduate students than among the non business graduate students as hypothesized. The most influential factor for cheating among the graduate business students was the perception that other students are also cheating. In the same manner, Witherspoon et al. (2010) conducted a survey among college students to examine the frequency of students’ engagement in academic dishonesty and also tried to explore the methods used by them. Results showed that majority of the students admitted that they had cheated at least once. Most of the students were found to be cheating occasionally, but flagrant cheaters were very few. Contemporary methods of cheating were most likely to be used by flagrant cheaters.

Zia et al. (2022) examined the prevalence of deviant behavior among college students (boys and females) based on their birth order, including graffiti, misbehavior, general deviance, and assault. According to the comparative analysis, male students scored

higher on deviant behavior than female students. Further data analysis revealed that male students scored higher on misconduct, general deviance, and assault than female students. Eteng et al. (2021) conducted a study to examine how gender affected deviant conduct among students in Federal colleges in southern Nigeria. The findings reveal that male students were significantly more truants than female students

Banda and Mweemba (2016) in their study titled “The Nature of Deviant Behaviour Patterns that are Prevalent among Pupils in Secondary Schools in Zambia: A Case of Central Province” reported the increase prevalence of cases like drug abuse, drinking, stealing, bullying, smoking, promiscuity, aggressiveness, disruptive behaviour, truancy, stealing, careless school work and other offences against the school rules and regulations. Malizia (2018) also found that social context has a relevant effect in cannabis use of college student while studying Cannabis Use and Deviant Behaviour among University student: an empirical research. This study of college students aimed to highlight the possible adoption of deviant behaviour, related to cannabis smoking, by university students as a different form of entertainment from cultural and social reference standards. Similar study was conducted by Hynes et al. (2015) in order to find out the prevalence of marijuana use among university student and the result of the study revealed that the most widely used illicit substance among university students was marijuana.

Surprisingly, in a case study conducted by P. BamigboyeAbiodun and A.M. Afolayan (2007) to explore the pattern of Marijuana use among male University students found a decline in the rate of marijuana use when compared to earlier study conducted by other researcher at the same university.

Hetherington et al. (1978) in their study of “Drinking Behaviour among Saskatchewan Adolescents” found 95% of the students had some experience with alcohol. Some 38% are classified as abstainers (non-drinkers, and those who drink once a year or less and in small amounts), while 23% are problem drinkers (drink heavily and /or report negative consequences of drinking. The main reasons for not drinking were: issues with the police, loss of self-control, fear of relying on alcohol to solve problems, and the effect on health. The primary reasons for drinking were: to have a good time and to be like everyone else. As for the impressions of other people's drinking, the more they see their

parents and friends drinking, the more they drink. Self-esteem was not found to be linked to the level of drinking in this study.

Lukács et al. (2013) studied alcohol consumption among 658 university students. More than 90 percent of students drink alcohol. Although alcohol misuse is more prevalent among male students, females are also impacted. Almost 90% of male and 80% of female students have had a drink in their lives. Binge drinking is common among university students.

Saini and Suthar's (2022) study sought to determine the prevalence of alcohol usage, risk factors, and consequences among undergraduate students. The findings revealed a 25.55% prevalence of alcohol usage, with the majority being males (63.04%). The majority of students (47.8%) began consuming alcohol between the ages of 18 and 19, with reasons including social gatherings or marriage parties (69.56%), peer pressure and curiosity about the effects of alcohol (13.04%), and parental drinking habits (6.52%). The majority of students (65.21%) drink outside of their homes and at night (91.30%). The strongest desire (86.95%) was for pleasure (93.47%) on special events or party functions. Students (28.26%) developed addiction as a result of their early usage. The majority of students (78.3%) reported minor effects of alcohol intake.

Sharma et al. (2023) carried out a study on the prevalence of substance abuse and discovered that out of 301 respondents, only 70 (23.3%) had experienced substance misuse. Alcohol was the most widely abused substance (19.3%). The most common motivation for using these substances was curiosity (15.6%). 24.6% of students have considered or attempted to stop, although the vast majority have not. Among these students, 10 (3.3%) had reported withdrawal symptoms.

Daniel *et al.* (2015) in their study of "Attitude of college students towards alcohol consumption in Mangalore" reported out of 1150 students, 26.4% students consume alcohol. Out of which who reported of consuming alcohol, 61.84% students felt it was safe to drink. 72.03% students reported they did not want to stop their drinking habits and 74.01% students haven't even tried giving up. 91.30% students responded that they were aware of the harmful effects of alcohol consumption. However, most of them consider it as a part of life style even after knowing of its ill effects.

Chand et al. (2022) found a high prevalence of smoking and other tobacco product usage among public health students in Nepal's Kathmandu valley. Cigarettes are the most popular tobacco product. In contrast, the findings of the study conducted by Jodalli and Panchmal (2020) revealed a low prevalence of usage of both smoked and smokeless tobacco, current smoking, and chewing tobacco among the studied population. Males were more likely to use all types of tobacco than females.

According to Arria et al. (2017), drug use is prevalent among college students and remains among young adults, even after many have graduated from college. Alves et al. (2020) found that the prevalence of illegal drug usage was 22.2%, and overall students had low levels of awareness and moderate attitudes regarding drug use. Being male, changing location after enrolling in higher education, having friends who use illicit substances, and knowing about drugs all raised the likelihood of ingesting them.

Welsh et al. (2019) found that substance use among college students has been linked to a variety of negative effects, including worse academic performance, a higher likelihood of unemployment after graduation, and an increased chance of perpetrating and experiencing sexual assault.

Semahegn (2021) discovered that physical attacks and fighting were prevalent experiences among adolescents in eastern Ethiopia.

Camilleri et al.'s (2021) study found that 56.6% of the respondents reported lifetime pornography consumption, with a considerably higher proportion of males than females doing so. The majority of students reported accessing pornography using internet-connected devices. O'Reilly et al. (2007) found that more over 90 percent (92.4%) of college students said they had ever viewed pornography, and more than 40% (43.1%) said they did so at least once or twice a week. Men were more likely than women to view pornography, men were more likely to approve of it, women were perceived as "loose," women were more threatened by pornography than men, and women were more likely to believe that it was acceptable to view pornography as long as one was not having fantasies about other people. These were significant gender differences.

Tewogbola et al. (2025) found that Pornography consumption, particularly regular use, has been linked to lower academic performance and increased levels of problematic use

among college students. Targeted interventions and support services are necessary to mitigate the harmful effects of pornography usage on academic success in higher education.

Mulgeta et al. (2024) discovered the prevalence of premarital sexual behavior was 216 (34.5%) among Dire Dawa University students. While Sharma et al. (2022) found that the prevalence of premarital sex was 68.7%, with the average age of sexual debut being 18.5 years. 62.1% of respondents engaged in unprotected sex. 91% of respondents engaged in vaginal sex, 61.4% in oral sex, 29.% in internet sex, and 19.3% in anal sex. Masturbation was a habit for 66.8% of respondents. Students with a positive premarital sexual background reported 78.2% sexting, 38.8% friends with benefits, 33.9% one-night stands, 4.8% a threesome, and 2.3% gay sex. 86.9% of those who engaged in premarital sexual behaviors reported being satisfied with their sexual lives.

Sujay's (2009) study on "Premarital sexual behaviour among unmarried college students of Gujarat, India" discovered that romantic partnerships and physical intimacy were reported by significant proportions of male and female students; premarital sex among notable minorities; and unsafe sex, as well as abortion experience, characterized many sexual relationships among young students. Chi et al. (2012) conducted a study titled "Prevalence and correlates of sexual behaviors among university students: a study in Hefei, China" and discovered that among the respondents, 12.6% (15.4% of male versus 8.6% of female) reported having pre-marital heterosexual intercourse.

2.3.5. Overview of Thematic Review:

This section of literature review presents the overview of the findings of the research studies considered relevant for pursuing the present research. It is further divided into five sub-sections. It focuses on the lifestyles of youth which includes their habits, values, consumption patterns, and value practices. It also focuses on orientations of the youths towards various social institutions, the external factors such as peers and social media that have the most influence on the lives of the youths and the patterns of deviant subcultural practices among youth.

Most of the literatures that have been reviewed depicted college students as fun loving and spend more money on entertainment, shopping and fast food than on academic

related activities. They were reported to show more interest on trendy fashion apparels, use of internet and mobile phones. They are seen as brand conscious. These literatures also established the fact that the youths involved themselves in different kinds of deviant behaviors and there is change in their attitudes towards various social institutions. The youths in these literatures are also greatly influenced by external factors such as peer and social media. Excessive use of social media by the youth has been reported which had impacted the youth in both a positive and negative ways.

2.4 Review of Methodology in Studies

This sub-section of the review tries to understand the research design, methods and procedures employed by the researchers to gather data or information. The methodological review is sub-divided into four major sub headings, such as qualitative research, sampling procedure, quantitative research and tools of data collection.

2.4.1 Qualitative Research

Amadi and Ewa (2018) conducted a study on the impact of social media networking on Nigerian university students ' academic performance using Rivers State University (RSU) as a case study. Causal comparative (or ex-post facto) research design was used. Attri (2012), in a study on Spending and Saving Habits of Youth in the City of Indore used convenience sampling taking both genders equally. Bachman (1983) uses longitudinal data from the Monitoring the Future project, which surveys nationally representative groups of high school seniors each year and tracks some of them throughout young adulthood. Hippen (2016) also conducted a ten-year longitudinal prospective study to examine how attitudes toward marriage and long-term relationships may differ across emerging adulthood among college students by using five waves of data from the Center on Young Adult Health and Development's College Life Study. Milem (1998) used longitudinal data and information from a faculty survey at the same institution to investigate the comparative impact of student peer groups and faculty reference groups on student socio-political attitudes.

Band and Mweemba (2016) employed survey method as research design to examine the nature of deviant behaviours that were prevalent in their schools. Interview and

focused group discussion were conducted to collect data. Manjunathan (2013) conducted a survey to understand the usage of social networking sites among the Indian college students. Mageto (2017) intended to shed light on the effect of social media especially on young people of this generation in his book 'Impact of Social Media on the Youth'. Tindell and Bohlander (2011) conducted a survey on the use and abuse of Cell Phones and Text Messaging in the Classroom among College Students in the north eastern Pennsylvania. An electronic participant management system developed by Sona Systems (Estonia) was used to display the prescreening materials. This program collected personal information from the students and gave informed consent. They were then guided to an existing survey generated with Survey Monkey.

Bhola and Mahakud's (2014) study is a qualitative research which used Content analysis and thematic analysis to understand the nature of prevalence and dynamics of excessive social networking among the Indian youth. Draper (2005) conducted a qualitative study which focused on perceptions of the impact of popular culture and the media on at-risk students. Jayaram and Caeiro (2007), in their study attempt to find out the kind of deviant behavior mostly seen among college students. Chaturvedi and Singh (2015) conducted a study to evaluate students' understanding of the appropriate age of marriage, desirable life partner features, and preference for distinct kinds of marriage. Isaksen and Roper (2012) conducted a qualitative research which investigates the role of consumption in the lives of British teenagers, with a particular focus on their role in the development and preservation of self-esteem. Irving (2008) conducted a qualitative, inductive, exploratory study to investigate the effect of press, advertising, and popular culture on teenage boys' self-esteem and body image. Hogg and Hill's (1998) paper reports the initial findings of an exploratory survey of over 200 young consumers (7-10 years of age) investigating perceptions of branded fashion clothing; and the effect of social impacts on young consumers' impressions of branded fashion items.

Simkin and McLeod (2010), in their study 'Why Do College Students Cheat?' used the principle of reasoned action and the partial least square approach to evaluate the responses of 144 students to a survey on cheating actions. Srivastava (2005), in his article 'Mobile Phones and Evolution of Social Behaviour' examined the social and

human consequences of developments in mobile technology and, in particular, the increasingly personalized existence of mobile devices.

Brake's (1980) book explores the diverse literature on youth culture, subculture and delinquency that have been studied since the early thirties. Beck and Beck-Gernsheim (2009), in their study, conceptualized and analyzed the multiplicity of global generations that emerge as a series of overlapping transnational generational constellations. Pookulangar and Koesler's (2011) work is a conceptual paper that introduces a research framework using the cultural aspects of Hofstede and Technology Acceptance Framework 3 to explore the cultural impact on social networking and its effects on the purchasing intention. Thornton's (1996) 'Club Cultures: Music, Media and Subcultural Capital' is a conceptual study focusing on youth movements that revolve around dance clubs and raves in the United Kingdom and the United States. William (2007), in his article 'Youth-Subcultural Studies: Sociological Traditions and Core Concept' reviewed the importance of youth-cultural and youth-subcultural study patterns throughout Chicago school, strain theory, Birmingham school and post-subcultural studies. He then conceives a set of important analytical concepts that have proved to be core components of youth-subcultural studies over time which include subcultural style, subcultural space and media, resistance, reaction of society, and identity and authenticity. Bai, Law and Wen (2008), in their study developed and empirically tested a conceptual model of website quality impact on customer satisfaction and buying intentions especially the youth.

Goldsmith and Lafferty's (1996) study tested four hypotheses about the effects on internet advertising of viewing websites by using convenience sampling. Kehily's (2007) book provided a clear and detailed analysis of young people in late modernity by drawing on recent research and the experiences of young people by adopting an interdisciplinary approach and in an open and engaging manner addresses complex issues. Kuss and Griffiths' (2011) work is based on review of the empirical researches done on addiction to social networks on the internet. Leibenstein (1950). The aim of this paper is to take into account some consumers' desire to be "in fashion," others' attempts to gain exclusivity, and "conspicuous consumption" trends that have not been integrated into market demand's current theory.

National Research Council (2003) provided an overview of important issues for military recruiters, covering a number of important issues, including: sex and race, education and skills, physical and moral qualities, and military life and working conditions. This report is the product of the Youth Population and Military Recruitment Committee. In forming conclusion and guidelines, they analyzed and reviewed data and research from a variety of sources. Nayar (2016), in his book ‘ An introduction to cultural studies’ attempted to give a clear introduction to the different ways of interpreting culture, ways that are often called ' social studies ' now collectively. The book discusses the theory and practice of cultural studies.

2.4.2 Quantitative Research

Abraham, Noriega and Shin (2018) conducted a quantitative, cross-sectional study, with a descriptive design to examine college students’ eating habits and knowledge of nutritional requirements. Madaiah, Seshaiyengar, Suresh, Munipapanna, Sonnappa (2016) conducted a cross sectional study on the effects of social networking sites on medical college students. Data was analyzed using the SPSS program. Van Zyl, Steyn and Marais (2010) conducted a descriptive and cross-sectional study tried to find out the characteristics and factors influencing fast food intake of young adult consumers in Johannesburg, South Africa. Bain (2018) conducted a quantitative study on "Religious Attitudes of College Students” among University students. Bhavana and Roopa (2015), in their quantitative study evaluated and compared youth's attitude towards marriage and changing marriage trends. Different variables applying t-test and chi-square test were analyzed. Bandhani and Dutt (2019) conducted a descriptive study to examine the under graduate students’ perception towards marriage in Tehri, Uttarakhand by using purposive sampling technique to select the samples for the study. Bona (2018) used descriptive survey method to study the factors affecting the spending and financial behavior among college students of Surigao del Sur State University in Cantilan, Philippines in terms of family background, attitude, financial knowledge and lifestyle by using a researcher-made questionnaire and interviews. Kajavinthan’s (2015) study is an ex-post facto research. It is a descriptive research to examine religious attitude among school students in Jaffna district school.

Eke, Omekwu and Odoh (2014) used descriptive research design to survey the use of social networking sites among undergraduates, University of Nigeria, Nsukka. Ghoshal (2015) used descriptive research design to understand the conspicuous consumption of lifestyle products and services among the urban Indian youth living in Bengaluru. Ngwokabuenui's (2015) study used a descriptive survey research to investigate the indiscipline of students in secondary schools in Cameroon. Descriptive statistical parameters included percentage and mean used to answer research questions while one direction ANOVA was used to test hypotheses at a 0.05 level of significance. BamigboyeAbiodun and Afolayan, (2007) conducted a descriptive study on 'Pattern of Marijuana Use among Male University Students: A Case Study' to evaluate the pattern of use of cannabis by undergraduate students at Obafemi Awolowo University, Ile-Ife, Nigeria.

Adaja T., & Ayodele, F. (2013) used Survey research method in their study entitled 'Nigerian youths and social media: harnessing the potential for academic excellence'. Bandalos and Sedlacek (1987) conducted a survey on "Changes in student values and attitudes over a decade" to compare the values and attitudes of students attending Maryland University, College Park (UMCP), in 1976 and 1986, and also to determine whether the findings on this campus correspond to those reported nationally. Chi-Square and multivariate variance techniques were used to analyze the data. Brahma and Verma (2018), in their survey attempted to investigate the Social Networking Sites usage by the students of Central Institute of Technology (CIT) in Kokrajhar, Assam. Camilia, Ibrahim and Dalhatu (2013) undertook a survey on social networking usage and its effects on their studies among students from three different institutions of higher learning situated in Mubi, Adamawa state, Nigeria. Descriptive statistics like frequencies, percentages, and graphs were used for data analysis and chi-square was used to test the null hypothesis. Daniel, Shetty, Jose, Haritha, Ravi, Pillai, Neghandi, Santhosh and Kundapur (2015) conducted a survey to assess the college students' attitude towards alcohol consumption in colleges under NITTE University by administering questionnaire.

Hussain, Loan and Yaseen (2017) use survey research method to conduct a study on 'The Use of Social Networking Sites (SNS) by the Post-Graduate Students'. Verma and Esther Lalnunpuui (2017) used survey research method to investigate the perception and

attitudes of students and teachers at Indian National Institutes of Technology (NIT), Mizoram, towards the usage of social networking sites. Furnham (1999) conducted a survey on Saving and Spending habits of young people among British kids and adolescents aged ranging from 11 to 16. Lalnunpuui and Verma (2016) conducted a survey to study the social networking usage by students and faculty members of NIT, Mizoram. The information gathered from respondents has been checked, tabulated and evaluated for inference, and statistical inferences will be compiled using the excel spreadsheet software.

Hynes, Demarco, Areneda and Cumsille (2015) conducted online survey on the prevalence of Marijuana use among University Students in Bolivia, Colombia, Ecuador, and Peru. KanakYadav (2018) conducted an online survey to explore the attitudes of young adults from different parts of India towards marriage by using survey questionnaire developed by Shivalli, Chitagubbi and Devendrappa (2012). Mokhtari, Reichard and Gardner (2009) used an innovative time-diary survey method to investigate whether the time spent by students on the Internet or watching television displaces time spent reading for educational or recreational purposes.

Birari and Patel's (2014) study is based on studying different spending patterns among three student groups in Aurangabad City, Maharashtra, i.e. junior college, graduation, and postgraduate students by using various statistical and research tools on expenditure in different categories of youth such as shopping, movies, fast food, alcohol, etc. Culey (2014) conducted a study to understand the religious and spiritual behaviors in university students and it tried to develop methods to better cultivate religious and spiritual growth by using the Brief Multidimensional Measure of Religiousness/Spirituality and added demographic questions. Dhanda and Singh (2008) conducted a study to assess the attitude of adolescents towards discipline, life and humanity, country and religion, parents and teachers in Haryana state by employing a standardized attitude scale (Sodhi, 1984).

Lodhi and Siddiqui (2014), in their study on "Attitude of Students towards Ethical and Moral Values in Karachi, Pakistan" employed survey methodology to find out the attitude of students towards ethical goodness in Karachi. Hetherington, Dickinson, Cipywnyk and Hay's (1978) study on Drinking Behaviour among Saskatchewan

Adolescents is the second report from a survey of drinking behavior and attitudes among Saskatchewan adolescents carried out in early 1977. Jeevitha and Kanya's (2019) study on Saving and Spending habits of College students with reference to Coimbatore City tried to examine the extent of college students' savings and expenditure habits. McCabe, Butterfield and Trevino (2006) conducted a survey to test a series of hypotheses about the prevalence of graduate business student cheating and why these students cheat. Manju's (2016) study on Trends in Spending and Money Management Practices among students of Kerala is a comparative study conducted on the basis of gender among the students in various schools and colleges in the Ernakulam district of Kerala. Data analysis was done using simple percentage analysis.

Goyal and Singh (2007) conducted an exploratory Study on consumer perception about fast food in India by using multivariate statistical instruments to assess the significance of different variables influencing Indian young consumers' choice of fast food outlets. Ehsan's (2012) conducted an empirical study across three cities of Pakistan to investigate variables significant for restaurant choice as well as to identify cultural or regional differences in consumer behavior among student clients in relation to global fast food restaurants by using SPSS and ANOVA. Malizia (2018) conducted an empirical research on Cannabis Use and Deviant Behavior among University student which aimed to highlight the possible adoption of deviant behavior, related to cannabis smoking, by university students as a different form of entertainment from cultural and social reference standards.

Hippen's (2016) study is a ten-year longitudinal prospective study to examine how attitudes toward marriage and long-term relationships may differ across emerging adulthood among college students by using five waves of data from the Center on Young Adult Health and Development's College Life Study. To assess the change, discrete-time survival analysis and latent basis growth curve analysis are employed. Hunsberger (1978) conducted a cross-sectional and longitudinal study to explore the often recorded propensity for university students over the course of their college years to become less conservative in their religious beliefs and practices. Kamaruddin and Mokhlis (2003) conducted a case study of adolescents in Malaysia to investigate how

adolescents' decision-making styles will be determined the process of consumer socialization.

Klien et al. (2007), in their study examined the problem of cheating in business school by studying 268 students in company and other professional schools about their behaviors and feelings of cheating. Appropriate statistical tests were used to evaluate data (e.g. t-tests, cross-tab and chi-square analysis). Lalnunthara and Kumar (2018) conducted a quantitative study on Demographic Profile and Consumption Patterns of Fast foods among College Students in Lunglei Town, Mizoram. Simple percentage and Spearman rank correlation were used for data analysis. The work of Sims-Muhammad (2012) quantitatively analyzed the effect of mass media on young adult patterns of consumption and tried to establish whether there is a correlation between conspicuous consumption and perception of deprivation based on portrayals of mainstream mass media culture.

Phau and Siew Leng (2008) made a study on "Attitudes toward domestic and foreign luxury brand apparel" in order to decide if Australian teenagers seeking prestige and popularity vary in their attitudes towards buying luxury products of domestic and foreign (i.e. Italy, Japan, China). Fishbein's Multi-Attribute Attitude Model was used to measure and compare attitudes towards purchasing domestic and foreign manufactured clothing. Rokovski and Levy (2007), in their study on 'Academic Dishonesty: Perceptions of Business Students' explored the attitudes and behavior of business students with relation to academic dishonesty. Selvakumar and Vikkraman (2012), in their study 'Attitude of the University Youth and Entertainment in Coimbatore City' analyzed the Coimbatore youth's values, attitudes and lifestyles (VALS) and their impact on the pocket share of entertainment activities. Sharma and Godiyal (2016) conducted a study on the Social Networking Sites Usage by Undergraduate Students at various Dehradun colleges affiliated with HNB Garhwal University to provide an overall view of the use of social media by college graduates and a comparison was made between male and female graduates.

Shim, Morris and Morgan's (1989) study was to test the role of external variables in attitudes towards imported and domestic apparel among college students by using the

Fishbein Attitude Model. Statistical analysis of the findings involved t-tests, stepwise multiple regression, and stepwise differential analysis. Shivalli, Chitagubbi, and Devendrappa (2012) carried out a study to examine the perception of values of college going boys and girls who are unmarried towards the different aspects of marriage. Stockton and Baker (2013) conducted a study on College Students' Perception of fast food restaurant menu items on health by using Survey Monkey to distribute a questionnaire to currently enrolled college students from three tertiary institutions. The sample was analyzed by means of SPSS for mean, standard deviation and chi-square.

Super's (2011) study is designed to examine the deviant behavior of college students and high school students and to determine whether or not there is a difference between the frequency in which college and high school students engage in deviant behavior. Tandon and Garg (2013) conducted a quantitative study on Mobile Phones and Internet Adoption and Consumption Patterns of College students in India among engineering students of Vellore Institute of Technology, Vellore, India. Data analysis was done using Excel 2007. Witherspoon, Maldonado and Lacey (2010), in their study examined the frequency of involvement in academic dishonesty among undergraduate students at a large urban college and also explored the use of traditional cheating methods and contemporary cheating methods to determine different forms of cheating by using modified version of the Academic Dishonesty Survey (SAD) (McCabe, 1997). Whitley (1998) made a study to examine the factors associated with cheating among college students.

2.4.3 Sampling procedure

Abraham, Noriega Brooke and Shin (2018) studied College Students' eating habits and knowledge of nutritional requirements by using convenient sampling method. Goyal and Singh (2007) also used convenience sampling in their exploratory study on the Consumer Perception about Fast Food in India among college students from the NCR region. On the other hand, Ehsan (2012), Stockton and Baker (2013), Van Zyl, Steyn and Marais (2010) used random sampling to study the same. Lalnunthara and Kumar (2018) conducted similar study by using quota sampling. Jeevitha and Kanya Priya (2019) and Attri (2012) in their study on Saving and Spending habits of College

students and Youth employed convenience sampling technique. Similar studies have been conducted by using random sampling by Birari and Patel (2014), Bona (2018), Furnham (1999) and Manju (2016). Selvakumar and Vikkraman (2012) used a non-random convenient sampling in their study on ‘Attitude of the University Youth and Entertainment in Coimbatore City’.

Isaksen and Roper (2012) conducted their study on ‘The Commodification of Self-Esteem: Branding and British Teenagers’ by using convenience sampling procedure. Related studies have also been conducted by Phau and Siew Leng (2008), Shim, Morris and Morgan (1989) by using random sampling. On the other hand, Kamaruddin and Mokhlis (2003) used area sampling procedure to investigate how adolescents’ decision-making styles will be determined the process of consumer socialization. Tandon and Garg (2013) conducted their study on Mobile Phones and Internet Adoption and Consumption Patterns of College students in India by using snowball sampling. Ghoshal (2015) used quota sampling to select respondents focussing on a mix of local youth as well as migrant youth living in Bengaluru who either pursue higher education or work or both.

Culey (2014) conducted a study to understand the religious and spiritual behaviors in university students by using convenience sampling. In similar studies, Hunsberger (1978), Kajavinthan (2015) used random sampling. Bandalos and Sedlacek (1987) also used random sampling procedure to study "Changes in student values and attitudes over a decade". KanakYadav (2018), Chaturvedi and Singh (2015), Shivalli, Chitagubbi and Devendrappa (2012) conducted a study to investigate the attitudes of youth towards marriage by using random sampling procedure. Similar studies were conducted by Bandhani and Dutt (2019), Bhavana and Roopa (2015) by using purposive sampling technique. Dhanda and Singh (2008) conducted a study on “Attitude of adolescents towards their parents and community by using random sampling technique. Lodhi and Siddiqui (2014) also studied Attitude of Students towards Ethical and Moral Values in Karachi, Pakistan through random sampling technique. Daniel et al. (2015) in conducting a survey on “Attitude of college students towards alcohol consumption in Mangalore” by using universal sampling technique. Similar studies have been conducted by Klien et al. (2007), McCabe, Butterfield and Trevino (2006), Rokovski

and Levy (2007) on academic dishonesty among business students by using random sampling procedure. A similar study was conducted by Witherspoon, Maldonado and Lacey (2010) among undergraduate students by using convenience sampling.

Banda and Mweemba (2016) employed purposive sampling technique to study the nature of deviant behaviour patterns that are Prevalent among Pupils in Secondary Schools in Zambia. Similar study was conducted by Super (2011) by using random sampling technique. Ngwokabuenui (2015) conducted a study to investigate the indiscipline of students in secondary schools in Cameroon using probability sampling technique (simple random sampling) and stratified sampling has also been used since the composition of the sample population is heterogeneous. BamigboyeAbiodun and Afolayan, (2007) use systematic sampling to study the pattern of Marijuana use among male university students. Related study was conducted by Malizia (2018), Hynes et al. (2015) by using random sampling procedure. Jayaram and Caeiro (2007) conducted a study on “Teachers’ Perception about Students Indulging in Deviant Behaviour” by using purposive sampling. Tindell and Bohlander (2011) conducted a study on ‘The use and abuse of Cell Phones and Text Messaging in the Classroom: A survey of College Students’ by using purposive sampling procedure.

Amadi and Ewa (2018) used accidental sampling procedure in their study on Social media networking and the academic performance of University students in Nigeria. Similar study has been conducted by Adaja and Ayodele (2013) by using a simple random method. Sims-Muhammad (2012) analyzed the effect of mass media on young adult patterns of consumption and tried to establish whether there is a correlation between conspicuous consumption and perception of deprivation based on portrayals of mainstream mass media culture by using random sampling.

Bhola and Mahakud (2014), Brahma and Verma (2018), Hussain, Loan and Yaseen (2017),Eke, Omekwu and Odoh (2014), Lalnunpuii and Verma (2016), Manjunathan (2013), Sharma and Godiyal (2016) conducted similar studies on the usage of social networking sites among college and university students by using random sampling technique. Verma and Lalnunpuii (2017) used random sampling technique to survey the

perception and attitudes of students and faculty at Indian National Institutes of Technology (NIT), Mizoram, towards social networking sites.

Camilia, Ibrahim and Dalhatu (2013), Madaiah et al. (2016) conducted their studies on the effect of Social Networking Sites Usage on Students by using random sampling technique. Mokhtari, Reichard and Gardner (2009) also used random sampling procedure to study the impact of Internet and Television use on the reading habits and practices of College Students. Draper (2005), on the other hand, used purposive sampling procedure to study the impact of popular culture and media on the lives of At-Risk students. Irving (2008) used snowball sampling to explore the influence of media, advertising, and popular culture on the self esteem, identity , and body image in adolescent girls. Goldsmith and Lafferty (1996) used convenience sampling in their study on ‘Consumer response to websites & their influence on advertising effectiveness’.

2.4.4 Tools of data collection

Abraham, Noriega and Shin (2018) administered a questionnaire containing five statements from the demographic and 20 statements from the Likert type sample among college students to examine their eating habits and knowledge of nutritional requirements. Similar studies have been conducted by Goyal and Singh (2007), Ehsan (2012), Stockton and Baker (2013) by using questionnaire as a tool for data collection. Stockton and Baker (2013) used Survey Monkey to distribute a questionnaire and sample was analyzed by means of SPSS for mean, standard deviation and chi-square. Van Zyl, Steyn and Marais (2010) conducted using a validated interviewer questionnaire to describe the characteristics of the study population (adults aged 19 to 30 years), their motivations for and rate of fast food consumption, their particular fast food preferences, and their attitudes to health. Lalnunthara and Kumar (2018) employed standardized questionnaire to collect data from a group of 150 college students. Simple percentage and Spearman rank correlation were used for data analysis.

Similar studies have been conducted by Jeevitha and Kanya (2019), Furnham (1999), Manju (2016) by using questionnaire as a primary tool for data collection to study

saving and spending habits of college students In a similar study, Attri (2012), Birari and Patel (2014) administered open ended and closed ended questionnaire. Self-developed Questionnaire and Interviews were used as the main tool of data collection by Bona (2018) to study the factors affecting the spending and financial behavior among college students. Selvakumar and Vikkraman (2012), in their study on 'Attitude of the University Youth and Entertainment in Coimbatore City' gathered data by using a well-structured questionnaire that was administered personally as well as mailed. Ghoshal (2015) also used structured questionnaire to study the conspicuous consumption of lifestyle products and services among the urban Indian youth living in Bengaluru. Sims-Muhammad's (2012) used open ended and close ended questionnaires.

Phau and Siew (2008) administered questionnaire to collect data for their studies on "Attitudes toward domestic and foreign luxury brand apparel". Repeated analysis ANOVA and t-tests were used to analyze data. Similarly, Shim and Morgan (1989) also used questionnaire in their study on 'Attitude towards Domestic and Imported Apparel among College Students: The Fishbein Model and External Variable' as a primary tool for data collection. Tandon, Abhas & Garg, Milind (2013) conducted a study to explore mobile phone user patterns and internet usage among India's universities by using questionnaire as the main tool for data collection.

Culey (2014) used The Brief Multidimensional Measure of Religiousness/Spirituality and added demographic questions were to conduct the survey to understand the religious and spiritual behaviors in university students. In a similar study, Kajavinthan (2015) used Personal information schedule which was designed by the researcher and a standardized questionnaire on Religious Attitude Scale developed by Professor. Rajamanickam to collect data. While Bain (2018) used questionnaire for data collection. To study "Changes in student values and attitudes over a decade", Bandalos and Sedlacek (1987) administered a survey form (The University New Student Census) and used Chi-Square and multivariate variance techniques for data analysis. Hunsberger(1978) employed questionnaire to study "The Religiosity of College Students: Stability and Change over Years at University".

Shivalli, Chitagubbi and Devendrappa (2012), in their study on ‘Perception of values of present college youth towards marriage’ used structured questionnaire on a three-point rating scale with 42 statements. KanakYadav (2018) adapted and modified A 25 item survey questionnaire developed by Shivalli, Chitagubbi and Devendrappa (2012) to collect data to explore the attitudes of young adults from different parts of India towards marriage. Chaturvedi and Singh (2015) developed an interview schedule to evaluate students ' understanding of the appropriate age of marriage, desirable life partner features, and preference for distinct kinds of marriage. Bandhani and Dutt (2019) administered Self structured questionnaire with close ended questions to examine the under graduate students’ perception towards marriage. Bhavana and Roopa (2015) administered self-developed questionnaire on the various aspects of marriage and recent marriage trends in their study. Face-to-face interview, interview by telephone or by skype was conducted. In addition, short paper- and – pencil questionnaire was also administered by Hippen (2016)

Dhanda and Singh (2008), in their study on “Attitude of adolescents towards their parents and community” employed a standardized attitude scale (Sodhi, 1984) containing items related to attitude in five areas such as parents, teachers, life and humanity, discipline and religion.

Lodhi and Siddiqui (2014) used the Commitment to Ethical Goodness Scale (Narvaez, Bock & Vaydich, 2008) for data collection in their study on " Attitude of Students towards Ethical and Moral Val ues in Karachi, Pakistan. Daniel et al. (2015) conducted a study on “ Attitude of college students towards alcohol consumption in Mangalore” by administering a questionnaire comprising 14 questions among students available at the time of visit. A survey was by Kamaruddin and Mokhlis (2003) carried out among 1080 students of secondary schools from two states in Malaysia using a seven-page Malay-version questionnaire to investigate how adolescents’ decision-making styles.

Klien et al. (2007), McCabe, Butterfield and Trevino (2006), Rokovski and Levy (2007) used questionnaire as the main tool for data collection to study Business students’ cheating and academic dishonesty. In a similar study conducted among undergraduate students, Witherspoon, Maldonado and Lacey (2010) used a modified version of the

SAD (1997) study. Many of the SAD things have been either changed explicitly or indirectly, with the author's permission, McCabe, or the authors have recently generated the questions based on the literature review. From the original SAD, nine questions were used and 15 new questions were generated for the current study.

In a study on "Deviant Behavior Among College Students and High School Students", Super (2011) administered survey questions on the respondents. In a similar study, Ngwokabuenui (2015) administered questionnaire composed of thirty (30) items and Banda and Mweemba (2016) used Interview and Focused group discussions. Jayaram and Caeiro (2007), in their study on "Teachers' Perception about Students Indulging in Deviant Behaviour" administered an open ended interview schedule among 50 school teachers. Tindell and Bohlander (2011) used Survey Monkey to collect data for their study on 'The use and abuse of Cell Phones and Text Messaging in the Classroom: A survey of College Students'.

BamigboyeAbiodun and Afolayan, (2007) conducted a study on 'Pattern of Marijuana Use among Male University Students: A Case Study' focuses on male university students using a self-administered structured questionnaire. Related study had been conducted by Malizia (2018) on 'Cannabis Use and Deviant Behavior among University student: an empirical research' by using questionnaire as the main tool for data collection. Hynes et al. (2015) employed standardized questionnaire to administer an online survey on the Prevalence of Marijuana Use among University Students in Bolivia, Colombia, Ecuador, and Peru.

Similar studies have been conducted by Adaja and Ayodele (2013), Amadi and Ewa (2018) by using questionnaire as the primary tool for data collection to find out the impact of social media networking on Nigerian university students' academic performance. Bhola and Mahakud (2014), in their study on "A Qualitative analysis of Social Networking Usage", used three basic methods to collect information. Firstly, a self-constructed questionnaire consisting of questions based on the participants' basic demographic information such as age, sex, SNS use, family existence, etc. The second was a questionnaire based on the internet addiction requirements of Kimberly Young.

The third instrument was a self-designed schedule of interviews designed to perform semi-structured interviews. In order to generate a descriptively rich data, the questions are ensured to be open-ended in nature. Similar studies have been conducted by Brahma and Verma (2018), Eke, Omekwu and Odoh (2014), Lalnunpuii and Verma (2016), Verma and Lalnunpuii (2017) and Hussain, Loan and Yaseen (2017) by using questionnaire as the main tool for data collection. Another similar study was conducted by Manjunathan (2013) by using Self administered Questionnaire and interview as the tools used for collecting data. In addition, observation-both direct and participatory method were also used to gather information. And Sharma and Godiyal (2016) used a self-developed inventory / checklist to study the same.

Camilia, Ibrahim and Dalhatu (2013), Madaiah et al. (2016), in their study on the effects of social networking sites usage used questionnaire as the main tool for data collection. Mokhtari, Reichard and Gardner (2009) used Time-diary survey to study the impact of Internet and Television Use on the Reading Habits and Practices of College Students. Draper (2005) conducted a study on "At-Risk Students' Perceptions of the Impact of Popular Culture and the Media on Their Lives" by administering indepth interviews with 16 at-risk high school students. A qualitative study conducted by Irving (2008) on "An exploration of the influence of media, advertising, and popular culture on the self esteem, identity , and body image in adolescent girls" conducted interviews in-person with a length of 45 minutes to 1 hour. Goldsmith and Lafferty (1996)'s study on Consumer response to websites & their influence on advertising effectiveness used a convenience sample of 329 undergraduate learners, asking them to remember brand names seen on the Internet, to describe perceived benefits and disadvantages of online advertising, and to recall advertisements found in all media and whether or not they liked them.

2.4.5. Overview of Methodological Review:

This part of the review provides an overview of the methodological review covering four major heads such as qualitative research, quantitative research, Sampling procedures and tools of data collection. Majority of the reviewed literatures undertook quantitative research. The most common sampling techniques used are random and

convenient sampling. Questionnaires and interview were the main tools of data collection used by the researchers in the reviewed literatures.

2.5. AN OVERVIEW: The types of literature reviewed are schematically presented in the form of the following table:

TABLE 2.1: TYPES OF LITERATURE CLASSIFIED

Sl. No.	No. of literature	Prominent authors
1.Theoretical	28	Parsons, Eisenstsadt, Merton, Park & Burgess, Shaw & Mckay, Matza, Hirshi, Sutherland, Becker, Cohen , Cloward and Ohlin, Brake, Hall and Jefferson, Hebdige, Beck and Beck-Gernsheim, Polhemus, Thornton, Maffesoli, Veblen, Leibenstein
2.Thematic	150	Abraham, Noriega & Shin; Amadi & Ewa; Attri; Bachman; Bhola, & Mahakud; Chaturvedi & Singh; Draper; Goldsmith and Lafferty; Simkin and McLeod; Srivastava; Tandon & Garg; Bain; Bandalos and Sedlacek; Birari and Patel; Bona; Culey; Kajavinthan; Ehsan; Furnham; Hippen; Kamaruddin & Mokhlis; Manju; McCabe et al.; Super; Van Zyl, Steyn & Marais; Whitley,
3.Methodological:		
a. Qualitative research	44	Amadi & Ewa; Attri; Bachman; Bhola & Mahakud; Chaturvedi & Singh; Draper; Goldsmith and Lafferty; Simkin, Mark and McLeod; Srivastava
b.Quantitative research	52	Abraham, Noriega & Shin, Bain , Brahma &Verma, Culey, Mokhtari, Reichard &Gardner, Lodhi &Siddiqui, Malizia, Klien et al., Sharma & Godiyal, Tandon & Garg.
c.Sampling procedure	59	Abraham, Noriega & Shin; Bain; Bandalos and Sedlacek; Birari and Patel; Bona; Culey; Kajavinthan; Ehsan; Furnham; Hippen; Kamaruddin & Mokhlis; Manju; Super; Van Zyl, Steyn & Marais; Whitley
d.Tools of data collection	64	Abraham, Noriega & Shin , Goyal & Singh , Stockton & Baker, Van Zyl, Steyn& Marais, Attri, Birari & Patel, Bona, Sims-Muhammad

From the above table, it can be analyzed that the theoretical literatures are largely found to be of western origin. Though literatures reviewed under thematic heads are covering countries across the globe including India. Methodologically, the reviewed literatures are found to be largely quantitative in nature. The names included under the lists of prominent authors may not be inclusive or exhaustive. There have been no deliberate omissions.

This chapter of review of literature has reviewed available literatures on the cultures of youth, especially the college going youth in different parts of the world and a few of Mizoram. From the literatures that have been reviewed, it is thus, felt the need to undertake a study on the youth culture of the Mizo society targeting college students to explore their world and to find out whether the college students whom we consider as the future leader are following the right path or not.. This kind of a study is necessary as it tries to understand the routine day-to-day life of the youth, to find out the various problems faced by them and the various forces acting upon the youth. It also makes an attempt to provide meaningful solutions to enable the youth to follow the right direction and is hoped to strengthen the youth to face reality.

2.6 RESEARCH GAP AND RATIONALE FOR THE STUDY

This section relates to an overview of literature reviewed in this chapter so as to locate the research gap and rationale for the present study.

All the available literatures that have been reviewed were the works of researchers mainly from the developed countries, very few from mainland India and near nil in the context of North –East India, especially Mizoram. The deficiency that has been witnessed while reviewing the literatures is that sociological studies on the everyday life of Mizo youth, especially of College students has not been done nor in-depth research conducted. Mizoram, especially its capital city, Aizawl today is going through a rapid social change due to being state capital and the introduction of modern technologies. This has affected the entire population in general; however it exerts more pressure on the youth population. Especially College students are the most widely affected section of the society since college opens up more freedom for many youth. They are the most

mobile category of the society and have the most opportunities to get involved in leisure activities. On the other hand, youths especially college students are the future assets of the society and the future of the society is in their hands. Therefore, youth in the Under-Graduate level forms the focus of the study.

It is thus considered important to learn about the cultures developed by the college youth in detail and it is strongly felt that there is an urgent need to undertake an effective examination to analyze the cultures of youths especially amongst the college students in our society so that their positive contribution outweighs the negative factors. This study hopes to contribute to the existing sociological literature on youth.

CHAPTER III

RESEARCH METHODOLOGY

- 3.1 Introduction
- 3.2 Objectives of the study
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CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed in this study. The methodology is an important part of any research study as it ensures the reliability and validity of the findings. A research methodology covers the tools and procedures used to gather and analyze data on a particular study topic. It is the process by which researchers plan their study in order to fulfill their objectives with the research tools they have chosen. The purpose of this chapter is to provide a detailed account of research methodology used in this study which was designed to ensure the collection and analysis of reliable and valid data. The research objectives and methodology involving research design, sampling procedures, sources of data, data collection procedure and technique of data analysis used in this study are presented below.

3.2 Objectives of the study

Objectives of the study in research refer to the clear, specific and precise statements that outline the goals and areas of inquiry of the study. Study objectives are essential for guiding and directing a researcher throughout the study process. They define what the researcher hopes to accomplish and help to narrow down the scope of the investigation, ensuring that the researcher remains focused on certain aims rather than becoming diverted by other topics. The objectives for the present research are:

1. To find out the socio-economic profile of sample respondents.
2. To explore the lifestyles of college students
3. To understand the orientation of college students towards various social institutions such as educational institution, family and marriage, religion and youth organizations.
4. To examine the influence of external factors such as peers and social media on college students
5. To understand the nature of deviant subcultures among college students.

3.3 Research Design

Research design is an important aspect of the research process since it serves as a plan for how a study will be executed. It is a framework that directs the research process, including the procedures and techniques utilised for data collection and analysis. A properly-designed research study contributes to the achievement of research objectives as well as the validity and reliability of the findings.

The present study employs exploratory–cum-descriptive research design. This study uses an exploratory research design to explore and gain preliminary insights about college going youth culture, identifying new ideas and establish a deeper understanding of the dynamics that shape their lifestyle. A descriptive research design is employed to systematically describe and quantify the youth culture phenomena, including their lifestyle, habits, consumption patterns, value practices, orientation towards social institutions, peers and social media influence and patterns of deviant subcultures. By combining exploratory and descriptive research design, an in-depth exploration and a comprehensive understanding of youth culture among college students may be established, yielding both insightful qualitative analysis and reliable quantitative description.

This study uses a mix of largely qualitative and sometimes quantitative research designs as when and where necessary. This strategy enables researchers to confirm their findings, determine whether the results gained using both methods are complementary, and explain any unexpected outcomes produced by employing one method with the other.

3.4 Universe and Sampling Method

The universe, also known as the population represents the entire group of unit which is the focus of the study. The universe for this study is all undergraduate students enrolled in government colleges in Aizawl city functioning under the department of Higher and Technical Education. Aizawl is the capital city of the state of Mizoram. According to the 2011 census, the population of Aizawl is 293,416 which comprises of 144,913 males and 148,503 females.

There are 21 government colleges in the whole state of Mizoram. Out of which, 8 government colleges are located in Aizawl. Therefore, all undergraduate students studying in these eight colleges formed the universe for the present research. The total

number of students enrolled in these colleges is approximately 11438. The names and details of these colleges are presented in Table 3.1.

Table 3.1
Details of colleges and students during 2021-2022

Name of college	No. of Male student	No. of Female students	Total no. of Students
Govt. Aizawl College	1101	1065	2166
Govt. Aizawl North College	726	629	1355
Govt. Aizawl West College	577	520	1097
Govt. Hrangbana College	1017	1212	2229
Govt. J. Thankima College	556	509	1065
Govt. Johnson College	678	506	1184
Govt. T. Romana College	855	665	1520
Govt. Zitiri Residential Science College	466	356	822
Total	5976	5462	11438

In research, a sample is a subset of a larger population chosen for data collection and analysis that is representative of the universe. When conducting research on a group of people, it is seldom possible to acquire data from all of them. Rather, a researcher chose a sample. The sample is the group of people that will actually take part in the research.

A non-probability sampling method has been adopted for this study, specifically using the convenience sampling method. This method was chosen due to the ease of access to participants. Convenience sampling involves selecting respondents who are conveniently available and willing to participate, which is appropriate given the logistic constraints of reaching all the students. This sampling frame is the most appropriate sampling method given that fieldwork coincided with the imposition of restrictions due to the covid pandemic, such as online mode of teaching, irregular class schedules, different semester timings and many classes still conducted online, where access to students was limited and random selection of participants was not feasible.

The sample size for the present research was determined using Krejcie and Morgan Table for determining sample size in order to obtain a representative sample. The growing necessity for a representative statistical sample in empirical research has created a demand for a reliable method of estimating sample size. To fill the existing gap, Krejcie and Morgan (1970) developed a table for calculating sample size for a given population for simple reference. The Krejcie and Morgan sample size formula is used to estimate the sample size for categorical data. Therefore, based on their sample size table, a sample size of 372 students was selected for the study

Table 3.2
Details of sample taken

Name of college	Male student (%)	Female students (%)	Total no. of Students (%)
Govt. Aizawl College	27 (14.2)	26 (14.3)	53 (14.2)
Govt. Aizawl North College	24 (12.6%)	23 (12.6%)	47 (12.6%)
Govt. Aizawl West College	22 (11.6%)	21 (11.5%)	43 (11.6%)
Govt. Hrangbana College	27 (14.2%)	25 (13.7%)	52 (14%)
Govt. J. Thankima College	22 (11.6%)	21 (11.5%)	43 (11.6%)
Govt. Johnson College	22 (11.6%)	22 (12.2%)	44 (11.8%)
Govt. T. Romana College	26 (13.7%)	25 (13.7%)	51 (13.7%)
Govt. Zitiri Residential Science College	20 (10.5%)	19 (10.4%)	39 (10.5%)
Total	190 (51.1)	182 (48,9)	372 (100)

3.5 Principle of inclusion and exclusion

The focus of the present research is on college students enrolled in eight government colleges within Aizawl city; therefore, students enrolled in eight government colleges in Aizawl City as well as those who are willing to participate were included in this study.

Non-college youth, students enrolled in professional or vocational and private colleges within Aizawl and students from colleges outside Aizawl were excluded from the sample to maintain relevance to the study's objectives. To keep the research focused and manageable, certain aspects of students' lifestyles that have no bearing on the objectives of the study were also left out.

3.6 Sources of data

Data is a collection of measurements and facts that may be used as a tool to provide information to a person or group of individuals so they can come to a sound conclusion. Data collection is the process of obtaining information from various sources in order to provide solutions to the research problems. Primary and Secondary Sources are two sources of data collection. Primary sources involve original data directly collected by the researcher, while secondary sources involve the use of existing data collected by others.

The sources of data for the present study relied on both primary and secondary sources of data. The primary data was collected through an interview schedule and non-participant observation. The interview schedule comprises of closed-ended and open-ended questions. The interview schedule was administered through two modes such as face-to-face interview and online Google forms because of the coincidence of the imposition of covid-19 pandemic restrictions and data collection period. Face-to-face interview was administered on students who were physically present at the college campuses during data collection and Online Google forms was utilized to collect data from students attending online classes with the help of teachers who assisted the researcher in distributing the Google Forms link to their students. A detail of schedule administered is presented in subsequent section.

The secondary sources include books, journals, published research thesis, government records and statistical data, online resources and websites.

3.7 Pilot study

A pilot study is one of the most important stages of a research effort. It is a small-scale preliminary study conducted by researchers to help them decide how to best carry out a large-scale research project. It is essentially a 'trial run' on a smaller scale,

with the goal of identifying any flaws and making required improvements before moving forward with the major investigation. After a careful study of the research objectives, an interview schedule was prepared which comprised of both open-ended and closed-ended questions. To test the feasibility and authenticity of the interview schedule, a pilot study was conducted. The pilot survey was administered to a sample of fifty college students belonging to different semesters from different Government colleges in Aizawl. Following testing, the interview schedule was modified as needed to align with the current study's objectives.

The primary concern when developing an interview schedule is the questions. What is equally important is the order or sequence in which the questions are asked. Therefore, after acquiring knowledge from the literature review and preliminary investigation survey, the many aspects on which the questions were to be asked were initially listed. The next step was developing the actual set of questions, including how many questions should be asked about a particular aspect, the language used and sequence of questions, and how the responses should be organized. On receiving the responses from the pilot survey, it was noted that certain questions had not been attempted by the participants, and others had not been correctly attempted, which suggested that the questions were unclear. The final draft was created after it was once again reframed. Some of the questions that were considered to be irrelevant were eliminated, such as requesting them give their names and family members' names, as well as their relationships with each other, because many of the samples are unwilling to provide biographical information about themselves, while others that appeared to be relevant but were left out were added and also some improvements have been made in the response categories.

3.8 Interview schedule

An interview schedule is a tool of data collection containing a list of structured questions that have been prepared in advance to serve as a guide for researchers in collecting information about a specific topic. The interview schedule for the present research has been finalized after making certain changes based on the results of the pilot research.

The interview schedule for the study of youth culture among college students consists of 127 questions which are of close-ended and open-ended types of questions. The vast majority of the questions have been structured type of questions since this method allows the researcher to statistically assess the responses and makes it easier to transfer the data to a computer for processing. The structured questions were categorized into five major headings: (1) Personal information and socio-economic profile (2) Lifestyles which includes routine and leisure time, sleeping habits, study habits, consumption Patterns and values practices (3) Orientation towards social Institutions (4) External factors influencing the youth: Peer pressure and mass media influence. (5) Patterns of deviant subcultures. Questions have been grouped in serial order under each of the topic headings stated above. Open-ended questions were also used to solicit opinions and perspectives on the research problem.

3.9 Operationalization of concepts

The following are the operational definition of the key terms used in the present study:

- (a) **Youth** - The term youth is defined by sociologists as a transition between ‘childhood and adulthood’. For the purpose of this research, youths are defined as: (1) belonging to this age category known as adolescents. (2) Vigorous, energetic and enthusiastic as well. (3) Likelihood to enter into deviant subcultures through differential association. (4) Potential group who can be used positively or negatively.

“Youth” as such does not represent homogeneous category as there are many different kinds of youth in a society. However, the subject for the proposed research consisted of one category of youth known as College going Youth who have common interests in enrolling themselves in educational institution for higher studies.

However, another question comes up here too as to: Are they not different from one another in so many different ways? Every individual member of the society is unique. There seems to be no limit to this uniqueness if we keep on searching for it. In spite of this, the present research would rather consider

them as a relatively undifferentiated group because of the similar position they occupy in the society. The fact that each one of the students has the same interest and aspiration to join college institutions provides enough proof that they have something in common and that they deserve to be put into one category. Irrespective of their different backgrounds, the entry into Colleges makes them strive for something in common. However, as a major age sub-grouping of the population, they may be thought of as a separate subculture.

- (b) **Youth culture** - Youth culture is the way that adolescents live their lives, which includes the norms that they follow, the values and practices that they share. Youth culture in the present study will refer to the way college students in different government colleges spend their everyday life inside and outside the classroom, the values and norms that they follow, the attitudes that they build towards the people around them, the problems that they face and the way they take decisions in different circumstances. In this context, youth culture is: (1) cultural trends set by youths which have become popular among the youths. (1) Youth culture would mean that the adolescents are a subculture having its own norms, values and behavior that differ from mainstream culture of the adult generations within society. (2) It involves distinctive patterns of behaviour related to lifestyle, fashion, values, norms, habits and attitudes developed by the youth. (3) Youth culture is dynamic in nature. (4) It is influenced by peer groups, social media and popular cultural icons through modern technology. (5) It has influences on society and social relationship patterns.
- (c) **Student-** Student in general means anyone who enrolls himself/herself in educational institutions at the time of study. Students in the present study would mean those individuals who got admitted to different Government Colleges in Aizawl city.
- (d) **Subculture** - A subculture is a culture within a broader mainstream culture, with has its own separate values, practices, and beliefs. In sociology, the concept of subculture explains the behavior of some social groups; sociologists study subcultures as one way of studying culture. For the purpose of the present research youth as a major age sub-grouping of the

population, may be thought of as a separate subculture having its own norms, values and attitudes that separate them to a certain degree from the culture of adult generation.

- (e) **Lifestyle** - Lifestyle refers to the distinct or characteristic ways of life practiced by certain communities or segments of communities. For the purpose of this study, it refers to the distinct ways of life of the youth which is reflected in their patterns of behaviour, interaction, work, activity, consumption, and interests.
- (f) **Habits** -A habit is a pattern of behaviour that a person engages in on a regular and recurrent basis and for the purpose of this study it has been used to refer to the repetitive activities that get ingrained in the everyday lives of the college going youth.
- (g) **Consumption pattern** - For the purpose of this study, a consumption pattern is the manner in which students purchase, utilise, and dispose of products and services to meet their needs and desires during their college years.
- (h) **Social institutions**- Social institutions are the established patterns of beliefs, behaviors and relationships that serve to organize and control social behaviour. This study focuses on the various social institutions such as family, marriage, religion, education, non-governmental organizations.
- (i) **Deviant behaviour**- Deviant behaviour is a term used to describe activities or behaviours that violate societal norms and expectations. For the purpose of this study, it refers to those behaviours or actions of the college students which are considered to be inappropriate and unacceptable by the society.
- (j) **Peer and peer pressure**- For the purpose of this study, peer refers to someone who is the same age, has the same social standing, or possesses the same talents as other members of a group and the word "peer pressure" refers to the impact that peers may have on one another. Peer pressure is the process by which individuals of the same social group persuade others to do things they may be opposed to or would not otherwise want to do.
- (k) **Mass media, Social Media and Social networking**- The term "mass media" refers to media technologies that are used to spread information to a large audience. The primary function of mass media is to convey numerous

messages via television, films, advertising, radio, the internet, magazines, and newspapers. Social media is a type of Internet-based mass media communication in which people exchange information, ideas, personal messages, and other content (such as videos). Social networking and social media are overlapping ideas; nevertheless, social networking is commonly regarded as people forming communities among themselves, whilst social media is primarily about leveraging social networking sites and associated platforms to develop an audience.

3.10 Research experience and data collection procedure

The first challenge faced as a research scholar was formulation of a research topic. Even though there were some topics of study in mind, putting together to create an appealing topic was difficult. While looking for a good topic, a lot of background research was done. But then it got more and more confusing. Finally, with the assistance of the Head of Department and the supervisor, a very interesting topic entitled 'Youth Culture among College Students in Aizawl City' was then decided.

The next step was writing a research proposal which was even more challenging than selecting a topic. Writing a research proposal was one of the most challenging aspects of the research process. During this time, there was an opportunity to attend a national seminar on “Research Methodology” organized by the Department of Education, MZU where our HOD was one of the resource persons on 24th - 31st October, 2017. Attending the seminar was beneficial and helpful in the process of writing the research proposal. Following considerable effort and struggle, a rough draft was finally completed and presented to the supervisors. After incorporating the necessary revisions and corrections indicated by the supervisors, the study proposal was finalized and presented to the DRC for approval. It was then authorized by the DRC on September 25, 2018, with some recommendations. The Board of Studies evaluated and given final approval during its meeting on September 26th, 2018. It was subsequently approved by both the school Board in its meeting on 3rd October, 2018 and the Academic Council in its meeting held on 26th November. Then, university registration was done on 12th May, 2019.

The next step was to proceed with writing the review of literature. The search for related literatures began and lots of reading to be done. It was time consuming as the literature review had to be done from three aspects/angles such as theoretical, thematic and methodological. Preparation of Interview Schedule was the next step which requires a careful consideration as the questions have to correspond to the research objectives. Unfortunately, covid-19 pandemic broke out during the process of preparing an interview schedule and delayed the process due to the imposition of total lockdown from March 2020. As a result, almost an entire year had gone wasted due to the problems caused by covid-19, such as the spread of covid-19 infection among family members and the mandatory quarantine that had to be observed either at home or in government designated quarantine centers. However, the preparation of an interview schedule was completed amidst the pandemic in August, 2021 and the next step was to conduct a pilot study.

The Covid-19 pandemic outbreak and subsequent lockdown and social distancing protocols imposed by the government limited face-to face interactions with participants posing significant challenges to data collection. Due to the closure of all educational institutions, it was impossible to access the respondents in person, which resulted in an unanticipated delay in the research project's timeline. It was necessary to look for alternative and innovative methods of data collection that make use of technology to facilitate virtual interactions. So, a pilot survey was administered online using Google forms in November 2021. Initially, data was collected using a Google form beginning in January 2022. Google forms were shared through their class Whatsapp groups with the assistance of professors from different colleges. Face-to-face interaction for data collection was also feasible by the end of March 2022, when the government permitted the partial restoration of physical classes. However, due to the circumstances, the current study was forced to adopt convenience sampling, as the interview schedule could only be administered to students who were present on campus during data collection. Despite challenges posed by pandemic, data was successfully collected from participants. Observation method was also used to gather information from casual interactions with young people and also by observing their behaviours. This technique is helpful for both obtaining new data and validating data that already exist. After acquiring the

necessary amount of data, analysis of data was undertaken. Quantitative responses were analyzed using SPSS, while qualitative data were analyzed and interpreted thematically to gain meaningful insights.

The final stage was drafting of thesis. This stage is the one of the most demanding and challenging research experiences any researcher would have encountered. The process is not about just collecting information and analyse the findings statistically, it involves a lot of thinking to be done. One of the hardest parts is to put the thoughts into a coherent thesis. Furthermore, time management was also an ongoing challenge and meeting deadlines got stressful. Despite spending numerous hours polishing the work, the progress was could not be made faster as had been anticipated. However, the endless support and guidance received from all around, it was possible complete the first draft.

3.11 Analysis of data

The analytical framework used in the present study was both quantitative and qualitative methods to develop a more comprehensive understanding of the research questions. On completion of data collection, the next important step is data analysis and at this stage, it is important to choose the right format for each piece of information. After checking for errors, incompleteness and inconsistencies in the information that has been collected, the data were organized and codified for quantitative analytical purposes. Each question was allocated its own code, and every response was fed into a computer and exported to an excel sheet to facilitate data analysis.

In this study, Statistical Package for Social Sciences (SPSS) has been used to analyze quantitative data to obtain frequencies and percentages and descriptive statistics which were presented in the form of tables. Qualitative data analysis explores the narratives concealed in non-numerical data, such as observational notes, open-ended survey responses, and interview transcripts. It reveals the 'whys' and 'hows' of people's experiences and emotions, providing a deeper insight.

3.12 Research ethics

Research ethics refers to a collection of principles and guidelines that academics and researchers follow to ensure that their investigations and examinations meet the highest standards of honesty, respect, and care. Ethical concerns in research are a collection of rules that govern your study ideas and procedures. When gathering data from individuals, scientists and researchers must always follow a certain code of conduct. In this study, the survey forms were created in a clear and straightforward manner to avoid misunderstandings and disputes because this study involved human participants. The following ethical considerations were taken into account while undertaking this study:

1. All of the participants in this study were properly informed about the purpose and objectives of the study. Clear explanations were also provided about response confidentiality and the usage of data solely for academic purposes.
2. The researcher informed the respondents that full confidentiality would be maintained and that none were forced to provide their names or residence addresses if felt uncomfortable.
3. Utmost care was taken to respect the rights and dignity of the participants. Participants whose data was obtained were guaranteed privacy and confidentiality, and their identities were kept anonymous.
4. Special care was taken to guarantee that participants are not under any pressure and that their participation is entirely voluntary. They were also informed that they are free to choose whether or not to participate in the study.
5. To avoid plagiarism, all sources utilized in the research and people who have contributed to this research work were correctly cited and acknowledged.
6. During the data analysis and interpretation phase of this study, every effort was made to conduct and publish the results in an honest and correct manner, avoiding the mistakes of data fabrication and exaggerated conclusions.

3.13 Chapter Plan

A "chapter plan" in research is a detailed outline that describes the content and organization of each chapter within a research paper or thesis, including the major themes to be covered in each part, effectively acting as a roadmap for creating the whole research document. The chapters for the present research shall be divided into 8 chapters as follows:

Chapter 1: Introduction

This chapter deals with introduction which includes definitions of youth, the concept of youth culture, the global scenario, the Indian scenario, the North-east India and Mizoram scenarios, and the need for study.

Chapter 2: Review of literature

This chapter provides a comprehensive review of the relevant literature. It consists of the theoretical review, the thematic review, the methodological review, Research Gap and Rationale for the study.

Chapter 3: Research Methodology

This chapter presents the research methodology used in the present study. It contains Objectives of the study, Research design, Universe and Sampling method, Principle of inclusion and exclusion, Sources of data, Pilot study, interview schedule, Operationalization of concepts, Research experience and data collection procedure, Analysis of data, Research ethics, Chapter plan and Limitations of the study.

Chapter 4: Socio-economic Profile

This chapter deals with the socio-economic profile of the respondents covering topics such as gender, age, semester studying, marital status, religion, place of residence, family and household, parents' education, family income and parents' occupation.

Chapter 5: Lifestyle of the youth

This chapter attempts to investigate the lifestyles of college students such as their routine activities, leisure activities, habits, consumption pattern and values.

Chapter 6: social institutions, peers and media influence

This chapter attempts to understand the orientation of college students towards various social institutions such as education, family and marriage, religion and youth organization. It also aims to explore social media usage patterns and the extent to which peers and social media influence college students.

Chapter 7: Deviant subcultures

This chapter aims to address the prevalence of deviant subcultures among college students.

Chapter 8: Summary and Conclusion

This chapter contains the discussion, conclusion and recommendation based on the findings of the collected data.

3.14 Limitations of the study

Just as any other research has its own sets of limitations. This research also has its own limitations. The study is confined only to college going youth studying in Government colleges of Aizawl city. It may not give the real picture of the way of life of all the college going youth in Mizoram. It also may not reflect the cultures of youth of different categories because the main focus of this study is pertaining only to the educated college youth. It is a known fact that there are many other categories of youth in Mizoram who do not fall into this particular category. So, further studies should take into account youth of other categories in order to have a complete picture of the entire Mizo youth.

The data collection for this study coincided with the outbreak of Covid-19 pandemic, which compelled the researcher to use the convenience sampling technique. As a result, only students who were willing and conveniently accessible were chosen to participate. As a result, the participants may not fully represent the whole college student population, and the findings may not be reflective of the entire college student culture

CHAPTER - IV
SOCIO-ECONOMIC PROFILE

- 4.1 Introduction
- 4.2 Gender
- 4.3 Age
- 4.4 Educational Status
- 4.5 Marital Status
- 4.6 Religion and Denomination
- 4.7 Place of residence
- 4.8 Family and household
- 4.9 Parental Education
- 4.10 Family Income
- 4.11 Parent's Occupation
- 4.12 An Overview

CHAPTER - IV

SOCIO-ECONOMIC PROFILE

4.1 Introduction

This chapter consists of socio-economic profile of the respondents. Socio-economic profile includes a wide range of information about the respondents which would provide the researcher the kind of information needed for the study undertaken. It provides the required information in showing the differences among the respondents to fully understand the topic under study.

It is important to study the socio-economic background of the respondents because it can have a huge impact on an individual's behaviour and overall way of life. Individuals' socioeconomic status undoubtedly has a profound impact on their lives because the socialization processes of people from different socio-economic backgrounds can differ significantly, people's lifestyles, thoughts, and behaviours are also greatly influenced by their socio-economic status. Thus, understanding the culture of the student youth under study requires knowledge of their social backgrounds as youth are a particular group who formed a social category and the kind of socialization they received may have a great impact on their lives.

This chapter intends to find out the socio-economic profile of the samples in Aizawl City Colleges. The variables considered for the study include Gender, Age, Semester studying, Marital status, Religion and denomination, place of residence, Family and household, Parental Educational status, Family income, Parent's Occupation.

4.2 Gender

Gender is a socially constructed characteristic of men and women rather than the biological ones. Gender questions help the researcher to ensure that the sample is representative or to investigate the effects of gender on research. However, there are some people who do not identify themselves with either man or woman, but identify themselves with other gender. So, for the purpose of this research, third gender category has been added to the gender options. Thus, the gender category to be used in this research includes three categories such as male, female and third gender. It is important to know the gender of the respondents because gender of a person can

have a significant impact on his/her way of thinking, and thus on the survey's outcome as the thought patterns of people differ according to their gender.

Table 4.1
Gender distribution of the respondents

Gender	Frequency	Percentage
Male	190	51.1
Female	182	48.9
Total	372	100

Source: Field Data

Out of the total sample of 372 respondents, 190 respondents are males representing 51.1% and 182 females are representing 48.9 %. From the above data as shown in Table 4.1, it can be observed that there are roughly equal numbers of male and female in the sample. It can be seen that male sample is slightly higher than the female sample. The study population also has a higher number of male students than the female students. Out of total population of 11438 students, there are 5976 male students which accounts for 52.2% and 5462 female students which accounts for 47.8%. This is in congruent with the overall gender distribution of the total population and thus, will facilitate the gender-based comparison among the respondents.

4.3 Age

Age simply means the period of time that a person has been alive on earth. The concept of age refers to how old a person is at a given point in time. It can be defined as the time elapsed between the date of birth and a specific point in time, usually the date of data collection. Because of the differences in life experience between age groups, as well as people's changing tastes and behaviour as they get older, including an age question in a survey can be very useful. It also enables the researcher to compare the differences between different age group of the sample respondents. But, for the purpose of this research, the age question of the respondents has been categorized into 15 – 18 years, 19 – 22 years and 23 and above years, which are assumed to be college going age groups.

Table 4.2
Age distribution of the respondents

Age group of Students	No. of Male Students (%)	No. of Female Students (%)	No. of Total Students (%)
15 – 18	11 (5.7%)	8 (4.4%)	19 (5.1%)
19 – 22	162 (85.2%)	161 (88.5%)	323 (86.8%)
23 above	17 (8.9%)	13 (7.1%)	30 (8.1%)
Total	190 (51.1)	182 (48.9)	372 (100)

Source: Field Data

It can be seen from the above Table 4.2 that 19 respondents are in the age group of 15 – 18 years constituting 5.1 %, 323 respondents are in the age group of 19 -22 years constituting 86.8% and there are 30 respondents who are above the age of 23 years constituting 8.1% of the total sample.

Out of the 19 students in the age group of 15 – 18 years, 11 are males accounting for 5.7% of the total male sample and 8 are females accounting for 4.4 % of the total female sample. Out of the 323 students aged between 19 and 22, 162 are males, accounting for 85.2% of the total male sample, and the same numbers of 161 are females, accounting for 86.8% of the total female sample. Out of 30 students in the age group of above 23years, 17 are males, constituting 8.9% of the total male sample, and 13 are females, constituting 7.1% of the total female sample.

This data shows that majority of the respondents are in the age group of 19-22 years which is believed to be the appropriate age for college going students. It indicates that the majority of the respondents enrolled in their primary school at the appropriate age. It also shows that there are few students who either started their schooling late or took some gap years during their school years for some reasons. An attempt was made to ascertain the reasons for the late entry of 30 students (8.1%) for being older than their classmates, and it was found that some of the respondents started their schooling late due to their parents' assumption that the benefit of delayed entry would make them master their syllabus because they would be more mature

than those starting early. Others stated that they had to repeat the same standard after failing once or twice.

4.4 Educational status

Educational status means, for the present study the semester respondents presently attend. Semester is one half of a regular academic year. In Undergraduate course under MZU, the duration of the course is 3 academic years which is divided into six semesters. It is important to consider the semester the respondent is pursuing because the responses of the different semesters might be different. For this research, the respondents are asked which semester they are presently attending by giving the options of I Semester, II Semester, III Semester, IV Semester, V Semester and VI Semester.

Table 4.3
Semester-wise distribution of the respondents

Semester	Frequency	Percentage
II Semester	103	27.6
IV Semester	131	35.2
VI Semester	138	37.2
Total	372	100

Source: Field Data

The above table indicates the semester-wise breakup of the respondents. Research data for this research was conducted during the even semester i.e., January to May. So, the respondents are the students of II, IV and VI semesters only. There are 103 respondents from II Semester which accounts for 27.6% of the total sample. There are 131 respondents from IV Semester which accounts for 35.2% and there are 138 respondents from VI Semester which accounts for 37.2% of the total sample taken. The semester representation is skewed in favour of the fourth and sixth semesters, which are slightly overrepresented in the sample. Students in their second semester are slightly underrepresented. According to data collected from the Directorate of Higher and Technical Education, the Students of second semester account for the highest proportion, totaling 3939, accounting for 34.4% of the total population,

followed by the Fourth semester numbering 3870 accounting for 33.8% and finally the sixth semester numbering 3629 accounting for 31.7%.

4.5 Marital Status

Marital status is the status of a person in terms of whether he/she is in the state of being married or not married. To find out the marital status of the respondents, questions such as unmarried, married, widow, widower, separated and divorced are included. It is important to take into account the marital status of the respondents because the behaviour, lifestyle and opinion of a married respondent may differ from the unmarried respondents.

Table 4.4
Marital status of the respondents

Marital Status of the respondents	No. of Male respondents %	No. of Female respondents %	Total no. of respondents %
Married	5 (2.6%)	5 (2.7%)	10 (2.6%)
Unmarried	184 (96.8%)	175 (96.2%)	359 (96.5%)
Widow	0 (0%)	2 (1.1%)	2 (0.5%)
Divorced	1 (0.5%)	0 (0%)	1 (0.2%)
Total	190	182	372

Source: Field Data

The above Table 4.4 shows the marital status of the respondents in the present research. There are 359 respondents who are unmarried accounting for 96.5%, 10 respondents are married which accounts for 2.6%, only 2 respondents are found to be widows which accounts for 0.5% and another 1 respondent has been found to be a divorcee accounting for 0.2%. It has also been observed that 96.8% of the male respondents and 96.2% of the female respondents are unmarried and 2.6% of the male respondents and 2.7% of the female respondents are found to be married. The fact that the vast majority of respondents are unmarried reflects the typical features of college students, who are generally in their late teens or early twenties and have not yet reached the stage of life where marriage is prevalent. On the other hand, the

presence of widowed and divorced respondents, although small in number, demonstrates that some students have had important life experiences that may have an impact on their academic and social lives. Furthermore, marital commitments among students do not differ greatly by gender, as evidenced by the consistency of the percentages of married males and females (2.6% and 2.7%, respectively).

4.6 Religion

A religion is a belief system in a god or gods, as well as the activities associated with that belief system. All religions are a foundation for morals and beliefs; it helps shape us and determine what we see as right and wrong. For many people, religion is an important part of their lives. Even those who aren't particularly religious regard it as significant. In order to find out the religion of the respondents, the respondents are asked whether they are Christians, Hindus, Muslims, Buddhist or any other religions. The question of religious denomination is also included because majority of the college students in Aizawl are Mizos who follow Christianity as their religion. Religious denomination simply means a sub group of a larger religious organisation that shares a common faith, practices, and traditions. It is important to ask which denomination they belong to as this may have an impact on a person's thinking and ways of living. Thus, the respondents are asked whether they are a Presbyterian, Baptist, UPC (North East India), Salvation Army, UPC (Mizoram), Roman Catholic, Isua Krista Kohhran (IKK), Evangelical Church of Maraland (ECM), Seventh Day Adventist, Lairam Isua Krista Baptist Kohhran (LIKBK) or any other denomination.

Table 4.5
Religion-wise distribution of the respondents

Religion	Frequency	Percentage
Christians	352	94.6
Hindus	7	1.9
Buddhists	6	1.6
Others	7	1.9
Total	372	100

Source: Field Data

Table 4.5 presents religions of the respondent. From the above Table 4.5, it can be observed that an overwhelming majority of respondents, that is, 352 are Christians representing 94.6% of the total sample, 7 respondents are Hindus accounting for 1.9%, 6 are Buddhists accounting for 1.6% and there are 7 respondents who selected the option of ‘others’ which accounts for 1.9% of the total sample. When asked the reason for choosing this option, some of them said that they follow Zo sakhua (Mizo indigenous religion) and some other said that they are atheist or agnostic. It is not surprising to find that are majority of the respondents are Christians because Christianity is the dominant religion of the Mizos and most of the students in Undergraduate Colleges are Mizos. The majority (87%) of the populations of Mizoram are Christians in various denominations, mainly Presbyterian. Rest of 13% of Mizoram belongs to religions other than Christianity. Accordingly some of the respondents in the study are Hindus, Buddhists and others representing 20 respondents (5.4%).

Table 4.6
Denomination-wise distribution of the respondents

Denomination	Frequency	Percentage
Presbyterian	235	66.8
Baptist	34	9.7
UPC (NE)	19	5.4
UPC (MZ)	13	3.7
Salvation Army	12	3.4
ECM	5	1.4
Roman Catholic	13	3.7
IKK	6	1.7
LIKBK	4	1.1
Seventh Day Adventist	2	0.5
Others	9	2.5
Total	352	100

Source: Field Data

Table 4.6 shows the denomination-wise distribution of the Christian respondents who formed the majority among the respondents. Out of 352 Christian respondents, the majority are adherents of the Presbyterian denomination who numbered 235 representing 66.8% of the total Christian respondents. Adherents of Baptist who numbered 34 representing 9.7% are the second numerous denomination. 19 or 5.4% are UPC (North East), 13 or 3.7% are UPC (Mizoram), 12 or 3.4% are Salvation Army, 5 or 1.4% are Evangelical Church of Maraland, 13 or 3.7% are Roman Catholic, 6 or 1.7% are Isua Krista Kohhran(IKK), 4 or 1.1% are Lairam Isua Krista Baptist Kohhran (LIKBK), 2 or 0.5% are Seventh Day Adventist and 2.5% selected the option of ‘Others’. Those who are selecting ‘Others’ option said that they are adherents of Wesleyan Methodist Church, Congregational Church of India, United Church of God, Evangelical Friends Church International (EFCI), Kohhran thianghlim and Fundamental Baptist Church.

4.7 Place of residence

Place of residence means the place where a person lives permanently. It refers to a person's true, fixed, and permanent residence and principal home, to which he or she intends to return whenever he or she is absent. In this research, the respondents are asked their permanent place of residence by giving three options of rural, urban and semi urban. It is important to know the respondents’ permanent residence because there may be great variation in the ways of life of the rural dwellers against the urban dwellers or semi urban dwellers.

Table 4.7
Residential Status of the respondents

Place of Residence	Frequency	Percentage
Urban	167	44.9
Rural	183	49.2
Semi Urban	22	5.9
Total	372	100

Source: Field Data

According to the residential status of the respondents as shown in Table 4.7, 167 respondents are from urban areas accounting for 44.9% of the total sample and the majority of 183 respondents are from rural areas accounting for 49.2%. It means that majority of the respondents belong to rural areas. A few numbers of 22 respondents are from semi-urban accounting for 5.9% of the total sample. This corresponds to the total population's residence distribution, in which the numbers of students from rural areas (54.2%) are more than the numbers of students from the urban areas (45.8%). It is a surprising fact that colleges in cities have more students from rural areas than from urban areas. The reason could be that colleges are not established in all villages of Mizoram, compelling those who wish to further their education to leave their villages. Moreover, it is an undeniable fact that parents and children prefer city colleges to village colleges because they believe that studying in cities will provide better education and opportunities in the future. This was discussed with some of the principals of the sample colleges who went on to argue that urban middle and upper class of Aizawl residential tend to send their children for higher education outside the state. Aizawl as a business city, many of them prefer entry into business as entrepreneurial activities and do not pursue higher education in colleges. As education outside the state becomes attractive for children of elite families in Aizawl, similarly rural and fringe residential get attracted to capital city.

4.8 Family and household

A family is a group of people who are linked by marriage, blood, or adoption and live together in a single household, interacting in their social roles, which are usually those of spouses, parents, children, and siblings. Family members are group of people who are living in the same household. In this research, the respondents are asked to provide information about the number of their family members, whether they are first, middle or last born among the siblings, whether living in an intact family or not, whether living in a single parent household or not, the type of house they are living in, whether the house they are living in is owned or rented and the number of living rooms of their household.

Table 4.8

Family Size/Number of Respondent's family member

No. of family members (size)	Frequency	Percentage
Up to 3 (small)	29	7.8
4 – 6 (medium)	238	64.0
7 – 9 (large)	92	24.7
10 & above (very large)	13	3.5
Total	372	100

Source: Field Data

The above Table 4.8 presented the family size of the respondents. To investigate the number of respondents' family members, the family size of the respondents was classified into four categories such as Up to 3 members (small family size), 4 – 6 members (medium family size), 7 – 9 members (large family size) and 10 and above (very large family size). Data from the above table indicates that majority of the 238 respondents, which is 64.0% of the total sample belong to a family of 4 -6 members (medium family size), followed by 92 respondents accounting for 24.7% who belong to a family of 7 – 9 members (large family size), 29 respondents accounting for 7.8% who belong to a family of up to 3 members (small family size), and only 13 respondents which is 3.5% belong to a family of more than 10 members (very large family size). From the above data, it can be clearly observed that a majority of the respondents belong to a family of 4 – 6 members, followed by a family having 7 – 9 members. The results show that medium-sized families are the most common family size, with large families also being fairly common, while small and extremely large families are less common. It suggests that people from both rural and urban areas nowadays do not favour extremely large families. The prevalence of medium-sized families in both rural and urban settings may be due to the awareness of family planning methods. Additionally, families may strive for a size that will allow them to support their children financially, giving them access to healthcare, education, and a reasonable quality of living. The low prevalence of very small and very large families also points to a shift toward a more balanced family size, which would

guarantee both financial stability and the capacity to give family members a reasonable standard of living.

Table 4.9
Birth Order of Respondents

Respondents in Sibling hierarchy	Frequency	Percentage
First born	125	33.6
Middle born	133	35.8
Last born	89	23.9
Single Child	24	6.5
Total	372	100

Source: Field Data

Table 4.9 shows the birth order or the position of the respondents in sibling hierarchy which was categorized into first born, middle born, last born and single child. A child's birth order rank may have an impact on how they interact with people and build relationships with family members. As a result, birth order may be an essential element in understanding personal behavior and experiences.

As shown in the above table, majority of the respondents, that is, 133 respondents which accounts for 35.8% are middle born. 125 respondents which accounts for 33.6% are first born and 89 respondents which accounts for 23.9% are last born. There are only 24 respondents who are single child which accounts for 6.5% only. According to the data, the majority of respondents (35.8%) are middle-born, with first-borns coming in second (33.6%). This implies that the majority of students come from households with multiple children, with middle-born persons constituting the largest group. The high proportion of first-born suggests that many students may have leadership positions or obligations within their family. Single children are the smallest category, accounting for only 6.5% of the sample. This shows that single-child households are quite rare among respondents, most likely due to the economic or societal pressures to have more than one child. The eldest child traditionally, takes on more leadership and responsibility towards younger siblings. However, in Mizo society, inheritance related family practices percolates down to the youngest and not

the eldest. The youngest including the single child comprise one third of total respondents in this study.

Table 4.10
Marital Status of Respondent's Parents

Marital status	Frequency	Percentage
Married Couple	293	78.8
Divorced	38	10.2
Widow/Widower	30	8.0
Yet Unmarried	11	3.0
Total	372	100

Source: Field Data

In order to find out the marital status of the respondents' parents as shown in Table 4.10, parents' marital status of the respondents was classified as either married, divorced, widowed, widower, or yet unmarried. Data from the above table shows that majority 293 of the respondents' parents are married which accounts for 78.8% of the total sample. There are 38 or 10.2% respondents whose parents have been divorced and 30 or 8.0% respondents whose parents are widow or widower. There are a few of 11 or 3.0% of the respondents' parents who are never married, According to the data, the vast majority of respondents (78.8%) come from homes with both parents married, indicating that most students have a stable family structure. This implies that people still prefer traditional family arrangements. But a remarkable 10.2% of respondents said their parents were divorced, suggesting that a sizable percentage of kids come from households that had gone through separation. This could have an impact on their emotional health, financial stability, and social relationship. Furthermore, 8.0% of respondents also reported losing a parent and 3% of them (sawn) reported having parents who were never married. This could lead to issues with the family's financial stability and emotional support. Overall, the presence of divorced, widowed, and never-married parents demonstrates the diversity of family backgrounds among the respondents, even if the majority of students come from two-parent households. The reason for the high percentage of the respondents' parents being married and the low percentage of never married parents may be

attributed to the cultural and religious traditions of the Mizos which emphasize the importance of marriage and discourage separation or having children outside of wedlock. Divorce and single parenthood or children born out of wedlock has traditionally been stigmatized, putting social pressure on people to remain married. However, despite the longstanding traditional disapproval of divorce, the divorce rate of parents of the sample respondents is considerably high, indicating that divorce is growing increasingly widespread, which could be attributed to changing societal perceptions, more understanding of individual rights, and a growing acceptance of divorce when marriages are no longer effective.

Table 4.11
Type of house of the Respondents

Type of House	Frequency	Percentage
Assam type	185	49.7
Pucca	126	33.9
Semi Pucca	32	8.6
Thatched	29	7.8
Total	372	100

Source: Field Data

Table 4.11 represents the type of house of the respondents. Type of house are categorized into four groups such as Assam type, Pucca, Semi Pucca and thatched. The above table shows that 185 respondents, or 49.7% of the sample live in assam-type houses, followed by 126 respondents who live in pucca houses, which account for 33.9% of the sample, 32 respondents who live in semi-pucca houses, which account for 8.6% of the sample, and the remaining 29 respondents, who live in thatched houses, which account for 7.8 %. These findings suggest that the sample respondents come from diverse economic background.

Table 4.12
House ownership status of the Respondents

Status of ownership	Frequency	Percentage
Owned	252	67.7
Rented	120	32.3
Total	372	100

Source: Field Data

Table 4.12 shows the house ownership status of the respondents. In order to know whether the respondent owns a house or is living in a rented house. It is clear from the above table that there are significantly more respondents who own their home than those who rent one. There are 252 respondents who live in family-owned house accounting for 67.7% of the total sample while 120 respondents live in rented house accounting for 32.3%. According to the data, most respondents (67.7%) live in family-owned residences, suggesting that most students have a rather secure living situation. However, a sizable percentage (32.3%) of the respondents resides in rental housing. Students who live in rental homes may experience more financial strain, more frequent moves, or less stability than those who live in family-owned homes, all of which may have an adverse effect on their wellbeing and academic performance.

Table 4.13
No. of rooms in Respondent's house

No. of rooms	Frequency	Percentage
One	32	8.6
Two	100	26.9
Three	109	29.3
Four	72	19.4
More than four	59	15.9
Total	372	100

Source: Field Data

Table 4.13 shows the number of rooms in the homes of the respondents. A room is a portion of a building's interior that is separated from other areas by walls and a door, and that has its own floor and ceiling. Typically, a house has different rooms such as a bedroom, bathroom, kitchen, living room, family room and dining room. The number of rooms in a household is directly related to the income level of the household because those with higher incomes are more likely to live in homes with numerous rooms. According to the aforementioned table, the majority of 109 respondents, or 29.3% of the total sample respondents, live in a household with three rooms, followed by 100 respondents, or 26.9%, who have two rooms, 72 respondents, or 19.4%, who have four rooms, 59 respondents, or 15.9%, who have more than four rooms, and 32 respondents, or 8.6%, who have only one room. This data demonstrates that a significant percentage of respondents come from middle-income families with limited but sufficient living space. However, a smaller segment of the population lives either in more affluent or more limited housing arrangements.

4.9 Parental Education

Education is the act of imparting or gaining knowledge, enhancing one's capacity for reasoning and judgement, and generally preparing oneself or others intellectually for adulthood. Thus, education encompasses both imparting knowledge to others and acquiring knowledge from others. Education is classified into two types: formal education and informal education. Formal education is learning that takes place in a formal and organised environment, such as a classroom, whereas informal education is learning that takes place in a variety of informal settings such as homes, workplaces, or communities. It is important to know the educational status of the respondents' parents in order to know whether the parents' education have an impact on the respondents' lifestyles, behaviours, opinion and habits. It also aids in determining whether there is a difference between students of educated parents and students of less educated parents in terms of their lifestyles, attitudes towards various social institutions, participation in deviant behaviour, and extent of social media use. For the purpose of the present study, the respondents are asked to provide the level of education their parents acquired from formal institutions such as primary school,

middle school, high school, higher secondary school, bachelor's degree, master's degree and Ph.D.

Table 4.14
Father's Educational Status

Educational status	Frequency	Percentage
Primary school	39	10.4
Middle school	105	28.2
High school	55	14.8
Higher Secondary school	57	15.3
Bachelor's degree	71	19.1
Master's degree	42	11.3
PhD	3	0.8
Total	372	100

Source: Field Data

Table 4.14 presents the educational status of the respondent's father. The majority of 105 respondents' fathers have completed middle school level education accounting for 28.2%, followed by 71 fathers who are bachelor's degree holders which accounts for 19.1% and 57 or 15.3% fathers who have attained higher secondary school level education. Additionally, 55 or 14.8% fathers have attended high school level education, 42 or 11.3% fathers are master's degree holders and another 39 or 10.4% fathers have studied only primary level of education and only 3 or 0.8% fathers have attained Ph.D. The data reveals that the respondents' fathers have diverse educational background. The majority of the fathers have limited formal education as the majority of the fathers completed only middle level education, indicating that it may have an effect on their career choices and their families' socio-economic standing. However, the fact that there are also a significant number of the fathers who are bachelor and master degree holders suggests that there may be a significant number of fathers who may have more access to resources for education and employment.

Table 4.15**Mother's Educational Status**

Educational status	Frequency	Percentage
Primary school	53	14.2
Middle school	99	26.6
High school	67	18.0
Higher Secondary school	57	15.3
Bachelor's degree	63	16.9
Master's degree	31	8.3
PhD	2	0.5
Total	372	100

Source: Field Data

Table 4.15 shows the respondents' mothers' educational background. The majority 99 (26.6%) respondents' mothers have completed middle school. This is followed by 67 mothers (18%) who have completed high school and 63 mothers (16.9%) who have earned a bachelor's degree. Furthermore, 57 mothers (15.3%) have completed higher secondary education, and 53 mothers (14.2%) have only received primary education. A lesser proportion, 31 women (8.3%), hold a master's degree, and only two mothers (0.5%) have a Ph.D. It is evident that majority of the respondents' mothers studied only middle school level education. According to the data, the respondents' mothers have relatively low educational attainment, with the majority having only completed middle school and a significant proportion having only completed basic primary school. Although a large proportion have completed high school, higher secondary education, and a bachelor's degree, fewer have sought further study. The low educational attainment of the mothers of the respondents suggests that many moms may not have pursued higher education beyond middle or high school due to financial constraints or family obligations. It also suggests that cultural norms and societal expectations placed a higher value on marriage, family duties, or housework than on women's higher education.

4.10 Family Income

Income refers to the money or amount of money a person receives from one's employment or services rendered. By knowing the family income of the respondents, the researcher is able to compare the differences among different income groups. The spending behaviour of different income group may vary to some extent. So, the respondents are asked to provide their family income per month which has been categorized into upto Rs. 5000, Rs 5000-10000, 10000-20000, Rs 20000-50000, Rs 50000-100000 and Rs 100000 & above. The respondents are also asked to provide their parent's occupation by asking their father and mother's occupation.

Table 4.16

Family Income of Respondents

Family income per month (in Rupees)	Frequency	Percentage
Upto 5000	22	5.9
5000-10000	72	19.2
10000-20000	87	23.4
20000-50000	107	28.8
50000-100000	62	16.6
100000&above	22	5.9
Total	372	100

Source: Field data

Table 4.16 shows the monthly income of the respondents' family. Out of the 372 respondents, data shows that majority of 107 or 28.8% respondents have family income between Rupees 20000 – 50000, followed by 87 respondents (23.4%) with family income between Rupees 10000 to 20000; 72 respondents (19.2%) with family income between Rupees 5000 – 10000; 62 or 16.6% respondents with family income between Rupees 50000 – 100000. Finally, an equal number of respondents which is 22 Or 5.9% have family incomes of up to Rs 5000 and above Rs 100000, respectively. The data shows that the respondents belong to varied economic background.

The fact that majority (28.8%) of respondents comes from families earning between ₹20,000 and ₹50,000 per month, indicating a middle-income background for most students and the second largest came from lower-middle-income households, earning between ₹10,000 and ₹20,000. An impressive 19.2% of respondents reported having family incomes between ₹5,000 and ₹10,000, which may be a sign of financial limitations influencing their way of life, costs associated with their education, and general well-being. Conversely, 16.6% of respondents are from families with comparatively higher monthly incomes, making between ₹50,000 and ₹1,00,000, which may offer more resources and financial stability. It is also worth noting to find that some of the students may have face financial hardships as evidenced by the fact that 5.9% of respondents come from families earning up to ₹5,000, while an equal percentage (5.9%) report family incomes exceeding ₹1,00,000, indicates that there are also a small but notable affluent section among the students.

Overall, the respondents' varied economic backgrounds are reflected in this income distribution, which may have an impact on their leisure activities and lifestyle preferences. The financial status of students' family may also have an effect on their social habits, career goals, and college experience in general.

4.11 Parent's Occupation

Occupation is the work or job in which a person is engaged in to earn a living. Parental occupation is the term used to describe the parent's or guardian's primary occupation. It is important to ask occupation details of the respondents' parent in order to have a clear understanding of their financial situation and social status. A person's occupation can be a significant indicator of their financial and social standing which can have a significant impact on a person's behaviour, thinking, attitude and beliefs. It has also been observed that parents with different occupations frequently have different styles of socializing and disciplining their children. For the purpose of the present research, the respondents are thus asked to provide information on the occupations or jobs that their father and mother hold.

Table 4.17
Occupation of Respondent's father

Father's Occupation	Frequency	Percentage
Government Servant	64	17.2
Teacher/Lecturer	33	8.9
Retired Government Servant	7	1.9
Carpenter	25	6.7
Farmer	87	23.3
Self employee	11	3.0
Businessman/ Entrepreneur	35	9.4
Pastor/Religious worker	11	3.0
Professor	1	0.3
Social worker	1	0.3
Doctor	2	0.5
Manager	1	0.3
Contractor	1	0.3
Bank Employee	5	1.3
IV grade	5	1.3
Government Driver	3	0.8
Bus Conductor	1	0.3
Taxi Driver	26	7.0
Barber	2	0.5
Electrician	5	1.3
Lab Technician	2	0.5
Mechanic	1	0.3
Cable TV Operator	2	0.5
Tailor	1	0.3
Jobless	2	0.5
Not specified	38	10.2
Total	372	100

Source: Field Data

Table 4.17 shows that a major proportion of 87 or 23.3% respondents' fathers are farmers which are followed by 64 or 17.2% respondents whose fathers are government servants. A significant proportion of 35 or 9.4% respondents' fathers are engaging in business activities. There are 33 or 8.9% respondents whose fathers are taking up teaching as their professions. 26 or 7.0% respondents' fathers are driving a taxi to earn their livelihood and 25 or 6.7% respondents fathers are carpenters. It has also been observed that some of the fathers are self employees (11 or 3%), pastor or religious workers (11 or 3%), Retired Government Servants (7 or 1.9%), IV Grade employee (5 or 1.3%), Bank employee (5 or 1.3%), electricians (5 or 1.3%), Government Drivers (3 or 0.8%), Doctors (2 or 0.5%), barbers (2 or 0.5%), Lab technicians (2 or 0.5%), cable TV operator (2 or 0.5%), Professor (1 or 0.3%), social worker (1 or 0.3%), Manager (1 or 0.3%), contractor (1 or 0.3%), mechanic (1 or 0.3%), tailor (1 or 0.3%) and bus conductor (1 or 0.3%). There are also 2 or 0.5% respondents' fathers who are jobless. Furthermore, a significant proportion of respondents, 38 or 10.2%, have not stated their fathers' occupation. When asked the reason for not stating their father's jobs many of them stated that their fathers do not have regular jobs while some of the fathers have died. The findings revealed that respondents come from diverse socio-economic background with a large majority of the fathers engage in farming. This further demonstrates that the majority of respondents come from a family whose primary source of income is agricultural activities. It is not surprising that the majority of fathers are farmers, given the fact that the majority of respondents come from rural areas where agriculture and its related pursuits are the primary source of income. Furthermore, the low presence of professions such as doctors, professors, and managers implies that students from higher-income professional backgrounds make up a minority of the sample. It is also interesting to note that a small percentage of respondents' fathers are jobless (0.5%), which may indicate financial constraints for these students.

Table 4.18
Occupation of Respondent's Mother

Occupation	Frequency	Percentage
Government Servant	33	8.9
Farmer	41	11.0
Teacher/Lecturer/Asst Professor	19	5.1
Housewife/Homemaker	185	49.7
Business/Entrepreneur	45	12.1
Retired Government Servant	2	0.5
Labourers	3	0.8
Staff nurse	8	2.2
Social worker	1	0.3
Religious worker	5	1.3
Private Bank/Company employee	4	1.0
Anganwadi helper	2	0.5
Peon	1	0.3
Tailor	10	2.7
Not specified	13	3.5
Total	372	100

Source: Field Data

Table 4.18 depicts the occupation of respondents' mothers and shows that majority of 185 or 49.7% respondents' mothers are housewives. 45 of the respondents' mothers are involved in different business activities which accounts for 12.1%. There are 41 or 11% mothers who are engaged in agricultural pursuits, 33 or 8.9% are government servants, 19 or 5.1% are in teaching professions. It is also observed that some of the mothers are tailors (10 or 2.7%), staff nurses (8 or 2.2%), religious workers (5 or 1.3%), Private Bank/company employees (4 or 1%), labourers (3 or 1.0%), Anganwadi helper (2 or 0.5), retired Government employees (2 or 0.5%), Peon (1 or 0.3%) and social worker (1 or 0.3%). There are also 13 or 4.5% respondents who have not stated their mothers' occupations. The findings reveal that

while some of the respondents' mothers contribute to household income through diverse professions, the majority are involved in domestic responsibilities. This further indicates that a large proportion of families rely primarily on the father's income or other household income. This shows that traditional gender norms continue to have a considerable influence, with many women undertaking domestic obligations rather than pursuing formal jobs.

4.12 An Overview

This chapter discussed the socio-economic profiles of the respondents. Understanding the demographic profile of the respondents in a study is required for social science research. Various variables such as gender, age, semester, marital status, religion, place of residence, family income, Parent's occupation, number of family members, birth order, parent's marital status, type of house, house ownership status and number of rooms in a house of the respondents were discussed to clarify the respondents' socioeconomic profile.

The samples of the present research were drawn from students of eight Government colleges in Aizawl city. The sample consists of 372 students. Out of which, 190 (51.1%) are males and 182 (48.8%) are females. According to the findings of the study, the majority of respondents (86.8%) were between the ages of 19 and 22, followed by 8.1% of those over the age of 23, and a very small proportion of those between the ages of 15 and 18. Students from all semesters were represented in the samples. As a result, that sample can be said to be inclusive. Majority of the respondents are unmarried which is an expected result.

In terms of religion, the vast majority of respondents are Christians. It is not surprising given the fact that Christianity is the dominant religion in Mizoram and accordingly Mizos make up the majority of students in Undergraduate Colleges. The Presbyterian Church is the most dominant denomination among the Christian respondents.

The data on the residential status of the respondents revealed that there are more rural residents than urban residents in the sample. The result is revealing as the study

was conducted in the capital city of Mizoram and yet maximum number of sample respondents hail from rural areas.

With regards to family and household, the majority of respondents belong to a family of four to six members, followed by a family of seven to nine members. There are only a very few number of respondents whose family members are up to 3 and above 10. This indicates that the majority of respondents come from medium-sized families. The result shows that both rural and urban families do not favour large families. Despite being more rural inhabitants in the sample, who are expected to have larger and extremely big family sizes due to their primary occupation being agriculture, the results suggest that the majority of respondents have a family of four to six individuals. The assumption that rural agricultural communities would have larger families does not hold true in this circumstance. This could be attributed to modern influences, greater education, awareness of family planning, and shifting cultural attitudes regarding family size.

The majority of respondents are middle children in terms of birth order. It is followed by the eldest children, who are nearly equivalent to the middle born, and there are only a few respondents who are the youngest.

In terms of parent marital status, the majority of respondents' parents are married. There are a sizable number of respondents whose parents have divorced and nearly an equal proportion of respondents' parents are widow or widower. It is worth noting, however, that only a very little proportion of respondents' parents have never married. The reason for the high percentage of the respondents' parents being married and the low percentage of never married parents may be attributed to the cultural and religious traditions of the Mizos which emphasize the importance of marriage and discourage separation or having children outside of wedlock. Divorce and single parenthood or children born out of wedlock has traditionally been stigmatized, putting social pressure on people to remain married.

In terms of the type of house, the majority of respondents live in Assam type houses. Additionally, a significantly large proportion of students also live in pucca houses. There are fewer respondents who live in semi-pucca and thatched houses. It is also

worth mentioning that the vast majority of respondents reside in homes owned by their family. However, a small yet considerable proportion of respondents live in rented homes.

The majority of respondents live in three-room houses, followed by two-room houses. A sizable proportion of respondents also live in houses with four or more rooms, with only a few living in single-room dwellings. As can be seen from the above statements, the respondents in the current study come from a variety of socioeconomic backgrounds, with respondents coming from low or middle-class families constituting the largest proportion of them.

Data on the educational status of respondents' parents revealed that the vast majority of both fathers and mothers of the respondents have only completed middle school level of education.

According to the data, the respondents come from various economic backgrounds. The majority of respondents have family income between Rupees 20000 and 50000, followed by family income between Rupees 10000 and 20000, family income between Rupees 5000 and 10000, and family income between Rupees 50000 and 100000. Lastly, an equal number of respondents have family income of up to Rs 3000 and above Rs 100000, respectively.

The majority of respondents' fathers are farmers, followed by government employees. A significant numbers of fathers are also businessmen and taxi drivers. Some of the fathers are self employees, pastor or religious workers, Retired Government Servants, IV Grade employees, Bank employees, Doctors, social worker, Manager, contractor and bus conductor. There are also some youth respondents with father who are jobless. The majority of the respondents' mothers are housewives. However, there are a significant number of working mothers as well. Working mothers are mostly involved in petty trading and farming. A small number of mothers work as government employees, teachers, staff nurses, religious workers, IV Grade employees, labourers, Private Bank/company employees and social worker.

The following Chapter will focus on lifestyles of student youth.

CHAPTER- V
LIFESTYLE OF STUDENT YOUTH

- 5.1 Introduction
- 5.2 Routine activities
- 5.3 Leisure activities
- 5.4 Sleeping habits
- 5.5 Study habits
- 5.6 Consumption patterns
- 5.7 Value Practices
- 5.8 Overview

CHAPTER- V

LIFESTYLE OF STUDENT YOUTH

5.1 Introduction

This chapter explores the lifestyle of student youth studying in various government colleges in Aizawl. Lifestyle refers to the distinctive or characteristic ways of life adopted by individuals or groups, which include their daily routines, habits, preferences, and value orientations. A lifestyle is how a person lives. It encompasses how people spend their time, what they wear, what they eat and what they value. Youth lifestyle refers to the distinct ways of life of the youth which is reflected in their patterns of behaviour. For student youth, this stage of life represents a critical time for identity building, self-discovery, and transition where academic obligations collide with social interactions, personal goals, and leisure pursuits.

This chapter attempts to investigate the lifestyle of undergraduate students by gaining insights into how they spend their everyday lives in and out of college. It will focus on their way of life in general, their behaviour, routine activities, and leisure activities, sleeping and study habits, consumption pattern, and their value orientation rather than the spectacular aspect of youth culture. Understanding the lifestyle of college student youth is essential because it provides insights into their priorities, leisure preferences, time allocation, consumption behavior, and the value systems that guide their behaviors and decisions. Thus, an attempt is made to study student youth lifestyle, which will include the following aspects:

1. Routine activities of student youth
2. Leisure activities of student youth
3. Sleeping habits of Student youth
4. Study habits of student youth
5. Consumption patterns among student youth
6. Value practices of student youth

5.2 Routine activities

A routine is the regular sequence of actions that a person performs at a specific

time. A daily routine is a set of activities that a person performs on a daily basis. These activities will differ depending on a person's socialization, occupation, personal interests, choices, preferences and way of life. The main routine activities of students include work, studies and leisure activities. For this purpose, the respondents are asked how they spend the biggest portion of their days outside of college hours, which activity do they enjoy the most among their daily routine activities, which activity they hate the most among their routine activities.

Table 5.1

Daily routine activities outside of college hours

ROUTINE ACTIVITIES	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Studies	18	9.5	24	13.2	42	11.3
Household chores	36	18.9	80	44.0	116	31.2
Internet	113	59.5	65	35.7	178	47.8
Television	1	0.5	3	1.6	4	1.1
Chatting/socializing	5	2.6	3	1.6	8	2.2
Playing/going out with friends	11	5.7	5	2.7	16	4.3
Personal hobbies	6	3.2	3	1.6	8	2.2
TOTAL	190	100	182	100	372	100

Source: Field Data

Table 5.1 presents daily routine activities of college students outside of college hours and shows the differences between male and female students in their daily routine activities. When the respondents were asked to describe how they spend the biggest portion of their time daily apart from college hours, majority of 178 students reported that they spent the biggest portion of their time daily on internet which accounts for 47.8% of the total sample, followed by 116 students who said they spend on household chores accounting for 31.2%. A smaller number of students reported spending time on studies (42 or 11.3%), going out with friends (16 or 4.3%), chatting/socializing (8 or 2.2%), personal hobbies (8 or 2.2%) and television (4 or 1.1%). These data indicate that internet use is the most dominant activity in students'

everyday life outside of college hours, with nearly half of the respondents describing it as spending the major portion of their time on it. This shows that students have a strong digital orientation. On the other hand, a significant proportion of the sample respondents (31.2%) reported spending most of their daily routine on household chores demonstrates the role of domestic responsibilities in their daily routines. Notably, just 11.3% of students prioritize studying outside of college hours, which may indicate a lack of academic enthusiasm or time constraints owing to other responsibilities. The comparatively low percentages for social activities such as going out with friends, chatting or socializing suggest that college students prioritize internet use over the traditional social activities. This could be a reflection of their changing social and entertainment habits, with a significant portion of their time likely shifting to online platforms.

The data on gender- wise distribution of students shows that the proportion of male students (113 or 59.5%) is higher than the female students (65 or 35.7%) among those who spend the biggest portion of their time on the internet. Furthermore, the highest proportion of male students spends most of their daily routine outside of college hours on internet. So, internet use is the dominant routine activity among male students. This further indicates that college students, especially the males have ample time for leisure activities. Among those who spend the biggest portion of their day on household chores, the proportion of female respondents (80 or 44%) is much higher than the male respondents (36 or 18.9%). This data also shows that the percentage of female students spending most of their daily routine on household chores (44%) is greater than those spending on the internet (35.7%). Thus, doing household chores is the dominant routine activity among female students. This may be due to the fact that in Mizo society males are having more free time to engage themselves in leisure activities whereas females are assigned more responsibilities in household chores that keep them busier than their male counterparts. Especially some household chores such as cooking, cleaning the house, washing clothes, etc. are regarded as the duties to be performed by the females. One male respondent, aged 20 during the interview argued that,

“I spend the biggest portion of my time outside of college on internet because browsing internet entertained me the most after a tiring college hours and the best part is that I can even do it from the comfort of my own home.”

A female student, aged 21 stated that,

“Being the oldest sibling, I am responsible for taking care of the house and don't have much spare time to spend with friends or use my phone. Outside of school hours, I spend the majority of my time cooking, cleaning, and doing laundry.”

However, it is interesting to note here that there are also a good number of male students who spent the majority of their day doing housework. The presence of a significant number of students from rural areas in the sample may account for this. This is due to the fact that most students from rural areas either live in a rented house or in a hostel where they must perform household chores. The proportion of female students (24 or 13.2%) is higher compared to male students (18 or 9.5%) among those who report to spend the biggest portion of their daily time on studies. This indicates that female students are more academically motivated or place a higher value on their education. However, the proportion of male students is higher in chatting or socializing (5 or 2.6%), playing or going out with friends (11 or 5.7%) and pursuing personal hobbies (6 or 3.2%) compared to their female counterparts (3 or 1.6%), (5 or 2.7%) and (3 or 1.6%). This suggests that male students are more likely than female students to engage in social activities such as chatting, socializing, hanging out with friends and pursuing personal hobbies, implying that male students prioritize social interactions and leisure activities more than their female counterparts.

Table 5.2**Most enjoyed routine activities**

ROUTINE ACTIVITIES	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Studies	7	3.7	6	3.3	13	3.5
Household chores	7	3.7	23	12.6	30	8.1
Internet	91	47.9	83	45.6	174	46.8
Television	6	3.2	11	6.0	17	4.6
Chatting/socializing	7	3.7	9	4.9	16	4.3
Playing/going out with friends	40	21.1	33	18.1	73	19.6
Personal hobbies	32	16.8	17	9.3	49	13.2
TOTAL	190	100	182	100	372	100

Source: Field data

Table 5.2 displays data on students' most enjoyed routine activities and presents the gender-wise comparison. The findings show that majority of 174 or 46.8% of the respondents reported that internet use is their most enjoyed activity. The second most enjoyed activity is playing or going out with friends which are enjoyed by 73 (19.6%) students. The third most enjoyed routine activity is pursuing personal hobbies (49 or 13.2%). Personal hobbies include gardening, gym workout, knitting, sewing, baking, pet care, playing musical instruments, playing indoor and outdoor games. Among other most enjoyed activities, 30 or 8.1% of students reported enjoying household chores, 33 or 8.9% enjoyed personal hobbies, 16 or 4.3% enjoyed chatting or socialising, 13 or 3.5% enjoyed studies and 17 or 4.6% enjoyed watching television. A 20 year old male respondent explained:

"I love browsing the internet because it is the easiest way to relax, I can watch videos, check football updates, and chat with my friends all in one place. It helps me forget about everything else for a while."

A female respondent, aged 21, shared:

"I don't get much time to go out because of housework, but when I do, I love meeting my friends at our favourite spot. It's the only time I feel

truly free.”

A 22 year old male respondent noted:

“Playing the guitar is my escape. Even if I’m tired or busy, I make sure to spare a few minutes for it. It’s what keeps me sane.”

It can be seen from the above data that the two top most enjoyed routine activities are internet use and playing or going out with friends while studies is the least enjoyed activity despite the fact that all the respondents were students. This further indicates that college students are more inclined towards leisure activities than work activities which require dedication and efforts.

The data on gender-wise distribution of the respondents indicate that internet use stands out among all other activities. 91 male students accounting for 47.9% of the total male sample and 83 are females accounting for 45.6% of the total female sample. The findings indicate that both male and female students enjoy using the internet almost equally, with only a slight difference between them. The reason could be the widespread availability of smart phones and the improvement in internet connectivity. A female respondent aged 21 remarked:

“I love scrolling through instagram, watching funny reels and sharing them to friends. It makes me feel connected with them.”

Similarly , a 22 year old male student stated:

“Gaming online and watching match highlights is my routine. It’s the best way to de-stress after a long day.”

The second most enjoyable activity is playing or going out with friends. Amongst those who reported enjoying playing or going out with friends, 40 are males accounting for 21.1% of the total male sample and 33 are females accounting for 18.1% of the total female sample. The percentage of male students is slightly higher than the percentage of female students when it comes to playing or going out with friends, indicating that males are more inclined towards peer bonding. Furthermore, the reason for male students being more likely to engage in outdoor activities than

the female students may be that the male students have more leisure to roam around than the females. A 20 year old male respondent expressed:

“Hanging out with friends after college is the highlight of my day. We play football or just chill at our spot.”

On the other hand, a 21 year old female student shared:

“I love going out with my friends, but it doesn’t happen often. There’s always some housework waiting for me.”

Amongst those students who reported enjoying personal hobbies, the proportion of male students (32 or 16.8%) is higher than female students (17 or 9.3%). Meanwhile, female students (23 or 12.6%) are more likely to enjoy household chores compared to male students (7 or 3.7%). Similarly, female students (9 or 4.9%) enjoy chatting or socialising more than their male counterparts (5 or 2.7%). There is no significant difference across genders when it comes to study, with males (7 or 3.7%). However, female students (11 or 6%) enjoy watching television more than male students (6 or 3.2%).

Table 5.3

Most hated routine activities

ROUTINE ACTIVITIES	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Studies	60	31.6	65	35.7	125	33.6
Household chores	83	43.7	72	39.6	155	41.7
Internet	5	2.6	5	2.7	10	2.7
Television	7	3.6	3	1.6	10	2.7
Chatting/socializing	19	10	12	6.6	31	8.3
laying/going out with friends	15	7.9	23	12.6	38	10.2
Personal hobbies	1	0.5	2	1.1	3	0.8
TOTAL	190	100	182	100	372	100

Source: Field data

Table 5.3 illustrates the data on students' most hated routine, with gender-wise comparison. The respondents were asked to name the 'must do' activity they hate doing it and yet they have to do it. Among the 'must do' routine activities, household chores are the most hated routine activities, followed by studies. The majority of 155 students (41.7%) reported hating household chores the most out of all routine activities and 125 students accounting for 33.6% reported hating studies. Other most hated activities include playing or going out with friends (38 or 10.2%), chatting or socializing (31 or 8.3%), internet (10 or 2.7%), watching television (10 or 2.7%) and pursuing personal hobbies (3 or 0.8%).

The gender wise break up on most hated routine activity shows that majority of both male and female students hate doing household chores, with a higher proportion of male students (83 or 43.7%) reported hating household chores compared to their female counterparts (72 or 39.6%). In contrast, more female students (65 or 35.7%) reported hating studies than male students (60 or 31.6%). The larger number of female students disliking studies could be attributed to increased family duties that limit study time and make it feel overwhelming. Playing or going out with friends is the third most hated activity, with a higher proportion of female students (23, or 12.6%) than male students (15 or 7.9%). Chatting or socializing is hated more by male students (19 or 10%) than female students (12 or 6.6%). Watching television is hated more by male students (7 or 3.6%) than female students (3 or 1.6%). There is no significant difference between males (5 or 2.6%) and females (5 or 2.7%) regarding internet use. Personal hobbies are the least hated routine activity with only a minor difference between male students (1 or 0.5%) and female students (2 or 1.1%).

The reason for household chores being the most hated routine activity could be that many students find household tasks exhausting and time-consuming, especially when combined with academic work and other interests. Given the fact that they enjoy using the internet and has even become an integral part of their daily routine, household work may appear to be an undesirable interruption which consumes their free time. The reason for studies being the second most hated daily routine could be that many students may find studying stressful owing to exam pressure and the

workload associated with it. The fact that a large proportion of the respondents reported disliking studies indicate that academic activities are seen more as obligations rather than enjoyable pursuits. Furthermore, the excessive use of the internet, social media, and entertainment may divert students' focus away from their studies. A 18 year old female respondent explained,

“After college and assignments, I just want to rest or be on my phone. Doing housework feels like an extra burden that eats up the little free time I have.”

Another male student echoed this sentiment,

“Household chores are endless. No matter how much you do, there’s always something left, and it gets in the way of the few hours I have for myself.”

Another respondent noted,

“Studying feels like a duty, not a choice. There’s no space for enjoyment when you’re constantly worried about marks.”

A 21-year-old student said,

“Even when I sit down to study, my phone keeps calling me. I end up watching memes or reels and forget about my books.”

One female respondent frankly admitted,

“I’d rather binge-watch a series than read my textbooks. It’s much more relaxing and fun.”

5.3 Leisure activities

Leisure is also part of the student youth's daily routine. It is the free time when people are free from work or other obligations and can relax and do things that they enjoy. Leisure activities vary from person to person; therefore there is no one-size-fits-all definition. Depending on one's sense of freedom, almost any activity might be considered leisure or work. As shown in Table 5.2, the majority of them enjoy spending most of their time outside of college hours on leisure activities such as internet use and playing and going out with friends. It is thus important to determine

how much time students have for leisure daily, the activities they engage most in, with whom and where they prefer to spend their free time.

Table 5.4

Amount of leisure time

Time	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Less than an hour	9	4.7	10	5.5	19	5.1
1 – 2 hours	19	10	27	14.8	46	12.4
2 – 3 hours	31	16.3	44	24.2	75	20.1
3 – 4 hours	74	38.9	72	39.6	146	39.2
More than 4 hours	57	30	29	15.9	86	23.1
Total	190	100	182	100	372	100

Source: Field data

Table 5.4 shows how much free time respondents have each day, with gender-wise comparison. The findings revealed that majority of the respondents (146 or 39.2%) say they engage in leisure activities for 3-4 hours. This pattern shows only a slight difference between male and female students, with only a slightly higher proportion male students (74 or 38.9%) compared to female students (72 or 39.6%), indicating no significant difference between the two groups in this category. The second largest group is those having leisure time for more than 4 hours (86 or 23.1%) and a significant difference between male and female students is found in this category, where a significant proportion of male respondents (57 or 30%) report having more than 4 hours of leisure time while only 29 or 15.9% of female students report having more than 4 hours of leisure time. In contrast, the proportion of female students (44 or 24.2%) is higher than the male students (31 or 16.3%) among those who report having 2-3 hours of leisure time which make up the third largest group. Similarly, among those who have 1-2 hours of leisure time, the proportion of female students (27 or 14.8%) is higher than that of the males (19 or 10%). The proportion of respondents who have less than an hour of leisure time is relatively low for both genders, with 10 or 5.5% of females and 9 or 4.7% of males fall into this category

which shows no substantial difference between them. Overall, this finding implies that male students tend to have more leisure time compared to their female counterparts. A 22-year-old male student remarked:

“I usually have about 5 hours to myself after college because I don’t have much to do at home. I either hang out with my friends or play football.”

Another male student aged 21 reflected:

“I usually have around 4 hours of free time after my classes. I play games, go out with friends, or sometimes just watch football highlights. But honestly, sometimes I waste time scrolling on my phone without even realizing it.”

In contrast, a 20-year-old female student explained:

“Even after college, I have to help my mother with cooking and cleaning. By the time I finish, I barely have time left for myself.”

Table 5.5

Most preferred leisure activity

Location	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Internet related activities	97	1.1	91	50	188	50.5
Reading	6	3.2	11	6.0	17	4.6
Sleeping	7	3.7	9	4.9	16	4.3
Doing sports/fitness activities	18	9.5	4	2.2	22	5.9
Hangout with friend	39	0.5	32	7.6	71	19.1
Personal hobbies	16	8.4	12	6.6	28	7.5
Spending time with family	6	3.2	21	1.5	27	7.3
Others	1	0.5	2	1.1	3	0.8
Total	190	100	182	100	372	100

Source: Field data

Table 5.5 presents most preferred leisure activity of respondents, with gender-wise distribution. The result shows that the majority of students (188 or 50.5%) prefer internet related activity in their leisure time and is preferred by almost an equal proportion of male student (97 or 51.1%) and female students (91 or 50%). This indicates that internet related activities are the dominant leisure activity for both male and female respondents. This further indicates that both male and female students use internet-related activities almost at the same rates as evidenced by the slight gender difference between them. This implies that students' free time is heavily reliant on the internet, most likely for social networking, entertainment, gaming, and online education.

Hanging out with friends is the second most preferred activity and is preferred by 71 or 19.1% students. Males participate in this at a slightly higher proportion (39 or 20.5%) than females (32 or 17.6%), suggesting that social interaction is still an important aspect of student's life even though males may be more oriented toward peer-group activities than their female counterparts as evidenced by a slightly higher percentage of males favouring it.

Personal hobbies is the third most preferred activity and preferred by 28 or 7.5% respondents, with a slightly higher percentage of males (16 or 8.4%) than females (12 or 6.6%). This is followed by spending time with family which is preferred by 27 or 7.3% respondents, with a higher proportion of females (21 or 11.5%) than males (6 or 3.2%). This could indicate that female students have larger familial ties or responsibilities. However, among those who preferred doing sport or physical activity (22 or 5.9%), the proportion of male respondents (18 or 9.5) is significantly higher than that of the females (4 or 2.2%). Females (11 or 6%) prefer reading slightly more than males (6 or 3.2%), implying that females are more likely to engage in academic or literary activities in their leisure time. Sleeping as a leisure activity is almost equally low for both males (7 or 3.7%) and females (9 or 4.9%), implying that students do not prioritize rest over active participation in other activities. The option "Other" is the least popular, with only one male and two females selecting it, indicating that the majority of students fit into the designated leisure activity categories. Overall, the results show that students' leisure time is

heavily digitalized, with little time spent on physical activity, reading, personal hobbies and family interaction. While connecting with peers is crucial, screen-based entertainment consumes students' free time, potentially impacting their lifestyle, health, and interpersonal connections. A 21 year old male student shared:

“Whenever I have free time, I’m on my phone scrolling through Instagram, update my story and post photos and videos, or watching YouTube videos, or chatting with friends online. It’s how I relax.”

Similarly, a 20 year old female student remarked:

“Even though I like hanging out with friends, it’s easier and cheaper to just stay home and be online. I love watching K-dramas and listening to music.”

Table 5.6

Most preferred place to spend leisure time

Location	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Home	114	60	144	79.1	258	69.4
Friend’s House	35	18.4	10	5.5	45	12.1
Shopping mall/Market/Restaurant	3	1.6	4	2.2	7	1.9
Hangout spots	29	5.3	24	3.2	53	4.2
Gym/Indoor/Outdoor recreation centre	6	3.2	1	0.5	7	1.9
Others	2	1.1	0	0	2	0.5
Total	190	100	182	100	372	100

Source: Field data

Table 5.6 shows students’ preferred place for spending leisure time and analyzed by gender. A significant majority of 258 students (69.4% of the total sample) prefer to spend their leisure time at home. The second most preferred place is hang out spot which is preferred by 53 students (14.2%). This is followed by friend’s house (45 or 12.1%). An equal proportion of students prefer Shopping mall/Market/Restaurant (7 or 1.9%) and Gym/Indoor/Outdoor recreation centre (7 or 1.9%). There are 2

students which accounts for 0.5% who opted for the option of ‘others’.

The gender wise distribution shows that home is the most preferred place to spend leisure time for the majority of both male and female students, with a higher proportion of female students (144 or 79.1%) prefer to spend their leisure time at home compared to male students (114 or 60%). In contrast, when it comes to spending time at friend’s house the proportion of male respondents (35 or 18.4%) is much higher than the female students (10 or 5.5%). More male students (29 or 5.3%) than female students (24 or 3.2%) prefer hang out spots. A significantly higher proportion of male students (6 or 3.2%) prefer Gym/Indoor/Outdoor recreation centre compared to female students (1 or 0.5%). In contrast, shopping mall/market/restaurant is preferred slightly more by female students (4 or 2.2%) than male students (3 or 1.6%). A 21 year old female respondent shared:

“I enjoy my quiet time at home after college, whether it’s watching movies or scrolling through social media. It’s peaceful.”

A 21-year-old male student commented:

“Most of my socializing happens on Whatsapp and Facebook or through online games. I don’t really need to meet up in person when I can just connect from my room.”

A 22 year old male respondent explained:

“I hang out with my friends mostly at their place, especially on weekends. We play games, watch sports, or just chat. It’s more fun when we’re all together.”

According to this data, the vast majority of college students prefer to spend their leisure time at home than anywhere else. The reason for this can be seen in table 5.1, which shows that college students prefer to spend most of their time on the internet. This further demonstrates that face-to-face communication has been replaced by digital media communication among today’s youth. Youth nowadays communicate with their friends via social media or online games, and they prefer to do so from the comfort of their own homes.

Table 5.7

Preferred companions during leisure time

Companions	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Family	13	6.8	18	9.9	31	8.3
Friends	48	25.3	40	22.0	88	23.7
Girlfriend/Boyfriend	19	10.0	16	8.8	35	9.4
Alone	108	56.8	105	57.7	213	57.3
Others	2	1.1	3	1.6	5	1.3
Total	190	100	182	100	372	100

Source: Field data

Table 5.7 illustrates students' preferred companions for leisure time, with gender comparisons. The finding indicate that majority of the respondents (213 or 57.3%) prefer to spend their leisure time alone. There is no significant differences between both the genders among who prefer to spend leisure time alone, as their percentages are nearly equal, with only a slightly higher proportion of male respondents (108 or 56. 8%) compared to the females (105 or 57.7%). This implies that both male and female students place a high priority on independence and personal space when engaging in leisure activities. Activities like using a mobile phone, playing video games, using the internet, or engaging in personal hobbies may have an impact on this tendency. A 20 year old male student shared:

“I love spending time alone, either watching movie or playing games on my mobile phone. I feel relaxed and at peace when I’m on my own.”

A 19-year-old female student explained:

“I don’t spend much time with family during my free time. I like to hang out with friends or just be on my own.”

Another male respondent explained this trend by saying,

“I prefer to spend my free time alone because it allows me to unwind and escape from the noise around me. It’s when I can do what I love watch

shows, listen to music, or just scroll through my phone without anyone asking questions.”

When it comes to friends being the second most preferred companion (88 or 23.7%), male respondents (48 or 25.3%) outnumber female respondents (40 or 22%). Similarly, a slightly higher proportion of males (19 or 10%) than females (16 or 8.8%) prefer spending their leisure time with a girlfriend or boyfriend, making it the third most preferred companion. Family is the least preferred companion and is chosen by only 31 respondents or 8.3%. Female respondents (18 or 9.9%) outnumber male respondents (13 or 6.8%) when it comes to family being the most preferred companion. Although the percentages for both the genders are relatively low, it implies that female youth have a stronger family ties and are more attached to their families than their male counterparts. There are 5 students selecting the option of ‘others’ which accounts for 1.3%. It is apparent from this data that young people today are content enough with themselves. Overall, this data implies that contemporary youth are mainly self-sufficient and content in their own company, with many focusing on individual interests rather than family time.

5.4 Sleeping Habits:

Sleep habit is person's bedtime and wake-up times. It is also important to determine these student youths' sleeping habits in order to determine whether they are leading a healthy lifestyle, getting enough sleep, and adhering to a consistent sleeping schedule. Because it is believed that people who do not get enough sleep are more likely to suffer from a variety of health and behavioural issues. Different sleep schedules among family members can also reduce communication time for families, leading to strained family relationships.

Table 5.8**Sleep time**

Sleep Time	Male		Female		Total	
	N	%	N	%	N	%
Before 10 PM	10	5.3	19	10.4	29	7.8
Between 10-12 PM	134	70.5	130	71.4	264	71
After midnight	46	24.2	33	18.1	79	21.2
Total	190	100	182	100	372	100

Source: Field data

Table 5.8 shows data on sleeping habits of students and analyzed by gender. The findings show that majority of 264 students sleep between 10 and 11 p.m. accounting for 37.9%. A considerable proportion of 79 or 21.2% students report sleeping after midnight. While only 29 or 7.8% students sleep before 10 p.m. The gender wise break up of students show that the majority of both male and female students retire to bed between 10 and 12 p.m., with female students (130 or 71.4%) slightly outnumbering males (134 or 70.5%). This implies a shared pattern across genders, indicating a common sleep cycle at night. On the other hand, male students (46 or 24.2%) are more likely than females (33 or 18.1%) to remain up past midnight. This suggests that male students have late sleeping patterns, which could be linked to increased participation in late-night activities like gaming, socializing, studying or web browsing. Female students (19 or 10.4%) report going to bed before 10 p.m. at a higher rate, compared to male students (10 or 5.3%). However, the proportion of both male and female students who sleep before 10 p.m. is very low. The overall data highlights that most students of both genders sleep late at night, with very few going to bed early. However, male students show a higher tendency to remain up late than female students. One male student shared:

"Most nights, I play online games with my friends because it's the only time we're all free. In addition, gaming helps me unwind after a long day. I frequently lose track of time and end up going to bed late."

A female respondent commented:

"Before I go to bed, I usually scroll through Instagram and watch reels or YouTube videos. Sometimes it's already too late before I realize it."

Another male respondent stated:

"I am more productive at night, therefore I like to study when everyone else has gone to bed. With so many distractions during the day, I find it difficult to concentrate. That's why I normally fall asleep between 1 and 2 a.m."

Table 5.9

Wake up time

Wake up time	Male		Female		Total	
	N	%	N	%	N	%
Early riser	47	24.7	50	27.5	97	26.1
Late riser	38	20	30	16.5	68	18.3
No fixity	105	55.3	102	56.0	207	55.6
Total	190	100	182	100	372	100

Source: Field data

Table 5.9 presents students' waking up time, with gender-wise comparison. They are categorized as early riser, late riser, or no fixity and compared across genders. The findings reveal that majority of 207 students have no fixed time for waking up in the morning, accounting for 55.6%. There is no significant gender differences in this regard as the proportion of male and female students reporting having no fixed time for waking up in the morning is nearly equal, with female students (102 or 56%) showing a slightly higher tendency than male students (105 or 55.3%). A smaller but notable proportion of students (97 or 26.1%) reported that they are early risers, with a higher proportion of female students (50 or 27.5%) than male students (47 or 24.7%) reporting this. Only 68 students accounting for 18.3% are late riser, with a higher proportion of male students (38 or 20%) rising up late in the morning compared to female students (30 or 16.5%). A female student argued:

"To be honest, I don't have a set time to wake up. It depends on when I go to bed the night before."

A male student said:

"Some days I get up early for class, and other days I just sleep in—there's no particular routine. If I don't have any morning lectures, I tend to sleep late. It changes every day."

One female respondent remarked:

"I usually wake up early because I have to help out with chores before leaving for college. It's just something I've gotten used to."

The findings indicate that majority of both male and female students have no fixed time for waking up in the morning regardless of genders, suggesting that irregular sleep-wake pattern is prevalent among students, which are most likely driven by academic burden, social media use, and lifestyle choices. The nearly equal gender distribution suggests that this is a widespread issue among both male and female students.

5.5 Study Habits

Study habit simply means how a person studies. It can be defined as a person's usual behaviour or habitual practises for studying. A good study habit is essential for achieving both good academic performance and moral values. Youth are the future leaders of our country; it is these individuals who will be in charge of the society's future, so it is necessary to determine whether or not they have good and efficient study habits.

Table 5.10**Time spent on studies daily**

Duration	Male		Female		Total	
	N	%	N	%	N	%
Less than 1 hour	21	11.1	17	9.3	38	10.2
1-2 hours	61	32.1	28	15.4	89	23.9
More than 2 hours	18	9.5	20	11	38	10.2
Only when there is test/exams	16	8.4	25	13.7	41	11.0
No fixity	74	38.9	92	50.5	166	44.6
Total	190	100	182	100	372	100

Source: Field data

Table 5.10 indicates the amount of time students spent on studies and compares across genders. It shows that majority of 166 students accounting for 44.6% reported not having a fixed amount of time dedicated to studies, making this the largest group. Meanwhile, 89 of them accounting for 23.9% stated that they study for 1 to 2 hours daily. Additionally, 41 students (11%) stated they study only when they have tests or exams, while 38 students (10.2%) study for less than an hour and another 38 of them accounting for 10.2% study for more than 2 hours daily.

Among the students who reported not having fixed schedule for studies, the proportion of female students (92 or 50.5%) is higher than the males (74 or 38.9%), indicating that female students are more likely to have inconsistent study habits. Among those who study less than an hour, the male students (11.1%) slightly exceed the female students (9.3%), presumably indicating a lower level of study commitment among males. There are more female students (11%) than the male students (9.5%) among those who study more than 2 hours. Furthermore, the proportion of female students (25 or 13.7%) is higher than the male students (16 or 8.4%) among those who reported studying only when they have tests or exams. The fact that nearly half of the respondents do not adhere to fixed study routine may reflect lack of enthusiasm, poor time management, procrastination, extracurricular activities and external distraction such as jobs, family obligations, digital

engagement, etc. This might have a negative impact on their academic performance. The following are a few of expressions used by students to illustrate inconsistent study habits. A female respondent admitted:

“I usually plan to study every day, but it rarely happens. It’s only when exams are close that I panic and start reading everything at once.”

Similarly, a male student confessed:

“I don’t have a fixed time for studying. If there’s no test coming up, I’d rather hang out or be on my phone. I know it’s not good, but it’s hard to change.”

Table 5.11

Preference for study environment

Response	Male		Female		Total	
	N	%	N	%	N	%
Silent solitude	113	59.5	123	67.6	236	63.4
Background noise/music	16	6.8	8	2.2	24	4.6
No preference	61	32.1	51	28.0	112	30.1
Total	190	100	182	100	372	100

Source: Field data

Table 5.11 presents data on students’ preference for study environment with a gender-wise comparison. The findings reveal that majority of students (236 or 63.2%) prefer silent solitude when studying, with a higher proportion of female students (123 or 67.6%) preferring silent solitude compared to male students (113 or 59.5%).

A considerable proportion of students (112 or 30.1%) reported having no preference, with a slightly higher proportion of male students (61 or 32.1%) than the female students (51 or 28%) preferring this. Only a small number of students preferred background noise or music while studying, with a higher percentage of males (16 or 6.8%) than females (8 or 2.2%) expressing this preference. These findings suggest that quietness is crucial for attention and successful learning, as the majority of

students prefer to study in a quiet and alone setting. This may indicate that they are unable to concentrate due to interruptions, so calm study settings are essential to their academic achievement. A female respondent expressed:

“I can’t study when there’s noise around me. Even the sound of people talking in the next room distracts me. I need silence to focus properly.”

Another male respondent remarked:

“When I study, I require perfect silence—any noise disturbs me completely. I prefer to study in my room alone. An even quiet background sound confuses me. I can concentrate better and absorb things faster when it’s quiet. That’s when I’m most productive.”

However, one male respondent, who has no specific study environment shared:

“I don’t really care where I study as long as I get my work done. Sometimes it’s in my room, other times in the common room or outside.”

5.6 Consumption pattern

The act of purchasing and using goods or services is the most common definition of consumption. People normally consume to meet their survival needs. Today, however, we consume not only to meet our needs, but also to entertain ourselves and demonstrate our social standing to others. It is therefore important to comprehend consumption patterns of student youths in order to ascertain what and why they consume and prefer specific items, as well as whether they attach meaning to the items they consume.

Table 5.12
Students’ preference for food

Type of food	Male		Female		Total	
	N	%	N	%	N	%
Homemade food	165	86.8	141	77.5	306	82.3
Fast food/food from outside	25	13.2	41	22.5	66	17.7
Total	190	100	182	100	372	100

Source: Field data

Table 5.12 shows data on students' preferred type of foods with gender-wise comparison. The data revealed that 306 students accounting for 82.3% prefer to eat food cooked at home while only a small number of 66 students accounting for 17.7% prefer fast food or food from outside.

The proportion of male students (165 or 86.8%) is higher than the female students (141 or 77.5%) among those who prefer to have homemade food. Meanwhile, the proportion of female student (41 or 22.5%) is higher than the male students (25 or 13.2%) among those who choose fast food or food from outside. *"I love home-cooked food. It's healthier and reminds me of home. Fast food might be tasty, but I prefer the comfort and nutrition that home-cooked meals offer,"* one male student explained, highlighting the preference for home-cooked food and its emotional and health benefits.

Another male respondent remarked: *"I prefer home-cooked food because it's healthier and fills me up better than fast food. Plus, it's what I'm used to eating at home."* This sentiment aligns with the data showing a higher proportion of male students preferring homemade meals.

Another male student noted, *"I don't really trust outside food. It's too oily and expensive. I'd rather eat something made at home, even if it's simple."* This highlights concerns about health and affordability as factors influencing their food preferences.

On the other hand, a female respondent shared, *"I like fast food sometimes, especially when I'm out with my friends. It's quick, fun, and something different from what we eat at home every day."* This reflects the higher proportion of female students opting for fast food, possibly due to its association with social outings and convenience.

Another female student explained, *"Between classes and work, it's hard to find time to cook or even eat at home. So sometimes fast food is the easier option."* This comment suggests how busy schedules and lifestyle demands can lead to a preference for food from outside.

Table 5.13**Food preference at college**

Type of food	Male		Female		Total	
	N	%	N	%	N	%
Tiffin from home	97	51.1	99	54.4	196	52.7
Canteen food	93	48.9	83	45.6	176	47.3
Total	190	100	182	100	372	100

Source: Field data

Table 5.13 shows the kind of foods students prefer to eat at college with gender-wise comparison. The data shows that majority of 196 students accounting for 52.7% prefer Tiffin from home to eat at college rather than canteen foods. This indicates that home-cooked meals may be perceived as healthier and more economical by the majority of the students. While a significant number of 176 students accounting for 47.3% prefer canteen food to Tiffin from home. The data on gender-wise distribution of students' preference for food to have at college reveals that the proportion of female students (99 or 54.4%) is slightly higher than their male counterparts (97 or 51.1) among those who prefer tiffin from home. In contrast, the proportion of male students (93 or 48.9%) is slightly higher than their female counterparts (83 or 45.6%) among those who prefer canteen foods. Here are some examples of student expressions that indicate what foods they prefer to eat while attending college:

"I like to bring tiffin from home since I know it's prepared with care and is clean. I feel healthier eating the wholesome meals my mom always packs than the oily canteen food." -Female respondent, 19 years old.

"I save money by bringing my own Tiffin, which also prevents me from overindulging in snacks and from having to wait in line during lunch." -Female respondent, 20 years old.

"I sometimes have dietary restrictions owing to health problems, so eating at the canteen is unsafe. Home food gives me more control over what I eat." -Male respondent, 20 years old.

"I'm too busy to pack food in the mornings. Tiffin preparation is impossible due to the time constraints of getting ready and taking the bus. It's simply more convenient to have lunch at the canteen." -Female respondent, 19 years old.

"Eating in the canteen is also a social experience. I get to sit with friends and converse, and it's more relaxing. We all go together, and it becomes part of our daily routine. A part from this, simply hanging around and eating in the canteen is fun." -Male respondent, 21 years old.

According to these statements, students' food preferences are influenced by a variety of factors, including convenience, taste, routine, health consciousness, social interactions, and financial considerations. Home-cooked tiffin is linked to cost savings, health, and hygiene, whereas canteen food is linked to variety, convenience, and social interaction.

Table 5.14

Preference for type of dress

Type of dress	Male		Female		Total	
	N	%	N	%	N	%
Western	130	68.4	114	62.6	244	65.6
Indian	6	3.1	3	1.6	9	2.4
Mizo	14	7.4	4	2.2	18	4.8
Korean	9	4.7	37	20.3	46	12.4
Others	31	16.3	24	13.2	55	14.8
Total	190	100	182	100	372	100

Source: Field data

Table 5.14 presents data on students' preference for dress with gender-wise comparison. The findings reveal that an overwhelming majority of 244 students prefer to wear western dress which accounts for 65.6% of the total sample respondents. The second largest group (55 or 14.8%) selects 'others', indicating that they have no particular preference for the type of dress to wear. When questioned why they chose this option during the interview, they all stated that they would like

to wear any kind of dress and have no preference for any particular type of dress. This is followed by those who prefer to wear Korean style of dress (46 or 12.4%). Furthermore, despite the fact that the majority of respondents are Mizos, only a tiny proportion of students (18 or 4.8%) prefer to wear Mizo dress. Indian dress is preferred by the least number of respondents (9 or 2.4%).

The data on gender-wise distribution of respondents' dress preference reveal that majority of both the genders prefer western dress the most, with a higher proportion of male students (130 or 68.4%) compared to female students (114 or 62.6%) preferring this. Similarly, among those who select 'others', Mizo and Indian dress, the proportions of male students outnumber their female counterparts, with 31 or 16.3% males and 24 or 13.2 females, 14 or 7.4% males and 4 or 2.2% females and 6 or 3.1% males and 3 or 1.6% females respectively. In contrast, when it comes to Korean dress as the most preferred type of dress, the female students (37 or 20.3%) outnumber male students (9 or 4.7%). One male student shared:

"I prefer wearing Western clothes because they're stylish and practical. I can wear them anywhere, be it for a casual day out or a special event. They're just easy and comfortable."

A female student added:

"Western fashion is so diverse, and it always keeps up with the trends. I love how I can mix and match different pieces, and it always feels fresh. It's definitely my go-to for any occasion."

Quoting the expression of a 22 years female respondent:

"I love the way K-pop idols dress, and I totally feel like it helps me express who I am. Wearing similar clothes makes me feel part of something bigger, like I belong to a cool, fashionable group."

Another respondent asserted:

"Mizo dresses are beautiful, but I wear them only for cultural events or church because they are not convenient and comfortable for everyday"

use. For college, I prefer Western or K-pop-inspired outfits because they make me feel more confident and comfortable.”

It is apparent from the findings that youth fashion in Aizawl is heavily influenced by global fashion, as evidenced by the predominance of preference for western clothing and the overwhelmingly low preference for Mizo and Indian apparels among students regardless of genders. The statements of students showed that western dress is preferred for its stylish appeal and to keep up with trends while Korean dress gives them a sense of belonging and self-esteem. Online purchasing, social media habits, and Western media exposure may all be the significant causes. The inclination for Korean-inspired apparel by notable number of respondents demonstrates the increasing influence of Hallyu (Korean Wave) on youth. This may be because Korean superstars and K-pop idols are so well-liked and have an impact on young people's fashion preferences. Furthermore, the low number of students who choose Mizo or Indian apparel shows that traditional dress is most likely reserved for special occasions rather than everyday use.

Table 5.15

Brand consciousness

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	6	3.2	5	2.7	11	3
No	60	31.6	45	24.7	105	28.2
Sometimes	124	65.3	132	72.5	256	68.8
Total	190	100	182	100	372	100

Source: Field data

Table 5.15 illustrates data on whether college students are brand conscious or not with gender-wise comparison. The findings reveal that majority of student respondents (256 or 68.8%) report that they are sometimes conscious about brands. Similar trends are seen for both the genders, with both genders showing the highest proportion in the “sometimes” category. However, a somewhat higher proportion of females (132 or 72.5%) report being occasionally brand-conscious than male students (124 or 65.3%), implying that brand appeal may have a marginally bigger

influence on female students. However, a significant proportion of students (105 or 28.2%) stated that they are not brand conscious. A higher proportion of male students (60 or 31.6%) than female students (45 or 24.7%) said that they are not brand-conscious, suggesting that male students may be less swayed by brand status when making a choice. There are only 11 or 3% of the students admit that they are conscious about brands. The proportion of respondents who are completely brand conscious is nearly the same across genders, with only a slight difference between genders (6 or 3.2% males and 5 or 2.7% females), suggesting that only few male and female students have strong brand loyalty.

The findings indicate that although branding influences the choices of the majority of students, it is not the top priority, as evidenced by the fact that the majority of students (68.8%) are only occasionally aware of brands. However, given that a noteworthy 28.2% of students say they are not at all brand conscious, it is possible that aspects like cost, quality, and usefulness influence their choices more than brand awareness. Meanwhile, only a small percentage (3%) of students admits to being fully brand-conscious, indicating that Status-oriented consumption or brand loyalty is not a dominant trend among the respondents. Overall, the results indicate that although branding plays a role in students' choice sometimes, it is not a major one; instead, comfortableness, affordability and practicality probably have an equal impact. A 21-year-old female shared,

“Sometimes I go for brands, especially if it’s trending on Instagram or if my friends have it. But most of the time, if it looks good and it’s affordable, I’ll get it.”

A 22-year-old male stated,

“I’m not really into brands. I wear what’s comfortable and looks okay on me. I don’t see the point in paying too much just for the name.”

A 19-year-old girl said,

“I do check brands when it comes to sneakers or bags, but for clothes, it doesn’t matter. I even love secondhand shops — they’re cheap and you find cool stuff.”

A 23-year-old male admitted,

“Once in a while, I buy branded clothes when there’s a sale. But otherwise, I just go with what fits and feels nice.”

According to a 20-year-old female student,

“I get attracted to brands sometimes, especially if my favorite influencer wears it. But it’s not like a must for me.”

A 22-year-old boy reflected,

“Only when I’m buying gadgets or shoes, I go for brands. For clothes, any decent thing will do.”

Overall, the results indicate that although branding plays a role in students' choice sometimes, it is not a major one; instead, comfortableness, affordability and practicality probably have an equal impact.

Table 5.16

Preference for experimenting with new hairstyles

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	93	48.9	101	55.5	194	52.2
No	97	51.1	81	44.5	178	47.8
Total	190	100	182	100	372	100

Source: Field data

Table 5.16 illustrates data on whether college students love experimenting with new hairstyles with gender-wise comparison. The findings reveal that majority 194 students love experimenting with new hairstyles, accounting for 52.2% of the total population, which indicates that more than half of the sample respondents love experimenting with new hairstyles. This data suggests that college students love to express themselves through hairstyles. Meanwhile, a significant number of students 178 or 47.8% report not loving to experiment with new hairstyles, suggesting that nearly half of the students also not interested in switching hairstyles and prefer to keep their consistent looks.

The data on distribution of college students by gender regarding their interest of trying out new hairstyles indicates that the proportion of female students (101 or 55.5%) is higher compared to their male counterparts (93 or 48.9%) among those who love to experiment with new hairstyles. In contrast, the proportion of male students (97 or 51.1%) is higher the females (81 or 44.5%) among those who are not interested in experimenting with new hairstyles. This data further indicates that female students are more interested in trying out new hairstyles compared to the male students. A 21-year-old female student expressing her love for trying out new hairstyles explained:

“I love trying new hairstyles! It’s one of the easiest ways to change your whole vibe. Sometimes I curl it, sometimes I try those trendy Pinterest braids.”

Another 19-year-old female respondent also said:

“Whenever I see a new hair trend on Instagram, I just want to try it. Last week, I even cut curtain bangs after watching a reel.”

Table 5.17

Frequency of shopping

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	15	7.9	17	9.3	32	8.6
No	175	92.1	165	90.7	340	91.4
Total	190	100	182	100	372	100

Source: Field data

Table 5.33 illustrates data on whether college students shop frequently with gender-wise comparison. The data shows that an overwhelming majority of students (340 or 91.4%) do not shop frequently. While only a small proportion of students (32 or 8.6%) report shopping frequently. The data on shopping frequency of college students based on gender reveal that the proportion of male students (175 or 92.1%)

is slightly higher than the females (165 or 90.7%) among the majority of students who do not shop frequently. Whereas, among the small group of students who report to shop frequently, the female proportion (17 or 9.3%) is slightly higher than the males (15 or 7.9%). This data suggests that, while students' overall shopping frequency is generally low, female students shop slightly more frequently than male students. The following statements made by students describe why they do not shop very often.

"I don't really shop that often, but when I do, it's usually online when there's a sale or when I feel like rewarding myself after exams." -Female respondent, 20 years old

"I love scrolling through Instagram shops and thrift pages. Even if I don't buy every time, I enjoy window shopping online." - Female respondent, 19 years old

"I rarely go shopping. My budget is limited, so I try to stick to essentials. I save the majority of my pocket money for food, travel, and educational supplies." -Male respondent, 20 years old

"My buying habits have altered since I joined college. I now think carefully before buying stuff I don't actually need." Male respondent, 20 years old

"Shopping is boring for me. My mom still buys most of my clothes, honestly." - Male respondent, 19 years old

These assertions describe why college students do not shop frequently, such as financial restraints, preferring to shop online, prioritizing scheduled expenses, avoiding unexpected expenses, and continuing to rely on their parents.

Table 5.18**Favourite shopping item**

Response	Male		Female		Total	
	N	%	N	%	N	%
Apparel	21	1.1	55	30.2	76	20.4
Gadgets	38	20	4	2.2	42	11.3
Footwear	76	40	53	29.1	129	34.7
Jewellery	2	1.1	16	8.8	18	4.8
Cosmetics	1	0.5	21	1.5	22	5.9
Books	28	4.7	9	4.9	37	9.9
Groceries	16	8.4	23	2.6	39	10.5
Others	8	4.2	1	0.5	9	2.4
Total	190	100	182	100	372	100

Source: Field data

Table 5.35 presents data on students' favourite shopping items with gender-wise comparison. The data reveals that footwear is the most shopped items, which is favoured by the majority of 129 students representing 34.7% of the total respondents. Apparel is favoured by a significant number of 76 or 20.4% students making up the second largest group. Followed by gadgets (42 or 11.3%), groceries (39 or 10.5%), books (37 or 9.9%), cosmetics (22 or 5.9%), jewellery (18 or 4.8%) and there are 9 or 2.4% who selected 'others' category reporting that they have no preferred shopping items. This finding suggests that students prioritize fashion-related items when shopping, with footwear and apparel being the most favourite shopping items.

Data on gender-wise distribution of students' favourite shopping items reveal that a significantly higher proportion of male students (76 or 40%) prefer to shop for footwear compared to their female counterparts (53 or 29.1%). Conversely, among those who prefer apparel which is, the second most favourite shopping item, the proportion of female students (55 or 30.2%) is significantly higher than male students (21 or 11.1%).

Interestingly, it is found from the above data that the proportion of female students

who prefer apparel is slightly higher than those who prefer footwear. This suggests that female students have a stronger preference for clothing. Male students appear to be more interested in technology-related buying, as seen by the fact that 38 male students (20%) prefer gadgets, compared to just 4 female students (2.2%). Females prefer groceries slightly more (23 or 12.6%) than male students (16 or 8.4%), implying that female students are more involved in shopping for essential items. Males are more likely to buy books (28 or 14.7%) than females (9 or 4.9%), implying that male students prioritize academic or recreational reading more. More female students prefer cosmetics (21 or 11.5%) and jewellery (16 or 8.8%) compared to male students (1 or 0.5%) and (2 or 1.1%).

This demonstrates a gender disparity in shopping choices for cosmetics and fashion accessories. The results clearly reveal that male and female students have different shopping habits, with men favouring footwear, gadgets and books while women are more interested in apparel, groceries cosmetics and jewellery.

Table 5.19
Matching accessories with outfits

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	80	42.1	106	58.2	190	51.1
No	110	57.9	76	41.8	182	48.9
Total	190	100	182	100	372	100

Source: Field data

Table 5.19 illustrates data on students' preferences for wearing matching accessories to their outfits with gender-wise comparison. When asked if the accessories they use had to match their outfits, the majority of students (190 or 51.1%) replied yes, while a somewhat lower proportion of students (182 or 48.9%) said no. The results suggest that more than half of the students are fashion-conscious and appreciate a well-coordinated look.

The data on gender-wise distribution of students' preference for matching accessories with their outfits shows that proportion of female students (106 or

58.2%) is significantly higher than the males (80 or 42.1%) among those who prefer to match the accessories they use with their outfits. while the male students (110 or 57.9%) outnumber the female students (76 or 41.8%) among those who do not prefer. The results suggest that female students are more conscious about fashion and appreciate a well-coordinated look than their male counterparts. A 21 year old female student remarked:

“I feel incomplete if my earrings or shoes don’t go with my clothes. It’s like a habit now I just have to match them.”

A 20-year-old female student shared:

“I always match my earrings or necklace with what I’m wearing. It makes me feel more put-together and confident.”

A 22 year old male student shared:

“Accessories don’t really matter to me. I hardly even wear them, let alone match them. I prefer keeping it simple.”

Table 5.20
Students' preferences for the same brands as their friends

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	49	25.8	57	31.3	106	28.5
No	141	74.2	125	68.7	266	71.5
Total	190	100	182	100	372	100

Source: Field data

Table 5.20 illustrates whether students prefer to have the same brands of things similar to their friends. When asked if they wish to have the same brands of clothes, shoes, gadgets and other material goods that are similar to their friends, a large majority of 266 or 71.5% students disagree to it while another sizable portion of 106 or 28.5% students agree. This suggests that while a sizable portion of the student is impacted by peer groups in their consumption patterns and brand preferences, the majority of them value individualism in their consumption pattern rather than

following peer influences in brand preferences. A 19-year-old male student shared,

"I like to make my own choices. I don't feel the need to match what my friends are buying. If I like something, I go for it, regardless of the brand."

Data on gender-wise distribution of student shows that the proportion of male students (141 or 74.2%) is higher than the females (125 or 68.7%) among those who do not prefer to have the same brands of clothes, shoes, gadgets and other material goods similar to their friends. Meanwhile, the proportion of female students (57 or 31.1%) is higher than the males (49 or 25.8%) among those who prefer to have the same brands of clothes, shoes, gadgets and other material goods similar to their friends. This implies that female students are more impacted by peer pressure in their consumption pattern and brand preferences compared to the male counterparts. One 22-year-old female student mentioned, *"I like to match with my friends, its fun and feels like we're all in sync. Sometimes, wearing the same brand makes me feel like I belong."* This indicates that social cohesion and group dynamics may be more impactful for female students when it comes to brand choices.

Table 5.21

Impact of celebrities fashion when choosing outfit

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	18	9.5	43	23.6	61	16.4
No	172	90.5	139	76.4	311	83.6
Total	190	100	182	100	372	100

Source: Field data

Table 5.21 illustrates how college students' outfit choices are influenced by celebrity fashion with gender-wise comparison. When asked if they were affected by the fashion of celebrities when choosing their outfits, an overwhelming majority of 311 or 83.6% students report that they are not affected by celebrity fashion. While only a small but notable portion of 61 or 16.4% students admit to being affected by it.

Data on gender-wise distribution of college students show that a significantly higher proportion of male students (172 or 90.5%) report that they are not influenced by celebrity fashion when choosing their outfit compared to the females (139 or 76.4%). In contrast, the proportion of female students (43 or 23.6%) is significantly higher than the males (18 or 9.5%) among those who admit to being affected by celebrity fashion. The results imply that while selecting their outfits, the majority of both male and female students give priority to their own tastes than to celebrity fashion trends. The following are expressions used by student youth to convey their thoughts about celebrity fashion:

"I observe celebrity fashion on social media, but it has little influence on what I wear. Most of these styles are impractical for everyday use, particularly in college." - Male respondent, age 20

"I don't pay much attention to what celebrities are wearing. I just wear what feels right to me, regardless of who's wearing it." -Male respondent, age 21

"I go for what looks nice on me and is within my budget. I don't consider whether a celebrity wore it. I just rely on my personal taste." – Female respondent, age 20

These sentiments are echoed by the majority of male and female students, suggesting that most students tend to be less influenced by external fashion pressures, particularly those from celebrities. However, female students are more likely than male students to be influenced by celebrity fashion trends when choosing their outfit. As one 21-year-old female student stated, *"I love following celebrity fashion. They set the trends, and I like to see how I can incorporate them into my own style."* This reflects a common sentiment among female students who view celebrities as fashion icons and feel a connection to their clothing choices.

Table 5.22
Students' favourite entertainment activities

Activity	Male		Female		Total	
	N	%	N	%	N	%
Shopping	4	2.1	24	13.2	28	7.5
Eating out	12	6.3	20	11	32	8.6
Watching movies	40	21.1	45	24.7	85	22.8
Listening to music	36	18.9	38	20.9	74	19.9
Playing online games	35	18.4	10	5.5	45	12.1
social media	25	13.2	28	15.4	53	14.2
Outdoor activities	32	16.8	14	7.7	46	12.4
Others	6	3.2	3	1.6	9	2.4
Total	190	100	182	100	372	100

Source: Field data

Table 5.22 illustrates data on students' favourite entertainment activities with gender-wise comparison. The findings indicate that majority of 85 students report watching movies as their favourite entertainment activities which accounts for 22.8% of the total respondents. A significant portion of 74 or 19.9% students stated to prefer listening to music which makes listening to music the second most entertainment activity. Engagement in social media is the third most favourite entertainment activity which is preferred by 53 of 14.2% students. A notable number of (46 or 12.4%) students chose outdoor entertainment activities which makes outdoor activity the fourth most favourite activity, followed by playing online games (45 or 12.1%), eating out (32 or 8.6%), shopping (28 or 7.5%) and others (9 or 2.4%).

Data on gender-wise distribution of students show that watching movies is the most favoured entertainment activity for both the genders, with a slightly higher proportion of female students (45 or 24.7%) compared to male students (40 or 21.1%). Similarly, a slightly higher proportion of female students (38 or 20.9%) is seen in listening to music which is the second most favoured entertainment activity for both the genders compared to male students (36 or 18.9%). In contrast, a significant difference is found between genders in outdoor entertainment activities,

with a significantly higher proportion of male students (32 or 16.8) compared to female students (14 or 7.7%). In the same manner, the proportion of male students (35 or 18.4%) is significantly higher compared to their female counterparts (10 or 5.5%) in playing online games. However, female students outnumber male students in eating out and shopping, with 20 or 11% females and 12 or 6.3% males favouring eating out and 24 or 13.2 female students and 4 or 2.1 male students favouring shopping. Among those who select the 'others' category male students (6 or 3.2%) outnumber the females (3 or 1.6%).

The results imply that students choose passive entertainment activities like watching movies and listening to music over active participatory ones like shopping and outdoor entertainment. Additionally, the large percentage of students engaging in internet-related activities such as watching movies, listening to music, social media and playing online games is indicative of college students' increasing inclination toward digital culture.

5.7 Value Practices

Values are the underlying beliefs and principles that influence an individual's behaviours, thoughts, choices and decisions, influencing one's perceptions of what are right, good, and desirable. An individual's actions and decisions are guided by these fundamental ideas and concepts. They have an impact on one's actions, priorities, and social interactions. They are generally acquired through socialization processes such as family upbringing, cultural exposure and education. They are acquired from experience and social interactions rather than being innate. It is, therefore important to understand the values college students hold in their lives which guides their actions, thoughts, priority and decisions.

Table 5.23
Students' preference for values

Values	Male		Female		Total	
	N	%	N	%	N	%
Justice, honesty, loyalty, respect	117	61.6	108	59.3	225	60.5
Love, trust, tolerance, kindness, empathy	39	20.5	42	23.1	81	21.8
Wealth, power, dominance, success	11	5.8	6	3.3	17	4.6
Conformity, discipline	5	2.6	8	4.4	13	3.5
Friendship, pleasure	5	2.6	1	0.5	6	1.6
Family, security	6	3.2	11	6.0	17	4.6
Religion, faith	2	1.1	3	1.6	5	1.3
Freedom, individualism	5	2.6	3	1.6	8	2.2
Total	190	100	182	100	372	100

Source: Field data

Table 5.23 illustrates the values that students consider important with gender-wise comparison. When asked to identify the most important values they think are important to them from a list, an overwhelming majority of 225 students (60.5%) choose justice, honesty, loyalty, and respect. Love, trust, tolerance, kindness, and empathy are the second most valued category, selected by 81 students (21.8%). Wealth, power, domination, achievement, and religion/faith were regarded as important by an equal proportion of students (17, or 4.6%). This is followed by conformity and discipline (13 or 3.5%), freedom and individualism (8 or 2.2%), friendship and enjoyment (6 or 1.6%), and finally, religion and faith, chosen by 5 pupils (1.3%). According to the data, students are most likely to value moral and ethical values like justice, honesty, loyalty, and respect, demonstrating a strong desire for integrity and fairness in both their personal and social lives. A sizable percentage also value interpersonal and emotional qualities like love, trust, tolerance, kindness, and empathy, demonstrating the significance of preserving harmonious relationships.

The data indicates that justice, honesty, loyalty and respect are the most important

values for both the genders, with a slightly higher proportion of male students (117 or 61.6%) compared to female students (108 or 59.3%). In contrast, the second most important values such as love, trust, tolerance, kindness and empathy are valued slightly more by female students (42 or 23.1%) than male students (39 or 20.5%). The values of wealth, power, dominance and success are considered more important by the male students (11 or 5.8%) than the female students (6 or 3.3%) while more female students (11 or 6%) consider family and security important compared to their male counterparts (6 or 3.2%). The proportion of female students (8 or 4.4%) is slightly higher than the male students (5 or 2.6%) among those who value conformity and discipline than the male students. Freedom and individualism are valued slightly more by male students (5 or 2.6%) compared to the females (3 or 1.6%). However, there is no significance difference between males (2 or 1.1%) and females (3 or 1.6%) among those who value religion and faith.

The findings show that students, regardless of gender, prioritize moral and ethical values like justice, honesty, loyalty, and respect above all else, with only a slightly greater proportion of male students. However, female students place a significantly higher priority on interpersonal and emotional qualities such as love, trust, tolerance, kindness, and empathy, as well as family and security. Male students, on the other hand, are more likely to value power, achievement, domination, freedom, and independence. Furthermore, while female students place a little higher priority on conformity and discipline, there is minimal gender difference in their importance of religion and faith. Overall, the statistics show that, while essential ethical ideals are prevalent in both genders, there are minor differences in prioritization based on gender.

Table 5.24
Students' opinion about telling lies

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	17	8.9	6	3.3	23	6.2
No	31	16.3	43	23.6	74	19.9
Sometimes	142	74.7	133	73.1	275	73.9
Total	190	100	182	100	372	100

Source: Field data

Table 5.24 presents data on students' opinion about telling lies with gender-wise comparison. When asked if it was okay to tell lies, majority of 275 students admit that it is okay sometimes to tell lies, which accounts for 73.9% of the total respondents. This suggests that lying is viewed by students as situational rather than something which can be completely avoidable. A lower but notable proportion of students (74 or 19.9%) admit that lying is wrong, indicating a commitment to honesty. Meanwhile, just a small proportion of students (23 or 6.2%) explicitly admit to lying.

These results imply that although some people value honesty, majority of students admits that there are situations in which lying may be necessary or unavoidable. According to the gender-wise distribution of students' opinions toward lying, both male and female students primarily acknowledge occasionally making lies, with no significant gender differences, with only a slightly higher proportion among male students (142 or 74.7%) than among female students (133 or 73.1%) reporting this. But compared to male students (31 or 16.3%), a larger proportion of female students (43 or 23.6%) say they don't lie, indicating that women might value honesty more. However, compared to female students (6 or 3.3%), a higher percentage of male students (17 or 8.9%) openly acknowledge lying. According to these results, female students seem to be marginally more likely than their male counterparts to value honesty, even though both sexes generally consider lying to be situational. One male respondent aged 22 explained:

"There are situations where telling a small lie can avoid unnecessary conflict or protect someone's feelings."

Another 20 years old female respondent also said:

"Sometimes, lying feels like the only way to avoid trouble or get out of a tough situation."

These statements indicate that many students view lying as situational, considering it justifiable in specific contexts rather than an outright negative behavior.

Table 5.25
Students' opinion about breaking laws

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	11	5.8	6	3.3	17	4.6
No	53	27.9	57	31.3	110	29.6
Sometimes	126	66.3	119	65.4	245	68.9
Total	190	100	182	100	372	100

Source: Field data

Table 5.25 illustrates students' opinion about breaking laws with gender-wise comparison. When asked if it was ever okay to break the laws, a large majority of 245 students accounting for 68.9% admit that it is sometimes okay to break the laws, implying that many students may justify breaking the law in certain circumstances. A significant but smaller proportion of 110 or 29.6% students firmly stated that it is wrong, demonstrating a strong commitment to legal and ethical principles. Meanwhile, a small proportion of them (17 or 4.6%) openly feel right to break the laws. The findings suggest that even while most students understand the value of laws, their opinions on breaking the law depend on the circumstances. A 21 year old male student commented:

"I know that laws are made for a reason. Breaking them can have serious consequences and it is important to respect them. However, there are some situations when we necessarily break the laws to help others

such as breaking traffic rules to rush someone to the hospital.”

Another 20 year old female student remarked,

"There are times when following the law isn't the right thing, and I don't mind breaking it if I think it's for a greater good."

Data on gender-wise distribution of student indicate that the majority of students, regardless of gender, believe that breaking the law is sometimes justifiable. There is no substantial gender difference in this regard, with male students (126 or 66.3%) slightly outnumbering females (119 or 65.4%), indicating a general tendency to accept law-breaking in specific situations. On the other hand, a sizable proportion of students consider that breaching the law is not acceptable. This opinion is held by a somewhat higher percentage of female students (57 or 31.3%) than males (53 or 27.9%), indicating that female students may be more inclined to follow the law and act morally. Meanwhile, a small proportion of the students openly feel right to break the laws. The proportion is marginally higher among male students (11 or 5.8%) than female students (6 or 3.3%) in this regard, suggesting that male students may be a little more tolerant of breaking the law or may be indifferent towards the law.

Table 5.26
Students ‘opinion about respecting elders

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	176	92.6	168	92.3	342	91.9
No	16	8.4	14	7.7	30	8.1
Total	190	100	182	100	372	100

Source: Field data

Table 5.26 illustrates data on students’ opinion about respecting elders with gender-wise comparison. The data shows that an overwhelming majority of students (342 or 91.9%) hold the view that elders should be respected. This indicates that majority of the students uphold the traditional values and societal expectations of Mizo society that place a high value on respect for the elderly. As a result of their cultural upbringing, social expectations and family values, the majority of students appear to

understand the significance of treating seniors with respect. On the other hand, a small proportion of students (30 or 8.1%) disagree that elders should be respected. This minority group may have different ideas about respect, maybe believing that it should be earned rather than bestowed based only on age.

The data on gender-wise distribution of students indicates that majority of both the genders believe in respecting elders. There is no discernible difference between male and female students in this regard; the percentage of male students (176 or 92.6) and female students (168 or 92.3%) is nearly equal. This similarity across genders indicates that the student body places a high cultural or social value on respecting elders. The following expressions made by students reflect how student youth place a high value on respect for the elderly: One student shared,

"Respect for elders is something I've always been taught, and it's important to carry that forward. I grew up with the value of honoring elders. It's not just about politeness; it's about respecting their life experiences and the sacrifices they've made for us. - Male student, age 21.

"Elders possess wisdom that we lack. Listening to them, even if we may not always agree with them, demonstrates maturity. I believe that by appreciating them, we are preserving our cultural values. — Female student, age 20.

On the other hand, there is a slightly higher proportion of male students (16 or 8.4%) than the females (14 or 7.7%) among a small portion of students who uphold the view that elders should not be respected unconditionally. However, this difference is just marginal and is negligible though. The small discrepancy in responses reveals that a minority of students, regardless of gender, may have different viewpoints on respect, implying a shift in attitudes, potentially inspired by modern worldviews on individual merit and mutual respect rather than age-based respect. This is made clear by the statements given by students as follows:

"I'm nice, but I don't blindly accept everything they say. If an elder disrespects me or possesses regressive views, I feel free to respectfully

question or disagree."— A 20 year-old female student

"Respect denotes mutual understanding. I can listen to elders, but I expect them to listen to me as well. If there isn't reciprocal respect, I won't mindlessly follow."— A 21 year-old male student

"In my family, elders always had the last say, even when they were blatantly incorrect. That left me feeling unheard. So now I believe that respect should be based on how someone treats others, not their age."— A 20 year-old male student

"I've witnessed some elderly people criticize others for dressing a certain way or speaking up. When someone is judgmental or discriminatory, I find it difficult to appreciate them simply because they are older."— A 21 year-old female student.

Table 5.27
Students' preference for making decision

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	93	48.9	67	36.8	160	43.0
No	4	2.1	5	2.7	9	2.4
Sometimes	93	48.9	110	60.4	203	54.6
Total	190	100	182	100	372	100

Source: Field data

Table 5.27 shows data on students' preferences for making their own decision with gender-wise comparison. The students were asked whether they prefer to make their own decisions and do what they feel is right. The majority of students (203 or 54.6%) prefer to make their own decisions sometimes rather than relying wholly on others to tell them what they should do. A significant proportion of students (160 or 43.0%) explicitly stated that they prefer to make their own decision and act on what they feel is right, indicating a high preference for individual decision-making, displaying autonomy and confidence in their decisions. In contrast, just a small percentage (9 or 2.4%) responded that they prefer not to make their own decision, showing a reliance

on external advice or influence.

The gender-wise data suggest that the majority of both genders prefer sometimes to make their own decisions. In this regard, there is a substantial gender difference, with 110 or 60.4% female students reporting that they sometimes prefer to make their own decisions, compared to 93 or 48.9% male students. In contrast, a higher proportion of male students (93 or 48.9%) prefer to make their own decisions compared to female students (67 or 36.8%). The proportion of students who prefer not to make their own decisions is rather low in both genders, with 4 or 2.1% males and 5 or 2.7% females, with no significant gender difference.

These findings imply that male students, as opposed to female students, typically show a higher tendency for autonomy in decision-making. However, female students are more likely to sometimes make their own decisions than male students, striking a balance between making decisions on their own and asking for advice or outside opinions. The following are a few expressions of students that demonstrate why and how students like making their own decisions.

"I've made mistakes, and that's how I've learned. Trusting own intuition and gaining from experience gives me more confidence than simply accepting someone else's advice." - Male student, 21 years old.

"I feel it is necessary to think for oneself, yet I still seek advice from others before making major decisions. It is not about being rebellious; it is about learning to accept responsibility for my own actions." -Female student, 20 years old.

"We are now adults. College is where we learn to be independent. How will we grow or take responsibility if we always rely on others?" -Female student, 19 years old.

"I listen to people out of respect, but I don't always take their advice. I weigh items myself. It's my life, and I want to live it my way." - Male student, 20 years old.

Table 5.28
Students' views on following societal traditions and customs

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	159	83.7	154	84.6	313	84.1
No	31	16.3	28	15.4	59	15.9
Total	190	100	182	100	372	100

Source: Field data

Table 5.28 reveals data on students' views on following societal traditions and customs with gender-wise comparison. When asked if it was important to follow the traditions and customs of one's own society, an overwhelming majority of 313 or 84.1% students say that it is important to follow the traditions and customs of one's own society. In contrast, a small minority of 59 or 15.9% students disagree to it. Based on these findings, it appears that college students are still greatly influenced by society traditions and practices, as the majority of them value and adhere to these cultural standards. The comparatively lesser number of students who don't adhere to traditions might be a sign of a shift toward modern values or individualism that defies traditional expectations.

The gender-wise data shows no significant differences across genders as both male and female students show a strong tendency to adhere to traditions, with only a slightly higher percentage of female students (154 or 84.6%) than male students (159 or 83.7%). Similarly, among those who disagree to follow societal traditions and customs also, no significant gender difference is seen, with only a slightly higher proportion of male students (31 or 16.3%) compared to their female counterparts (28 or 15.4%). The findings suggest that devotion to customs and traditions is nearly equally valued by both genders. As one student shared, *"Traditions help preserve our identity and culture, and I think it's important to respect them, regardless of gender."* Another remarked, *"I understand that traditions are significant, but sometimes I feel they can be restrictive, even though I do respect them."*

Table 5.29
Students' opinion on the conformity to proper behaviour

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	94	49.5	84	46.2	178	47.8
No	96	50.5	98	53.8	194	52.2
Total	190	100	182	100	372	100

Source: Field data

Table 5.29 illustrates data on students' opinion about conformity to proper behaviour, with gender-wise comparison. When asked whether it is important to behave properly at all times and avoid actions that people consider wrong, majority of students (194 or 52.2%) disagree to it, indicating that more than half of the students prefer their own judgement over strict conformity. Meanwhile, a significant proportion of 178 or 47.8% agreed with the idea of consistently following proper behaviour, indicating the existence of a sizable group that places a high priority on social expectations.

The data on gender-wise distribution shows a slightly higher proportion of female students (98 or 53.8%) show disagreement towards behaving properly at all times and avoid actions people consider wrong compared to male students (96 or 50.5%). In contrast to this, the proportion of male students (94 or 49.5%) is slightly higher than female students (84 or 46.2%) among those who agree to conform to the societal expected behaviour. The results indicate that male students show a slightly stronger inclination toward upholding social norms and expectations while female students tend to value individual freedom in their actions and behaviours. However, the overall data implies that the majority of both genders believe that it is not important to behave properly all the time. The following are the expressions of students to put across their thoughts as to why it is not necessary to behave properly at all times:

"Trying to behave appropriately all the time in order to fit in is exhausting. I'd rather be genuine and true to myself, even if it means being misunderstood.—Male student, 21 year-old.

"I adhere to my personal values. If I believe something is morally acceptable and doesn't hurt anyone, I'll do it. Even if it may not always be in line with what other people expect, I think it's important to do what feels right."There are times when society is too judgmental." - Female student, 20-year-old.

"It's impossible to please everyone. What is appropriate for one individual might not be for another. I believe that acting in a particular manner all the time solely to satisfy other people's expectations is unreasonable."- Male student, 20-year-old.

"When norms or expectations seem outdated or unjust—such as making assumptions about someone based on their gender or appearance. It's better, in my opinion, to question what is deemed proper in certain situations." - Female student, 21-year-old.

Table 5.30
Students' views on obeying rules even when unattended

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	169	88.9	164	90.1	333	89.5
No	21	11.1	18	9.9	39	10.5
Total	190	100	182	100	372	100

Source: Field data

Table 5.30 presents views of students towards obeying rules even when unattended. The respondents were asked whether it is important to obey rules even when no one is around. The data reveals that an overwhelming majority of students (333 or 89.9%) agree to obey rules even when no one is around, implying that students have a strong sense of loyalty, self-discipline and personal integrity. In contrast, a small group of students (39 or 10.5%) do not feel the need to always obey the rules while unattended.

The data on gender-wise distribution reveals that majority of both genders agree to obeying rules even when unattended. However, the proportion of female students

(164 or 90.1%) is slightly higher compared to male students (169 or 88.9%). Meanwhile, the proportion of male students (21 or 11.1%) is slightly higher than the females (18 or 9.9%) among who believe always obeying rules is not important. This suggests that although following the rules is a common characteristic of students, a little greater percentage of male students are more likely to disobey the rules when they are not being watched. With just little gender differences in rule-following, the evidence show that students generally have a strong ethical inclination. As one student remarked, *“I believe rules are meant to be followed, not because someone is watching, but because it defines who we are.”* Another respondent stated, *“Sometimes it depends on the situation, but I try to follow rules even if no one notices, because it’s about self-discipline.”*

Table 5.31
Students' opinion of people with expensive goods, regardless of income source

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	20	10.5	22	2.1	42	11.3
No	82	43.2	59	32.4	141	37.9
Sometimes	49	25.8	69	37.9	118	31.7
Don't know	39	20.5	32	17.6	71	9.1
Total	190	100	182	100	372	100

Source: Field data

Table 5.31 presents students' opinion on people with expensive goods regardless of their income. Respondents were asked whether they admire people who own expensive homes, cars, gadgets and clothes regardless of the source of their income. The findings indicate that majority of students (141 or 37.9%) do not admire people who own expensive homes, cars, gadgets and clothes regardless of the source of their income, indicating that students do not admire people who accumulate wealth without taking its source into account which further suggests that majority of the students hold a strong ethical position.

A sizable portion of students (118 or 31.7%), however, sometimes admire people with expensive goods regardless of their source of income which indicates conditional admiration, suggesting that their impression can vary depending on the situation. Meanwhile, a smaller but significant minority (71 or 19.1%) are unsure, indicating a lack of strong opinions or perhaps a lack of awareness about the ethical aspects of wealth acquisition. Finally, 42 students (11.3%) openly admire persons with expensive things, regardless of how they were obtained, implying that a minority values material achievement over ethical issues. Overall, the results show that although students generally have ethical concerns about acquiring wealth, different viewpoints still exist, with some exhibiting indifference or admiration for material prosperity without considering its source.

The data on gender-wise distribution of students indicates that a higher proportion of male students (82 or 43.2%) compared to female students (59 or 32.4%) deny admiration for people with expensive homes, cars, gadgets and clothes regardless of the source of their income, indicating that male students are more likely to hold ethical stance with regard to wealth accumulation. The proportion of female students (69 or 37.9%) is significantly higher than male students (49 or 25.8%) among those who sometimes admire wealthy people regardless of how they acquire. Among those who are unsure about this issue, the proportion of male students (39 or 20.5%) is higher than female students (32 or 17.6%). In contrast, the proportion of female students (22 or 12.1%) is slightly higher than male students (20 or 10.5%) among those who openly admit to admire people with expensive goods regardless of their source of income.

The findings indicate that both the genders show a tendency to critically assess people's wealth while taking ethical position into consideration. However, male students are more likely to deny admiration for wealth acquired through any means, while female students show a greater degree of conditional admiration and enviousness to lavish lifestyles. The following statements given by students show their perspectives on admiring people who own expensive items, as well as why they do or do not admire them regardless of income:

"It does not impress me when people flaunt their wealth. What's the point of admiring someone who doesn't earn their money honestly? I am more concerned with how someone earns than with what they own." - Male student, 20 years old.

"A large house or a fancy car is worthless if they were obtained illegally or unethically. For me, integrity is more important than lifestyle." -Male student, 21 years old.

"It's easy to be impressed by what people have, but it's important to ask how they got there." – Female student, 20 years old

"Sometimes I appreciate people who own expensive items. It depends on how they carry themselves. If they're humble and kind, I might appreciate them, even if I'm not sure where the money came from." - Male student, 20 years old

"Sometimes I do admire them, not because of the money, but because of the life they seem to live." - Female student, 19 years old.

Table 5.32

Students' feelings when not affording desired things

Response	Male		Female		Total	
	N	%	N	%	N	%
Always	15	7.9	26	4.2	41	11.0
Sometimes	147	77.4	140	76.9	287	77.2
Never	28	14.7	16	8.8	44	11.8
Total	190	100	182	100	372	100

Source: Field data

Table 5.32 exhibits data on students' feeling when not affording their desired things with gender-wise comparison. The respondents were asked if not being able to afford to buy all the things they like bothered them. The findings show that majority of students (287 or 77.2%) report that they are sometimes bothered when not being able to afford all the things they like, suggesting that financial constraints are a prevalent

but not consistent cause of stress for them.

A smaller proportion of students (44 or 11.8%) say that they are never bothered by their inability to buy what they desire, which suggests that they are either satisfied with their financial circumstances or do not have serious desires for material things. Meanwhile a lower minority of students (41 or 11.0%) say they are constantly bothered by their inability to afford to buy the things they like. This suggests that some students struggled with financial limitations, which led to a more enduring discontentment with their inability to purchase certain items.

The data on gender-wise distribution of students reveals that the majority of both male and female students report feeling bothered "sometimes" when they are unable to buy the things they want, with male students (147 or 77.4%) only slightly outnumbering female students (140 or 76.9%). This indicates that both genders are frequently, though not always, concerned about financial limitations. A 20 year-old male student shared:

"Yes, not being able to buy the things I want bothers me at times. I see new devices or things that I want but cannot afford right now. It's frustrating, but I've learned to accept it."

A 20 year-old female student explained:

"I get frustrated when I can't get what I want sometimes, especially when I watch my friends getting things. However, I try to remind myself that it's only temporary and that I'll be able to afford it later."

Compared to male students (15 or 7.9%), a larger percentage of female students (26 or 14.2%) say that they are "always" bothered by not being able to afford what they want, indicating that financial constraints may be a more pressing concern for female students. In contrast, a higher proportion of male students (28 or 14.7%) say they are "never" bothered by not being able to afford what they want than female students (16 or 8.8%), showing that males may have lower material aspirations or are more accommodating of financial constraints.

Table 5.33
Students' interest in achieving success by any means

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	15	7.9	12	6.6	27	7.3
No	96	50.2	91	50	187	50.3
Sometimes	79	41.6	79	43.4	158	42.5
Total	190	100	182	100	372	100

Source: Field data

Table 5.33 presents students' interest in achieving success by any means, with gender-wise comparison. The respondents were asked whether they are interested in succeeding in life no matter what the means taken to that end. The findings reveal that the majority of students (187 or 50.3%) report that they are not interested in succeeding in life no matter what the means taken to that end. This further indicates that majority of students feel that success should not be pursued at any cost, implying a strong ethical stance among students about the ways of gaining success. However, a significant proportion of students (158 or 42.5%) report that they are sometimes interested in succeeding in life no matter what the means taken to that end, indicating that many students may justify certain behaviours based on the circumstances. A small minority of students (27 or 7.3%), on the other hand, openly advocate for succeeding in life through any means, which may indicate that certain students have a more ambitious or opportunistic mindset.

The data on gender-wise distribution of student reveals that majority of students of both genders are not interested in achieving success by any means, with the proportion of male students (96 or 50.2%) and female students (91 or 50%) . Since the percentages of the two genders are roughly equal, the data does not reveal any discernible differences between them. Meanwhile, compared to male students (79 or 41.6%), female students (79 or 43.4%) are marginally more likely to believe that success can occasionally be attained by any means. However, a nearly equal proportion of male and female students openly advocate gaining success through

whatever means, with male students (15 or 7.9%) slightly outnumbering females (12 or 6.6%), indicating no substantial gender difference. Overall, the data indicate that, while both genders generally adhere to ethical norms in order to succeed, significant proportions are willing to compromise in certain situations. A 20 years old male student expressed:

“I believe in doing things the right way, but sometimes life doesn’t give you the option. You have to do what you have to do.”

A 19 years old female student said:

“Success means everything to me. If I have to bend a few rules sometimes, I won’t hesitate.”

Conversely, a 20 year-old male student firmly against such views shared:

“I don’t want to look back and regret the way I achieved something. Success is meaningless if it costs your integrity.”

Another 21 year-old female student reflected:

“I think success is important, but not at the cost of my peace of mind. I can’t betray people or my own values just to be on top.”

These reflections mirror the varying outlooks within the student community, revealing how ethical ideals coexist with occasional pragmatism and ambition in a competitive world.

Table 5.34
Students' concern about life

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	142	74.7	147	80.8	289	77.7
No	48	25.3	35	19.2	83	22.3
Total	190	100	182	100	372	100

Source: Field data

Table 5.34 exhibits data on students' concern about life. Respondents were asked whether they have ever been worried about something. The finding shows that majority of students (289 or 77.7%) report being worried about something. This implies that many students might be worried about their studies, future career, relationships, financial security or social pressures. On the other hand, a smaller proportion of students (83, or 22.3%) say they are not worried about anything. This may suggest that these students experience less strain in their personal and academic lives or feel more secure and self-assured.

The data on gender-wise distribution of students reveals that majority of students, regardless of genders worry about something in their lives. Female students (147 or 80.8%) tend to be more worried compared to male students (142 or 74.7%). A few expressions made by students reflecting their worries are presented below:

"I worry about my career all the time. I feel as though I'm running out of time to establish myself because there is so much competition."- Female student, 20 year old.

"I'm concerned about the financial situation of my family. Despite being a college student, I feel pushed to begin earning money as soon as possible." -Male student, 21 years old.

These statements imply that financial issues, academic demands, or personal issues may be the cause of the higher levels of anxiety or stress experienced by majority of students. However, compared to their female counterparts (35 or 19.2%), a greater proportion of male students (48 or 25.3%) said they have never been worried about anything. This may indicate that male students handle stress in a different way or are more capable of handling problems. A 20 year-old male student expressed:

"I try to avoid over thinking things. Worrying does not help; I just take it one day at a time."

Table 5.35**Issues that students are worried about**

Response	Male		Female		Total	
	N	%	N	%	N	%
Future	53	37.3	55	37.4	108	37.4
Job/Career	42	29.6	39	26.5	81	28.0
Exams	11	7.7	14	9.5	25	8.7
Family	6	4.2	8	5.4	14	4.8
Relationships	2	1.4	0	0	2	0.7
Financial	12	8.5	10	6.8	22	7.6
Everything	16	1.3	21	4.3	37	12.8
Total	142	100	147	100	289	100

Source: Field data

Table 5.35 demonstrates data on issues students are most worried about. As shown in Table 5.42, 289 students reported having worries about something, 142 are males and 147 are females. Amongst them, 108 students (37.4%) expressed that they are worried about the future. This indicates that there is a great deal of ambiguity about one's life chances, social expectations and personal goals. The second most common issue is job/career prospects, reported by 81 or 28% students. This reflects the growing pressure on students to find job and establish a stable career in a competitive labour market. It is interesting to note that 37 or 12.8% students say they worry about everything, indicating a generalized anxiety that goes beyond a specific problem and may be related to general stress, pressure, or uncertainty about a variety of life factors. This is followed by 25 or 8.7% students who report to worry about exams, 22 or 7.6% students who are concerned about financial matter. 14 students (4.8%) report to worry about their families, while relationship worries seem to be minor, with only two students (0.7%) citing them as a key concern.

The data on gender-wise distribution indicates that both male (53 or 37.3%) and female (55 or 37.4%) students share equal levels of worry about their future, making it the most common issue among students regardless of genders. Job and career-

related issues are slightly higher among male students (42 or 29.6%) than female students (39 or 26.5%), implying that male students may feel more pressure to succeed professionally and financially. Worry about everything is reported by a higher proportion of female students (21 or 14.3%) than their male counterparts (16 or 11.3%). Similarly, exams-related worry is reported by more female students (14 or 9.5%) than male students (11 or 7.7%). In contrast, male students had slightly higher financial concerns (12 or 8.5%) than female students (10 or 6.8%). Family-related worries are reported by an almost equal proportion of both male and female students, with 6 males (4.2%) and 8 females (5.4%). Interestingly, concerns about relationships were only mentioned by two male students (2 or 1.4%), while no female students cited it as something to worry about. Overall, the results indicate that the most prevalent worry across both genders is uncertainty about the future. In addition, male students are more concerned about jobs, career and financial security, while female students are often more concerned about exams and general life stresses.

5.8 An Overview

This chapter discussed the lifestyles of student youth focusing on their routine activities, leisure activities, sleeping habits, study habits, consumption patterns and values of student youth.

Routine activities: In terms of daily routine activities outside of college hours, the findings show that the internet is the most dominant activity in students' everyday life outside of college hours, with half of the respondents describing it as spending the major portion of their time on it. The second dominant routine activity is household chores. Studies rank only third position. A very few students report to spend their time on chatting, socializing, going out with friends. The findings show a significant gender pattern in students' daily routines outside of college hours. The majority of male students spend the majority of their time on the internet, making it their most common routine activity. The proportion of male students is higher than the female students among those who spend the biggest portion of their time on the internet. This suggests male students use the Internet more frequently than females. This finding aligns with the findings of Loan (2011), Bimber (2000), and Mishra et

al.(2005). In contrast, a higher proportion of female students report spending the bulk of their time on household chores, outnumbering those who primarily use the internet. Thus, doing household chores is the dominant routine activity among female students. This indicates that while male students prioritize digital leisure, female students are more engaged in domestic responsibilities. This finding is consistent with the findings of Vikram et al. (2023) that boys spend more time on leisure than girls and girls devote more time to household chores and Richardson et al. (2018) that males had considerably more screen time and females did more chores.

In terms of most enjoyed routine activities, the findings also show that the two most enjoyed routine activities are internet use and playing or going out with friends while study is the least enjoyed activity despite the fact that all the respondents were students. Both male and female students equally enjoy internet use while male students are slightly more likely to enjoy playing or going out with friends than female students.

With regard to most hated routine when respondents were asked to name the ‘must do’ activity they hate doing it and yet they have to do it. The findings reveal that household chores are the most hated routine activities among the ‘must do’ routine activities, followed by studies. This indicates that most students regard tasks other than internet use as obligations rather than enjoyable activities. This supports the study conducted by Nalwa and Anand (2003) that found the respondents put off other tasks in order to spend time online. Nearly equal proportions of male and female students dislike doing household duties, with only a slightly higher proportion of male students than female students. However, a slightly higher proportion of female respondents hate studies compared to their male counterparts.

Leisure activities: In terms of amount of leisure time, the findings indicate that majority of the students have 3-4 hours of leisure time per day. There is no significant difference between both genders, with only a slightly higher proportion of male students than female students. However, the proportion of male students is significantly higher among those who report having more than 4 hours of leisure time compared to their female counterparts, suggesting that male students tend to have more leisure time daily than female students.

When it comes to most preferred leisure activity, internet use is the most preferred leisure activity across genders, with no significant difference between them. This finding is supported by the findings of previous research studies which found that internet surfing or internet related activities are the most popular leisure activity (Sen et al., 2024; Lieury et al., 2014; Morina et al., 2015).

In terms of most preferred place to spend leisure time, the finding reveals that majority of the students prefer to spend their leisure time at home, followed by hang out spots and friend's home, shopping mall/Market/Restaurant, and Gym/Indoor/Outdoor recreation centre. Home is the most preferred place to spend leisure time by the majority of both male and female students. This is consistent with the finding of Masrour et al. (2012) that male and female students spend the majority of their spare time at home or in their dorms.

With regard to preferred companion to spend leisure time with, majority of the students prefer to spend their leisure time alone. Spending time with friends is the second most preferred companion to spend leisure time with, which is followed by boyfriend or girlfriend. The least preferred companion is family. There is no significant difference between both the genders in terms of spending leisure time alone, with only a slightly higher proportion of male students compared to female students. More male students than female students prefer to spend their leisure time with friends and girlfriend. Meanwhile, more female students prefer to spend their leisure time with their families compared to male students.

Sleeping habits: In terms of sleep timing, the majority of students regardless of genders sleep between 10 – 12 p.m. However, male students are more likely to stay up late at night than their female counterparts.

With regard to waking up time, the majority of students, regardless of genders do not have fixed waking up time. However, among the small yet notable proportion of students who reported waking up early in the morning, females outnumbered males.

Study habits: In terms of daily time spent on studies, majority of the students (44.6%) reported not having a fixed amount of time dedicated to studies, making this the largest group. Meanwhile, 23.9% stated that they study for 1 to 2 hours daily.

11% stated they study only when they have tests or exams, 10.2% study for less than an hour and 10.2% of students study for more than 2 hours daily. It is interesting to note that some portions of students report studying less than an hour and only when they exams or tests. Surprisingly, only a few portion of students study more than 2 hours daily despite all of them being students. Among the students who reported not having fixed schedule for studies, the proportion of female students is higher than the males, indicating that female students are more likely to have inconsistent study habits. This finding contrasts with the findings of Unwalla (2020) and Bhat and Khandai (2016), who found that female students have better study habits and higher academic achievement than their male counterparts.

In terms of preferred study environment, the kind of study environment the majority of students is silent solitude. However, a significant number of students also report not having any preference. The proportion of female student is higher than the male students among those who prefer silent solitude when studying. However, the proportion of male students is slightly higher than the female students when it comes to having no preference for study environment.

Consumption patterns: Regarding food preference, the majority of students prefer homemade food to fast food or foods from outside, with a higher proportion of male students than female students. The present findings show a different pattern from earlier research by Stockton and Baker (2013), Van Zyl et al. (2010), and Abraham et al. (2018), which found that college students frequently consume large amounts of fast and processed foods despite being aware of their negative effects.

In terms of the kind of food preferred to have at college, the majority of students prefer Tiffin from home to Canteen food when it comes to the kind of food to have at college, with a higher proportion of female students preferring it compared to male students. However, nearly an equal amount of students also said they preferred canteen items.

When it comes to dress preference, an overwhelming majority of students, regardless of genders, prefer western dress over others. Among those who prefer western dress, the male students' proportion is slightly higher compared to female students.

However, among those who prefer Korean dress, which is the second most preferred dress, female students outnumber male students.

In terms of brand consciousness, the findings indicate that the majority of student respondents report that they are sometimes conscious about brands. Meanwhile a considerable proportion of students also report not to be brand conscious. It indicates that although branding plays a significant role in students' life but it is not the top priority. Similar trends are seen for both the genders, with both genders showing the highest proportion in the "sometimes" category, with a somewhat higher proportion of female students report being occasionally brand-conscious than males. However, the proportion of male students is higher compared to female students among those who are not brand conscious.

Regarding experimenting with new hairstyle, the majority of students report enjoying to experiment with new hairstyle, with female students more likely to enjoy it compared to their male counterparts.

With regard to frequency of shopping, the findings also suggest that an overwhelming proportion of college students, regardless of genders, do not shop frequently. However, the proportion of female students is higher than male students among the small group of students who report shopping frequently.

In terms of favourite shopping items, the findings reveal that the top two favourite shopping items are footwear and apparel. Footwear is more favoured by male students while female students favour apparel more.

In terms of preference for matching accessories with outfit, there are about similar proportions of students who want and do not want to match their accessories with their outfits, with a slightly higher number of students who want to match their accessories. Female students are more likely to prefer this, but the vast majority of male students do not.

With regard to preference for same brand as friends, majority of students, regardless of genders do not prefer to have the same brands of clothes, shoes, gadgets and other material goods similar to their friends. The proportion of male students is more than female students in this regard.

Regarding the impact of celebrity fashion, an overwhelming majority of students, regardless of genders, report that celebrity fashion does not influence their clothing choice.

In terms of favourite entertainment activities, the top three most favoured entertainment activities are watching movies, listening to music and engaging in social media, which are all internet-related activities. This indicates that students are more involved in passive activities. There is no significant difference between genders in this regard.

Value Practices: In terms of value preference, the finding indicates that justice, honesty, loyalty and respect are the most important values for both the genders, with a slightly higher proportion of male students compared to female students. This finding somehow aligns with the finding of Saruhan et al.'s (2023) study, which indicated that students regard respect, love, and integrity as the most essential values for them.

With regard to students' opinion about telling lies, the majority of students report that they do not mind lying sometimes, with no significant gender differences. Students during the interview asserted that it is okay to lie sometimes to avoid unnecessary conflict or trouble or to protect someone's feelings. This indicates that many students view lying as situational, considering it justifiable in specific contexts rather than an outright negative behavior. Majority of the students, regardless of genders; believe that breaking the law is sometimes justifiable. Whereas, when it comes to respecting elders, the data shows that an overwhelming majority of students, irrespective of genders, hold the view that elders should be respected.

In terms of decision making, the majority of students prefer to make their own decisions sometimes, and a large proportion of students explicitly report preferring to make their own decisions. A higher proportion of female students than male students prefer to sometimes make their own decision while a higher proportion of male students than female students explicitly prefer to make their own decisions.

In terms of importance of following traditions and customs, an overwhelming majority of students, regardless of genders, say that it is important to follow the traditions and customs of one's own society.

In terms of conformity to proper behaviour, the finding shows that the majority of students disagree to behave properly at all times and avoid actions people consider wrong, with a slightly higher proportion of male students than female students. Meanwhile, a smaller but significant proportion of students agree with the idea of consistently following proper behaviour, with a higher proportion of female students compared to male students, indicating the existence of a sizable group that places a high priority on social expectations.

With regard to obeying rules even when unattended, the data also reveals that an overwhelming majority of students agree to obey rules even when no one is around, with a slightly higher proportion of females than males.

In terms of students' opinion on people with expensive goods regardless of their income, the findings indicate that majority of students do not admire people who own expensive homes, cars, gadgets and clothes regardless of the source of their income, with a higher proportion of male students than female students. Meanwhile, a significant portion of students report admiring people with expensive goods regardless of their source of income sometimes, with a significantly higher proportion of female students compared to male students.

In terms of feelings when not affording desired things, the finding reveals that the majority of both male and female students report feeling bothered "sometimes" when they are unable to buy the things they want, with male students only slightly outnumbering female students.

In terms of students' interest in achieving success by any means, the findings reveal that the majority of students, regardless of genders, report that they are not interested in succeeding in life no matter what the means taken to that end. However, a significant proportion of students report that they are sometimes interested in succeeding in life no matter what the means taken to that end, with a slightly higher proportion of females than males.

In terms of students' concern about life, the finding shows that majority of students report being worried about something in their lives, with a higher proportion of female students reporting to worry more than their male counterparts. The most common issue that students are worried about is their future, which is followed by jobs or career, exams, financial, family and relationships. The results indicate that the most prevalent worry across both genders is uncertainty about the future. Male students are more concerned about jobs, career and financial security, while female students are often more concerned about exams and general life stresses.

The following chapter deals with student youth's orientation towards certain social institutions, peers and social media influence

CHAPTER - VI
SOCIAL INSTITUTIONS, PEERS AND MEDIA INFLUENCE

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CHAPTER - VI

SOCIAL INSTITUTIONS, PEER AND MEDIA INFLUENCE

6.1 Introduction

This chapter examines the social worlds of youth in relation to social institutions and also explores peers and media influence upon them. Social institutions are established patterns of beliefs, behaviours, and relationships that govern social life. Every society has certain basic social needs, which must be met in order for the society to survive and satisfy its members. People in every society, therefore, establish social structures to address these needs.

A social institution is an established tradition, practice, behavior, or system of roles and relationships that is seen as a normative arrangement or structure within a society. According to sociologists Horton and Hunt (1984), a social institution is an organized system of social relationships that share common values and procedures and meets certain societal basic needs.

In order to understand youth culture, it is essential to gain insights into their orientation towards various social institutions. A person's orientation relates to the specific things that they favor, believe, think, or do on a regular basis. Orientation towards social institutions refers to a person's views, opinions, and values regarding social institutions such as educational institutions, family and marriage, religious institutions, youth organization. It involves how people interact with these agencies, how they value them, and how they perceive their role within these systems. This orientation influences their beliefs, behaviours and interactions with others in society.

Understanding young people's orientation and experiences toward social institutions is crucial because it sheds light on how they view, engage with, and react to the systems that influence their lives. Youth is a crucial time for the formation of one's identity, values, and beliefs. Their opinions toward institutions can be used to determine if traditional norms are being embraced, challenged, or rejected, as well as how well institutions are socializing young people. Young people are frequently used as markers of social change. Understanding their orientations assist forecast future

patterns in societal behavior and serves as a signal for changing cultural norms or values.

Young people in today's society are more affected by external influences that influence their choices, values, and behaviours. Among these, social media and peer influence are extremely powerful and prevalent. External factors mean the factors outside an individual which shapes and conditions the behaviours, beliefs, values, perspectives and choices of individuals. Peer networks have tremendous effect in determining youth behavior during their formative years both positively and negatively. Student youth are especially susceptible to adopting behaviors exhibited by their classmates, both positive and negative. Since most of their daily lives are spent in college campus with their classmates, they are more likely to get influenced by their peers. Peer pressure can have a substantial impact on decisions about lifestyle, substance abuse, academic dishonesty, and risky behaviour.

This chapter depicts the orientations and experiences of student youth toward various social institutions, with a focus on education, family, marriage, religion, and youth organizations. These social institutions were chosen for investigation because they have a large impact on youth socialization. It explores how young people position themselves inside these institutions. Their orientation and experiences towards each institution will be discussed. Young people's behaviour is greatly influenced by social media and their peers, ranging from language and lifestyle choices to fashion, political opinions, and even risky behaviours like substance abuse or cyber bullying. What young people see, share, and experience online and through their peer networks has a significant influence on their values, behaviors, and self-concept as they move through a formative stage of life. It is, thus, important to study how peers and media consumption influence in shaping subcultural participation. Since social media and peer pressure are two of the most powerful external influences influencing young people's views, actions, and identity formation today, it is important to study their effects.

6.2. Orientation of student youth towards education

Students' orientation to education refers to their views, beliefs, values, and goals regarding learning, academic accomplishment, and the entire educational system. It reflects students' perceptions of the purpose of education, the value they place on academic achievement, and how they interact with educational opportunities and difficulties. To put it another way, it shows how students see education in their lives—whether they see it as a way to achieve a successful profession, a tool for personal development, a way to meet societal expectations, a way to please parents or just a required activity. Their academic behavior, effort, and long-term objectives can all be significantly impacted by this perspective. As a result, the current study seeks to determine their aim for attending college, whether they are influenced by others when selecting a college, how much time they devote to studies outside of college hours, whether they regard studies as ‘a must-do activity’ that they dislike, and the value they place on education.

Table 6.1

Aim for going to college

Response	Male		Female		Total	
	N	%	N	%	N	%
To please my parents	15	7.9	13	7.1	28	7.5
To get a degree	41	21.6	22	12.1	63	16.9
To go for higher studies and get a job	126	66.3	144	79.1	270	72.6
To experience college life	8	4.2	3	1.6	11	3
Total	190	100	182	100	372	100

Source: Field data

Table 6.1 presents data on students' aim for going to college, with gender-wise comparison. According to the data, the vast majority of 270 respondents, accounting for 72.6% goes to college for higher studies and gets a job, with a significantly higher proportion of female students (144 or 79.1%) compared to male students (126 or 66.3%). A small proportion of 63 or 16.9% students attend college mainly to get a degree, with a greater proportion of male students (41 or 21.6%) than female students

(22 or 12.1%) attend college primarily to get a degree. A smaller proportion of 28 or 7.5% students attend college just to please their parents, with a roughly similar proportions of male (15 or 7.9%) and female (13 or 7.1%) students. This suggests that few students are oriented towards fulfilling familial obligations. A very small proportion of 11 or 3% students reported attending college to experience college life, a higher proportion of male students (8 or 4.2%) than females (3 or 1.6%) reporting it. This may suggest that male students are somewhat more likely than female students to value the social and experiential aspects of college life. A 20 year old female student stated that,

"I take my studies seriously because I want to further my education and establish a stable career. College, for me, is a stepping stone to a better future. I attempt to remain focused in class, avoid unnecessary distractions, and study for exams. I also have a great desire to succeed—not only for myself, but also for my family."

Overall, the findings suggest that most of the students have a high goal-oriented academic mindset and career oriented aspirations as majority of both genders report attending college with the aim of furthering their education and eventually finding job. Notably, female students are more likely than male students to exhibit a relatively stronger academic and career oriented aspirations.

Table 6.2

Decision maker in choosing the college

Response	Male		Female		Total	
	N	%	N	%	N	%
Myself	137	72.1	119	65.3	256	68.8
Parents	42	22.1	59	32.6	101	27.1
Friends	4	2.1	0	0	4	1.1
Others	7	3.7	4	2.1	11	2.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.2 illustrates data on decision maker in choosing the college where the respondent's study, with a gender-wise comparison. The findings reveal that the vast majority of both male and female students reported making their own decisions while choosing college, with a greater proportion of male students (137 or 72.1%) report choosing college on their own compared to female students (119 or 65.3%). This indicates that students, especially male students have a high degree of autonomy in taking decisions. Male students are more likely to have freedom and autonomy in their educational choices. A smaller, yet notable proportion of students (101 or 27.1%) report that their parents take decisions while choosing the college where they study, with a higher proportion of female students (59 or 32.6%) reported that their parents choose their college for them compared to male students (42 or 22.1%). This suggests that family has a continuing influence on decision making regarding children's educational paths, especially among females. Very few students reported choosing their college because of their friends (4 or 1.1%). Interestingly, only male students reported being influenced by friends in their choice of college, whereas none of the female students reported the same. Only 11 or 2.9% respondents selected the option of 'Others', with a somewhat higher proportion of male students (7 or 3.7%) than female students (4 or 2.1%).

This data indicates that while individual agency has a significant role in college choices, familial involvement still remains a strong factor. Information obtained from discussions with students shows that parents are typically consulted before a decision is made. Usually, parental approval is requested before making a final choice. As one male respondent, 21 years old stated:

"Even after deciding which college to attend, I talked to my parents about it because their approval is important."

The findings imply that, while the majority of students, particularly male students, choose their college independently, parental influence continues to play a significant role, especially among female students. This demonstrates two trends: the increasing autonomy of young people and the enduring influence of parental supervision and direction. Peer influence on college selection appears to be minimal, particularly among female students.

Table 6.3

Students' perception of studies as a 'must-do' activity

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	151	79.5	139	76.4	290	78
No	39	20.5	43	23.6	82	22
Total	190	100	182	100	372	100

Source: Field data

Table 6.3 explores students' perception of studies as a 'must-do' activity. The respondents were asked if they regard studies as a 'must-do' activity, which they do not enjoy yet they have to do it. The data reveals that the vast majority of students (290 or 78%) responded "Yes", indicating that students regard studies as a 'must-do' activity that they pursue out of obligation rather than enjoyment or fulfillment. They engage in it because they feel that they have to, not because they enjoy or find it fulfilling. In contrast, only 82 (22%) students responded "No," indicating that they either enjoy studying or do not perceive it as a duty.

The gender-wise comparison reveals that the majority of both genders perceive studies as a necessary obligation rather than an enjoyable pursuit, with a slightly higher proportion of male students (151 or 79.5%) compared to female students (139 or 76.4%). In contrast, the female students (43 or 23.6%) are slightly more likely to enjoy studying than their male counterparts (39 or 20.5%). A 20 years old male student says,

"I study because I need to. It is expected of me to perform well in exams, earn good grades, and establish myself. Truthfully, I don't always cherish the process. The pressure is unrelenting, and it might feel more like a responsibility than a passion. But I know it's important for my future, so I keep going."

A 21 years old female student argues that,

"For me, studying is simply something I need to do in order to pass and move on. I don't find it fascinating or enjoyable, but I know it is necessary if I want to acquire a job later. It's more of a chore than something I enjoy doing. I'm doing it because I need to, not because I want to."

Table 6.4

Importance of education for future

	Male		Female		Total	
	N	%	N	%	N	%
Yes	181	95.3	182	100	363	97.6
No	9	4.7	0	0	9	2.4
Total	190	100	182	100	372	100

Source: Field data

Table 6.4 highlights how students view the importance of education for their future. The responses to the question: Do you think education is important for your future? The findings reveal that an overwhelming majority of 363 or 97.7% students view education as important for their future while only a small proportion of 9 or 2.4% students do not consider education as important for their future. Furthermore, it implies that students almost universally view education as a means of achieving a better future, even though their aims for going to college vary.

The analysis by gender reveals that majority of both genders value education for their future, with a higher proportion of female students (182 or 100%) compared to male students (181 or 95.3%). It is interesting to note that all female students consider education as important for their future, suggesting that female students have a stronger academic orientation and future planning, which could be related to their aspirations for more independence and upward mobility in an increasingly globalized world. Although male students mainly agree on the importance of education, a relatively tiny number (9 or 4.7%) disagree. A 20 year old female student argues that,

"Education is very important to me." It is the key to obtaining independence and having a secure future. I want to develop a career, and having a strong educational foundation is necessary."

Another female student, 19 year old says that,

"I came from a household that did not always have access to education. So now that I have the opportunity, I take it very seriously. It represents personal development, opportunity, and self-worth for me."

A 20 year old male student also argues that,

"To me, education is a stepping stone. Without it, I doubt I'd be able to achieve my ambitions. It provides me with the tools I need to think critically and do something worthwhile with my life. It is crucial, but not only for employment. It also shapes who I am as an individual. It teaches discipline, responsibility, and how to connect with the world more effectively."

Overall, the data support the notion that education remains a major pillar of youth career aspirations, widely regarded as crucial for achieving success and career goals, particularly in a competitive, globalized society.

6.3. Orientation of student youth towards family and marriage

Youth orientation towards family and marriage refers to the views, beliefs, values, and behavioral tendencies that young people have toward family life and the institution of marriage. It includes how young people perceive the importance of family and their perspectives on marital relationships. It is important to comprehend this orientation in the present-day world, because modern, individualistic viewpoints may conflict with or coexist with traditional values. Understanding this facilitates in revealing how young people incorporate their inherited cultural norms with changing personal preferences influenced by peer pressure, media, and education. Thus, this study tries to understand the importance youth place on family, their preference for family type, their opinion about parent-youth relationship, their perceptions of parental authority and intergenerational connections, and their preferences related to marriage, mate selection and their opinions about live-in relationships, pre-marital

sex, public display of affection, inter-caste or group marriage and parental involvement in mate selection.

Table 6.5

Students' perception of the importance of family

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	190	100	178	97.8	368	98.9
No	0	0	4	2.2	4	1.1
Total	190	100	182	100	372	100

Source: Field data

Table 6.5 illustrates data on students' perception regarding the importance of family in their lives. The overwhelming majority of respondents (368 or 98.9%) said that family is important to them. Only a small proportion (4 or 1.1%) reported that family is not important. This finding suggests the deep cultural and emotional importance of family in college students' lives. The family remains an important and valued institution among student youth, even in the face of changing youth lifestyles and more exposure to global influences. It further illustrates how, despite the world's increasing globalization, young people in this context continue to place a high value on family and rarely question it.

The gender-wise distribution reveals that majority of both genders stated the importance of family in their lives, with a slight gender difference. All male respondents (190 or 100%) regard family as important in their lives while 178 or 97.8% female students share the same view. Only 4 female students (2.2%) stated that family is not important to them while no male students said that family is not important. The result indicates that both gender share a strong feeling of familial significance, with male students showing a somewhat higher level of agreement. This emphasizes how important family is to student youth of both genders. The following are some of the expressions of students that suggest such strong feelings of familial importance:

"No matter what I go through, my family is always my first source of support and strength. Their love and support help me keep focused on my life and studies." Stated by a male respondent, 20 year old

"I talk about practically everything with my family. They've taught me to distinguish between right and bad, which also helps me deal with peer pressure." Stated by a male respondent, 21 year old

"Family provides me direction. Even when I'm confused or stressed, I consider what my parents would say, and this typically helps me make the right decision." Stated by a 20 year old female respondent

Table 6.6
Students' preference for family type

Response	Male		Female		Total	
	N	%	N	%	N	%
Joint family	129	67.9	110	60.4	239	64.2
Nuclear family	61	32.1	72	39.6	133	35.8
Total	190	100	182	100	372	100

Source: Field data

Table 6.6 presents the type of family student respondents prefer to live in. The finding indicates that majority of students (239 or 64.2%) prefer to live in joint family while a smaller but notable proportion of students (133 or 35.8%) prefer live in nuclear family. This shows that a significant proportion of students still prefer the old joint family structure, even in the face of modernization and the rising popularity of nuclear family structures in both rural and urban settings. This desire for joint families among student youth may indicate the continued importance of close kinship ties, shared duties, and group support system. It also implies that cultural traditions are still in place, with young people's views on family life still being shaped by traditional family values.

The findings of gender-wise analysis reveal that a higher proportion of male students (129 or 67.9%) compared to female students (110 or 60.4%) prefer to live in joint family structure. On the other hand, more female students (72 or 39.6%) than male

students (61 or 32.1%) prefer nuclear family structure. This tendency may indicate that male students prefer traditional joint family arrangements, possibly valuing the support and shared obligations of a joint family. Female students, on the other hand, prefer nuclear families possibly because they value independence, privacy, or smaller household dynamics.

Table 6.7

Students' views on ideal parent-youth relationship

Parenting style	Male		Female		Total	
	N	%	N	%	N	%
Authoritarian	16	8.4	17	9.3	33	8.9
Authoritative	132	69.5	117	64.3	249	66.9
Permissive	37	19.5	47	25.8	84	22.6
Uninvolved	5	2.6	1	0.6	6	1.6
Total	190	100	182	100	372	100

Source: Field data

Table 6.7 depicts students' views on ideal parent-child relationship by categorizing responses into four parenting styles: authoritarian, authoritative, permissive, and uninvolved. The finding shows that a significant majority of students (249 or 66.9%) consider the authoritative parenting style to be the most ideal, in which parents are nurturing, responsive, and supportive while setting firm limits. This shows that most students prefer a balanced relationship with their parents, one that is both loving and regulated. However, 84 respondents (22.6%) support a permissive parenting style, in which parents are less strict and make fewer expectations and demands, indicating that some young people desire greater independence and freedom. A lower proportion of students (33 or 8.9%) prefer the authoritarian style, in which parents are extremely strict, places high expectations on children with little emotional responsiveness. This suggests that only a few students support rigorous, tightly controlled parent-child relationships. Only 6 respondents (1.6%) stated an uninvolved parenting style is ideal, indicating widespread condemnation of neglectful parenting among student youth.

The gender-wise analysis reveals that although authoritative parenting style is the most preferred parent-youth relationship across genders, male students (132 or 69.5%) exhibit a higher inclination towards this parenting style compared to their female counterparts (117 or 64.3%). On the other hand, compared to male students (37 or 19.5%), female students (47 or 25.8%) are more likely to prefer permissive parenting style. There is only a minor difference between males and females among those who prefer authoritarian parenting style, with the proportion of female students (17 or 9.3%) slightly higher than male students (16 or 8.4%) in this regard. Among those who prefer uninvolved parenting style, which is the least preferred across genders, male students (5 or 2.6%) are slightly more inclined towards it compared to female students (1 or 0.6%). The overwhelming preference for the authoritative parenting style implies that student youth want a connection with their parents that fosters open communication, mutual respect, and emotional support while still acknowledging the importance of guidance, discipline and boundaries. A 20 years old male student stated:

"I believe that discipline is important, but not in a harsh way. When parents establish clear limits while still discussing issues, it fosters trust and makes it simpler to follow their rules."

A 19 years old female student also said:

"It's crucial to have rules at home, but I also appreciate that my parents give me space to express my opinions and clarify things. I feel valued when parents act in that manner."

Table 6.8**Students' views on taking decision without consulting parents**

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	23	12.1	19	10.4	42	11.3
No	29	15.3	59	32.4	88	23.7
Sometimes	138	72.6	104	57.2	242	65
Total	190	100	182	100	372	100

Source: Field data

Table 6.8 depicts students' perception of taking decisions on their own without consulting their parents. They were asked whether they think it proper to take decisions by themselves without consulting their parents. The finding reveals that majority of 242 or 65% students stated that it is sometimes proper to take decisions on their own without consulting their parents. On the other hand, 88 or 23.7% students claimed that it is not proper to take decisions independently without consulting parents. While 42 or 11.3% said it is proper to take decisions by themselves without consulting parents. The gender-wise analysis reveals that a substantially higher proportion of male students (138 or 72.6%) believe that it is sometimes proper to make decisions independently without consulting parents compared to female students (104 or 57.2%). In contrast, compared to male students (29 or 15.3%), a higher proportion of female students (59 or 32.4%) stated that it is not proper to make decisions independently without consulting parents. While a higher proportion of male students (23 or 12.1%) than female students (19 or 10.4%) felt it is completely proper to make decisions on one's own without consulting parents.

This gender-based analysis demonstrates a notable difference in orientation towards decision making, with male students appearing to be more inclined toward autonomous decision-making or at least more comfortable with occasional independence. One male student, age 20 stated that,

"I prefer to make personal decisions on my own. I believe it is part of growing up. However, If it's something more serious, I'll involve my parents."

A 21 years old male student also stated:

"I normally make my own decisions, unless it's something important. I believe it is crucial to learn from your own experiences, even if you make mistakes."

While female students are more likely to adhere to familial consultation, with nearly one-third stating that making decisions without consulting their parents is inappropriate. A 20 years old female student opined that,

"In our family, making major decisions without telling or consulting elders is considered disrespectful. I feel more safe when I get their advice."

The findings imply that majority of student respondents are oriented towards independence without forsaking parental guidance. This further suggest that although young students are inclined toward independence and autonomy in making decisions, cultural norms and family ties continue to have a significant influence on how they make decisions. The fact that a notable proportion of students still depend on their parents in decision making and fewer students take decisions independently highlights the continued cultural significance of family in young people's decision-making.

Table 6.9

Students' preferred form of marriage

Response	Male		Female		Total	
		%		%		%
Arranged	7	3.7	4	2.2	11	3
Love	155	81.6	143	78.6	298	80.1
Arranged cum love	28	14.7	35	19.2	63	16.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.9 presents students' preference regarding the form of marriage. The findings show that a vast majority of students (298 or 80.1%) report preferring love marriages, indicating a high preference among student youth for personal choice and emotional compatibility in marital decisions. This reflects a huge societal shift away from traditional norms and standards, with students placing great value on personal choice when choosing their life partners. Meanwhile 63 or 16.9% students prefer arranged cum love marriages. Only a small number of students (11 or 3%) opted for arranged marriages. This low percentage of students opting for arranged marriages indicates the decline of the traditional role of family in marital decisions among student youth.

The findings of gender-wise analysis show that love marriage is the most preferred form of marriage for both male and female student, with male students (155 or 81.6%) expressing a slightly higher preference than female students (143 or 78.6%). Meanwhile, a slightly higher proportion of female students (35 or 19.2%) prefer arranged cum love marriages compared to male students (28 or 14.7%). This suggests that female students may place greater value on striking a balance between personal preference and family involvement. The preference for arranged marriages is very low for both genders, with a slightly higher proportion of male students (7 or 3.7%) prefer arranged marriages compared to female students (4 or 2.2%). Overall, the data suggests that both genders tend to favor personal preference over familial involvement when it comes to marriage, although male students seem to be slightly more likely to do so.

"I believe that selecting my life partner is entirely up to me. Marriage is a permanent commitment. I'd rather make the decision myself than leave it entirely up to my family. My parents can guide me, but in the end, I want to be with someone with whom I am genuinely connected." - Male student, 20 years old

Table 6.10
Students' views on live-in relationship before marriage

Response	Male		Female		Total	
	N	%	N	%	N	%
Right	48	25.3	32	17.6	80	21.5
Wrong	88	46.3	88	48.4	176	47.3
Right if it terminates in marriage	54	28.4	62	34	116	31.2
Total	190	100	182	100	372	100

Source: Field data

Table 6.10 displays the perceptions of students towards live-in relationship before marriage. The findings show that majority of student respondents (176 or 47.3%) believe that live-in relationships before marriage is wrong, indicating that nearly half of the respondents still hold traditional cultural values. However, a smaller but significant proportion of students (116 or 31.2%) believe that it is right if it terminates in marriage and 80 or 21.5% students consider live-in relationship completely right.

The gender-wise data indicate that the majority of students find live-in relationship wrong, with a slightly higher proportion of female students (88 or 48.8%) than male students (88 or 46.3%) expressing this view, indicating female students are slightly more conservative and inclined towards traditional values and norms than their male counterparts. A higher proportion of female students (62 or 34%) believe live-in relationships are right if it terminates in marriage compared to male students (54 or 28.4%). On the other hand, a higher proportion of male students (48 or 25.3%) than female students (32 or 17.6%) view live-in relationships as right, suggesting that male students are slightly more liberal or lenient regarding the idea of live-in relationship before marriage.

The findings indicate that, while traditional values continue to impact the perspectives of a sizable portion of students, there is also a rising acceptance of non-traditional relationship norms. Over half of the students approve or conditionally tolerate live-in relationships, demonstrating the impact of globalization, exposure to other cultures, and changing social worldviews among youngsters. However, the

largest proportion of students who oppose such relationships demonstrates the persistent influence of cultural and familial norms in shaping students' opinions. The following are the expressions of students that suggest live-in relationship is wrong:

"I believe live-in relationships are wrong. It goes against our culture and the values I was raised with. Marriage should come first." – Male student, age 21

"Living together before marriage does not feel right to me. I believe commitment should begin after marriage." – Female student, age 20

Table 6.11
Students' opinion about pre-marital sex

Response	Male		Female		Total	
		%	N	%	N	%
In favour of	52	27.4	23	12.6	75	20.2
Not in favour of	138	72.6	159	87.4	297	79.8
Total	190	100	182	100	372	100

Source: Field data

Table 6.11 displays students' opinion about pre-marital sex. The findings reveal that a significant majority of students (297 or 79.8%) are not in favour of pre-marital sex. On the other hand, 75 or 20.2% students are in favour of premarital sex, indicating the prevalence of more liberal or individualistic ideas among a minority of the student community. A 20 years old male student argues that,

"I feel that sex should only occur after marriage. It's one of our beliefs, and I believe waiting demonstrates dedication and respect."

A 21 years old female student also asserted that,

"I do not support premarital sex. For me, it's something sacred that comes with marriage, and that's how I've been raised."

The statements given by students demonstrate that traditional moral and cultural values regarding sexuality remain dominant among the student population, as the overwhelming majority of students, regardless of gender, oppose premarital sex.

However, the data on gender-wise distribution show significant gender variations in student opinions toward pre-marital sex, with a significantly higher proportion of female students (159 or 87.4%) opposing pre-marital sex than male students (138 or 72.6%). In contrast, male students (52 or 27.4%) are more likely to support pre-marital sex than female students (23 or 12.6%). This data indicates that female students had a more conservative view on premarital sex, which could be impacted by higher societal norms, cultural expectations, or family pressures that are often placed on women. Male students, on the other hand, exhibit more liberal or tolerant approach, which may be due to peer pressure, comparatively greater social freedom, or less stigma. However, the overall data reveals that majority of both the genders are not in favour of premarital sex implying that traditional conservative values about sexual behavior before marriage still persist among the student community.

Table 6.12
Students' opinion about parental involvement in mate selection

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	149	78.4	151	83	300	80.6
No	41	21.6	31	17	72	19.4
Total	190	100	182	100	372	100

Source: Field data

Table 6.12 displays responses of students regarding the necessity of parental involvement in mate selection. They were asked whether they consider parental involvement in mate selection necessary. The findings show that an overwhelming majority of students (300 or 80.6%) consider parental involvement in mate selection necessary. In contrast, 72 or 19.4% students do not consider it necessary.

The data of gender-wise analysis reveals that a vast majority of both male and female students consider parental involvement necessary in mate selection, with a higher proportion of female students (151 or 83%) than male students (149 or 78.4%) support this. However, a higher percentage of male students (41 or 21.6%) than female students (31 or 17%) oppose parental involvement. This suggests that although traditional family values are still prevalent among young people of both

genders, female students may place a higher value on family involvement in life decisions like marriage. On the other hand, male students seem to be a little more oriented towards independence when it comes to making such personal decisions. Overall, the finding implies that traditional family values and respect for parental supervision continue to have a substantial influence on students' opinions on marriage-related issues, despite a notable minority expressing a growing preference for personal autonomy in such areas.

"I believe that parents should be involved when selecting a life partner. They have greater experience, and their advice is important to me." – Male student, 20 years old

"Marriage has an impact on both families, not simply the couple. So, in my opinion, parental involvement is crucial for fostering long-term harmony. Even if I make my own decision, I would still seek my parents' approval. Their blessings provide confidence in my decision." - Female student, 21 years old

Table 6.13
Students' views on public display of affection

Response	Male		Female		Total	
	N	%	N	%	N	%
It is normal	62	32.6	51	28	113	30.4
It is against morality	16	8.4	10	5.5	26	7
Can't say	112	59	121	66.5	233	62.6
Total	190	100	182	100	372	100

Source: Field data

Table 6.13 illustrates students' views on public display of affection. The responses are divided into three categories such as 'it is normal', 'it is against morality' and 'can't say. The findings show that a considerable majority of students (233 or 62.6%) were unsure, responding with "Can't say," which could indicate ambiguity or hesitation to express their opinions on a socially sensitive issue. A significant proportion of students (113 or 30.4%) regard public display of affection as normal,

demonstrating a level of openness and acceptance among some of the student youth. In contrast, a small minority of students (26 or 7%) believe it is against morality, implying that traditional values still continue to influence some portion of the student population.

The gender-wise analysis show that more female students (121 or 66.5%) than males (112 or 59%) responded with "Can't say," implying that females are more uncertain or hesitant to express a firm opinion on the topic. In contrast, a somewhat higher proportion of male students (62 or 32.6%) than female students (51 or 28%) regard public display of affection as normal, suggesting that males are more in favor of it. Male students (16 or 8.4%) exhibit a slightly greater proportion than female students (10 or 5.5%) of those who believe public display of affection to be immoral.

The findings thus, imply that public display of affection is somewhat accepted by both the genders, but male students seem to be more open and expressive in this regard. The larger number of "Can't say" responses, particularly among female students, may indicate the influence of social conditioning, reluctance to share opinions on sensitive matters, or confusion in their personal values regarding public display of affection.

Table 6.14

Students' opinion about inter-caste or inter-group marriages

Response	Male		Female		Total	
		%		%		%
Yes	136	71.6	136	74.7	272	73.1
No	54	28.4	46	25.3	100	26.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.14 presents students' opinion about inter-caste or inter-group marriages. They were asked whether they believe that people from different castes or groups should intermarry. The findings reveal that a significant majority of students (272 or 73.1%) are in favour of inter-caste or inter-group marriages, suggesting that majority of student respondents have an inclusive or progressive mindset. In contrast, a

smaller but notable proportion of students (100 or 26.9%) are not in favour of it, indicating that a notable minority continue to maintain traditional or conservative views on marital choices.

The gender-wise analysis reveal that a slightly higher proportion of female students (136 or 74.7%) compared to male students (136 or 71.6%) favour inter-caste or inter-group marriages, implying that female students may be more progressive or receptive to cross-cultural relationships. In contrast, a slightly higher proportion of male students (54 or 28.4%) than female students (46 or 25.3%) do not favour inter-caste or inter-group marriages, indicating a slightly more conservative view among male students. Overall, gender differences are minor, but they do indicate a rising acceptance of social mobility and diversity among both male and female youth. The following are the expressions given by students showing their support for inter-caste or group marriage.

"We live in a modern world in which caste should not influence relationships. What really important is mutual respect and understanding." – Male student, 21 years old

"Caste should not be an issue as long as both individuals are happy. Inter-caste marriages promote inclusivity while reducing discrimination. Inter-caste marriages contribute to the breakdown of social barriers. I see it as a positive step toward a more equitable society." – Female student, 20 years old

6.4 Orientation of student youth towards religion

A person's religious orientation has a tremendous influence on his religious acts and behaviors. This is why it is crucial to investigate the religious orientations of students. The orientation of student youth towards religion refers to the views, beliefs, values, and behaviors that young students have toward religion and religious practices. It includes how they perceive religion, how they engage in religious rituals or groups, and how they apply religious or moral ideas in their daily lives. This orientation may range from deep faith and active participation in religious rites and practices to skepticism, indifference, or outright rejection of religious values. When

investigating students' religious orientation, numerous important aspects can be investigated to acquire a thorough picture of their religious attitudes, beliefs, and behaviors. The present study investigates their perceptions of religion and religious practices, their participation in various religious activities and the influence of religion on their personal and academic aspirations.

Table 6.15

Importance of religion

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	178	93.7	172	94.5	350	94.1
No	12	6.3	10	5.5	22	5.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.15 illustrates the views of students regarding the importance of religion in their lives, with gender comparison. The findings reveal that an overwhelming majority of students (350 or 94.1%) believe religion is important to them. In contrast, only a few proportion of students (22 or 5.9%) stated that religion is not important to them. These findings indicate that religion continues to play an important part in the lives of the vast majority of students. It implies a strong cultural and social bond to religious values and practices among young students. The tiny fraction of students who do not believe religion is vital may represent emerging secular or alternative viewpoints, although they remain a minority in the general student population.

The gender-wise comparison reveal that an overwhelming majority of both genders perceive religion as important in their lives, with female students (172 or 94.5%) showing a slightly higher proportion than male students (178 or 93.7% to express this opinion. In contrast, a slightly higher proportion of male students (12 or 6.3%) compared to female students (10 or 5.5%) consider religion not important in their lives. The findings suggest a strong and consistent religious orientation among both male and female students, with very minor gender differences. Female students have a marginally stronger tendency to value religion than their male counterparts. A 21

years old male student stated:

"Religion gives me peace of mind." When I am stressed or disoriented, offering prayers helps me keep grounded and hopeful."

A 20 years old female student also argued:

"I think that everything happens for a purpose, and faith helps me navigate life's problems. It teaches me to have faith even in challenging situations."

These statements expressed by students clearly demonstrate how religious values continue to shape students' worldviews across genders.

Table 6.16
Religious identity

Response	Male		Female		Total	
		%		%		%
Yes	116	61.1	128	70.3	244	65.6
No	27	14.2	7	3.8	34	9.1
Not sure	47	24.7	47	25.8	94	25.3
Total	190	100	182	100	372	100

Source: Field data

Table 6.16 displays the responses of students to whether they view themselves as religious, with gender comparison. The findings show that a majority of students (244 or 65.6%) identify themselves as religious. A small proportion of students (34 or 9.1%) reported that they are not religious. Surprisingly, a large number of students (94 or 25.3%) reported being "not sure" about their religious identification, suggesting a level of confusion or shifting viewpoints on religion among a sizable portion of the student population.

The findings on gender-wise analysis indicate that a higher proportion of female students (128 or 70.3%) perceive themselves as religious compared to their male counterparts (116 or 61.1%). On the other hand, compared to female students (7 or 3.8%), a higher proportion of male students (27 or 14.2%) identify themselves as

non-religious. Remarkably, almost the same proportion of male students (47 or 24.7%) and female students (47 or 25.8%) say they are "not sure" about their religious identity. Overall, the data indicate that female students identify themselves as religious more strongly than male students, whereas confusion about religious self-perception is similar across genders.

Table 6.17

Students' opinion about performing religious ceremonies

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	176	92.6	175	96.1	351	94.3
No	14	7.4	7	3.9	21	5.7
Total	190	100	182	100	372	100

Source: Field data

Table 6.17 displays the responses of students regarding whether they feel performing religious ceremonies is good. The findings reveal that an overwhelming majority of students (351 or 94.3%) feel performing religious ceremonies is good. In contrast, a small proportion of students (21 or 5.7%) reported that they feel performing religious ceremonies is not good. These findings suggest that traditional religious practices are still valued by students. The persistent significance of ritualistic and communal aspects of religion in their lives is shown in the strong positive orientation toward religious ceremonies. However, the minority of students who have an unfavorable opinion of religious ceremonies, however, may be questioning ritualistic traditions due to a variety of factors, including secularization, shifting social values, or more individualistic approaches to spirituality.

The findings of gender-wise analysis reveal that an overwhelming majority of male and female students believe that performing religious ceremonies is good. A higher proportion of female students (175 or 96.1%) than male students (176 or 92.6%) had positive feelings toward religious ceremonies. In contrast, a somewhat higher percentage of male students (14 or 7.4%) than female students (7 or 3.9%) said they do not think performing religious ceremonies is good. These findings show that,

while both genders have a positive orientation toward religious ceremonies, female students have a slightly higher tendency to value religious ceremonies.

Table 6.18
Students' participation in church activity

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	128	67.4	116	63.7	244	65.6
No	13	6.8	17	9.3	30	8.1
Not much	49	25.8	49	27	98	26.3
Total	190	100	182	100	372	100

Source: Field data

Table 6.18 presents the responses of students regarding whether they take part in any church activity. The findings reveal that majority of students (244 or 65.6%) reported that they take part in religious activities. On the other hand, a small proportion of students (30 or 8.1%) reported not taking part in religious activities. Additionally, a notable proportion of students (98 or 26.3%) responded with “not much.” This implies that even though the majority of students are actively engaging in religious activities, a sizeable proportion either participate very little or not at all, indicating student youth's varied levels of religious engagement.

The data on gender based analysis reveals that majority of both genders reported participating in religious activities, with a slightly higher participation rate among male students (128 or 67.4%) compared to female students (116 or 63.7%). On the other hand, slightly more female students (17 or 9.3%) than male students (13 or 6.8%) reported not participating. Furthermore, slightly more female students (49 or 27%) compared to male students (49 or 25.8%) reported participating not much in church activities, indicating limited participation. Overall, while both genders participate actively in religious activities, female students exhibit a little higher tendency toward low or no participation than males.

Table 6.19

Students' membership in Church youth group

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	169	89	170	93.4	339	91.1
No	21	11	12	6.6	33	8.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.19 exhibits students' responses regarding their membership in Church youth group. According to the findings, an overwhelming majority of students (339 or 91.1%) reported being members of Christian youth group. Only a small minority (33 or 8.9%) responded that they were not members of such groups. The gender-wise comparison exhibit that a very high proportion of both genders reported being members of church youth groups. However, a marginally greater proportion of female students (170 or 93.4%) than male students (169 or 89%) are members. In contrast, more male students (21 or 11%) than female students (12 or 6.6%) said they do not belong to any Church youth groups. This suggests that active participation in faith-based youth organizations is widespread among students.

Table 6.20

Students' involvement as Sunday school teacher

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	12	6.3	6	3.3	18	4.8
No	178	93.7	176	96.7	354	95.2
Total	190	100	182	100	372	100

Source: Field data

Table 6.20 illustrates students' response to whether they serve as Sunday school teachers. The findings show that an overwhelming majority of students (354 or 95.2%) responded that they do not involve in teaching Sunday school. Meanwhile, a

very small proportion of students (18 or 4.8%) reported being Sunday school teachers. This suggests that only few students formally assume the leadership role of teaching in Sunday school, despite the fact that many actively participate in other church-related activities, as shown in previous tables 6.35 and 6.37.

The findings of gender based analysis show that only a small proportion of students serve as Sunday school teachers. Among them, a slightly higher number of male students (12 or 6.3%) compared female students (6 or 3.3%) reported being teaching Sunday school. While an overwhelming majority of both genders reported not being Sunday school teachers, with a slightly higher proportion of female students (176 or 96.7%) compared to male students (178 or 93.7%) reporting this. This suggests that male students are more oriented towards active participation in religious activities, especially when it comes to teaching positions within the Church. However, the extremely low percentage of students teaching Sunday school suggests that, even while religious membership is high, there may be a trend among young people toward passive rather than active religious involvement.

Table 6.21

Students' participation in church choir

	Male		Female		Total	
	N	%	N	%	N	%
Always	26	13.7	20	11	46	12.4
Sometimes	108	56.8	113	62.1	221	59.4
Never	56	29.5	49	26.9	105	28.2
Total	190	100	182	100	372	100

Source: Field data

Table 6.21 presents the level of participation in church choir among students. The responses are categorized into always, sometimes and never. The findings reveal that majority of students (221 or 59.4%) reported to take part in church choir sometimes, suggesting a moderate level of involvement rather than a consistent dedication. Meanwhile, a smaller but notable proportion of students (105 or 28.2%) stated that they never take part in church choir, suggesting that a sizable portion of students are

disengaged from this specific type of religious engagement. On the contrary, 46 or 12.4% students responded with “always”, suggesting that only a few proportion of students actively and regularly involve in church choir activity. Table 6.42 presents gender-wise distribution of the level of participation in church choir among students.

The findings show that majority of both genders report participating sometimes in church choir, with female students (113 or 62.1%) showing a slightly higher proportion than male students (108 or 56.8%) in this regard. In contrast, a slightly higher proportion of male students (56 or 29.5%) compared to female students (49 or 26.9%) stated they never participate in church choir. Among a few proportion of students who report always participating in church choir, the male proportion (26 or 13.7%) is slightly higher than female students (20 or 11%). The fact that a majority of students reported participating in choir activity only sometimes could be attributed to academic pressures, the need of balancing studies with other responsibilities, and a general lack of interest in choir activity.

Table 6.22

Influence of religion on students

Response	Male		Female		Total	
	N	%	N	%	N	%
Always	114	60	112	61.5	226	60.8
Sometimes	72	37.9	56	30.8	128	34.4
Never	4	1.1	14	7.7	18	4.8
Total	190	100	182	100	372	100

Source: Field data

Table 6.22 illustrates the responses of students regarding whether religion has a positive influence on them. The findings reveal that a significant majority of students (226 or 60.8%) reported that religion always has a positive influence on their lives. Meanwhile, a smaller but notable proportion of students (128 or 34.4%) stated that religion has a positive influence on them sometimes. In contrast, only a small proportion of students (18 or 4.8%) reported that religion never has a positive influence on their lives, indicating the presence of a very few students who feel

detached or disengaged from religion. The fact that the majority of students say religion always has a positive influence in their lives and a relatively small proportion say it does not have a positive influence on their lives demonstrates a deep rooted religious orientation among the student body. This suggests that religion is most likely an important value system or source of guidance for the vast majority of students.

The gender-wise comparison reveal that nearly an equal proportion of male students (114 or 60%) and female students (112 or 61.5%) stated that religion has a positive influence on their lives, with no significant gender difference between them. This suggests that religion remains a significant influence for the vast majority of both genders. In contrast, the proportion of male students (72 or 37%) is higher than female students (56 or 30.8%) among the notable proportion of students who report that religion sometimes has a positive influence on them. Interestingly, more female students compared to their male counterparts report religion never have a positive influence on their lives, indicating that female students may be slightly more disengaged or critical of religion than males.

Table 6.23

Role of religious beliefs in their studies

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	132	69.5	138	75.8	270	72.6
No	18	9.5	8	4.4	26	7
Not sure	40	21	36	19.8	76	20.4
Total	190	100	182	100	372	100

Source: Field data

Table 6.23 displays the responses of students' view regarding whether religious beliefs give them strength in their studies. The findings reveal that a significant majority of students (270 or 72.6%) stated that their religious beliefs give them strength in their studies, indicating that religion serves as an emotional and motivational support for most of the students. Meanwhile, a smaller but notable

proportion of students (76 or 20.4%) stated that they are not sure about the role of their religious beliefs on their academic performance, indicating that this group may have a weak religious affiliation or may not have consciously considered the link between their faith and their educational experiences. On the other hand, only a very small proportion of students (26 or 7%) reported that their religious beliefs does not give them strength in their studies, revealing the presence of a minority of students who may regard religion and academics as different or independent domains.

The gender-wise comparison reveal that a somewhat higher proportion of female students (138 or 75.8%) than male students (132 or 69.5%) claimed that religious beliefs give them strength their studies. This implies that female students take slightly more strength from religious beliefs in their studies than their male counterparts. In contrast, a higher proportion of male students (18 or 9.5%) compared to female students (8 or 4.4%) stated that religious beliefs do not give them strength in their studies. Meanwhile, a somewhat similar proportion of male students (40 or 21%) and female students (36 or 19.8%) are unsure about the contribution of religious beliefs in their studies, indicating no significant difference across genders.

6.5 Orientation of student youth towards youth organization

Students' orientation towards youth organizations refers to the ideas, beliefs, opinions and behaviours of students on involvement and participation in these groups. It includes a variety of aspects such as their interest in, motivation for, and perceived value of youth organizations. This orientation influences how students interact with such groups, whether by active participation in events, support for their goals, or just awareness of their presence and purpose.

The study of students' orientation towards youth organizations is crucial for understanding their involvement, development, and possible societal influence. It helps discover what motivates students to join or avoid such groups and evaluate the efficacy of existing organizations. The youth age is when the most crucial events in a person's life occur. This is the time when individuals develop their social and professional guidelines, as well as form their worldview, values, motivation, and norms. Youth associations, which cannot be replaced by schools, higher education

institutions, or families, are crucial for preventing mental and spiritual devastation among young people (Valeeva and Rybakova, 2014). Therefore, the present study tries to explore how the student youth perceive youth organizations, their level of involvement and the impacts these youth organizations have on them.

Table 6.24

Students' membership in youth organization

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	183	96.3	176	96.7	359	96.5
No	7	3.7	6	3.3	13	3.5
Total	190	100	182	100	372	100

Source: Field data

Table 6.24 presents the responses of students regarding whether they are members of any youth organization. The findings reveal that an overwhelming majority of students (359 or 96.5%) are members of youth organization. On the other hand, only a very small proportion of students (13 or 3.5%) stated that they are not members of any youth organization. This high level of membership among respondents is not surprising given the existence of the Young Mizo Association (YMA) and Young Lai Association (YLA), Mizoram's largest non-profit, secular, and volunteer organizations. A person of Mizo origin who has reached the age of 14 is eligible for membership in the Young Mizo Association. So, people after attaining the age of 14 normally enroll in this organization as enrolment in this organization is regarded as a traditional practice or formality among the Mizos. In addition, student youth can participate in their particular colleges' NSS and NCC programs. However, this small proportion of students who reported not belonging to any youth organization may be attributed to the presence of some respondents who are either non-Mizos or lack of interest. In addition, student youth can participate in their particular colleges' NSS and NCC programs.

The findings of gender-wise responses reveal that an overwhelming majority of both male students and female students (183 or 96.3%) and female students (176 or

96.7%) reported being members of youth organization, with no gender difference in this regard. Similarly, there is no significant difference across genders among those who reported not being members of youth organization, with 7 or 3.7% male students and 6 or 3.3% female students reporting this. The findings indicate that students participate in youth organizations regardless of genders. The minimal differences in membership rates between male and female students suggest that participation in such groups is valued and pursued equally by both genders. This high degree of involvement may reflect the important role that youth organizations play in students' lives.

Table 6.25

Extent of students' participation in youth organization

Response	Male		Female		Total	
	N	%	N	%	N	%
Actively	35	19.1	30	17	65	18.1
Passively	109	59.6	112	63.6	221	61.6
Not involved	39	21.3	34	19.3	73	20.3
Total	183	100	176	100	359	100

Source: Field data

Table 6.25 demonstrates the extent of students' participation in youth organization among who are members. The findings reveal that a significant majority of students (221 or 61.6%) reported themselves to be passive participants, implying that while they are members, their participation is low or restricted or superficial. Meanwhile, a small but notable proportion of 73 students (17.8%) stated that they are "not involved" at all, indicating that they are merely nominally members but not actively involved. In contrast, a smaller proportion of students (65 or 18.1%) reported being actively involved, indicating a devoted and engaged group that contributes meaningfully to organizational activities. This data suggests that the majority of student members participate in youth organizations passively, which could be due to time constraints, academic pressures as all the respondents are students.

The gender-wise analysis shows that majority of both genders participate passively in youth organization, with the proportion of female students (112 or 63.6%) slightly more than male students (109 or 59.6%). This suggests that female students are marginally more likely to participate passively in youth organizations than male students. Among those who report not involved despite membership, the proportion of male students (39 or 21.3%) is slightly higher than female students (34 or 19.3%). Furthermore male students (35 or 19.1%) report slightly more active participation than female students (30 or 17%). The data implies that majority of both male and female students participate passively in youth organizations, indicating a general trend of low engagement. Male students are slightly more actively participating may indicate a significantly stronger orientation towards leadership or deeper commitment, whereas females choose passive roles. However, the disparities are not significant, showing approximately balanced levels of participation between genders.

Table 6.26

Benefit of involvement in youth organizations

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	159	86.9	149	84.6	298	83
No	2	1.1	1	0.6	3	0.8
Don't know	22	12	26	14.8	58	16.2
Total	183	100	176	100	359	100

Source: Field data

Table 6.26 displays the responses of students who are members of youth organizations on whether they personally gain from being involved in youth organizations. The findings indicate that a significant majority of students (289 or 83%) out of the total number of 359 students who are members of youth organizations perceive that they personally gain from their involvement in youth organizations. In contrast, a very small proportion of students (3 or 0.8%) stated that they do not gain from involving in it. Meanwhile, 58 or 16.2% students are unsure of the effects of their involvement in it and responded with “don’t know.” The findings

show that student respondents have a positive view on youth organizations and the fact that the vast majority of students reported personal gains suggest that these organizations play a crucial and meaningful role in their lives.

The gender-wise analysis show that a slightly higher proportion of male students (159 or 86.9%) compared to female students (149 or 84.6%) reported gaining personally from their involvement in youth organization, indicating that males had a somewhat more positive experience. The proportion of students who do not feel they have gained is extremely low in both genders, with males reporting a little higher proportion (2 or 1.1%) than female students (1 or 0.6%). Uncertainty regarding the benefits is higher among female students (26 or 14.8%) than males (22 or 12%), implying that some female students are less interested or unsure about the impact of their participation. The following expressions suggest that young people personally gain from their involvement in youth organization.

"Being a member of a youth organization helped me develop my leadership and communication skills. I've also formed deep friendships with people who share my interests." – Male student, 21 years old

"It provides me a platform to express myself and take the initiative. I believe I have become more open-minded and aware of real-world situations." – Female student, 20 years old

Table 6.27

Disadvantages of being involved in youth organization

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	37	19.5	19	10.4	56	15.1
No	153	80.5	163	89.6	316	84.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.27 presents students' views on the disadvantages of being involved in youth organization. The findings show that an overwhelming majority of students (316 or

84.9%) do not see any disadvantages in being involved in youth organizations. In contrast, a smaller but notable proportion of students (56 or 15.1%) believe that there are some disadvantages associated with being involved in youth organizations.

The gender-wise analysis reveals that a higher proportion of female students (163 or 89.6%) than male students (153 or 80.5%) believe there are no disadvantages in being involved in youth organizations. In contrast, a higher proportion of male students (37 or 19.5%) than female students (19 or 10.4%) perceive there are disadvantages.

6.6 Peer Influence

Youth culture and identity formation are greatly influenced by their peers. Young people frequently look to their peers for acceptance and validation, which can have an impact on their views, choices, and behavior. Peers are people who are usually the same age or have similar features or experiences. They are treated equally within a certain group or setting. Peers usually have a significant influence on one another's behavior and opinions in social and educational contexts, and they regularly provide support, friendship, and a sense of belonging.

Peer influence refers to the influence that members of a comparable social group have on one another's behaviors, attitudes, and choices. Laursen (2018) defines it as: "Influence happens when a person acts or thinks in ways that he or she would not normally act or think, which can be traced to interactions with friends and affiliates." Thus, peer influence refers to situations in which one person's behaviors, thoughts, or decisions are influenced by the presence or influence of others of a same age and social standing. Peer networks have tremendous effect in determining youth behavior during their formative years both positively and negatively. Student youth are especially susceptible to adopting behaviors exhibited by their classmates, both positive and negative. Since most of their daily lives are spent in college campus with their classmates, they are more likely to get influenced by their peers. Peer pressure can have a substantial impact on decisions about lifestyle, substance abuse, academic dishonesty, and risky behaviour.

Table 6.28**Students' engagement in a peer group**

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	104	54.7	99	54.4	203	54.6
No	86	45.3	83	45.6	169	45.4
Total	190	100	182	100	372	100

Source: Field data

Table 6.28 presents data on students' engagement in peer groups, with gender-wise comparison. The respondents were asked whether they belong to a peer group. The findings show the majority of students (203 or 54.6%) admit that they belong to a peer group, while a significant proportion of students (169 or 45.4%) report not belonging to peer group. Gender wise, the proportion is almost identical showing no significant gender difference, 104 or 54.7% of male students and 99 or 54.4% of female students reporting to belong to a peer group and 86 or 45.3% of males and 83 or 45.6% of females reporting not belonging. This nearly equal proportion implies that peer group engagement is a typical feature of student life for both genders, highlighting the importance of social ties and group belonging in the youth experience. The findings imply that peer groups continue to be an important social structure for both male and female students, potentially influencing their behaviours, identity formation, and social interaction in similar ways across genders.

Table 6.29**Susceptibility to peer pressure**

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	51	26.8	53	29.1	104	28
No	139	73.2	129	70.9	268	72
Total	190	100	182	100	372	100

Source: Field data

Table 6.29 presents data on students' susceptibility to peer pressure, with a gender-wise comparison. Respondents were asked whether they easily give in to peer pressure. The findings show that a majority of students (268 or 72%) reported not easily giving in to peer pressure, suggesting a generally strong sense of individual decision-making among the majority. Only 104 students (28%) acknowledged susceptibility to peer pressure, indicating that while peer pressure exists, it is not a dominant factor in shaping students' behaviors. Gender patterns are similar, with 51 or 26.8% of male students and 53 or 29.1% of female students admitting to easily giving to peer pressure and 139 or 73.2% of males and 129 or 70.9% of female students do not. Although the gap between male and female responses is small, somewhat more female students reported to being affected by their friends. This shows that, while most students retain a feeling of independent freedom in decision-making, a sizable minority are nevertheless impacted by peer dynamics. Overall, the data suggest that both male and female students demonstrate relatively similar levels of resistance to peer pressure. The following are the expressions given by students regarding their susceptibility to peer pressure:

"I am a member of a peer group, but it does not imply I do everything they do. I have my own boundaries and make decisions based on what I believe are right." – Male student, 20 years old

"Being in a group is socially beneficial, but I don't easily succumb to pressure. I'll decline if I'm uncomfortable, even if my peers are doing something." – Male student, 21 years old

"Yes, I do belong to a peer group. We normally hang out together, help each other with our studies, and talk about everyday issues. It serves more as a support system than anything else."- Female student, 20 years old

"It can be difficult to say no sometimes, especially when close friends are planning an event and expect you to go. I wouldn't say I give in all the time, but I have been swayed a few times." – Female student, 21 years old

Table 6.30**Impact of peers**

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	132	69.5	126	69.2	258	69.3
No	58	30.5	56	30.8	114	30.7
Total	190	100	182	100	372	100

Source: Field data

Table 6.30 shows students' responses to the question of whether they believe their friends have an impact on their life, with gender-wise comparison. The findings reveal that a significant majority of students (258 or 69.3%) believe that their friends have an impact on their lives, with a similar proportion of male students (132 or 69.5%) and female students (126 or 69.2%) supporting this view. A smaller proportion of students (114 or 30.7%) denied being impacted by their friends, with a similar proportion of male students (58 or 30.5%) and female students (56 or 30.8%). The finding implies that peer influence is a common experience for students of all genders, emphasizing the importance of peer interactions in shaping young people's behaviors, attitudes, and decisions.

Table 6.31**Extent of peer impact on over-all well-being**

Response	Male		Female		Total	
	N	%	N	%	N	%
Positive	39	20.5	31	17	70	18.8
Negative	13	6.8	10	5.5	23	6.2
No impact	48	25.3	40	22	88	23.7
Both positive and negative	90	47.4	101	55.5	191	51.3
Total	190	100	182	100	372	100

Source: Field data

Table 6.31 presents data on the extent to which students view their peers' impact on their overall well-being, with a gender-wise comparison. The findings reveal that a majority of students (191 or 51.3%) reported experiencing both positive and negative effects from their peers, with a higher proportion of females (101 or 55.5%) than males (90 or 47.4%) acknowledging this dual impact. A considerable portion of students (70 or 18.8%) perceive only positive impact, slightly more among male students (39 or 20.5%) than female students (31 or 17%). A smaller segment reported no impact (88 or 23.7%), again with a slightly higher proportion among male students (48 or 25.3%) than female students (40 or 22%). Only 23 or 6.2% of the respondents reported experiencing purely negative effects, with 48 or 6.8% of males and 40 or 5.5% of females indicating so.

The findings indicate that peers exert a significant and multifaceted influence on students, with the majority experiencing both positive and negative impacts. This suggests that peer interactions are not entirely beneficial or detrimental but rather a mix of both. Females are slightly more likely than males to perceive this dual influence, reflecting potentially higher social sensitivity or engagement among them. While a notable share of students experience only positive effects, a relatively smaller group feels no peer influence at all, and an even smaller minority reports purely negative effects. The following statements of students suggest the impact of peers on their overall well being is both positive and negative:

"My friends have served as a source of distraction as well as support. They support me during stressful times, but occasionally they also persuade me to engage in activities that wastes my time." -Male student, 21 years old

"Being in my peer group has both advantages and disadvantages. I've learnt a lot from them, but I've also made stupid decisions to fit in. They help me keep emotionally strong, but I've also developed some terrible behaviors because I don't want to feel excluded." -Female student, 20 years old

"I sometimes get caught up in the group. I've done things I regret wanting to fit in, but I've also learned a lot and received excellent support during difficult times." - Male student, 20 years old

Overall, the data highlights the complex nature of peer influence, with its predominance leaning toward a combination of positive and negative outcomes rather than extremes.

Table 6.32
Students' engagement in negative behaviors due to peer influence

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	10	5.3	7	3.8	17	4.6
Often	29	15.2	23	12.6	52	14
Rarely	99	52.1	111	61	210	56.4
Never	52	27.4	41	22.5	93	25
Total	190	100	182	100	372	100

Source: Field data

Table 6.32 presents data on students' engagement in negative behaviors due to peer influence, with gender-wise comparison. The respondents were asked if they have ever been doing something bad because of their friends. The findings reveal that majority of students (210 or 56.4%) reported to rarely involve in negative behaviours because of their friends, with a higher proportion of female students (111 or 61%) compared to males (99 or 52.1%). A smaller proportion (52 or 14%) reported to doing so often, slightly more among males (29 or 15.2%) than females (23 or 12.6%). Very few students (17 or 4.6%) reported to doing so more often, with male students (10 or 5.3%) again slightly higher than females (7 or 3.8%). Interestingly, 93 students (25%) claimed they have never done something bad because of their friends, with a slightly higher percentage among males (52 or 27.4%) than females (41 or 22.5%).

These data imply that peer influence can contribute to negative behavior among students, although not frequently. Male students show a slightly higher tendency

towards no engagement or frequent engagement in bad behaviours due to peer influence, implying that some male students may strongly resist peer pressure because of their individual assertiveness or social independence, while others may be more impulsive or prone to risk-taking. On the other hand, female students show a higher tendency toward rare involvement, suggesting that they may more strongly internalize social norms that emphasize relationships, conformity, and self-restraint. This may lead them to occasionally follow their peers' behavior, but also exercise greater caution and avoid repeated or excessive negative actions. One 20 years old male student argues that,

"I sometimes agree with my friends on small things, such as skipping a class just for fun, but I try not to become too engaged. It's not that I never get swayed, but I'm aware enough to avoid becoming engaged in anything too serious."

Another 20 years old female student also stated that,

"I try to avoid bad behavior, even if my friends are doing it. But I occasionally join them for fun or to see what it's like, but I don't do it on a regular basis."

Table 6.33
Changes in their behaviour, dressing style, vocabulary and attitude

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	83	43.7	82	45.1	165	44.4
No	107	56.3	100	54.9	207	55.6
Total	190	100	182	100	372	100

Source: Field data

Table 6.33 presents data on whether students change their behavior, dressing style, vocabulary and attitude because of their friends, with gender-wise comparison. According to the findings, 165 students (44.4%) acknowledged making such changes as a result of peer influence, whereas a slightly larger proportion (207 or 55.6%) reported no such change. Gender disparities are minor, with slightly more female

students (82 or 45.1%) than male students (83 or 43.7%) reported changing due to peer pressure, while slightly more male students (107 or 56.3%) than female students (100 or 54.9%) reported not experiencing any changes. This implies that although the majority of students are not influenced by their peers in their behavior, dressing style, vocabulary and attitude, there are a significant proportion of nearly half of the students, especially female students who are susceptible to peer-driven changes, which emphasizes the subtle yet essential role that peers play in shaping individual identity in youth. Some of the expressions of students are:

"I don't really change my behavior or the way I dress up because of my friends. I have my own personality and style."- Male student, 20 years old

"I don't believe in copying others, but if all of your friends are doing something a specific way, you may follow without thinking too hard about it. I realized I began using slang and dressing differently after hanging out with a group of friends—it wasn't intentional; it just happened over time." Male student, 21 years old

"Even though I generally adhere to my own values, I've seen that I've picked up some words or habits from my friends without realizing it. I wouldn't say I'm under pressure, but I do occasionally feel the need to keep up with the group, whether it's in how I dress or speak." Female student, 20 years old

Table 6.34

Influence of peers on their studies

Response	Male		Female		Total	
	N	%	N	%	N	%
Positive	68	35.8	83	45.6	151	40.6
Negative	28	14.7	15	8.2	43	11.6
No impact	94	49.5	84	46.2	178	47.8
Total	190	100	182	100	372	100

Source: Field data

Table 6.34 presents data on how students perceive their peers' influence on their studies, with gender-wise comparison. The findings indicate that nearly half of the students (178 or 47.8%) believe their friends have no impact on their academic performance, with slightly more male students (94 or 49.5%) than female students (84 or 46.2%). However, a considerable proportion of students (151 or 40.6%) report a positive influence, with a higher proportion of female students (83 or 45.6%) than male students (68 or 35.8%) expressing this view. Negative influence is reported by a smaller proportion of students (43 or 11.6%), with more male students (28 or 14.7%) than female students (15 or 8.2%).

The data indicate that students' opinions of peer influence on studies vary significantly, with nearly half of the respondents seeing no impact. This suggests that many students have a strong sense of academic independence. However, a large proportion express positive peer impact, underscoring the beneficial role that friendships can have in academic motivation and performance, particularly among female students. Meanwhile, only a small number of students report negative peer impact, with male students marginally more likely to do so. A 21 years old male student expressed that,

"I don't believe my friends have a significant impact on my academic performance. We hang out after class, but when it comes to academics, I stay focused on my own goals."

A 20 years old female student stated:

"My friends inspire me to study harder. We frequently exchange notes and discuss difficult topics together. Honestly, their encouragement helped improve my performance. Sometimes, seeing my friends work hard on their studies pushes me to do the same."

Overall, while peer influence is not universally felt, it has a significant and typically positive impact on the academic lives of many students.

Table 6.35

Students' perception of ignoring someone based on friends' suggestion

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	80	42.1	79	43.4	159	42.7
No	110	57.9	103	56.6	213	57.3
Total	190	100	182	100	372	100

Source: Field data

Table 6.35 presents data on students' perception of ignoring someone based on the suggestions of their friends, with gender-wise comparison. The findings reveal that majority of students (213 or 57.3%) stated that they would not cooperate with such a suggestion, but a sizable minority (159 or 42.7%) stated they would. There are very minor gender disparities, with 80 or 42.1% of male students and 79 or 43.4% of female students saying they would ignore someone if their friends told them to and 110 or 57.9% male students and 103 or 56.6% female students saying they would not ignore. This implies that, while peer influence does influences interpersonal behavior of some students, a slight majority of students, regardless of gender, display a degree of personal choice and are not easily swayed by peer pressure in social exclusion circumstances.

"Even if my friends dislike someone, I don't feel compelled to ignore them. I make my own choices regarding who I talk to. I dislike being dominated by others." -Male student, 20 years old

"Sometimes I feel compelled to join the group, especially when my close friends are involved. But I strive to remain neutral and avoid hurting people just because others say so." -Female students, 21 years old

The findings imply that, while peer influence does influences interpersonal behavior of some students, a slight majority of students, regardless of gender, display a degree of personal choice and are not easily swayed by peer pressure in social exclusion circumstances.

Table 6.36

Students' perception of peer influence on drinking

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	56	29.5	24	13.2	80	21.5
No	134	70.5	158	86.8	292	78.5
Total	190	100	182	100	372	100

Source: Field data

Table 6.36 presents data on students' perception of the difficulty in resisting peer pressure related to alcohol consumption, with a gender-wise comparison. The findings show that an overwhelming majority of students (292 or 78.5%) reported that they would not find it difficult to resist while a smaller proportion of students (80 or 21.5%) stated that it would be difficult to resist.

Gender wise, more female students (158 or 86.8%) than male students (134 or 70.5%) stating not difficult to resist, while more male students (56 or 29.5%) than female students (24 or 13.2%) find it to resist. This data implies that when it comes to participating in potentially dangerous behaviors like drinking, the majority of students exhibit a strong sense of individuality and resistance to peer pressure. Even in social situations where peer pressure is present, many students are confident in their capacity to make independent decisions, as seen by the large majority of students (78.5%) who said they would not find it difficult to resist. This would suggest that students generally possess a good sense of self-control and decision-making skills. However, the 21.5% of students, especially male students who find it difficult to resist show the presence of a vulnerable portion of students who may be more susceptible to peer pressure, emphasizing the importance of ongoing awareness and education on peer impact and risk behaviors.

Table 6.37

Students' opinion on skipping classes due to peer pressure

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	41	21.6	50	27.5	91	24.5
No	149	78.4	132	72.5	281	75.5
Total	190	100	182	100	372	100

Source: Field data

Table 6.37 presents data on students' opinion on skipping classes due to peer influence, with a gender-wise comparison. The findings reveal that a majority of students (281 or 75.5%) stated that they would not skip classes just because their friends are doing so, with a higher proportion of male students (149 or 78.4%) saying this compared to female students (132 or 72.5%). A smaller but notable proportion of students (91 or 24.5%) admitted they would skip, with more female students (50 or 27.5%) than male students (41 or 21.6%). The finding implies that majority of students, especially male students, have a strong sense of academic responsibility and independence in choice making. However, peer pressure continues to affect a significant minority, especially female students.

6.7 Social media influence

Social media plays a crucial role in shaping youth culture. Young people are exposed to images, stories, and ideas through the media, which shapes their identities, attitudes, and preferences. Social media is an internet-based mode of communication. The internet, particularly in the new millennium, has had a profound impact on people's lives in general and young people in particular. Users can utilize social media platforms to communicate, share information, and create digital content. Social media platforms have become crucial for young people to express themselves, interact with others, and build communities around similar interests. Social media can take various forms, including blogs, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, and more. Millions of people

worldwide have been drawn to social networking sites (SNSs) including Facebook, Instagram, WhatsApp, Twitter (now known as X), and others.

Young people use the internet more than any other age group due to the widespread availability of mobile phones and continuous internet connectivity. With the rapid proliferation of internet and digital platforms, social media has become an integral part of their lives, influencing how they perceive themselves, engage with others, and form ideas. Social media frequently establishes trends, normalizes certain lifestyles, and can put pressure on individuals to meet unrealistic or hazardous standards.

Even though social media provides a platform for interaction, online learning, self-expression, overuse can have detrimental effects like anxiety, loneliness, body image issues, low self-esteem and a loss of face-to-face communication abilities. Overuse of social media by young people can divert them from their education, which can result in poorer academic performance, decreased productivity, and lower grades. Internet sites can also expose young people to dangerous contents, such as cyber bullying and pornography. Student youth are not mature enough to evaluate the reliability of online content or the consequences of imitating certain behaviors. They may copy the attire, language, values, or behaviors of celebrities, social media influencers, and online personalities without critically assessing them.

According to Global Statistics (2023), the top five social media platforms (messaging apps included) in India in 2023 are WhatsApp (531.46 million active users), Instagram (516.92 million users), Facebook (492.70 million users), Telegram (384.06 million users), and Facebook Messenger (343.92 million users). Mobile phones are the most often utilized device in India for accessing social media networks (75.50%). Laptops and desktops are next on the list, at 24.05% each, followed by tablets at 0.45%.

In recent years, social media usage in India has skyrocketed, with more users signing on daily to express their opinions and experiences, and Mizoram is no different. Social networking services have become extremely popular, particularly among young people. According to Kuss and Griffiths (2011), youths and students use social networking sites more frequently than the overall population. In this context, it

is important to establish how much time young people spend on the internet, particularly social networking sites, and the influences they have on them.

Table 6.38
Daily time spent on browsing internet

Time	Male		Female		Total	
	N	%	N	%	N	%
Less than an hour	8	4.2	11	6.0	19	5.1
2 – 3 hours	58	30.5	73	40.1	131	35.2
4 - 5 hours	72	37.9	64	35.2	136	36.6
More than 5 hours	52	27.4	34	18.6	86	23.1
Total	190	100	182	100	372	100

Source: Field data

Table 6.38 displays the amount of time students spend browsing internet daily, with gender-wise comparison. The findings show that majority of student respondents spend 4 – 5 hours per day browsing the internet, accounting for 36.6% of the total sample. A slightly higher proportion of male students (72 or 37.9%) than female students (64 or 35.2%) report browsing internet for 4-5 hours. Nearly an equal proportion of students (131 or 35.2%) spend 2 – 3 hours, with a significantly higher proportion of female students (73 or 40.1%) than male students (58 or 30.5%). Meanwhile a smaller but notable proportion of students (86 or 23.1%) spend more than 5 hours daily, with a significantly higher proportion of male students (52 or 27.5%) than female students 34 or 18.6%) reporting this. Only 19 or 5.1% students spend less than an hour of their daily time on internet, with slightly more female students 11 or 6%) than male students 8 or 4.2%).

The data suggest that internet usage is an important component of students' daily routines, with the great majority spending 4 to 5 hours each day online. This high degree of participation may reflect the growing reliance on the internet for academic, social, and entertainment purposes among college students. The higher proportion of male students in the ‘more than 5 hours’ and ‘between 4-5 hours’ implies that male students either have more free time or recklessly spending their time on the internet.

Table 6.39**Extent of internet addiction**

Response	Male		Female		Total	
	N	%	N	%	N	%
To a great extent	16	8.4	21	11.5	37	9.9
To some extent	116	61.1	93	51.1	209	56.2
Not addicted at all	58	30.5	68	37.4	126	33.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.39 presents data on students' self-reported perception of internet addiction, with gender-wise analysis. The findings demonstrate that a majority of students (209 or 56.2%) perceive themselves as being addicted to the internet "to some extent", with more males (116 or 61.1%) than females (93 or 51.1%) describe themselves as addicted to some extent. This finding demonstrates that moderate internet dependence is a prevalent experience for both male and female students. A smaller proportion of students (37 or 9.9%) admit to being addicted "to a great extent", with a slightly higher proportion of female students (21 or 11.5%) than male students (16 or 8.4%) reported being addicted to a great extent. A notable proportion of 126 or 33.9% think they are "not addicted at all", with more female students (68 or 37.4%) than males (58 or 30.5%) claim to be completely free of addiction. These findings indicate that internet use is an important part of students' everyday life, with many identifying signs of addiction, even if only to a moderate extent.

Table 6.40**How social networking permeates students' everyday lives**

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	145	76.3	140	76.9	285	76.6
No	45	23.7	42	23.1	87	23.4
Total	190	100	182	100	372	100

Source: Field data

Table 6.40 showed the students' responses to the question: "Do you feel social networking has become part of your daily life?", with gender-wise comparison. When asked if social networking had become a part of their daily lives, 285 students (76.6% of the total sample) said yes. This tendency is uniform across genders, with 145 or 76.3% of males and 140 or 76.9% of females admitting this, indicating essentially no gender difference in social networking activity. Only 87 or 23.4% of students, regardless of gender (45 or 23.7% males and 42 or 23.1% females), say social networking plays no part in their everyday life. Thus, it can be said that majority of the college students feel social networking is part of their daily life.

"Social media is the first thing I check in the morning and the last thing I do at night. It's just become a habit—whether for updates, chatting, or simply browsing to pass the time. Male student, 21 years old

"I access social networking on a regular basis to stay in touch with my friends, keep up with trends, and even receive academic updates from class groups. It's simply a part of my life now." Female student, 19 years old

"I cannot picture a day without tracking my social media accounts. Even when I'm busy, I make time to scroll, reply to messages, or post stories. Social media connects everything for me: friends, college, news, and hobbies. I don't think I can separate it from my normal routine anymore." Female student, 20 years old

"Despite my efforts to limit my usage, I find myself on social media multiple times every day. It's all part of a routine now. It is no longer merely for enjoyment. I utilize sites like WhatsApp and Instagram to communicate with my classmates, share notes, and even get news." Male student, 20 years old

These statements show that students consider social networking important and worth spending on it every day. This high degree of engagement emphasizes the key role

that social media platforms play in shaping students' communication patterns, social interactions, identity construction, and even academic behavior.

Table 6.41

Time spent on Social Networking Sites per day

Response	Male		Female		Total	
	N	%	N	%	N	%
1-2 hours	81	42.6	77	42.3	158	42.5
3-4 hours	49	25.8	61	33.5	110	29.6
More than 4 hours	42	22.1	31	17	73	19.6
Most of the time	18	9.5	13	7.1	31	8.3
Total	190	100	182	100	372	100

Source: Field data

Table 6.41 shows the amount of time students spend on social networking sites daily, with gender-wise comparison. Majority (158 or 42.5%) of the students spend 1-2 hours daily on social networking sites which accounts for 42.5% of the total sample. 110 students spend 3-4 hours which accounts for 29.6%, while 73 or 19.6% of students spend more than 4 hours and 31 or 8.3% of students spend most of their time on SNSs. Gender-wise, an equal proportion of male students (81 or 42.6%) and female students (77 or 42.3%) admit to spend 1-2 hours daily, showing no significant gender difference. More female students (61 or 33.5%) report spending 3 – 4 hours than male students (49 or 25.8%), more male students (42 or 22.1%) spend more than 4 hours than female students (31 or 17%), and more male students (18 or 9.5%) than female students (13 or 7.1%) report using social networking sites most of the time.

These data imply that, while the majority of students use social media moderately, a considerable minority, particularly among males, spend extended periods of time on these sites. Some students are spending large amount of their time on social media platforms every day, showing that it has become a habit and took a huge chunk of their waking hours. This level of engagement indicates that social networking is a routine and potentially time-consuming aspect of students' everyday life. These

habits could have an impact on academic productivity, sleep habits, and real-life social interaction.

Table 6.42

Number of social networking sites accounts students have

Response	Male		Female		Total	
	N	%	N	%	N	%
One	10	5.3	5	2.7	15	4
Two	76	40	64	35.2	140	37.6
Three	71	37.4	76	41.8	147	39.5
More than three	33	17.5	37	20.3	70	18.8
Total	190	100	182	100	372	100

Source: Field data

Table 6.42 shows students' response regarding the number of social networking site (SNS) accounts held by students, with gender-wise comparison. Majority of 147 students have accounts on three SNSs which accounts for 39.5%. A significant number of 140 or 37.6% students have accounts on two social networking sites. 70 or 18.8% of students reported having accounts on more than three SNSs and only 15 (4%) students reported having account in only one SNS. Based on these responses, it can be concluded that the majority of college students are members of multiple social networking sites. Gender-wise, more males students (10 or 5.3%) than female students (5 or 2.7%) have only one account, more male students (76 or 40%) than female students (64 or 35.2%) have two accounts, a slightly more female students (76 or 41.8%) than male students (71 or 37.4%) have three accounts, and a slightly higher proportion of female students (37 or 20.3%) than male students (33 or 17.5%) have more than three. The higher proportion of female students having accounts on three and more than three indicates that female students may be slightly more active across multiple platforms. These findings suggest to a digital culture in which students feel compelled to maintain a presence across several platforms, presumably for various social, academic, or entertainment purposes.

Table 6.43**Social Networking sites used**

Response	Male		Female		Total	
	N	%	N	%	N	%
Facebook	96	50.5	82	45.1	178	47.8
Instagram	142	74.7	139	76.4	281	75.5
Twitter(X)	40	21.1	54	29.7	94	25.2
Whatsapp	184	96.8	180	98.9	364	97.8
Snapchat	14	7.7	51	28	65	15
Discord	31	16.3	25	13.7	56	17.5
Others	18	9.5	17	9.3	35	9.4

Source: Field data

Table 6.43 displays the various types of SNSs used by respondents, along with a gender comparison. WhatsApp has the most users among respondents. 364 students use WhatsApp, accounting for 97.8% of the overall sample. It is used by 184 (96.8%) male students and 180 (98.9%) females, with only a tiny gender difference. Instagram is the second most popular platform, with 281 students (75.5%) using it, with slightly more females (139, 76.4%) than males (142, 74.7%). Facebook is another widely used platform used by 178 students accounting for 47.8%, with slightly more by males (96 or 50.5%) than females (82 or 45.1%). 94 students (25.2%) use twitter, with more female students (54 or 29.7%) than male students (40 or 21.1%), 65 students (15%) used snapchat, with more female students (51 or 28%) than male students (14 or 7.7%) and 56 (17.5%) were discord users, with 31 or 16.3%) than female students (25 or 13.7%). This higher usage of discord among males is possibly due to its popularity in gaming. 35 students which accounts for 9.4%, with male students (18 or 9.5%) and female students (17 or 9.3%) selected ‘Others’ and reported that they use telegram, reddit, Tumblr, LinkedIn, besides Facebook, Instagram, WhatsApp.

Ease of usage is the reason of Whatsapp, being the most widely used. One of the respondent opined, *“I enjoy WhatsApp because it is extremely simple to use. I don't have to spend time learning how to use it, and everything I need is just right there,*

including chatting, calling, and information sharing. "Belonging to a WhatsApp group is of importance for getting neighbourhood news, college notifications among other. Peer connection as well as its online persistence makes it an ideal mode of communication. Instagram is a rage among the college going students for portraying their pictures online. It is also seen as trendy and classy by the respondents.

Table 6.44

Types of devices used to access SNSs

Response	Male		Female		Total	
	N	%	N	%	N	%
Mobile Phones	176	92.6	170	93.4	346	93
Laptops	5	2.6	6	3.3	11	3
Desktops	4	2.1	1	0.5	5	1.3
Tablets	2	1.1	0	0	2	0.5
Smart TV	3	1.6	5	2.7	8	2.2
Total	190	100	182	100	372	100

Source: Field data

Table 6.44 shows the devices used by college students to access SNSs, with a gender comparison. Mobile phones are the most popular way to access SNSs, with 346 students using them, accounting for 93% of the overall sample, with slightly more female students (170 or 93.4%) than male students (176 or 92.6%). Laptop computers are utilized by 11 or 3% of pupils, with somewhat more ladies (6 or 3.3%) than males (5 or 2.6%). Smart TV is used by 8 or 2.2% of students, with slightly more female students (5 or 2.7%) than male students (3 or 1.6%). Desktop is used by 5 or 1.3% of students, with slightly more males (4 or 2.1%) than females (1 or 0.5%). Tablet is used by 2 or 0.5% of students, with only male students (2 or 1.1%) report using it.

The data indicate that the majority of college students, regardless of gender, use mobile phones to access social networking sites, with only a small fraction using other devices such as laptops, desktops, tablets, and smart televisions. A variety of variables contribute to mobile phones' popularity. First of all, it is mobile and portable, having its own power source. As a result, it may already be brought anywhere and utilized

online throughout Mizoram. Secondly, it costs less than other devices. While high-end mobile phones are more expensive than laptops or desktop computers, the majority of smart mobile phones that can be used for internet activities are affordable to students. Third, many of these social networking sites are mobile-optimized.

Table 6.45

Purpose of social media use

Response	Male		Female		Total	
	N	%	N	%	N	%
To keep up with new trends	46	24.2	85	46.7	131	35.2
To feel a sense of belonging to a group	28	14.7	12	6.6	40	10.8
To stay in touch with friends	98	51.6	104	57.1	202	54.3
To stay connected with relatives	64	33.7	73	40.1	137	36.8
To interact with people	67	35.3	54	29.7	121	32.5
To share and like posts	57	30	73	40.1	130	34.9
For entertainment	112	58.9	107	58.8	219	58.9
For academic purpose	69	36.3	104	57.1	173	46.5
To play games	76	40	55	30.2	131	35.2
For online shopping	32	16.8	71	39	103	27.7

Source: Field data

Table 6.45 shows the response of students on the purpose for using social media, with gender-wise comparison. The findings show that students use social media for a variety of reasons, with significant gender disparities in several areas. Entertainment is the most common purpose for social media use among both genders, reported by 58.9% of students, with similar proportion of male students (112 or 58.9%) and female students (107 or 58.8%) use it for this purpose. Staying in touch with friends is the second most prevalent purpose (202 or 54.3%), slightly more so among females (104 or 57.1%) than males (98 or 51.6%), indicating the importance of social media in maintaining social relationships.

Academic purpose is the third most commonly cited purpose and is reported by 173 or 46.5% of students, with a significantly more female students (104 or 57.1%) than male students (69 or 36.3%), implying that female students may be more actively exploiting social platforms for learning and information sharing.

The fourth most prevalent purpose is to stay connected with relatives (137 or 36.8%), with more females (73 or 40.1%) than males (64 or 33.7%). This is followed by to keep up with new trends (131 or 35.2%), with a significantly higher proportion of female students (85 or 46.7%) citing this compared to only 46 or 24.2% of males, suggesting females may be more engaged with trend-based content, such as fashion, lifestyle, or influencer culture. males (76 or 40%) are more likely to use social media for gaming than females (55 or 30.2%) among those who report using social media to play games (131 or 35.2%), which aligns with broader trends in gendered digital behavior. 130 or 34.9% of students use social media for sharing and like posts, with more female students (73 or 40.1%) reporting this than male students (57 or 30%)¹²¹ or 32.5% of students use it for interacting with people, with more male students (67 or 35.3%) than female students (54 or 29.7%). 103 or 27.7% of students use it for online shopping, with more female students (71 or 39%) than male students (32 or 16.8). Meanwhile, 40 or 10.8% of students report using social media to feel a sense of belonging, with more males (28 or 14.7%) than females (12 or 6.6%).

According to the findings, college students primarily used social media for entertainment and to communicate with their peers. It should also be emphasized that a significant proportion of students use it for educational purposes. These data suggest that, while entertainment and social connectivity remain the most common reasons for social media use, gender influences how students interact with these platforms. Females use social media more for academic purposes, trend tracking, sharing and liking postings, staying in touch with friends and family, and online shopping, whereas males prefer gaming, seeking group belonging, and interacting with others.

Table 6.46

Use of emojis, acronyms, slangs or memes

Response	Male N= 190		Female N= 182		Total N=372	
	N	%	N	%	N	%
Yes	142	74.7	147	80.7	289	77.7
No	48	25.3	35	19.2	83	22.3
Total	190	100	182	100	372	100

Source: Field data

Table 6.46 presents data on students' use of emojis, acronyms, slangs or memes in communicating with others online, with gender-wise comparison. Majority of students (289 or 77.7%) report using emojis, acronyms or memes, with a higher proportion of female students (147 or 80.7%) than male students (74.7%) reporting using them. While 83 or 22.3% of students report never using it for communication, with more male students (48 or 25.3%) reporting this than female students (35 or 19.2%). The findings indicate that most students, regardless of genders tend to use internet specific languages in their online communications with others. This suggests that a significant majority of students routinely communicate using emoticons, acronyms, or memes. This trend is slightly more prominent in female students than in male students.

"Using emojis or memes simply makes communication more enjoyable and less serious. Almost everyone in my group chats utilizes them; it's simply how we communicate now." –Male student, 20 years old

I frequently use emojis to describe emotions that words cannot convey. They help me express whether I'm joking, upset, or just being playful" – Male student, 21 years old

"Acronyms such as 'LOL' and 'OMG' have become part of my everyday speech. They're quick, and everyone understands them—even my parents!" –Female student, 19 years old

"Memes and acronyms help to save time and make interactions more casual. It's popular among my peers, especially online." –Female student, 20 years old

This shows that informal digital expressions such as emojis and memes are strongly ingrained in today's young communication methods, with females having a little higher tendency.

Table 6.47

Engagement in online communities

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes, strongly	43	22.6	33	18.1	76	20.4
Yes, loosely	131	68.9	136	74.7	267	71.8
Not at all	16	8.4	13	7.1	29	7.8
Total	190	100	182	100	372	100

Source: Field data

Table 6.47 presents the extent of which students engage in online communities, with gender-wise comparison. The data shows that a majority of students, regardless of genders, are engaged in online communities. The vast majority of 267 or 71.8% of students are loosely engaged in online communities, with more female students (136 or 74.7%) reporting to loosely engage in it than their male counterparts (131 or 68.9%). On the other hand, 76 or 20.4% of students report strong engagement in online communities, with a higher proportion of male students (43 or 22.6%) than female students (33 or 18.1%) reporting this tendency. Only a small proportion of students (29 or 7.8%) reported no engagement at all, with nearly an equal proportion of both male students (16 or 8.4%) and female students (13 or 7.1%).

"I follow a few online groups, usually for memes and college-related content. I wouldn't say I'm really involved, but I check in on occasion to stay updated." Male student, 20 years old

"I participate in a few hobby-based Instagram communities, but I rarely post or comment. It's more about scrolling and reading what other people say." –Female student, 19 years old

"I am a member of an online gaming group, but I basically lurk. I'm not particularly active—it's just enjoyable to hang out with people who share my interests." –Male student, 21 years old

"I am a member of a few Facebook and WhatsApp groups, but I rarely engage. I'm not much into online chats, but it's helpful to know what's going on." –Female student, 20 years old

The findings imply that online communities are highly relevant to youth culture, with the majority of students engaging in it to some degree. However, the findings further indicate that the inclination for participation is more loose than strong, with the majority of both male and female students expressing merely a loose involvement. This implies that students prefer passive or selective participation, such as viewing or liking content, rather than actively participating. Gender wise, the data indicates that while male students show a slightly higher tendency toward strong participation, female students are more likely to be loosely involved.

Table 6.48

Impact of social media

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	113	59.5	104	57.1	217	58.3
No	77	40.5	78	42.9	155	41.7
Total	190	100	182	100	372	100

Source: Field data

Table 6.48 presents data on students' opinion on the impact of social media, with gender-wise comparison. The findings show that majority of students (217 or 58.3%) believe that social media does have an impact, while 155 or 41.7% do not perceive any significant impact. Among male students, 113 or 59.5% acknowledge the impact

compared to 104 or 57.1% of female students, indicating only a minimal gender difference in perception. Similarly, 77 or 40.5% of males and 78 or 42.9% of females do not believe social media has an impact. These results suggest that while a majority of students across gender recognize the influence of social media on their lives, a substantial proportion remain skeptical or unaware of its potential effects.

Table 6.49

Response to social media advertisements

Response	Male		Female		Total	
	N	%	N	%	N	%
Extremely responsive	10	5.3	15	8.2	25	6.7
Moderately responsive	38	20	33	18.1	71	19.1
Slightly responsive	70	36.8	77	42.3	147	39.5
Not at all responsive	72	37.9	57	31.3	129	34.7
Total	190	100	182	100	372	100

Source: Field data

Table 6.49 presents data of students' responses regarding mass media advertisements, with gender-wise comparison. The response options are categorized into extremely responsive, moderately responsive, slightly responsive and not at all responsive. The findings indicate that majority proportion of student respondents (147 or 39.5%) reported being only slightly responsive, followed by 129 or 34.7% who were not at all responsive. Only 25 or 6.7% of students identified themselves as extremely responsive, while 71 or 19.1% admit to moderately responsive. Gender-wise, a higher proportion of female students (77 or 42.3%) are slightly responsive compared to males (70 or 36.8%), and females (15 or 8.2%) are slightly more likely than males (10 or 5.3%) to be extremely responsive to advertisements. Conversely, more males (72 or 37.9%) than females (57 or 31.3%) reported being not at all responsive and slightly more male students (38 or 20%) than female students (33 or 18.1%) report moderately responsive.

The findings suggest that while student respondents are somewhat influenced by mass media advertisement, the impact is generally low as the majority of student

respondents show a low level of responsiveness to advertisements, with 39.5% reporting being only slightly responsive and 34.7% not at all responsive. A smaller portion of students (19.1%) identify themselves as moderately responsive, and only 6.7% consider themselves extremely responsive. Gender-wise, female students tend to be slightly more responsive to advertisements than male students, with higher percentages reporting both slight and extreme responsiveness. In contrast, male students are more likely to report no responsiveness at all. Overall, the findings suggest that while advertising does attract some attention among students, most exhibit limited engagement, with notable gender differences in receptiveness.

The reason for female students being more receptive to social media advertisements than male students could be attributed to the content featured by social media platforms often focus on the interests and preferences commonly associated with female users, such as fashion, beauty, lifestyle, and wellness. In addition, female students are often more active on visually oriented platforms like Instagram, where targeted advertising is more personalized and engaging. In contrast, male students' higher percentage of complete unresponsiveness may indicate a greater skepticism about advertising or a desire to engage with media that offers fewer conventional advertisements, such as gaming. The following are the expressions given by students regarding media advertisements:

"I normally skip or ignore advertisements. They have little influence over me unless it is something truly unique or related to my interests." – Male student, 20 years old

"Ads have little influence over what I buy or think. If an ad appears when I'm watching something or using social media, I may glance at it for a few seconds, but I don't give it much thought unless it looks fascinating."
- Male student, 21 years old

"I sometimes pay attention, especially when it comes to fashion or skin care advertisements. But most of the time, I simply scroll by." – Female student, 19 years old

"I truly appreciate some advertisements, particularly ones that are humorous or heartfelt. They remain in my thoughts, and I've even purchased a few items after seeing them." – Female student, 20 years old

Table 6.50

Impact of popular icons

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	50	26.3	73	40.1	123	33.1
No	140	73.7	109	59.9	249	66.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.50 presents data on students' opinion on the impact of popular icons in their lives, with gender-wise comparison. The findings indicate that a majority of 249 or 66.9% of students do not perceive any influence of popular icons in their lives, while 123 or 33.1% of students believe that popular icons have an impact on them. However, a significant gender difference is observed, with more 73 or 40.1% of female students reported being influenced by popular icons compared to only 50 or 26.3% of male students. Conversely, a higher proportion of male students (140 or 73.7%) stated that they are not influenced, compared to 109 or 59.9% of females. These findings imply that female students are more likely to be influenced by public figures, celebrities, or social media personalities—possibly as a result of greater interaction with content featuring such icons, such as lifestyle, fashion, or pop culture media. However, students' overall low perceived influence rate may reflect a critical mindset or an unwillingness to acknowledge external influences on their identity or behavior.

Table 6.51

Social media influence on behaviour, dressing style, vocabulary and mindset of students

Response	Male		Female		Total	
	N	%	N	%	N	%
Yes	89	46.8	101	55.5	190	51.1
No	101	53.2	81	44.5	182	48.9
Total	190	100	182	100	372	100

Source: Field data

Table 6.51 illustrates students' perception of whether social media changes their behavior, dressing style, vocabulary and mindset, with gender-wise comparison. The findings show that over half of the respondents (190 or 51.1%) admit that they change their behavior, dressing style, vocabulary and mindset because of their exposure to social media, while 182 or 48.9% of students do not admit. Gender-wise comparison reveals that female students (101 or 55.5%) are more likely than male students (89 or 46.8%) to acknowledge such changes, implying that female students are more receptive to social media contents. In contrast, a higher proportion of male students (101 or 53.2%) deny being changed than female students (81 or 44.5%), implying that male students either have a greater sense of independence or a lack of self-awareness about the impact of social media.

These findings imply that social media influences a large majority of students as more than half of the student respondents admit to changing their behavior, dressing style, vocabulary and mindset because of social media. The reasons for this could be attributed to the widespread and immersing nature of social media platforms in students' daily life. These platforms are frequently a significant source of peer pressure, social norms, and trends, particularly for young individuals going through a formative phase of identity development. Students who are continuously exposed to opinionated content, fashion influencers, viral language, and tailored lifestyles may unconsciously emulate the expressions and actions they observe online in an attempt to express themselves, blend in, or stay current. On the other hand, a considerable

proportion of students who indicated no influence may be unaware of the subtle effects of social media or consciously reject to imitate by emphasizing their individuality.

"I don't think social media has a big impact on my lifestyle. Sometimes I don't even realize I'm being influenced by social media in the way I speak or dress, but my friends tell me I've picked up particular language or trends from social media despite my efforts to be true to myself."-Male student, 20 years old

"I believe social media has influenced how I dress and speak. I follow a lot of fashion pages and content creators who influence my style every day."-Female student, 21 years old

"I admit that I occasionally change the way I speak and dress based on what is trending on the internet. It makes me feel updated and connected to others. Female student, 20 years old

The gender gap in identifying social media's influence may be due to differences in how male and female students interact with and relate to online content. Female students are more likely to engage on visually and socially focused sites such as Instagram, Pinterest or facebook, where fashion, beauty, language, and lifestyle trends are frequently presented and promoted. This frequent exposure may make them more aware of, or willing to admit, how these platforms influence their self-expression and mindset. Male students, on the other hand, may interact more with content that focuses on entertainment, gaming, or information and places less emphasis on personal appearance and behavior, making them less conscious of or willing to admit external influence. Furthermore, societal norms surrounding masculinity may dissuade guys from acknowledging their vulnerability to influence, encouraging a greater emphasis on independence and resistance to peer or media pressures.

Table 6.52**Areas of social media impact**

Response	Male		Female		Total	
	N	%	N	%	N	%
Appearance	22	11.6	27	14.8	49	13.2
Behavior	26	13.7	23	14.3	49	13.2
Attitude	38	20	32	20.9	70	18.8
Language	81	42.6	67	36.8	148	39.8
Dressing style	23	12.1	33	18.1	56	15.1
Total	190	100	182	100	372	100

Source: Field data

Table 6.52 presents data of students' views regarding the areas of their lives most influenced by social media use, with a breakdown by gender. Overall, language is the most widely recognized area of impact, reported by 148 or 39.8% of students, with male students (81 or 42.6%) slightly more likely than female students (76 or 36.8%) to identify it as such. Attitude is the second most stated area, with 70 or 18.8% of students acknowledging the impact of internet use on this area, with little gender variation (38 or 20% male students and 32 or 20.9% female students). The third most cited area of change is dressing style, cited by 56 or 15.1% of students, with more female students (33 or 18.1%) citing this than male students (23 or 12.1%). Appearance and behavior are the least mentioned areas of change cited by an equal proportion of 49 students each, accounting for only 13.2% of the total responses. However, slightly more female students (27 or 14.8%) than male students (22 or 11.6%) acknowledging appearance and influence on behavior is noted by an almost equal numbers of both genders (26 or 13.7% males and 23 or 14.3% females).

"I believe the internet makes communication faster and more casual. I've gotten used to speaking with emojis rather than words." M

"In my daily chats, I find myself employing internet slang such as 'LOL,' 'bruh,' and memes. It has just become natural." M

"My vocabulary has changed significantly when I began spending more time online. I use a lot of abbreviations and informal language, even in texts with my teachers" F

"Social media and online chats influence how I communicate. I've learned terms and expressions I wouldn't have used previously. I sometimes have to remind myself to use formal language in serious conversations." F

The finding suggests that language is the most commonly reported area of change as a result of social media use by both genders, with somewhat more male than female respondents noticing this impact. This implies that regular online engagement, including exposure to informal language, slang, and digital expressions, has a substantial impact on students' communication patterns.

Table 6.53

Impact of social media use on overall well-being

Extent of impact	Male		Female		Total	
	N	%	N	%	N	%
Positive	44	23.1	26	14.3	70	18.8
Negative	20	10.5	4	2.2	24	6.5
No impact	21	11.1	26	14.3	47	12.6
Both positive and negative	105	55.3	126	69.2	231	62.1
Total	190	100	182	100	372	100

Source: Field data

Table 6.53 presents students' views on the impact of social media use on their overall well-being, with gender-wise comparisons. The findings reveal majority of students (231 or 62.1%) reported experiencing both positive and negative effects, with a higher proportion of female students (126 or 69.2%) expressed this dual impact compared to male students (105 or 55.3%). A small proportion of 70 or 18.8% students stated experiencing positive impact, with more male students (44 or 23.1%) than female students (26 or 14.3%) reporting this. A smaller proportion of students (47 or 12.6%) report experiencing no impact, with slightly more female students (26 or 14.3%)

reporting no impact compared to male students (21 or 11.1%). Only 24 students (6.5%) report experiencing negative impact of social media use, with more male students (20 or 10.5%) than female students (4 or 2.2%). The findings imply that social media use does have an impact on most of the students' well being, both positively and negatively.

"Social media can help you keep informed and even network for future employment, but it can also be negative, especially with all the toxic comments and false information." Male student, 21 years old

"Sometimes I'm inspired by posts about self-growth and productivity, but other times it just adds extra pressure to look or act a certain way. Sometimes it gets me anxious when I start comparing myself to what others post." Female student, 20 years old

"I enjoy using social media for entertainment and news, but I also recognize that it can consume too much of my time and interfere with my ability to focus on my studies." - Female student, 19 years old

Table 6.54

Students' views on the disadvantages of social media use

Response	Male		Female		Total	
	N	%	N	%	N	%
Time wasting	124	65.3	120	65.9	244	65.6
Cyber bullying	39	20.5	48	26.4	87	23.4
Health issues	111	58.4	110	60.4	221	59.4
Less social interaction	78	41.1	72	39.6	150	40.3
Unrealistic expectation	64	33.7	87	47.8	151	40.6
Make me lazy	133	70	129	70.9	262	70.4
Reduce study time	119	62.6	117	64.3	236	63.4

Source: Field data

Table 6.54 presents data on students' perception of the disadvantages of social media use, with gender-wise comparison. The findings reveal that the most common

disadvantage reported by majority of the students (262 or 70.4%) is that social media has made them lazy, with no significant gender difference as the proportions of male students (133 or 70%) and female students (129 or 70.9%) are equal. Time wasting is the second most mentioned disadvantage of social media use cited by 244 or 65.6% of students, with equal proportions of male students (124 or 65.3%) and female students (120 or 65.9%).

The third most common reported disadvantage cited by (236 or 63.4%) is that social media use has reduced study time, with slightly more female students (117 or 64.3%) reporting this compared to male students (119 or 62.6%). A significant proportion of 221 students (65.6%) report health issues such as headaches, back pains and eye problems, with a slightly higher proportion of female students (110 or 60.4%) than male students (111 or 58.4%). Unrealistic expectation as a disadvantage is reported by 151 or 40.6% of students, with significantly more female students (87 or 47.8%) identify this disadvantage than male students (64 or 33.7%). Less social interaction is reported as a disadvantage by 150 or 40.3% of students, with slightly more male students (78 or 41.1%) than female students (72 or 39.6%). The least reported disadvantage of social media use is cyber bullying cited by 87 or 23.4% of students, with more female students (48 or 26.4%) reporting this than male students (39 or 20.5%).

"I've discovered that since I began using social media more frequently, I've grown lazier and less driven to accomplish productive tasks. To be honest, it causes me to procrastinate a lot. "- Male student, 20 years old

"I believe social media has made me mentally lazy. I'm constantly consuming content but rarely doing something innovative or important. "
– Female student, 20 years old

"I waste a lot of time on social media." Even when I intend to take a little break, it turns into hours spent doing nothing productive." –Female student, 21 years old

"It's really distracting. I find myself scrolling instead of studying, even when I know I have upcoming deadlines."

The findings suggest that the top three most frequently cited disadvantages of social media use are that social media makes me lazy, reduces study time and time wasting regardless of genders. It implies that both male students and female students are very much aware that their engagement in social media undermines their productivity and academic attention. However, female students are more aware of the negative effects of social media use on health issues, unrealistic expectation and cyber bullying, while male students are more likely to acknowledge less social interaction.

6.8 An Overview

The present chapter discusses about the orientations of student youth towards selected social institutions which are anticipated to have bearings on their lives such as education, family and marriage, religion and youth organization. It also focuses on the influence of peers and social media.

Educational Institutions: Regarding orientation towards education, the findings indicate that the vast majority of students go to college for higher studies and get a job. This suggests that most students have a high goal-oriented academic mindset and career oriented aspirations. Compared to the male students, female students exhibit a relatively stronger academic and career oriented aspirations. This finding supports that of Kristiyani & Faturochman (2020), who found that academic goals are regarded the most important aim for students because if they are met, students believe their future will be bright due to their acquisition or creation of jobs. Similar finding have been observed in Beaty et al.'s (1997) study who found that the majority of students have a vocational focus.

The vast majority of both male and female students reported making their own decisions while choosing college, with more male students than female students report choosing college on their own. This indicates that students have a high degree of autonomy in making decisions about their college. However, information obtained from discussions with students shows that parents are typically consulted before a decision is made. Usually, parental approval is requested before making a final choice. This further indicates that while individual agency has a significant role in college choices, familial involvement still remains a strong factor.

The vast majority of students regard studies as a ‘must-do’ activity that they pursue out of obligation rather than enjoyment or fulfillment, with a slightly higher proportion of male students than female students. Despite viewing studies as a must-do activity rather than enjoyable activity, the vast majority of students believe education is crucial for their future. It is interesting to notice that all female students believe education is vital for their future, implying that female students have a little better academic orientation and future planning than male students. This is supported by a study of Kaur and Koonal (2018) which found that female students exhibit a more positive attitude toward education than male students.

Family and Marriage Institutions: In terms of importance of family, the findings indicate that family remains an important and valued institution among student youth as almost all the student respondents say that family is important to them. It is interesting to note that all male students say that family is important while a few female students say that family is not important in their lives. The present findings strongly aligns with those of Lazurenko et al. (2021) and Vladimirovna et al. (2021), as they all emphasize how important and valued families remain in the lives of contemporary student youth.

The present findings also show that nearly all student respondents value family, which is consistent with these previous studies that highlight students' high regard for the family institution and its societal significance. A small gender gap does, however, show up here: although all male students agree that family is important, some female students do not. This is in contrast to previous research that did not emphasize these gender-based distinctions, indicating that although the value of family is still significant overall, gendered perceptions may differ depending on the situation. This finding aligns with the findings of Dhanda and Singh (2008) which found that majority of students have favourable attitudes towards parents.

Regarding preference for family type, the finding reveals that the majority of student respondents prefer to live in joint family and there is a higher tendency among male students than female students preferring to live in joint family. This finding resonates with the finding of Prasher et al.'s (2011) study. In line with the results of Prasher et

al.'s study of rural medical college students, this finding also reveals a strong preference for joint families, especially among male students.

In terms of ideal parent-child relationship, the finding shows that a significant majority of students consider the authoritative parenting style to be the most ideal, in which parents are nurturing, responsive, and supportive while setting firm limits. This shows that most students prefer a balanced relationship with their parents, one that is both loving and regulated. Male students exhibit a higher inclination towards this parenting style compared to their female counterparts. The findings from the present study align closely with those of Mir (2020) and Barnhart et al. (2012), reaffirming the preference for authoritative parenting as the most ideal style among young individuals. Similar to Mir's study, where authoritative parenting emerged as the most preferred over authoritarian and permissive styles, the current findings also emphasize students' inclination toward a nurturing yet regulated relationship with their parents. However, although Mir (2020) and Barnhart et al. (2012) found a slightly stronger preference among females for authoritative parenting, the present findings demonstrate a reversal of this trend, with more male students preferring this style. Despite this heterogeneity, all studies generally emphasize the value of authoritative parenting as a balanced strategy that combines warmth, responsiveness, and strong boundaries.

When it comes to decision making, the finding reveals that majority of students stated that it is sometimes proper to take decisions on their own without consulting their parents. More male students than female students believe it is proper to sometimes take decisions on their own without consulting parents while more female students than male students believe it is not proper at all to take decisions on their own without consulting parents. However, the fact that the presence of a notable proportion of students who still depend on their parents in decision making and fewer students who believe it is proper to take decisions independently without consulting parents highlights the continued cultural significance of family in young people's decision-making. This finding is supported by Lahelma and Gordon's (2008) study which found that although young people are open to transitioning from semi-

dependence to independence with regard to material resources, they aim for interdependence on an emotional and social level.

Regarding orientation towards marriage, the findings indicate that love marriage is the most preferred form of marriage for both male and female student, with male students expressing a slightly higher preference than female students. The present findings are consistent with those of Bhavana and Roopa (2015), since both studies show a positive orientation among youth toward love marriage. Similar to their findings, the present findings show that love marriage is the most preferred type of marriage among both male and female students, with males showing slightly higher preference.

When it comes to views about live-in relationship, the majority of students find live-in relationship wrong, with a slightly higher proportion of female students than male students expressing this view, indicating female students are slightly more conservative and inclined towards traditional values and norms than their male counterparts. The present findings are consistent with those of Bhavana and Roopa (2015), since both studies show a predominantly negative attitude among young toward live-in relationships. In their study, the majority strongly opposed live-in relationships, indicating commitment to traditional values. Similarly, the present findings suggest that the majority of students believe live-in relationships are wrong, with females slightly more so than males.

When it comes to pre-marital sex, a significant majority of the respondents do not favour pre-marital sex while a notable proportion of them are in favour of it. The findings show significant gender variations in student opinions toward pre-marital sex, with a significantly higher proportion of female opposing pre-marital sex than male students. In contrast, male students are more likely to support pre-marital sex than female students. However, the overall data reveals that majority of both the genders are not in favour of premarital sex implying that traditional conservative values about sexual behavior before marriage still persist among the student community. The present findings align with those of Yong and Simon (2019), as both indicate that a significant majority of university students oppose premarital sex.

In terms of parental involvement in mate selection, the finding shows that an overwhelming majority of students consider parental involvement is necessary in mate selection, implying that traditional family values and respect for parental supervision continue to have a substantial influence on students' opinions on marriage-related issues. Female students are more in support for parental involvement when selecting mate than their male counterparts. The present findings align closely with those of Bhavana & Roopa (2015), as both studies highlight the continuing influence of traditional family values in marriage-related decisions among youth. Similar to their study, which found that female respondents placed greater importance on parental preference in choosing a life partner compared to males, the current findings also show that an overwhelming majority of students support parental involvement in mate selection, with females being more supportive than their male counterparts. This indicates that respect for parental guidance and family approval remains a substantial factor in students' attitudes toward marriage.

In terms of public display of affection, the majority of students have no opinion whereas a considerable proportion of them believe it is normal. More female students have no opinion on public display of affection whereas more male students believe it is normal.

In terms of inter-caste marriage, the finding of this study shows that a significant majority of students are in favour of inter-caste or inter-group marriages, with a slightly more female students favouring this compared to male students. The present findings are consistent with those Bhavana and Roopa (2015) that found that students favour inter-caste marriages.

Religious Institutions: In terms of orientation towards religious institutions, the findings reveal that an overwhelming majority of students consider religion important in their lives, with no significant difference between male and female students. In contrast, only a few proportion of students stated that religion is not important to them, indicating that religion plays an important part in the lives of the vast majority of students. The present findings are consistent with those of Culey (2014) and Joy et al. (2014), which clearly demonstrate that religion plays an important role in the lives of young people. Similar to Culey's analysis, which found

that religion provides students with strength and comfort, the present findings reveal that the vast majority of students regard religion as significant in their lives. Similarly, Joy et al. (2014) discovered that most participants saw God as an ultimate power and guiding entity, indicating a deep spiritual orientation similar to the students' strong religious beliefs observed in the present findings.

Regarding religious identity, a significant majority of students regard themselves as religious. Female students are likely more religious than their male counterparts.

In terms of performing religious ceremonies, an overwhelming majority of students believe performing religious ceremonies is good, with female students more in favour of this opinion than male students. The present findings are consistent with those of Zaidi and Rahaman (2020), as both reveal a stronger religious tendency among female students. Similar to previous conclusion that female students had higher faith in religious rituals, the present research demonstrates that the vast majority of students have a good attitude toward performing religious ceremonies, with females expressing this more strongly. This shows that, while religious rituals are generally respected by students, females are more likely to participate in and support such traditions.

When it comes to church activity participation, the finding reveals that majority of both genders reported participating in church activities, with a slightly higher participation rate among male students compared to female students.

In terms of church youth group membership, majority of the respondents are members of church youth group, with no significant gender difference. Female students are marginally more involved in church youth group than their male counterparts.

Regarding participation as Sunday school teacher, the findings show that an overwhelming majority of them are not involved in teaching Sunday school and only a small proportion of students serve as Sunday school teachers. More male students compared female students reported being teaching Sunday school.

In terms of involvement in church choir, majority of students reported taking part in church choir only sometimes, suggesting a moderate level of involvement rather than

a consistent dedication, with female students showing a slightly higher proportion than male students in this regard.

In terms of influence of religion, majority of the respondents reported that religion always have a positive influence on them with no significant gender differences. The present findings are consistent with those of Zaidi and Rahaman (2020) and Rantzou and Mpellou (2021), which all underline religion's positive significance in young people's lives. Similar to Zaidi and Rahaman's conclusion that most students believe in their religion and adhere to its fundamental principles, the current findings reveal that the majority of respondents believe religion has always had a good influence on them. Similarly, Rantzou and Mpellou's study, which focused on adolescents' conviction in the benefits of faith and their readiness to express it openly, complements to the present findings by proving religion's active and affirmative role among youth.

In terms of role of religious beliefs in studies, the findings also reveal that a significant majority of students stated that their religious beliefs give them strength in their studies, indicating that religion serves as an emotional and motivational support for most of the students. More female students than male students claimed that religious beliefs give them strength their studies. The present findings are consistent with the previous studies by Bosma (2024), Korley (2024), Ashemond (2017), and Iqbal & Javaid (2018), all of which show that religiosity has a positive impact on students' academic and personal development. Similar to Bosma (2024), who found that religiosity contributes to academic performance, the present findings indicate that religious beliefs provide strength in students' studies. Korley's (2024) study, which stressed the importance of prayer and miracle believing in students' intellectual and ethical frameworks, is also consistent with this, as students here report finding strength in their religious views. Furthermore, the fact that more female students than males feel strength in their religious convictions is consistent with the findings of Iqbal and Javaid (2018), who showed stronger religious orientation and success levels among females. Ashemond's (2017) study confirms the link between religiosity and academic achievement, reaffirming the notion that religion serves as a helpful resource regardless of gender or religious affiliation.

Youth organizations: In terms of membership in youth organization, the finding reveals that an overwhelming majority of students are members of youth organizations regardless of genders. However, regarding the extent of participation, the finding reveals that a significant majority of both male and female students reported themselves to be passive participants, implying that while they are members, their participation is low or restricted or superficial.

In terms of the benefit of involvement, the finding indicates that a significant majority of students who are members of youth organizations perceive that they personally gain from their involvement in youth organizations. The gender-wise analysis shows that a slightly higher proportion of male students than female students reported gaining personally from their involvement in youth organization, indicating that males have a somewhat more positive experience. The present findings are consistent with those of Tlau and Mishra (2022), who both emphasize the perceived beneficial impact of active engagement in structured social activities. Similar to this study, in which Mizo undergraduate students acknowledged social activities as useful for moral development and personal improvement, the present findings reveal that the vast majority of students involved in youth organizations believe they personally gain from their participation. This shows that young adult involvement, whether through social activities or formal organizations, is commonly seen as a beneficial route for developing critical skills, knowledge, and qualities that contribute to personal and social well-being.

In terms of disadvantages of involvement, the findings show that an overwhelming majority of students do not see any disadvantages in being involved in youth organizations.

Peer Influence: With regards to peer group belonging, the findings show that majority of the students reported that they belong to a peer group, showing no significant gender difference.

In terms of susceptibility to peer pressure, the findings show that most students report not easily giving in to peer pressure, implying a strong sense of individual decision-making among the majority. Only a small proportion of students admitted to

being susceptible to peer influence, demonstrating that, while peer pressure occurs, it is not the primary factor affecting students' behavior. Gender disparities are minimal, with somewhat more female students than male students admitting to being influenced by peers, but the difference is not significant. Overall, findings indicate that male and female students have similar levels of resistance to peer pressure.

Regarding the impacts of peers, a majority of students reported experiencing both positive and negative effects from their peers, with a higher proportion of females than males acknowledging this dual impact. This suggests that peer interactions are not entirely beneficial or detrimental but rather a mix of both. More students see peer influence as positive rather than negative. Only a very few students see peers' influence as solely negative, with no significant gender difference. Overall, the data highlights the complex nature of peer influence, with its predominance leaning toward a combination of positive and negative outcomes rather than extremes.

In terms of behavior, dressing style, vocabulary and attitude change, the findings suggest that peer influence on changes in behavior, dressing style, vocabulary, and attitude among students is present but not dominant, as a majority of students reported no such changes. Nearly half of the students acknowledged being influenced by their peers, indicating that peer dynamics still play a significant role in shaping personal choices during college years. Gender differences are minimal, with females being slightly more likely to report changes, while males are slightly more inclined to report resistance to such influence.

Regarding peer influence on studies, the findings reveal that while majority of the students perceive no impact from peers, a significant portion of them acknowledge peer influence on their studies positively especially among females. Only a small number of students report negative peer impact, with male students marginally more likely to do so. Overall, peer influence on academics is mixed, with positive effects outweighing negative ones, though neutrality remains the most common perception.

When it comes to ignoring someone based on the suggestions of their friends, majority of the students stated that they would not cooperate with such a suggestion, with no gender difference in this regard. This demonstrates a reasonably strong sense

of independent decision-making among students when it comes to socially excluding others based on peer feedback.

With regard to peer influence on drinking, an overwhelming majority of both male and female students stated that they would not find it difficult to resist their friends, with more female students than male students stating not difficult to resist. This data implies that when it comes to participating in potentially dangerous behaviors like drinking, the majority of students exhibit a strong sense of individuality and resistance to peer pressure. The present finding contradicts the findings of Khan and Budhwani (2015) and Mahanta et al. (2016). Unlike these two previous studies that emphasized the importance of peer influence in promoting substance use, the current data indicate that students in this situation have a higher level of resistance and autonomy, particularly when it comes to consumption of alcohol.

Regarding skipping class due to peer influence, a majority of students stated that they would not skip classes just because their friends are doing so, with a higher proportion of male students saying this compared to female students. The finding implies that majority of students, especially male students, have a strong sense of academic responsibility and independence in choice making.

Social media: In terms of the amount of time spent on the internet, the findings show that majority of student respondents spend 4 – 5 hours per day browsing the internet, with a slightly higher proportion of male students than female students reporting this.

With regard to extent of internet addiction, majority of the students perceive themselves as being addicted to the internet "to some extent." More male students describe themselves as addicted to the internet to some extent than their female counterparts. The findings of Kuss and Griffiths (2011) and Mokhtari, Reichard, and Gardner (2009) support the present study's result that the majority of students perceive themselves as being addicted to the internet "to some extent."

Regarding how much social networking permeates the lives of students, the vast majority of students perceive that social networking has become a routine aspect of their daily lives. This trend holds true across genders, with approximately equal proportions of male and female students confirming its daily presence. This finding

is supported by Mokhtari et al.'s (2009) study that found college students preferring spending their time on the internet over recreational or academic reading and watching television, indicating its dominant role in their daily routines.

In terms of amount of time spent on Social networking sites, the majority of students spend 1–2 hours per day on these social networking sites, with no significant gender difference observed.

Regarding the number of social networking site accounts held by students, the majority of students reported having three accounts, with slightly more female students than male students reporting this. A similar pattern was identified in a study conducted by V.K. and Sharma (2019), who discovered that the majority of students use two or more social networking sites. This suggests that students prefer to interact across several platforms to meet their various social, intellectual, and recreational needs.

In terms of social networking sites used, Whatsapp is the most widely used social networking platform by both genders, followed by instagram and facebook. The findings of the present study strongly aligns with the finding of Maidaiah et al.'s (2016) study. Both studies emphasize the dominant role of WhatsApp as the primary medium for social networking among students, regardless of gender.

In terms of types of devices used, mobile phone is the most widely used device to access social media among college students as the majority of college students, regardless of genders use mobile phones to access social networking sites, with only a small percentage of students using other devices such as laptops, desktops, tablets, and smart televisions. The finding is consistent with the findings of Lalnunpuui and Verma (2016), Brahma and Verma (2018), Sharma and Godiyal (2016) and Tandon and Garg (2013).

In terms of the purpose of social media use, the findings also reveal that entertainment is the most common purpose for social media use across both genders, with no significant gender differences. Staying in touch with friends is the second most prevalent purpose, with more female students reporting this purpose compared to male students. Academic purpose is the third most commonly cited purpose, with

significantly more female students citing this than male students. The least cited purpose is to feel a sense of belonging, with more male students compared to female students citing this purpose. The findings of Sharma and Godiyal (2016) align closely with the present study's results on the purpose of social media use. Sharma and Godiyal (2016) reported that entertainment was the primary reason for social networking site usage among male students, while female students prioritized educational purposes, such as preparation for competitive exams and knowledge gaining. Similarly, the present study found that entertainment is the most common purpose for social media use among both genders, followed by staying in touch with friends—more common among female students—and academic purposes, also reported significantly more by females. Both studies highlight a shared trend where entertainment dominates social media use, but females place greater emphasis on educational and knowledge-based usage compared to males.

Regarding the use of emojis, acronyms, slangs and memes, the findings indicate that most students, regardless of genders tend to use these internet specific languages in their online communications with others. This suggests that a significant majority of students routinely communicate using emoticons, acronyms, or memes. This trend is slightly more prominent in female students than in male pupils. This shows that informal digital expressions such as emojis and memes are strongly ingrained in today's young people communication methods, with females having a little higher tendency.

In terms of engagement in online communities, the finding reveals that online communities are highly relevant to youth culture, with the majority of students engaging in it to some degree. However, the findings further indicate that the inclination for participation is more loose than strong, with the majority of both male and female students expressing merely a loose involvement. The findings show that the majority of students believe that social media does have an impact over their lives whether positively or negatively, with no significant gender differences between male and female students.

Regarding the level of responsiveness to mass media advertisements, the majority of students claimed to be only slightly responsive, followed by who were not responsive

at all. This further suggests that students generally demonstrate minimal engagement with mass media advertisements, with female students marginally more receptive than males.

With regard to popular icons impact, the findings reveal that, while most students feel popular icons have little influence on their lives; female students are more likely than males to identify such influence, demonstrating a gendered difference in receptiveness to celebrity culture.

In terms of social media influence on behavior, dressing style, vocabulary and mindset, the finding shows that over half of the respondents admit that they change their behavior, dressing style, vocabulary and mindset because of their exposure to social media, with more female students than male students acknowledge such changes.

In terms of areas of impact, the finding suggests that language is the most commonly reported area of change as a result of social media use by both genders, with somewhat more male than female respondents noticing this impact.

Regarding the impact of social media use on students' overall well being, the findings reveal that the majority of students reported experiencing both positive and negative effects, with a higher proportion of female students expressed this dual impact compared to male students. Mageto's (2017) finding supports the present finding on the impact of social media use. Mageto emphasized that social media can have both positive and bad affects on youth, which is consistent with the present finding that the majority of students reported having a mix of positive and negative consequences on their overall well-being. Both research underscore social media's dual nature, highlighting its ability to benefit students while simultaneously posing risks to their well-being.

Regarding the disadvantages of engaging in social media, the findings show that the three most common disadvantages are laziness, time wasting, and reduced study time which is felt almost equally by both genders. However, females are more likely to report issues like unrealistic expectations and cyberbullying, while males slightly outnumber females in terms of reduced social interaction. The present study's

findings align closely with those of Amadi and Ewa (2018). Both studies highlight the negative academic consequences of excessive social media use, particularly in terms of time wastage and reduced study productivity. The current study identified laziness, time wasting, and reduced study time as the three most common disadvantages, which directly correspond to Amadi and Ewa's (2018) finding that students wasted much of their productive hours surfing the internet for recreational purposes.

CHAPTER -VII

DEVIANT SUBCULTURE

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CHAPTER -VII

DEVIANT SUBCULTURE

7.1 Introduction

This chapter tries to understand deviant subcultures that are prevalent among college going youth. Deviance is a relative concept, meaning that what constitutes deviance varies among cultures, societies, and historical times. It is not an inherent feature of an action or behaviour, but is governed by societal norms, values, and expectations. What is considered abnormal in one society or context may be entirely acceptable, even cherished in another. Studying the nature of youth deviant behaviour is important to understand youth identity and cultural practices.

Deviant actions, such substance abuse, academic dishonesty, vandalism, sexual malpractices, bunking classes, or truancy, might be manifestations of resistance, identity, thrill seeking or an effort for group acceptance. Analyzing these actions enables us to comprehend how young people identify themselves in relation to adult norms and authority, negotiate the difficulties of growing up, and establish their individuality.

Deviance can range from minor offenses like breaching a social rule to significant violations of the law or moral codes. It might involve criminal behaviour, substance misuse, unusual views or practices, nonconformity to gender or societal roles, and other activities that defy established norms.

Deviant youth culture refers to groups of young people who share values, norms, beliefs, and behaviors that differ from mainstream society's expectations. It frequently appears as a reaction to social pressures, identity problems, marginalization, or a desire for autonomy and self-expression. These cultural practices and formations are commonly known as youth subcultures and can be identified by distinct ways of wearing, speaking, or participating in alternative lifestyles. A deviant subculture is a subset of youth culture that follows norms and behaviors that are considered non-conforming or contrary to societal standards. The term "deviant" may not necessarily refer to criminal behaviour, but rather to a deviation from traditional norms that dominant institutions such as educational

institutions, families, or law enforcement may perceive as troublesome or threatening. Although not every subculture is deviant, some young subcultures are strongly linked to deviant behaviours, which are acts that go against the law, societal standards, or regulations. Deviant behaviour is the term used to describe actions, opinions, beliefs or characteristics that violate the expectations or social norms of a specific group or community. These actions are viewed as distinct, uncommon, or "deviant" from what is generally regarded as proper or normal in a certain situation. However, behaviour that is considered "deviant" by the rest of society may be normative within the subculture.

In this study, an attempt is made to explore the most prevalent deviant behaviours within college environment observed by students, independent of the types of sub-cultural deviance they were involved in and self-reported parameters or aspects are investigated to gain a comprehensive understanding of the nature of deviant behaviours among the student population. The responses are classified into four categories - more often, often, rarely and never in order to assess the frequency of deviant behaviours. In addition, this study also tries to investigate on the feelings of student youth post-deviance and their perceived benefits from such involvements.

It is crucial to investigate how students perceive the effects of engaging in deviant conduct, including their feelings afterward and the benefits they think such actions provide, for a number of reasons. One of the reasons is that it sheds light on students' inner experiences such as shame, remorse, guilt, empowerment, or no different and knowing these psychological and emotional reactions aids in evaluating the social and personal consequences of deviant behaviour in addition to quantifiable results like disciplinary records or academic performance. Investigating the perceived benefits that students experience such as personal satisfaction, boost in self esteem, social acceptance, defiance of authority, stress relief or a sense of autonomy facilitate to uncover the underlying causes of these behaviors. This information is essential for creating preventative and intervention plans that effectively address the needs and pressures that cause young people to participate in certain behaviors. Thus, an attempt is made to study deviant subcultures among college students, which will include the following aspects:

1. Perceived prevalent deviant behaviour
2. Class hour deviance
3. Vandalism and truancy
4. Substance abuse
5. Formal deviance
6. Post Deviance feelings

7.2 Perceived prevalent deviant behaviour

Table 7.1

Students' opinion on most prevalent deviant activity/behaviour

Response	Male		Female		Total	
	N	%	N	%	N	%
Cheating in test/exams	33	17.4	52	28.6	85	22.8
Truancy	44	23.2	21	11.5	65	17.5
Skipping/bunking class	55	28.9	63	34.6	118	31.7
Vandalism	3	1.6	5	2.7	8	2.2
Ragging/Bullying	8	4.2	14	7.7	22	5.9
Illegal use of substances	30	15.8	13	7.1	43	11.6
Classroom misbehaviour	17	8.9	14	7.7	31	8.3
Total	190	100	182	100	372	100

Source: Field data

Table 7.1 presents data on students' recognition on most prevalent forms of deviant activity or behavior irrespective of forms of sub-cultural deviance they committed, as well as a comparison by genders. The respondents were asked to give their opinions on their perceived prevalent deviant behaviours in their college environment. Perceived prevalent deviant behaviours refer to the types of deviant behaviours that students perceive or observe to be common or pervasive among their peers within the college setting. The response options includes cheating in test/exams, truancy (missing college entirely), skipping/bunking class (missing only a specific class), vandalism, ragging/bullying, involvement in illegal use of substances such as tobacco, alcohol and drugs, classroom misbehaviour (late coming, noise making,

sleeping, mobile phone use). Since the response options include a wide range of realistic actions and behaviours that deviate from expected standards in social and educational contexts, they are used to learn more about the most common deviant behaviours among college students.

The findings reveal that skipping or bunking class is the most fundamentally known deviant behavior, with 118 or 31.7% of students reporting it. A higher proportion of female students (63 or 34.6%) compared to male students (55 or 28.9%) reporting it. This shows that non-attendance in particular classes is a prevalent concern among college students. The next most commonly cited deviant activity is cheating on tests or exams, which was mentioned by 85 or 22.8% of respondents. Notably, a bigger number of female students (52 or 28.6%) believe this a widespread issue than males (33 or 17.4%), showing that female students are more concerned or aware of academic dishonesty. The third most frequently cited deviant behavior is truancy or being absent from college entirely, which is highlighted by 65 or 17.5% of students. Interestingly, male students (44 or 23.2%) recognize this substantially more than females (21 or 11.5%). Involvement in the illegal use of substances was reported by 43 or 11.6% of students, with males (30 or 15.8%) significantly outnumbering females (13 or 7.1%). Classroom misbehaviour such as coming late for class, making noise, sleeping and use of mobile phones while the class is going on is reported to be prevalent by 31 or 8.3% of students. 17 or 8.9% male students and 14 or 7.7% female students reporting it to be prevalent, showing no significant gender differences in this regard. Ragging or bullying is reported as prevalent by 22 or 5.9% overall, with more females (14 or 7.7%) described it as prevalent than males (8 or 4.2%). The least prevalent form of deviant activity is vandalism, which is reported by only 8 or 2.2% of students, with only a slightly higher proportion of female students (5 or 2.7%) reporting it as prevalent than male students (3 or 1.6%).

The findings suggest that skipping or bunking class, cheating in test or exam and truancy are the most frequently noticed deviant behaviours among college students. Skipping classes, bunking, and truancy show a lack of dedication or interest in academic obligations. These behaviors imply that some students are disconnected from the formal educational process. Cheating in tests or exams being one of the most

frequently noticed behaviors indicates that academic dishonesty is a major concern among students. It implies that some students' lack academic integrity, as a result of which they aren't hesitant to resort to unfair means to achieve success. The fact that these behaviours are "frequently noticed" implies that they have become somewhat normalized or tolerated within student culture. This might make such acts seem less stigmatized or serious. Other reasons for the popularity of these kinds of behaviours among college students may be attributed to low level of academic commitment, ease of carrying out, peer pressure, weak socialization, and lack of strict enforcement of rules.

Perceptions by gender show that male students are more aware of truancy, skipping or bunking class and substance abuse, while female students are more likely to observe skipping or bunking class and cheating or academic dishonesty among their peers. The data suggest that male students and female students differ in the types of deviant behaviours that they notice or observe.

This implies that male students may be members of peer groups where truancy and substance abuse are more prevalent or openly discussed. Female students may socialize more in academically focused groups, where cheating or dishonesty during tests or assignments is more noticeable.

7.3 Class hour deviance

Class hour deviance is defined as any behavior by students that breaches accepted norms, rules, or expectations during scheduled time for class. Such behavior demonstrates a lack of academic discipline and disrupts the learning process. In this study, class hour deviance is defined as a variety of acts such as cheating on test or exam, skipping of class, college assembly or functions, mass bunking of class, coming late for class, mobile phone use in class. These activities, while frequently normalized by peers, pose a threat to institutional authority and demonstrate varied degrees of disengagement from academic responsibilities.

7.3.1 Cheating on tests or examinations

Cheating on tests or examinations refers to any dishonest behaviour that is done to obtain an unfair advantage. This might include using prohibited materials, receiving

or giving assistance, or any other behaviour that violates the examination's guidelines. It represents academic dishonesty, a prevalent and serious type of deviance in educational institutions. It violates the integrity of the learning process and can be a sign of pressure to succeed or a lack of enthusiasm in studies. It is important to know how widespread is cheating among college students as cheating can have serious consequences.

Table 7.2
Cheating on test/exam

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	3	1.6	6	3.3	9	2.4
Often	42	22.1	35	19.2	77	20.7
Rarely	107	56.3	88	48.4	195	52.4
Never	38	20	53	29.1	91	24.5
Total	190	100	182	100	372	100

Source: Field data

Table 7.2 presents the data on students' self-reported involvement in cheating on test or exam, with gender-wise comparison.

The findings indicate that majority of students (195 or 52.4%) report rarely cheating in test/exams, with a higher proportion of male students (107 or 56.3%) than female students (88 or 48.4%) falling into this category. Meanwhile, a significant portion of students (91 or 24.5%) report never cheating, with more female students (53 or 29.1%) than male students (38 or 20.0%) reporting it. A smaller, yet notable proportion of students (77 or 20.7%) admit to often cheating, with a higher proportion of male students (42 or 22.1%). Only a very small proportion of students (9 or 2.4%) report cheating more often in test/exam, with a higher proportion of female students (3.3%) than male students (3 or 1.6%) in this category. The data suggests that majority of students (52.4%) admitted to cheating rarely, indicating that most students do not engage in this practice frequently. Only a very small minority

(2.4%) cheat more often, compared to a larger percentage (24.5%) who claims they never cheat and a smaller proportion (20.7%) that cheats often.

The findings reveal that cheating in tests or exams is not a widespread habitual behavior among college students, with the majority (52.4%) admitting to doing so only rarely. This suggests that while academic dishonesty exists, it is generally not a regular practice for most students. A considerable portion (24.5%) report never engaging in cheating, reflecting a commitment to academic integrity among a significant group. However, the presence of students who admit to cheating often (20.7%) or more frequently (2.4%) indicates that a noteworthy minority does engage in consistent dishonest practices. Gender-wise, male students show a higher tendency to cheat both rarely and often compared to females, while a greater proportion of female students claim they never cheat. These findings highlight that while occasional academic dishonesty is relatively common, habitual cheating is limited to a small subset of the student population, with noticeable gender differences in attitudes and behavior. The following are expressions given by students regarding cheating:

"I've cheated a few times, but only when I was totally unprepared. It's not something I'm proud of, but rather a skin saving last resort." Male student, 20 years old

"Cheating is rather widespread, particularly when teachers are not paying close attention. Everyone assists each other tacitly. We occasionally use codes and signs during exams. It's like a system. It's not ideal, but it's what most of us do to get through." Male student, 21 years old

"I generally study for my exam, therefore I don't think I need to cheat. But if I forget something tiny, I might take a peek at my friend's paper. But I strategically guard against not being caught" Female student, 20 years old

7.3.2 Skipping of class, college assembly or functions

In college, a class is the specific place and time where students physically gather for teaching or lectures. It comprises regular meetings when a teacher or professor delivers lectures to students on a specific subject. On the other hand, college assembly or functions refers to a formal gathering or events organized by the institution involving students and faculties for various purposes such as announcements, communication, speeches, celebrations and special programmes. These gathering may be used to communicate important announcements and updates regarding academic activities. Colleges may hold functions to celebrate annual day, fresher's day, academic achievements, graduation day, cultural fests. It may also hold functions for awareness campaigns, seminars or workshops. Colleges also have student assemblies organized by Student Union leaders to make important announcements as well as to discuss issues or make decisions and elect students representatives. Although every student is expected to attend college assemblies or functions by the authorities of the institution, some students fail to do so. There are always a portion of students who tend to skip important college class, assemblies and functions making it essential to investigate how frequently students engage in such behaviour.

Table 7.3

Skipping of class, college assembly or functions

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	7	3.7	7	3.8	14	3.8
Often	34	17.9	25	13.7	59	15.9
Rarely	94	49.5	69	37.9	163	43.8
Never	55	28.9	81	42.6	136	36.6
Total	190	100	182	100	372	100

Source: Field data

Table 7.3 presents data on students' self-reported involvement in skipping class, college assemblies or functions, with gender-wise comparison. The findings show

that majority of students (163 or 43.8%) reported that they rarely skip class, college assemblies/functions, suggesting that while most students attend such events, occasional absences are not unusual, with a higher proportion of male students (94 or 49.5%) reporting it compared to female students (69 or 37.9%). On the other hand, 136 or 36.6% of students reported never skipping, with a significantly larger proportion of female students (81 or 42.6%) than male students (55 or 28.9%). Often skipping is reported by 59 or 15.9% of students, with males (34 or 17.9%) slightly more likely than girls (25 or 13.7%) to do so. Skipping more often is indicated by just 14 or 3.8% of students, with nearly equal proportion across genders (7 or 3.7% male students and 7 or 3.8% female students), indicating that this practice is not very common.

Overall, the findings suggest that occasional skipping of class, college assemblies or functions is common among student youth but it is not a regular practice. One male student, 20 years old commented,

"I occasionally skip events, especially if I'm fatigued or the event doesn't seem significant. But I try to avoid making it a habit."

Another 20 years old female student added,

"I don't skip classes or functions on a regular basis, but I do miss them on occasion, especially when there's an emergency or a health concern. But I still value attendance and strive not to skip classes on a regular basis."

Gender analysis suggests that the largest proportion of female students reported that they never skip while the largest proportion of male students reported that they rarely skip class, college assemblies or functions. This suggests that female students attend class, college assemblies or functions more regularly. One female student said,

"I don't normally miss class or college functions. I believe it is essential to be present and take things seriously—after all, that is why I attend college for."

This implies that female students may be more disciplined, involved in institutional activities, or concerned with meeting the expectations and standards set by college administration.

7.3.3 Mass bunking of class

Mass bunking simply means collective absence from a particular class or sets of classes, generally without permission. It refers to a circumstance in which a significant number of students intentionally misses or stays away from class or college on the same day. Students may bunk classes for various reasons, including lack of interest, peer influence, commitment to leisure or extracurricular activities, as a sign of protest or solidarity, for fun or relaxation, or simply a desire to avoid the class. Mass bunking is regarded as a deviant behaviour since it violates institutional norms, even if it is socially acceptable among peer groups. Mass bunking can have negative impacts on students' academic performance and overall learning process. Therefore, investigating its prevalence among college students is necessary for understanding its impact and addressing the underlying causes.

Table 7.4

Mass bunking of class

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	6	3.2	2	1.1	8	2.2
Often	13	6.8	16	8.8	29	7.8
Rarely	71	37.4	52	28.6	123	33.1
Never	100	52.6	112	61.5	212	57
Total	190	100	182	100	372	100

Source: Field data

Table 7.4 presents the data on students' self-reported involvement in mass bunking of class, with gender-wise comparison. The findings indicate that majority of students (212 or 57%) reported that they have never been involved in mass bunking

of class, with a higher proportion of female students (112 or 61.5%) than male students (100 or 52.6%) reporting it. The second largest proportion of 123 or 33.1% of students reported that they rarely involve in mass bunking, with a higher proportion of male students (71 or 37.4%) than female students (52 or 28.6%) reporting to do so occasionally. A small minority of students report engaging in mass bunking often (29 or 7.8%) or more often (8 or 2.2%), with a slightly higher proportion of female students (16 or 8.8%) than male students (13 or 6.8%) revealing to doing it often, however male students (6 or 3.2%) are more likely to do it more often than female students (2 or 1.1%). The following are the statements given by students when asked their opinions about mass bunking:

"Mass bunking doesn't appeal to me." I feel more responsible for my attendance, and I usually opt not to follow the crowd. I just don't think it's worth missing class, even if others do. I prefer to stick to my routine."

Female student, 20 years old

"Sometimes we simply want to take a break, and if enough of us agree, we bunk together. It's hardly common, though; perhaps occasionally for fun and enjoyment."

Male student, 20 years old

"I don't do it very often, but I have joined in on a few occasions when the entire class decided to skip. It's more about the group dynamic than the desire to skip class."

Male student, 21 years old

The findings suggest that mass bunking is not a common and regular practice among the majority of college students, although its occasional occurrence is noticed, particularly among a considerable proportion of students. Female students are more likely to never engage in mass bunking, suggesting that they are more obedient to academic norms. However, male students exhibit a marginally higher tendency to engage in this behaviour both sometimes and more frequently, suggesting a potentially more laid-back mind set or lack of interest among male students about attending class.

7.3.4 Coming late for class

Coming late to class is the act of arriving after the specified start time of a class or lecture. This behaviour is regarded as a minor form of rule violation or classroom deviance, especially if it occurs frequently or without a justifiable justification. Lateness is sometimes used as a measure of discipline, involvement, or dedication to academic duties. It is important to investigate how frequently students engage in this behaviour because lateness is seen to disrupt the already in progress class and may suggest poor time management, a lack of interest or motivation, or a lack of discipline. Repeated lateness can have an impact on academic performance, classroom participation, and teacher-student relationship.

Table 7.5
Coming late for class

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	8	4.2	4	2.2	12	3.2
Often	50	26.3	28	15.4	78	21
Rarely	97	51.1	95	52.2	192	51.6
Never	35	18.4	55	30.2	90	24.2
Total	190	100	182	100	372	100

Source: Field data

Table 7.5 presents data on students' self reported engagement in coming late for class, with gender-wise comparison. The findings indicate that the majority of students (192 or 51.6%) say they come late to class rarely, with about equal proportions of male students (97 or 51.1%) and female students (95 or 52.2%). The second largest proportion of students (90 or 24.2%) report never being late for class, with girls (55 or 30.2%) much more likely than boys (35 or 18.4%), implying that female students are more punctual. A considerable 78 or 21% of students admit to being late often, with male students (26.3%) reporting higher rate than female students (15.4%). This gender disparity implies that male students are more frequently late. Coming late more often is not common among students, which is

reported by only 12 or 3.2% of students, but again slightly more prevalent among male students (4.2%) compared to female students (2.2%).

The findings indicate that late for class at some level, especially occasional lateness is prevalent among college students as a combined total of rarely, often and more often coming late to class accounts for 75.8%. The higher proportion of male students who reported coming late across the frequencies of 'often' and 'more often' than female students suggests that male students have a greater tendency to habitual lateness than their female counterparts. These are the expressions of students highlighting their reasons for being late for class.

"I try to stick to the class schedule, so being late is unusual for me. But I suppose everyone has those odd days when they just can't help themselves." Male

"To be honest, I am often late. I don't plan to be late, but I generally get delayed because I sleep in or take too long getting ready." Male

"I don't plan on being late. It frequently happens when something unexpected occurs, such as terrible weather or transportation delays." female

"Some days, I'm just not able to leave the house on time. I occasionally arrive late since I help out at home in the morning. It's not that I don't care; it's just hard to keep up with everything at times." Female

The above statements imply that students lack discipline or encounter obstacles that prevent them from attending class on time or punctuality is not being strictly enforced or prioritized in the college setting.

7.3.5 Mobile phone use in class

Mobile phone use in class means the act of using mobile phone while the class lecture is going on. It is one of the types of classroom misbehaviour. This behaviour is regarded as deviant because it violates classroom regulations and expectations established by educational institutions, distracts both the user and their peers, disturb the learning environment and shows a lack of respect for the teacher's authority.

While it may be accepted within peer groups, it is generally seen as improper in academic settings and is condemned by most institutions. Hence, examining the prevalence of mobile phone use in class is important to determine the causal factors and address the issues and challenges associated with engaging in such behaviours.

Table 7.6
Mobile phone use in class

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	5	2.6	4	2.2	9	2.4
Often	18	9.5	17	9.3	35	9.4
Rarely	82	43.1	67	36.8	149	40.1
Never	85	44.7	94	51.6	179	48.1
Total	190	100	182	100	372	100

Source: Field data

Table 7.6 illustrates the data on students' self-reported involvement in mobile phone use in class, with a gender-wise comparison. The findings show that a significant proportion of students (179 or 48.1%) report never using mobile phones in class, with more female students (94 or 51.6%) than male students (85 or 44.7%) reporting this. On the other hand, a significant proportion of students (149 or 40.1%) report rarely using mobile phones in class, with a higher proportion of male students (82 or 43.1%) compared to female students (67 or 36.8%) reporting to rarely use mobile phones in class. A small proportion of students (35 or 9.4%) report using mobile phones often in class, with a nearly similar proportion of male students (18 or 9.5%) and female students (17 or 9.3%) reporting to use it often. Only a few proportion of students (9 or 2.4%) report using mobile phones more often, with a nearly similar proportion of male students (5 or 2.6%) and female students (4 or 2.2%) fall into this category. No significant gender difference is observed in the categories of 'often' and 'more often'.

The findings suggest that mobile phone use in class is somewhat common, though not rampant, among college students to some extent as a total of 193 students

(51.9%) report using it rarely (149 or 40.1%), often (35 or 9.4%) and more often (9 or 2.4%). However, frequent use of mobile phone is not common among students of both genders. The largest share within mobile phone users falls under the "rarely" category (40.1%), which implies that most students who do use phones in class are likely doing so infrequently, perhaps for quick tasks or under specific circumstances. The following are the expressions given by students on how they use mobile phones during class lectures:

"I sometimes use my phone when I'm not interested in what's being taught. To be honest, it helps me stay awake. But, I do not use it very often." Male student, 21 years old

"I rarely use my phone in class, unless to check the time or send an urgent message. Otherwise, I keep it away." Male student, 20 years old

"Unless it's a group activity or I'm looking for something class-related, I avoid using my phone. But, yes, I check it once or twice if there's a buzz." Female student, 20 years old

The data based on gender implies that male students are more likely to engage in mobile phone use in class. The fact that male students are more likely to engage in mobile phone use in class implies that male students may be more prone to breaking classroom rules or demonstrating lack of attentiveness or interest during class. On the other hand, the fact that a larger proportion of female students reporting "never" using phones in class and a lesser proportion of them reporting rarely using mobile phones in class implies that female students are more likely to be disciplined or attentive in class. One of the female respondents, age 20 stated:

"I don't usually use my phone in class. I find it insulting and disrespectful to the teacher, and it honestly disrupts my concentration. Besides this, I don't want to miss out on anything important."

7.4 Vandalism and Truancy

Vandalism is the act of deliberately damaging or destructing public or private property belonging to others. This act includes graffiti (writing or drawing something on walls, tables, chairs or other surfaces of college property without permission),

breaking windows, furnitures, equipments and damaging college facilities. Vandalism is considered deviant behaviour because it breaches institutional norms and demonstrates a lack of respect for shared areas and property.

Truancy is the act of intentional staying away from college for the whole day without permission. Truancy can be defined as a student's intentional and unauthorized or illegal absence from college without a justifiable excuse. It is usually regarded as deviant behaviour, particularly when it becomes habitual. Truancy is a clear sign of disengagement, apathy, or deeper personal or institutional issues. Regular involvement in truancy can have long-term effects on academic achievement and social development. Truancy among college students is crucial to study because it reveals underlying concerns relating to student behaviour, academic achievement, and overall well-being.

Understanding the prevalence of truancy can help prevent the escalation to other deviant behaviors, as it is usually assumed that students who are truant are more likely to engage in other deviant activities such as hanging out, partying and gambling. Truancy offers the time and freedom required to engage in informal leisure, and hanging around can become the default option. It is thus, important to see whether young people spend their unexcused absences in deviant activities.

Hanging out/partying/gambling during college hours refers to students participating in non-academic pursuits, recreational, or risky activities when they should be attending classes or completing college-related tasks. Hanging out is loitering or roaming about with friends outside college campus instead of attending classes. Partying is participating in social gatherings when they should be attending classes. Gambling is engaging in betting game involving money, instead of attending classes. These behaviours are considered deviant as they violate the norms and expectations of educational institutions and engaging in them can have serious consequences on students' academic performance and overall well-being. Hence, it is important to examine the prevalence of these kinds of behaviours among college students.

Table 7.7
Involvement in vandalism

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	3	1.6	0	0	3	0.8
Often	6	3.2	2	1.1	8	2.2
Rarely	31	16.3	13	7.1	44	11.8
Never	150	78.9	167	91.8	317	85.2
Total	190	100	182	100	372	100

Source: Field data

Table 7.7 presents the data on students' self-reported involvement in vandalism, with gender-wise comparison. The findings indicate that an overwhelming majority of students (317 or 85.2%) report never engaging in stealing, with a significantly higher proportion of female students (167 or 91.8%) than male students (150 or 78.9%). 44 or 11.8% of students report to rarely engaging in vandalism, with a much higher proportion of male students fall into this category compared to female students. A very small proportion of students (8 or 2.2%) report engaging in it often, with a slightly more male students (6 or 3.2%) reporting to engage in it compared to female students (2 or 1.1%). 3 male students (1.6%) report engaging in it more often, while no female student reporting to engage more often.

The data suggests that vandalism is not a prevalent issue among students, especially female students. The findings imply that most students generally adhere to school rules and treat property with respect. However, the proportion of male students is higher than the females among the few students who admit to engage in vandalism whether rarely, often and more often. These results suggest that, despite the low occurrence overall, male students are more likely than female students to commit vandalism. The fact that a small number of students, particularly males, report involving in vandalism occasionally, often and more often raises a cause for concern as this implies that some students may use vandalism as a way to show their discontent, revolt, or unhappiness with institutional regulations or authoritative

figures. They may also participate in it to seek group approval or a desire for thrills and excitement.

Table 7.8

Truancy

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	1	0.5	1	0.5	2	0.5
Often	15	7.9	8	2.2	23	6.2
Rarely	64	33.7	26	14.3	90	24.2
Never	110	57.9	147	80.8	257	69.1
Total	190	100	182	100	372	100

Source: Field data

Table 7.8 presents the data on students' self-reported involvement in truancy, with gender-wise comparison. The findings reveal that a significant majority of students (257 or 69.1%) report never engaging in truancy, with a significantly higher proportion of female students (147 or 80.8%) than male students (110 or 57.9%). Meanwhile, a significant proportion of students (90 or 24.2%) report to engage in it rarely, with a significantly higher proportion of male students (64 or 33.7%) and female students (26 or 14.3%) reporting it. A small proportion of students (23 or 6.2%) report to often engage in it, with more male students (15 or 7.9%) than female students (8 or 2.2%) reporting to often engage in it. Only 2 or 0.5% of students report to engage in truancy, with no significant gender differences as the proportion of male (1 or 0.5%) and female students (1 or 0.5%) is equal.

The data suggests that truancy is not a widespread deviant activity among college students. However, there are notable differences based on genders among those who engage in it rarely, often and more often, showing that male students have a higher tendency to engage in it than their female counterparts. This could be attributed to disparities in discipline, involvement in academic life, or external factors such as peer pressure. In contrast, the higher number of female students who claim never

truant implies a stronger adherence to institutional norms and expectations, and probably greater academic commitment among female students.

Table 7.9

Hanging out/partying/gambling during college hours

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	2	1.1	2	1.1	4	1.1
Often	10	5.3	5	2.7	15	4
Rarely	21	11.1	18	9.9	39	10.5
Never	157	82.6	157	86.3	314	84.4
Total	190	100	182	100	372	100

Source: Field data

Table 7.9 illustrates the data on students' self-reported engagement in hanging out/partying/gambling during college hours, with gender-wise comparison. The findings reveal that an overwhelming majority of students (314 or 84.4%) report never engaging in hanging out/partying/gambling during college hours, with a higher proportion of female students (157 or 86.3%) than male students (157 or 82.6%) to report never engaging in these behaviours. A small proportion of students (39 or 10.5%) report to rarely engaging in such activities, with more male students (21 or 11.1%) than female students (18 or 9.9%). A very small proportion of students (15 or 4%) report to often engage in these activities, with more male students (10 or 5.3%) than female students (5 or 2.7%). An even smaller proportion of students (4 or 1.1%) report engaging in it more often, with an equal proportion of male students (2 or 1.1%) and female students (2 or 1.1%) falling into this category.

The results show that hanging out, partying, or gambling during college hours is not prevalent among college students, regardless of genders. However, male students have a slightly higher tendency to involve in these kinds of activities rarely and often, although the difference is low. The following statements made by students suggest that hanging out, partying or gambling is not a prevalent behavior among college students.

"I've never missed class to hang out or party. I attend college to study, and I believe that kind of behaviour may seriously obstruct your concentration." Male student, 20 years old

"I avoid things like gambling and partying during college hour. I believe it creates the wrong image and is not worth the risk." Male student, 21 years old

"My purpose for attending college is to study. There's time for everything, so I don't think college hour is the ideal time for gambling or partying. I believe it's all about priorities. I like to hang out, but not during college hours. I would rather wait until classes are over." Female student, 20 years old

"I've never gambled and never intend to. It's not something that interests me, and it's certainly not something I'd do during college." Female student, 21 years old

The findings indicate that students, in general, have a strong feeling of academic commitment and responsibility for their studies. This dedication is apparent in how they view non-academic activities like hanging out, drinking, and gambling during college hours.

7.5 Substance abuse

Substance abuse is the hazardous or excessive use of any substance that severely disrupts a person's life. It entails utilizing substances in ways that were not intended or suggested, or in excessive quantities, resulting in social, physical, emotional, and work-related issues. In substance abuse, the term "substance" refers to a variety of substances such as tobacco, alcohol, illegal drugs, prescription and nonprescription medications. This study tries to understand the prevalence of substance abuse among college students by focusing on parameters such as tobacco use, alcohol consumption and drug use.

7.5.1 Use of tobacco products

Tobacco products are items made from the tobacco plant and are designed to be chew, smoke or snuff. Tobacco products can be classified into two different forms

such as smoking and smokeless. Smokeless tobacco includes khaini, zarda, gutkha and betel quid with tobacco. Smoking forms of tobacco includes bidi, cigarette and newer options such as e- cigarette or vaping devices. Tobacco use is associated with a variety of negative health outcomes, including respiratory issues, heart disease, cancer, and addiction due to the presence of nicotine, a highly addictive drug. The prevalence of tobacco use in any forms among college students is crucial to investigate because this is a formative time of life in which habits are frequently formed and peer impact is strong.

Table 7.10

Use of tobacco products

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	28	14.7	5	2.7	33	8.9
Often	64	33.7	36	19.8	100	26.9
Rarely	46	24.2	54	14.5	100	26.9
Never	52	27.4	87	47.8	139	37.4
Total	190	100	182	100	372	100

Source: Field data

Table 7.10 presents data on students' self-reported involvement in the use of tobacco products, with gender-wise comparison. The findings indicate that a significant proportion of students (139 or 37.4%) report never using tobacco products, with more female students (87 or 47.8%) than male students (52 or 27.4%). A notable proportion of students (100 or 26.9%) report using tobacco products rarely, with a higher proportion of male students (46 or 24.2%) compared to female students (54 or 14.5%) report using it rarely. A similar proportion of students (100 or 26.9%) report often using tobacco products, with more male students (64 or 33.7%) than female students (36 or 19.8%) fall into this category. A smaller, yet notable proportion of students (33 or 8.9%) report using tobacco products more often, with a higher proportion of male students (28 or 14.7%) compared to female students (5 or 2.7%) admitting it.

The data suggests that tobacco use is prevalent among students as a combined total of 233 students (62.6%) report some level of involvement in tobacco use (i.e., rarely, often, or more often). Only 139 (37.4%) students report never using tobacco products. It is more pronounced among male students as more than 70% of male students report using it and male engagement in it is significantly higher across all frequency levels such as rarely, often and more often. This gendered pattern implies that male students are more exposed to or impacted by social and environmental factors that encourage tobacco use.

"I started smoking with my friends for fun, but it's now a habit I turn to when I'm stressed or bored. I know it's bad for my health, but smoking helps me concentrate when I'm studying late or nervous before an exam."

Male student, 21 years old

"Most of my hostel friends use Shikhar chewing tobacco, so I just joined them. I typically use it after meals. It has become a habit. I know it's harmful for my health, but it's been difficult to stop." Female student, 20 years old

7.5.2 Alcohol consumption

Alcohol consumption is the act of drinking alcoholic beverages which contains ethanol, a kind of alcohol that is safe for human consumption. It is the ingestion of alcoholic beverages such as beer, wine, or spirits. While it may be legal and socially acceptable in many adult circumstances, it is regarded a deviant activity among student youth, particularly in educational settings, because it frequently breaches institutional regulations, age-related legal constraints, and expected student behaviour. Alcohol consumption among college students can result in a variety of negative consequences, including poor academic performance, health problems, risky behaviour and disciplinary action. Studying its prevalence among students is critical for understanding how common the practice is, identifying the variables that contribute to it, addressing possible concerns early, and assisting students in choosing healthier lifestyle choices.

Table 7.11**Consumption of alcohol**

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	10	5.3	2	1.1	12	3.2
Often	21	11.1	3	1.6	24	6.5
Rarely	67	35.3	34	18.7	101	27.2
Never	92	48.4	143	78.8	235	63.2
Total	190	100	182	100	372	100

Source: Field data

Table 7.11 presents data on students' self-reported consumption of alcohol, with gender-wise comparison. The findings show that majority of students (235 or 63.2%) report never consuming alcohol. However, a notable proportion (137 or 36.8%) report some level of alcohol use, whether rarely (101 or 27.2%), often (24 or 6.5%), or more often (12 or 3.2%). Gender differences are clearly noticeable. A higher percentage of female students (143 or 78.8%) report never drinking alcohol compared to male students (92 or 48.4%), indicating that alcohol abstinence is significantly more common among females. One female respondent stated:

"I don't drink at all. It's a personal preference, and I've never felt the need to try it. Alcohol is simply not part of my lifestyle. I would rather keep away from it for health and family concerns."

Conversely, male students show considerably higher levels of alcohol consumption across all other categories: 67 or 35.3% drink rarely compared to 34 or 18.7% of females, 21 or 11.1% drink often compared to 3 or 1.6% of females, and 10 or 5.3% drink more often compared to just 2 or 1.1% of females. One male student opined:

"I do drink occasionally at social events or gatherings, but it's not something I do on a regular basis. Drinking, for me, is primarily about having fun. I don't overdo it, but I do indulge in the occasional drink."

Another male student added:

"I don't drink on a regular basis, but I do occasionally when we go out on weekends. I don't enjoy the taste, although I do drink occasionally. It's part of the fun and pleasure."

These findings imply that while alcohol use is not so widespread among the overall student population. However, occasional drinking is more prevalent among male students than female students. From the above statements given by students, the higher prevalence of occasional consumption of alcohol among male students can be linked to a drive for thrill-seeking or fun.

7.5.3 Drug use

Drug use means the act of consumption of drugs, whether orally, by injection, or by other means, for reasons other than medical or the intended purposes. Misuse of drugs can have serious negative impacts on students' academic performance, relationships with others, physical and mental health. Drug use is regarded as deviant behaviour because it breaches social norms, legal boundaries, and institutional standards that control acceptable behaviour in society, particularly in educational contexts. Drug usage frequently deviates from expected student conduct, compromises academic obligations, and poses a risk to personal health and public safety.

Table 7.12

Drug use

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	2	1.1	1	0.5	3	0.8
Often	5	2.6	1	0.5	6	1.6
Rarely	10	5.3	13	7.1	23	6.2
Never	173	91.1	167	91.8	340	91.4
Total	190	100	182	100	372	100

Source: Field data

Table 7.12 presents data on students' self-reported involvement in drug use, with gender-wise comparison. The findings reveal that an overwhelming majority of

students (340 or 91.4%) report never using drugs, with no significant gender difference between male students (173 or 91.1%) and female students (167 or 91.8%). A small proportion of students (23 or 6.2%) report using drugs rarely, with slightly more female students (13 or 7.1%) than males (10 or 5.3%) in this category. A very small proportion of students (6 or 1.6%) report using drugs often, with slightly more male students (5 or 2.6%) than female students (1 or 0.5%) falling into this category. Only 3 or 0.8% of students report using it more often, with slightly more male students (2 or 1.1%) than female students (1 or 0.5%) reporting this. The following are the statements given by students that suggest that drug use is not prevalent among college students:

"Most of us don't even consider using drugs. It's uncommon in our circle, and I've never felt compelled to attempt. I've never felt the urge to try it. It just doesn't fit with my values or lifestyle." Male student, 20 years old

"I don't do drugs, and I don't see many students in my college who do either. It's just not widely known or accepted. Even among those who have tried it, most say it was a one-time occurrence or an unusual experience, not something they do on a regular basis." Female student, 21 years old

The findings indicate that drug use is not a prevalent behaviour among college students and gender disparities are minimal. This implies that most of the students have a mature mindset to refrain themselves from indulging in behaviours which could jeopardize their studies and reputation. It also implies that they are strong adherents of societal norms and expectations. However, the presence of a small percentage of users indicates the importance of continuing awareness and preventive education.

7.6 Formal deviance

Formal deviance is defined as non-conformist behaviors or activities that contravene officially established norms, standards, or laws within a social or organizational setting and carry legal or institutional consequences. Formal deviance violates written norms, such as criminal law, civil codes, and institutional regulations. It is

typically punishable by fines, expulsion, imprisonment, suspension, or other disciplinary procedures. For the purpose of the present study, the following deviant behaviours such as stealing, fighting, joy riding, and sexual malpractices including making obscene phone calls, watching pornography, involvement in pre-marital sex will be studied as these are the most expected formal forms of deviant behaviours likely to be committed by youth.

7.6.1 Stealing

Stealing is the act of taking someone else's property without their consent with the purpose to permanently keeping it. Personal items, academic materials, and even digital content can all be stolen by college students. The prevalence of theft in college settings is significant because it reflects the institution's ethical atmosphere as well as the values uphold by its student population. Understanding how widespread this activity is among the students can aid in identifying underlying factors that drive students to engage in it, such as financial difficulty, peer pressure, or a lack of awareness about the consequences.

Table 7.13

Stealing

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	1	0.5	0	0	1	0.3
Often	3	1.6	3	1.6	6	1.6
Rarely	48	25.3	26	14.3	74	19.9
Never	138	72.6	153	84.1	291	78.2
Total	190	100	182	100	372	100

Source: Field data

Table 7.13 presents the data on students' self-reported involvement in stealing, with gender-wise comparison. The findings show that a significant majority of students (291 or 72.2%) report never engaging in stealing, with a significantly higher proportion of female students (153 or 84.1%) than male students (138 or 72.6%). Meanwhile, a notable proportion of students (74 or 19.9%) report to engage in it

rarely, with a significantly higher proportion of male students (48 or 25.3%) and female students (26 or 14.3%) reporting it. A very small proportion of students (6 or 1.6%) report to often engage in it, with an equal proportion of male students (3 or 1.6%) and female students (3 or 1.6%) reporting to often engage in it. An even smaller proportion of students (1 or 0.3%) report engaging in stealing more often, with only one male student (0.5%) falling into this category.

The findings imply that stealing is not a prevalent behaviour among college students across genders, as a large majority report never engaging in it. However, the data also highlights that it does occur occasionally as a small but notable segment of students admit to occasional involvement in stealing, particularly among male students. The higher proportions of male students who report stealing rarely or more frequently indicates a gendered pattern in this deviant activity and demonstrate that male students have a greater tendency toward engaging in this behaviour compared to their female counterparts. While the overall prevalence is low, the occurrence of any level of theft on campus is a cause for concern, as it can undermine confidence, safety, and academic integrity.

7.6.2 Fighting

Fight means to use physical force to defeat another individual or group of people. Fighting is defined as physical conflicts or aggressive confrontations that frequently involve the use of force to resolve problems, demonstrate dominance, or vent frustration. Such behaviour is often deemed deviant in educational settings because it disrupts discipline, endangers student safety, and destroys the learning environment. Youth may become involved in fights for a variety of reasons, including peer pressure, emotional stress, unresolved personal disputes, familial issues, or the impact of aggressive role models in media or real life. Studying the prevalence of fighting among college students is essential because it helps in understanding the underlying reasons that trigger such hostility.

Table 7.14**Fighting**

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	4	2.1	0	0	4	1.2
Often	21	11.1	4	2.2	25	6.7
Rarely	99	52.1	56	30.8	155	41.7
Never	66	34.7	122	67	188	50.5
Total	190	100	182	100	372	100

Source: Field data

Table 7.14 presents the data on students' self-reported involvement in fighting, with a gender-wise comparison. The findings reveal that majority of students (188 or 50.5%) report never engaging in fighting, with a much higher proportion of female students (122 or 67%) than male students (66 or 34.7%). A significant proportion of students (155 or 41.7%) report engaging in fighting rarely, with a much higher proportion of male students (99 or 52.1%) than female students (56 or 30.8%). 25 or 6.7% of students report engaging in fighting often, with male students (21 or 11.1%) making up the overwhelming majority compared to females (4 or 2.2%). Only male students (4 or 2.1%) report engaging in fighting more often and no female student falls into this category. A 20 years old male stated:

"Fights just happen sometimes, particularly when there is animosity or tension between peers. Although I don't actively seek it out, I have occasionally been involved."

Another 21 years old male student commented:

"I've gotten into arguments when someone crossed a line, whether it was with me or my friends. I'm not proud of it, but sometimes you have to stand up for yourself."

The findings suggest that fighting is not a highly prevalent behaviour among students, especially among the female students. However, fighting does occur

occasionally, especially among male students. Male engagement in fighting is significantly higher across all frequency levels—rarely, often, and more often—indicating a gender-based difference in aggressive behaviour and conflict resolution strategies. This trend could be attributed to various factors such as weak socialization, peer pressure, social expectations about masculinity, or inadequate anger control skills among male students. The significantly low involvement among female students implies that female students have a more controlled approach to conflict or other coping mechanisms. As a 20 years old female student stated:

"I have never been in a fight. I just don't believe that violence helps anything, and I prefer to walk away when things get heated. I don't believe it's worth the risk or reputational damage. I'd rather talk it through."

7.6.3 Joy riding

Joy riding is defined as a ride taken for fun and pleasure without a definite destination in mind, and it typically entails fast, irresponsible, and dangerous driving. It is important to study the prevalence of joy riding among student youth as it sheds light on a risky and potentially destructive deviant behaviour that frequently goes unrecognized. Joy riding can pose major safety concerns, result in legal consequences, and suggest deeper difficulties such as recklessness, peer pressure, or a lack of knowledge of responsibility. By determining how widespread this behaviour is among youth, we can gain a better understanding of the factors that drive such activities and identify at-risk students.

Table 7.15**Joy riding**

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	11	5.8	2	1.1	13	3.5
Often	58	30.5	27	14.8	85	22.8
Rarely	68	35.8	62	34.1	130	34.9
Never	53	27.9	91	50	144	38.7
Total	190	100	182	100	372	100

Source: Field data

Table 7.15 presents the data on students' self-reported involvement in joy riding, with gender-wise comparison. The findings reveal that majority of students (144 or 38.7%) report to never engage in joy riding, with a significantly higher proportion of female students (91 or 50%) than male students (53 or 27.9%). Meanwhile, a significant proportion of students (130 or 34.9%) report to engage in it rarely, with a slightly higher proportion of male students (68 or 35.8%) and female students (62 or 34.1%) reporting it. A notable proportion of students (85 or 22.8%) report to often engage in it, with a significantly higher proportion of male students (58 or 30.5%) than female students (27 or 14.8%) falling into this category. A small proportion of students (13 or 3.5%) report to engage in it more often, with more male students (11 or 5.8%) than female students (2 or 1.1%) reporting to engage more often.

Joy riding is not uncommon among students as a total of 228 students (61.3%) report engaging in joy riding at some level -rarely, often, or more often. However, a clear gender disparity in joy riding behaviour is notable. Only 27.9% of male students report never engaging in joy riding while 50% of female students report never engaging in it. Male students are more likely to engage in joy riding across all frequencies, such as rarely (35.8%), often (30.5%) and more often (5.8%). The following are the expressions given by students regarding their involvement in joy riding:

"My friends and I occasionally drive around late at night. It relaxes us. We don't do anything risky—only music and free roads. It is enjoyable, especially on weekends. It's our way of getting away from stress. I realize it's not always safe, but it's thrilling." Male student, 20 years old

"I often go joy riding with my friends. We enjoy speeding down empty roads late at night, when we generally end up eating street food or just talking. It's risky, but it adds to the excitement." Male student, 20 years old

"For me, joyriding isn't appealing. I tried it once or twice and didn't like it. It feels like a waste of fuel and time." Female student, 20 years old

"I don't really see the point of joyriding. It seems both unnecessary and unsafe. I'd rather spend my time doing something more productive." Female student, 21 years old

The findings suggest that joy riding is a prevalent activity among college students to some extent, especially among male students. Gender disparities in youth culture and deviance are evident in the above statements given by students, which suggest that joyriding is a male-dominated, peer-influenced activity linked to thrill and stress reduction, but it is also opposed by others (particularly females) who view it as risky and ineffective. Joyriding among students can be viewed as a type of leisure-oriented deviant subculture that gives enjoyment, thrills, and group identification rather than a challenge to authority. However, the rejection by some students, especially female students demonstrates the existence of counter-narratives that place an emphasis on productivity, safety, and responsibility, indicating that not all young people engage in deviant subcultural behaviors.

7.6.4 Sexual malpractice

Sexual malpractice is defined as inappropriate, unethical, or socially unacceptable sexual behavior that breaches social norms, moral codes, or institutional rules. It encompasses activities that are deemed undesirable, detrimental, or deviant in a particular cultural or religious context. For the present study, sexual activities such as making obscene phone calls, watching pornography and pre-marital sex are studied.

Obscene phone calls refer to phone calls that involve sexually explicit, vulgar, dirty, rude, or improper language. These calls are frequently made with the intention of shocking, harassing, embarrassing, or threatening the person receiving the call. It represents verbal or technological deviance. Examining the prevalence of obscene phone calls among students helps safeguard their well-being, promote respectful behaviour, and guide educational institutions in addressing such concerns in the current digital environment.

Pornography is visual or printed material that contains an explicit description or depiction of sexual organs or behaviour with the intent to elicit sexual excitement. Watching pornography entails the intentional viewing of such content for personal satisfaction or curiosity. Exposure to pornography among college students can be influenced by availability of easy internet access, peer influence, favourable environment and developmental curiosity in early adulthood. Watching pornography can lead to addiction, distorted views on sex, and detrimental effects on academic performance and social relationships. As a result, it is critical to investigate the prevalence of pornography usage among college students because it provides vital insights about young adults' sexual beliefs, behavioural patterns, and mental well-being at a formative period of life.

Pre-marital sex refers to any type of sexual activity between two individuals who are not legally married to each other. Pre-marital sex is considered a deviant behaviour as it contradicts the moral expectations set by families, educational and religious institutions. According to Christian teachings, the dominant religion of the Mizos, sexual relations should be reserved for marriage, which is a sacred relationship ordained by God. Pre-marital sex is frequently viewed as a deviation from God's intended purpose for human relationships, and it is linked to wickedness, temptation, and moral deterioration. Premarital sex can be considered a formal deviance under a Christian code of conduct because it violates clearly stated moral and behavioral guidelines that are officially accepted by the church or Christian-based organizations. Violations of these guidelines can lead to disciplinary action, such as suspension, dismissal, or church discipline. Additionally, having sex before marriage can result

in negative social, emotional or intellectual outcomes like stigma, unintended pregnancies, or sexually transmitted diseases. Studying its prevalence among college students is crucial to comprehending shifting opinions and views of students, as well as to evaluate the risks involved.

Table 7.16

Making obscene phone calls

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	6	3.1	2	1.1	8	2.1
Often	9	4.7	8	4.4	17	4.6
Rarely	29	15.3	23	12.6	52	14
Never	146	76.8	149	81.9	295	79.3
Total	190	100	182	100	372	100

Source: Field data

Table 7.16 presents the data on Students' self-reported involvement in making obscene phone calls such as calling someone and say dirty things, with gender-wise comparison. The findings reveal that an overwhelming majority of students (295 or 79.3%) report to never making obscene phone calls, with more female students (149 or 81.9%) than male students (146 or 76.8%). Meanwhile, a smaller proportion of students (52 or 14%) report rarely making obscene phone calls, with a higher proportion of male students 29 or 15.3%) than female students (23 or 12.6%) reporting it. A very small proportion of students (17 or 4.6%) report to often make obscene phone calls, with no significant gender difference as nearly an equal proportion of male students (9 or 4.7%) and female students (8 or 4.4%) fall into this category. Only 8 or 2.1% of students report making obscene phone calls more often, with more male students 6 or 3.1%) than female students (2 or 1.1%) in this category.

The data suggests that making obscene phone calls is not prevalent among college students. While obscene phone calls are not widespread among college students,

there is a clear gender difference in their prevalence. Male students are more likely than female students to engage in this behaviour, even if it occurs just occasionally or infrequently. Data on gender difference suggests that male students show a higher tendency to engage in it, especially in the “rare” and “more often” categories. The reason for the infrequency of making obscene phone calls may be attributed to awareness of the consequences of engaging in such act among college students. It implies that most students understand that making obscene phone calls is inappropriate, unlawful, and can result in serious consequences such as disciplinary action or legal penalties.

Table 7.17

Watching pornography

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	16	8.4	0	0	16	4.3
Often	76	40	12	6.6	88	23.7
Rarely	75	39.5	90	49.5	165	44.4
Never	23	12.1	80	44	103	27.7
Total	190	100	182	100	372	100

Source: Field data

Table 7.17 presents data on students’ self-reported involvement in watching pornography, with gender-wise comparison. The findings show that majority of students (165 or 44.4%) admit to watching pornography rarely, with a higher proportion of female students (90 or 49.5%) than male students (74 or 39.5%) fall into this category. A significant proportion of students (103 or 27.7%) report never watching pornography, with more female students (80 or 44%) than male students (23 or 12.1%) claiming this. A notable proportion of students (88 or 23.7%) report watching it often, with a significantly higher proportion of male students (76 or 40%) compared to female students (12 or 6.6%) report often watching it. Only male students (16 or 8.4%) report watching pornography more often, with no female students fall into this category.

Overall, the findings show that, while pornography consumption exists, it is not the prevalent behaviour among all students. There is a noticeable gender disparity. Male students are more likely to engage with pornography; nearly half (48.4%) report doing so often or more often. However, only 6.6% of female students report using it often, and none more often. In addition, women predominate in the rarely (49.5%) and never (44%), indicating a general avoidance or lack of interest. This gender gap suggests that students' intake of pornography is mostly a male-oriented behaviour. Students express their feelings in the following ways:

"To be honest, I do it for fun on occasion. I don't think it's a huge concern as long as it doesn't interfere with my education or morals."

Male student, 20 years old

"I sometimes get curious. It is not something I watch on a regular basis, but I do occasionally. It's something I explored just to understand what others are saying. But I don't go back to it frequently." Male student, 21 years old

Pornography watching, particularly among males, can be viewed as part of a young people subcultural practice of curiosity and pleasure-seeking, despite the fact that it is regarded undesirable or deviant within institutional and cultural contexts.

Table 7.18

Involvement in pre-marital sex

Response	Male		Female		Total	
	N	%	N	%	N	%
More often	8	4.2	4	2.2	12	3.2
Often	10	5.3	3	1.6	13	3.5
Rarely	18	9.5	11	6	29	7.8
Never	154	81.1	164	90.1	318	85.5
Total	190	100	182	100	372	100

Source: Field data

Table 7.18 illustrates data on students' self-reported involvement in pre-marital sex, with gender-wise comparison. The findings reveal that an overwhelming majority of

students (318 or 85.5%) report never involve in pre-marital sex, with more female students (164 or 90.1%) than male students (154 or 81.1%) reporting not involving in it. A total of only 54 or 14.5% admits to involve in pre-marital sex to some extent. Among them, 29 or 7.8% students (18 or 9.5% male students and 11 or 6% female students) report engaging in it rarely, 13 or 3.5% students (10 or 5.3% males and 3 or 1.6% females) report to often involving, and 12 or 3.5% students (8 or 4.2% males and 4 or 2.2% females) reporting more often.

The data suggest that pre-marital sexual activity is not prevalent among students. The fact that premarital sexual engagement is uncommon among students suggests that most students are motivated by strong cultural, religious, or familial beliefs that oppose such behaviour and the fear of its consequences. Some respondents describe their opinions about pre-marital sex as follows:

"The risks associated with pre-marital sex, such as Sexually transmitted diseases and unintended pregnancy, affect my decision not to engage. I would wish to avoid those issues. For me, it is more about emotional preparedness. I don't feel mature enough to deal with the emotional effects of premarital sex." Male student, 21 years old

"I believe in waiting till marriage due of my personal values and upbringing. It is something that my family and religion place a big emphasis on." Female student, 20 years old

"There is societal pressure and fear of being judged if you are known to be engaging in that type of behavior before to marriage. This stops me from having pre-marital sex." Female student, 21 years old

However, among the small minority who acknowledged to engaging in pre-marital sex, a distinct gender difference is visible; male involvement is relatively higher across all levels of frequency, implying that male students are more likely to engage in pre-marital sexual activity. When questioned further during the interview, some male respondents indicated that "pre-marital sex is a normal part of youth life." Thus, the presence of a small minority, especially male students who participate in pre-marital sex, implies the emergence of a subcultural trend.

7.7 Post Deviance feelings

Post deviance feeling means the feelings of students after involvement in deviant act or behavior. It refers to the emotional response or inner experience a person has after deviating from social norms and expectations. This includes feelings after the involvement and the perceived benefit of involvement in deviant act. Investigating how the students feel post- deviance is important as it uncover students' inner experiences such as shame, remorse, guilt, empowerment, or no different and knowing these emotional reactions aids in evaluating the social and personal consequences of deviant behaviour in addition to quantifiable results like disciplinary records or academic performance.

Perceived benefit of involvement in deviant act refers to the advantage or rewards a person believes they will gain by violating social norms and expectations. Investigating the perceived benefits that students experience such as personal satisfaction, boost in self esteem, social acceptance, defiance of authority, or a sense of autonomy can facilitate to uncover the underlying causes of these behaviors. This information is essential for creating preventative and intervention plans that effectively address the needs and pressures that cause young people to participate in certain behaviors.

Table 7.19

Feeling after involvement in deviant act

Response	Male		Female		Total	
	N	%	N	%	N	%
Ashamed	57	30	38	20.9	95	25.5
Guilty	51	26.8	59	32.4	110	29.6
No different	54	28.4	38	20.9	92	24.7
Happier	6	3.2	8	4.4	14	3.8
Others	22	11.6	39	21.4	61	16.4
Total	190	100	182	100	372	100

Source: Field data

Table 7.19 presents students' responses on feelings following involvement in a deviant act, with gender-wise comparison. The findings reveal that the most frequently reported feeling after involvement in deviant act is guilty, cited by majority of 110 or 29.6% of students. A higher proportion of female students (59 or 32.4%) than male students (51 or 26.8%) reporting having guilty feeling. Shame is the second most common frequently reported feeling (95 students or 25.5%), with more male students (57 or 30%) than females (38 or 20.9%) reporting this feeling. A slightly lower, but notable proportion of students (92 or 24.7%) report feeling "no different", with a higher proportion of male students (54 or 28.4%) than female students (38 or 20.9%). A small minority proportion of students (14 or 3.8%) even reported feeling "happier" after the act, slightly more female students (8 or 4.4%) than males (6 or 3.2%) reporting this feeling. 61 students (16.4%) selected the option of 'Others', with more female students (39 or 21.4%) than male students (22 or 11.6%). They reported that they have never been involved in any of the above mentioned deviant acts when asked the reason for choosing this option.

Overall, the findings suggest that guilt and shame are the most frequently reported feelings among students after engaging in deviant act. The data further suggest that emotional responses to deviant behaviour are not consistent and differ significantly by gender. Female students appear to be more inclined to feel guilty, whereas male students are more likely to report shame. The following are students' reflections on instances in which they participate in deviant behavior and the emotions they felt afterwards:

"I felt ashamed when my teacher scolded me for using my phone in class in front of the whole class. It was embarrassing more than anything else." –Male student, 21years old.

"After cheating on an exam, I couldn't stop thinking about it for the rest of the day. It's not something I would want to do again. I felt guilty since I knew my parents trusted me, and what I did was wrong. That feeling stayed with me for a long time." Female student, 20 years old.

Table 7.20**Benefit of involvement in deviant act**

Response	Male		Female		Total	
	N	%	N	%	N	%
Personal satisfaction	75	39.5	61	33.5	136	36.6
Monetary gain	6	3.2	10	5.5	16	4.3
Boost in self esteem	27	14.2	15	8.2	42	11.3
Group acceptance	48	25.3	49	26.9	97	26.1
Defiance of authority	4	2.1	1	0.5	5	1.3
Stress relief	6	3.2	3	1.6	9	2.4
Sense of autonomy	25	13.2	42	23.1	67	18
Total	190	100	182	100	372	100

Source: Field data

Table 7.20 presents students' responses on the motive or benefit of involving in deviant act, with gender-wise comparison. Personal satisfaction is the most frequently reported motive or benefit, cited by 136 or 36.6% of students, with a slightly higher proportion of male students (75 or 39.5%) than female students (61 or 33.5%) reporting this. This suggests that a strong motivator in engaging in deviant activities is internal gratification. Group acceptance is the second most cited benefit, reported by 97 or 26.1% of students, with a somewhat equal proportion of male students (48 or 25.3%) and female students (49 or 26.9%) reporting this. Gaining a sense of autonomy is cited by 67 or 18% of students, with more female students (42 or 23.1%) reporting this than male students (25 or 13.2%). Boost in self esteem is reported by 42 or 11.3%, with more male students (27 or 14.2%) than female students (15 or 8.2%) expressing this. Monetary gain is cited by a small proportion of 16 students (4.3%), with a slightly higher proportion of female students (10 or 5.5%) than male students (6 or 3.2%). Stress relief is reported by 9 or 2.4% of students, with more male students (6 or 3.2%) report this benefit than female students (3 or 1.6%). Defiance of authority is the least cited benefit, cited by on 5 or 1.3% of students, with slightly more male students (4 or 2.1%) than female students (1 or

0.5%). The overall findings show that personal satisfaction is the key motivator across genders. A male student, 21 years old stated,

"Drinking with friends isn't always about being drunk—it's about having fun and feeling free, even if it isn't legal. Sometimes all you want is to feel alive, and doing something slightly risky gives you that sensation. It's not about being bad, but about how you feel."

Another 20 years old male student said,

"I know it's wrong to sneak out or drink at parties, but it provides some spice to an otherwise mundane college experience. We don't do it to harm anyone; we just want to have fun with our friends. That sense of freedom is important."

One female student, age 20 also asserted that,

"I believe it is acceptable to occasionally violate the rules. It's not something we do all the time, but breaking the rules once in a while provides a thrill that you don't get in everyday life."

Hence, it is clear from the above statements given by students that many young people see deviant activity as a source of pleasure or happiness, rather than as resistance and disobedience.

7.8 Overview

The present chapter examines the nature of deviant subcultures youth are engaging in by exploring students' opinions about most prevalent deviant behaviours within college environment, regardless of the type of subcultural deviance they were involved in and investigating students' self-reported engagement in deviant behaviours and the feelings of post-deviance and their perceived benefits from such involvements. It is categorized into the following headings, which are: (1) Perceived prevalent deviant behavior (2) Class hour deviance (3) Vandalism and truancy (4) Substance abuse (5) Formal deviance (6) Post Deviance feelings

Perceived prevalent deviant behaviours: In terms of most recognized deviant behaviours, the findings reveal that skipping or bunking class is the most prevalent

deviant behavior, followed by cheating on test or exams. These deviant activities are reported to be recognized more by female students than male students. The third most observed deviant behavior is truancy, which is reported more by male students than female students. Distribution by gender show that male students are more aware of truancy, skipping or bunking class and substance abuse, while female students are more likely to observe skipping or bunking class and cheating or academic dishonesty among their peers. The data suggest that male students and female students differ in the types of deviant behaviours that they recognize or observe.

Class hour deviance: In this study, class hour deviance is described as a number of activities such as cheating on test or exam, skipping of class, college assembly or functions, mass bunking of class, coming late for class, mobile phone use in class.

In terms of cheating in tests or exams, the findings suggest that occasional cheating is common among the majority of students but it is not a widespread habitual behavior, with the majority admitting to doing so only rarely. This suggests that while academic dishonesty exists, it is generally not a regular practice for most students. Similar finding was reported in the study conducted by Witherspoon et al. (2010), which revealed that most of the students were found to be cheating occasionally, but flagrant cheaters were very few. Gender wise, male students are more likely to involve in cheating than their female counterparts.

Regarding skipping class, college assemblies or functions, majority of students report skipping rarely, indicating that occasional skipping of class, college assemblies or functions is common among student, but it is not habitual. Gender wise, male students are more likely to skip class, college assemblies or functions than their female counterparts.

In terms of mass bunking, majority of the students report to never engage in mass bunking, indicating that it is not a common and regular practice among students, although its occasional occurrence is noticed. Male students are more likely to engage in mass bunking than female students, suggesting that female students are more obedient to academic norms.

The finding with regard to coming late for class indicates that late for class at some level, especially occasional lateness is prevalent among college students as majority of the students report rarely coming late for class with no significant gender difference. In addition, the higher proportion of male students who reported coming late across the frequencies of often and more often than female students suggests that male students have a greater tendency to habitual lateness than their female counterparts.

When it comes to mobile phone use while the class is going on, the findings show that mobile phone use in class is somewhat common, though not rampant, among college students. In contrast to the findings of Srivastava (2005) who found that college students had the habit of using mobile phones during class lectures, this study found that frequent use of mobile phone is not common among students of both genders. The largest share within mobile phone users falls under the "rarely" category, with a higher proportion of male students than female students, which implies that most students who do use phones in class are likely doing so infrequently. It is interesting, however, to note that a significant portion of students report never using mobile phones in class, with more female students than male students reporting this.

Vandalism and truancy: Vandalism is not a prevalent deviant behaviour among students, especially female students. However, the proportion of male students is higher than the females among the few students who admit to engage in vandalism whether rarely, often and more often. These results suggest that, despite the low occurrence overall, male students are more likely than female students to commit vandalism.

Truancy is also not a prevalent deviant activity among college students. However, there are notable differences based on genders among those who engage in it rarely, often and more often, showing that male students have a slightly higher tendency to engage in it than their female counterparts. In addition, hanging out, partying, or gambling during college hours is also not prevalent among college students, regardless of genders. However, male students have a slightly higher tendency to involve in these kinds of activities rarely and often, although the difference is low.

Similar to this finding, the findings of Eteng et al.'s (2021) study also reveal that male students were more truants than female students.

Substance abuse: This study looks into substance abuse among college students, using tobacco, alcohol, and drug usage as primary indicators. Tobacco use is prevalent among students as a combined total of majority of students report some level of involvement in tobacco use (i.e., rarely, often, or more often). Similarly, Chand et al. (2022) found a high prevalence of smoking and other tobacco product usage among public health students in Nepal's Kathmandu valley. This finding differs from that of Jodalli and Panchmal (2020). However, in terms of gender comparison, the current study supports their findings, as tobacco usage is significantly greater among male students. Male participation is consistently higher at all frequency levels—rarely, often, and more often.

Alcohol use is not so widespread among the overall student population. However, occasional drinking is more prevalent among male students than female students. While the majority of students reported never consuming alcohol, abstinence is significantly higher among females than males. Occasional or rare drinking is more common among male students compared to females. Although regular alcohol consumption is relatively low overall, it is more prevalent among male students than females. These results suggest that alcohol use among college students is influenced by gender, with males being more likely to engage in both occasional and frequent drinking. Similarly, drug use is not a prevalent behaviour among college students and gender disparities are minimal.

Formal deviance: Under this heading, deviant behaviors such as stealing, fighting, joyriding, and sexual malpractices—including making obscene phone calls, watching pornography, and engaging in pre-marital sex—are explored since they are the most likely formal forms of deviance committed by college going youth.

In terms of stealing, it has been found that it is not prevalent among college students across genders, as a large majority report never engaging in it. However, the data also highlights that it does occur occasionally as a small but notable segment of students admit to occasional involvement in stealing, particularly among male

students. The higher proportions of male students who report stealing rarely or more frequently indicates a gendered pattern in this deviant activity and demonstrate that male students have a greater tendency toward engaging in this behaviour compared to their female counterparts.

Fighting is also not a highly prevalent behaviour among students, especially among the female students. However, fighting does occur occasionally, especially among male students. Male engagement in fighting is significantly higher across all frequency levels—rarely, often, and more often—indicating a gender-based difference in aggressive behaviour and conflict resolution strategies. According to Semahegn's (2021) research, fighting and physical attacks are common in certain circumstances among adolescents. This contrasts with the current study, in which fighting is less common overall although still occurs among males to some level.

In terms of joy riding, the findings indicate that joy riding is a moderately prevalent activity among college students, with most students engaging in it only occasionally rather than habitually. While a considerable proportion reported never engaging in joy riding, male students are significantly more likely to participate across all levels of frequency compared to their female counterparts. Rare engagement constitutes the largest group of respondents, followed by those who often engage, while habitual engagement remains relatively low. These results highlight that joy riding, although not dominant, remains a notable form of deviant behaviour among male students, suggesting gendered patterns in risk-taking and thrill-seeking behaviours.

Making obscene phone calls is not prevalent among college students. While obscene phone calls are not widespread among college students, there is a clear gender difference in their prevalence. Male students are more likely than female students to engage in this behaviour, even if it occurs just occasionally or infrequently.

In terms of watching pornography, the findings indicate that pornography consumption among college students is present but not a dominant behaviour, with the majority engaging in it rarely or not at all. A clear gender disparity emerges, as male students are far more likely to consume pornography frequently; nearly half of males report watching it often or more often, while only a very small fraction of

females report watching it often, and none report watching it more often. Female students predominantly fall into the categories of rare or non-consumers, highlighting gendered differences in exposure, interest, or willingness to report such behaviour. This finding is consistent with the findings of Camilleri et al. (2021) and O'Reilly et al. (2007). Both these researches found significant gender differences, with male reporting higher rates of pornography viewing.

Pre-marital sexual activity is not prevalent among students of both genders, although it does occur to a limited extent. A notable gender difference is noticeable among the small proportion of students who report engaging in such activity, with male students showing a higher tendency to be involved in pre-marital sex across all frequency levels—rarely, often, and more often. This is consistent with the findings of a study conducted by Chi et al. (2012) among university students in Hefei, China also found the low engagement of students in pre-marital sexual activities, which indicated that 12.6% of respondents had engaged in premarital heterosexual intercourse, with a significant gender differences (15.4% of males vs. 8.6% of females).

Post Deviance feelings: Regarding feelings following involvement in a deviant act, the findings suggest that guilt and shame are the most frequently reported feelings among students after engaging in deviant act. The data further suggest that emotional responses to deviant behaviour are not consistent and differ significantly by gender. Female students appear to be more inclined to feel guilty, whereas male students are more likely to report shame.

Regarding the main motive or benefit of involvement in deviant behavior, the finding reveals that the most cited motive or benefit is personal satisfaction for the majority of both genders, although a higher proportion of male students than female students reporting this. The second most cited motive or benefit is gaining group acceptance, with no significant gender difference.

Matza's theory of delinquency and drift is closely aligned with the overall findings of the present research, which found that students' involvement in deviant behaviors is, for the most part, occasional rather than habitual. Matza (1964) asserted that people, especially youth, often commit delinquent acts on occasion rather than making them

as a permanent lifestyle. Young people drift between conformity and deviance, influenced by situational pressures, temptations, or perceived injustices. This is reflected in the present findings, which show that students, particularly males occasionally participate in deviant behaviours, motivated largely by personal satisfaction and, to a lesser extent, group acceptance. The reported feelings of guilt and shame following deviant activities lend support to Matza's theory that most people are still bound by conventional values and only momentarily suspend them in order to engage in deviance. This intermittent nature of involvement and the observed emotional effects suggest that students are not deeply ingrained in a deviant subculture but rather oscillate between adhering to and deviating from social norms.

CHAPTER- VIII
SUMMARY AND CONCLUSION

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CHAPTER- VIII

SUMMARY AND CONCLUSION

8.1 Introduction

Youth is an important and transformative stage of life in which people develop their identity, values, and goals as they journey into adulthood. Studying youth culture, particularly among college students, is important since this group is the most dynamic and impressionable segment of society. College life frequently gives students with unprecedented freedom, exposure to diverse ideas, and opportunities for social interaction, all of which have a substantial impact on their thinking and worldview.

This study explores youth culture by examining various dimensions of their lifestyles, such as daily routines, leisure activities, sleep and study habits, consumption patterns, and value practices. It also focuses on their orientation toward social institutions, the influence of peers and social media, and the prevalence of deviant sub-cultural patterns. By evaluating their daily routines, leisure activities, sleep and study habits, and consumption patterns, the study can get insight into how young people manage their time, resources, and priorities. Understanding their value practices and orientations toward social institutions such as education, family and marriage, religion, and youth organization reveals their level of conformity as well as potential areas of conflicts with conventional norms.

Furthermore, investigating the influence of peers and social media is crucial, as these are the dominant forces shaping their identity, behaviour, and decision-making in the digital age. The study also gives insights into the prevalence of deviant subcultural tendencies, identifying emerging challenges and risks that may affect their well-being, academic performance, and social adjustment. Thus, examining youth culture gives the information needed to bridge generational gaps, solve the challenges that young people confront in a fast changing world, and help them become responsible, inventive, and value-driven leaders of the future. It can also help educators, parents, policymakers, and social planners to create effective youth-centered programs, policies, and interventions that address their needs, bridge generational gaps, and

promote healthy youth development and positive cultural integration. This study is divided into eight chapters. A survey was done among college students in Aizawl to determine their socioeconomic profile, lifestyles, and attitudes toward social institutions. It also investigates peer and social media influences, as well as deviant subcultural patterns.

Chapter I presented the Introduction, while Chapter II provided a comprehensive Review of Literature. Chapter III outlined the Research Methodology, detailing all procedural aspects of the study. Chapter IV examined the Socio-Economic Profile of the student respondents. Chapter V explored the various dimensions of their lifestyles, including daily routines, leisure activities, sleep and study habits, consumption patterns, and value practices. Chapter VI focused on the orientations of youth toward key social institutions such as education, family, marriage, religion, youth organizations, and the influence of peers and social media. Chapter VII analyzed the patterns of delinquent subcultures among college students. Finally, Chapter VIII summarized the findings and presented the conclusion.

Chapter 1 provides an in-depth introduction to the study on youth culture, setting the framework for the study and is divided into eight sections. The first section had a brief introduction, followed by two sections that explained and clarified the ideas of youth, college student youth, and youth culture. The fourth, fifth, and sixth sections look at the broader contexts of youth culture, starting with the global scenario, then the Indian scenario, and finally the North-East India scenario. The seventh section focuses on the Mizoram scenario. Finally, the last section emphasizes on need for the study.

Chapter II deals with the review of literature on youth culture and this chapter is divided into three major headings such as theoretical, thematic and methodological. The theoretical review includes the different perspectives of youth culture and subculture such as functionalist perspective, theory of subculture, symbolic interactionist perspective, class distinction and hegemony, and post-subcultural perspective, and Veblen's theory of conspicuous consumption and Leibenstein's Band wagon effects. All the theories that has been reviewed offer a lens through which to

investigate how young people establish, negotiate, and express their identities, beliefs and values.

Functionalist ideas take a broad approach to youth culture and are unconcerned about specific kinds of youth culture. They think that all types of subcultures, regardless of stylistic differences, serve the same purpose of providing emotional support to young people throughout the transitional period and training and socializing them for adulthood. According to this viewpoint, youth culture provides young people with a sense of identity. Functionalist approaches, represented by Parsons and Eisenstadt, regard youth culture as a transitory period that facilitates the transition from infancy to maturity, whereas Merton's strain theory explains deviance as a reaction to societal forces. Park, Burgess, Shaw, and McKay's ecological theory and social disorganization model link urban environments and weak community structures to subcultural formation. Hirschi's social control theory emphasizes the role of social bonds in preventing deviance while Matza's concept of drift emphasizes the relationship between conformity and deviation among young people.

Another theoretical perspective is theory of subcultures and are represented by Cohen, Cloward and Ohlin, and Miller go into detail about how delinquent subcultures develop, especially in working-class settings, while symbolic interactionist methods like Becker's labeling theory and Sutherland's differential association concentrate on how deviance is learned and socially constructed.

Following Marxist perspective, and influenced by the idea of hegemony developed by Gramsci. class distinction and cultural hegemony have tried to establish the role of social class in the formation and conduct of adolescent subcultures and sub-cultural participation is understood as a form of resistance to cultural hegemony and provides symbolic solutions to working class youth. This perspective describe subcultures as forms of resistance to capitalist hegemony, with scholars such as Hall, Jefferson, Hebdige, Cohen, and Brake emphasizing symbolic and stylistic resistance.

Post-subcultural perspectives argues that society has gone through a cultural fragmentation process, and youth styles are no longer fixed, but fluid. Group identities, such as social class, are becoming less essential, and people are

increasingly viewing themselves as individuals. Increased diversity, greater choice, and greater freedom have reshaped culture, aiding the process of individualization. It focuses on individualization, lifestyle choices, and consumer-driven identities rather than collective class-based resistance. The labels "supermarket of style (Polhemus, 1998)" "neo-tribes" (Maffesoli, 1996) and "subculture capital" (Sarah Thornton, 1996) highlight the fluid, transient, and pleasure-oriented nature of modern youth associations.

Finally, the theories of conspicuous consumption (Veblen) and bandwagon effects (Leibenstein) are studied to acquire a deeper understanding of consumerism and status display in contemporary adolescent culture. Thorstein Veblen coined the term "Veblen effects," or "conspicuous consumption," to describe how people exploited their goods and belongings to demonstrate their social standing. Veblen defined conspicuous consumerism as the use of material belongings to demonstrate one's wealth and status. Leibenstein's Bandwagon Effects Theory discusses how an individual's consumer behavior is influenced by that of others.

The thematic review section provides an outline of the findings of the various research studies conducted by researchers that are considered important to the present study. It is further broken into five sub-sections such as the lifestyles of youth including their routine and leisure activities, habits, values, consumption patterns, and value practices. It also focuses on how young people are oriented toward different social institutions, what influences their life most from outside sources like peers and social media, and the patterns of their deviant sub-cultural behaviors. It offers a thorough understanding of the youths' daily lives, including their values, influences, and the kind of difficulties they encounter.

The majority of the literatures reviewed describe college students as fun-loving individuals who spend more money on entertainment, shopping, and fast food than they do on academic pursuits. Young people are more interested in using mobile phones, the internet, and contemporary fashion clothing. They are seen as brand conscious. These studies also demonstrated that young people changed their attitudes about different social institutions and engaged in a variety of deviant activities.

Finally, the last sub-section of this chapter contains the review of methodology. Methodological review is important to understand the research design, methods and procedures employed by the researchers to gather data or information. The methodological review is divided into four primary sub-sections, including qualitative research, sampling procedures, quantitative research, and tools of data collection. The majority of the reviewed literatures conducted quantitative research. Random sampling and convenient sampling are the most widely used sampling procedures. In the reviewed literatures, the researchers employed questionnaires and interviews as their primary tools of data collection.

Chapter III presents an outline of the Research Methodology employed in this study. It provides a detailed account of research tools and procedures used in this study which was designed to ensure the collection and analysis of reliable and valid data.

The objectives for the present research are carved out based on the need of the study, which are:

1. To study the socio-economic profile of sample respondents.
2. To explore the lifestyles of college students
3. To understand the orientation of college students towards various social institutions such as educational institution, family and marriage, religion and youth organization.
4. To examine the influence of external factors such as peers and social media on college students
5. To explore the prevalence of deviant subcultures among college students.

The present study employs both exploratory and descriptive research designs, as well as a combination of qualitative and quantitative research methodologies as needed. This study's universe includes all undergraduate students enrolled in government colleges in Aizawl city that operate under the Department of Higher and Technical Education. Mizoram's capital is Aizawl. Mizoram has 21 government colleges. There are eight government colleges in Aizawl. As a result, all undergraduate students enrolled in these eight colleges served as the universe for the current study. These

colleges have a combined enrollment of about 11438 students. This study used a non-probability sampling method, specifically convenience sampling. This method was chosen due to its ease of access for participants. Convenience sampling selects respondents who are readily available and willing to participate, which is acceptable considering the logistical restrictions of reaching all of the students. This sampling frame is the most suitable sampling technique because fieldwork took place at the same time that the COVID-19 pandemic imposed restrictions, such as online learning, erratic class schedules, varying semester timings, and the continued use of online instruction for many classes, which made it difficult to recruit participants at random and restricted access to students.

In order to get a representative sample, the Krejcie and Morgan Table for estimating sample size was used to establish the sample size for the current study. There is a need for a trustworthy technique to estimate sample size since empirical research increasingly requires a representative statistical sample. Krejcie and Morgan (1970) created a table for determining sample size for a particular population for easy reference in order to close the gap. For categorical data, the sample size is estimated using the Krejcie and Morgan formula. Thus, a sample size of 372 students was chosen for the study based on their sample size table.

The present study drew on both primary and secondary sources of data. The primary data was gathered through an interview schedule and nonparticipant observation. The interview format includes both closed-ended and open-ended questions. Because the introduction of covid-19 pandemic limitations coincided with the data collecting time, the interview schedule was conducted using two modes: face-to-face interviews and online Google forms. Face-to-face interviews were conducted on students who were physically present on college campuses during data collection, and online Google forms were used to collect data from students attending online classes, with the assistance of teachers who helped the researcher distribute the Google Forms link to their students. The interview schedule for the present research has been finalized after making certain changes based on the results of the pilot research. The interview schedule for the study of youth culture among college students consists of 125 questions which are of close-ended and open-ended types of questions.

The Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data, yielding frequencies and percentages as well as descriptive statistics provided in the form of tables. Non-participant observations, open-ended survey responses, and interview transcripts are all used to interpret qualitative data. This investigation was conducted in accordance with research ethics.

8.2 Socio-economic profile

Chapter IV presents the respondents' socioeconomic profile. The socioeconomic profile provides a wide range of information about the respondents that will offer the researcher with the information required for the study. This chapter seeks to determine the socioeconomic characteristics of the samples. The variables considered for the study include Gender, Age, Semester studying, Marital status, Religion and denomination, place of residence, Family and household, Parental Educational status, Family income, Parent's Occupation.

Out of 372 students, 190 (51.1%) are males and 182 (48.9%) are females. Respondents between the ages of 19 and 22 made up the largest percentage (86.8%) comprising students from all semesters. Thus, the sample is gender inclusive. The majority of the respondents are unmarried, reflecting the typical characteristics of college students, who are usually in their late teens or early twenties and have not yet reached the stage of life where marriage is common. The majority of the large Christian respondents belong to the Presbyterian Church.

The sample includes more rural residents than urban residents. The majority of responders are from families of four to six members, followed by those of seven to nine members. There are only a few respondents with three or more family members. This suggests that the majorities of respondents are from medium-sized families, indicating that individuals nowadays are aware of family planning and seek for a size that allows them to financially support their children while also providing them with access to healthcare, education, and a decent standard of living.

The majority of respondents are middle born children in terms of birth order. It is followed by the eldest children, who are roughly equivalent to the middle-born, with only a few respondents being the youngest and even smaller number being single

child respondents, implying that most student respondents come from households with several children. In Mizo society, inheritance-related family traditions are passed down to the youngest, rather than the eldest, and so, are expected to take on more leadership positions and obligations towards parents and other family members. The youngest, including single child, account for nearly one-third of all respondents in our study.

Most respondents' parents are married couple living together. There are a few respondents whose parents have divorced, and approximately equal proportions of respondents' parents are widows or widowers. It's worth noting, however, that just a small percentage of respondents' parents were found to have never married, with either parent's place of stay being different. The high percentage of married parents among respondents and the low percentage of never married parents may be attributed to Mizo socio-cultural and religious traditions that emphasize the importance of marriage and discourage separation or having children out of wedlock. Divorce, single motherhood, and having children out of wedlock yet continue, though having long been stigmatized and putting social pressure on people to stay married.

The majority of respondents live in Assam type houses. In addition, a sizable proportion of students reside in pucca houses. There are fewer respondents who live in semi-pucca and thatched homes. The great majority of survey respondents live in family-owned residences. However, a tiny but significant number of respondents live in rented accommodation.

The majority of respondents reside in three-room houses, followed by two-room households. A substantial number of respondents live in residences with four or more rooms, with only a few in one-room households. This indicates that respondents in the present study come from a wide range of socio-economic backgrounds, with the majority of them hailing from low or middle-class families.

The great majority of respondents' fathers and mothers only completed middle school. The respondents come from various economic backgrounds. The majority of respondents have household incomes between Rupees 20,000 and 50,000,

followed by those between Rupees 10,000 and 20,000, Rupees 5,000 and 10,000, and Rupees 50,000 and 100,000. Finally, the same percentage of respondents have family incomes of up to Rs 3,000 and more than Rs 100,000, respectively.

The vast majority of respondents' fathers are farmers, followed by government employees. Many fathers work as business owners or taxi drivers. Some of the fathers are self-employed, pastors or religious workers, retired government servants, IV Grade employees, bank employees, doctors, social workers, managers, contractors, and bus drivers. There are some fathers who are unemployed.

The vast majority of respondents' mothers are housewives. However, there are a good number of working mothers as well. Working mothers typically engage in modest business and farming. A few mothers work as government employees, teachers, staff nurses, religious workers, IV grade employees, laborers, private bank/company employees, and social workers.

8.3 Lifestyle of youth

Chapter V presents the lifestyle of youth. It discusses the lifestyles of student youth enrolled in eight government colleges in Aizawl. The different aspects of lifestyles are studied and classified into six sub-headings, including: 1. Routine activities. 2. Leisure activities. 3. Sleeping habits. 4. Study habits. 5. Consumption patterns. 6. Values practices.

The data on the activities that student youth engage in, outside of college hours show that the internet is the most prevalent activity in students' daily lives outside of college hours, with half of respondents claiming to spend the majority of their time on it. Household chores are the second most common routine activity. Studies only rank third. The findings show a significant gender pattern in students' daily routines outside of college hours. While more girls spend their time in household chores, male students spend the maximum of their time on the internet. This finding that male students use the Internet more frequently than girls aligns with the findings of Loan (2011), Bimber (2000), and Mishra et al.(2005). In contrast, a higher proportion of female students report spending the bulk of their time on household chores, outnumbering those who primarily use the internet. The finding that while male

students prioritize digital leisure, female students engaged in domestic responsibilities is consistent with the findings of Vikram et al. (2023) that boys spend more time on leisure than girls and girls devote more time to household chores and Richardson et al. (2018) that males had considerably more screen time and females did more chores.

The most enjoyed routine activity is internet use, followed by playing or going out with friends while study is the least enjoyed activity despite the fact that all the respondents were students. Both male and female students equally enjoy internet use while male students are slightly more likely to enjoy playing or going out with friends than female students. Household chores are the most hated routine activities among the 'must do' routine activities, indicating that most students regard tasks other than internet use as obligations rather than enjoyable activities. This supports the study conducted by Nalwa and Anand (2003) that found the respondents put off other tasks in order to spend time online. Nearly equal proportions of male and female students dislike doing household duties, with only a slightly higher proportion of male students than female students. However, a slightly higher proportion of female respondents hate studies compared to their male counterparts.

Students' leisure time activities were investigated and it was found that majority of the students have 3-4 hours of leisure time per day, followed by those having leisure time for more than 4 hours. Male students are found to have more leisure time daily in these two categories than female students. Internet use is the most preferred leisure activity across genders, spending minimum 3 hours on it. This finding is supported by the findings of previous research studies that indicated that internet surfing or internet related activities are the most popular leisure activity (Sen et al., 2024; Lieury et al., 2014; Morina et al., 2015).

Home is the most preferred place to spend leisure time by the majority of both male and female students. This is consistent with the finding of Masrour et al. (2012) that male and female students spend the majority of their spare time at home or in their dorms. This highlights how digital media communication has supplanted face-to-face conversation among today's youth. Youth nowadays communicate with their friends

via social media or online games, which they choose to conduct from the comfort of their own homes.

With regard to preferred companion to spend leisure time with, majority of the students prefer to spend their leisure time alone. Spending time with friends is the second most preferred companion to spend leisure time with, which is followed by boyfriend or girlfriend. The least preferred companion is family. There is no significant difference between both the genders in terms of spending leisure time alone, with only a slightly higher proportion of male students compared to female students. More male students than female students prefer to spend their leisure time with friends and girlfriend. Meanwhile, more female students prefer to spend their leisure time with their families compared to male students.

About sleeping habits of students youth, majority of the students regardless of genders sleep between 10 – 12 p.m. However, male students are more likely to stay up late at night than their female counterparts. With regard to waking up time, regardless of gender, they presented having no fixed waking up time. Those few students who reported waking up early in the morning, females outnumbered males. These data suggest that irregular sleep-wake pattern is prevalent among students. This finding is consistent with Desa et al.'s (2023) that medical college students have poor sleep and non-uniform sleep-wake patterns.

In terms of study habits, most students do not have a fixed schedule of time dedicated to studies, indicating poor and inconsistent study habits. Similarly, Kumar's (2013) study also indicated that most students had poor study habits. Gender difference is evident; with having no fixed time for studies is reported more by female students, indicating that female students are more likely to have inconsistent study habits. This finding contrasts with the findings of Unwalla (2020) and Bhat and Khandai's (2016) study, that female students have better study habits and higher academic achievement than their male counterparts.

The kind of study environment most preferred by students across gender is silent solitude, followed by having no preference. Female students are more likely to prefer silent solitude than male students. On the other hand, more male students than female students reported having no preference

With regard to consumption patterns, majority of both male and female students prefer homemade food to fast food or foods from outside, with a higher proportion of male students than female students. The present findings show a different pattern from earlier research by Stockton and Baker (2013), Van Zyl et al. (2010), and Abraham et al. (2018), which found that college students frequently consume large amounts of fast and processed foods despite being aware of their negative effects.

Tiffin from home is the most preferred food to have at college, regardless of genders, with a higher proportion of female students preferring it compared to male students. However, almost an equal number of students were also found to prefer canteen food, with more males preferring it.

Students, regardless of gender prefer western dress over others, followed by Korean dress. Among those who prefer western dress, the male students' proportion is slightly higher compared to female students. However, among those who prefer Korean dress, female students outnumber male students. Despite the fact that the majority of respondents are Mizos, who are Indians, only a tiny portion of students prefer to wear Mizo and Indian dress. It is apparent from the findings that youth fashion in Aizawl is heavily influenced by global fashion, as evidenced by the predominance of preference for western clothing and the overwhelmingly low preference for Mizo and Indian apparels among students regardless of genders. According to students during interviews, the low preference for Mizo attire is due to the fact that it is not convenient and comfortable for regular wear and is typically reserved for special occasions.

The majority of student respondents report that they are sometimes conscious of brands, indicating that although branding plays a significant role in students' life but it is not the top priority. Similar trends are seen for both the genders, with both genders showing the highest proportion in the "sometimes" category, with a

somewhat higher proportion of female students report being occasionally brand-conscious than males. However, the proportion of male students is higher compared to female students among those who are not brand conscious.

Students are found to enjoy experimenting with new hairstyle, with female students more likely to enjoy it compared to their male counterparts. The findings also suggest that an overwhelming majority of college students, regardless of genders, do not shop frequently.

The top two favourite shopping items are footwear and apparel. Footwear is more favoured by male students while female students favour apparel more. There are about similar proportions of students who do and do not want to match their accessories with their outfits, with a slightly higher number of students who want to match their accessories. Female students are more likely to prefer this, but the vast majority of male students do not. The results suggest that female students are more conscious about fashion and appreciate a well-coordinated look than their male counterparts.

With regard to preference for same brand as friends, students, regardless of genders do not prefer to have the same brands of clothes, shoes, gadgets and other material goods similar to their friends, indicating that most of the students value individualism in their consumption pattern rather than following peer influences in brand preferences. The proportion of male students is more than female students in this regard. Students, regardless of genders, report that celebrity fashion does not influence their clothing choice, implying that while selecting their outfits, the majority of both male and female students give priority to their own tastes than to celebrity fashion trends.

In terms of favourite entertainment activities, the top three most favoured entertainment activities are watching movies, listening to music and engaging in social media, which are all internet-related activities. This indicates that students are more involved in passive activities. There is no significant difference between genders in this regard. The results imply that students choose passive entertainment activities like watching movies and listening to music over active participatory ones

like shopping and outdoor entertainment. Additionally, the large percentage of students engaging in internet-related activities such as watching movies, listening to music, social media and playing online games is indicative of college students' increasing inclination toward digital culture.

In terms of value preference among students, the finding indicates that justice, honesty, loyalty and respect are the most important values for both the genders, with a slightly higher proportion of male students compared to female students. This finding somehow aligns with the finding of Saruhan et al.'s (2023) study, which indicated that students regard respect, love, and integrity as the most essential values for them.

The majority of students report that they do not mind lying sometimes, with no significant gender differences. Students during the interview asserted that it is okay to lie sometimes to avoid unnecessary conflict or trouble or to protect someone's feelings, indicating that many students view lying as situational, considering it justifiable in specific contexts rather than an outright negative behavior.

In terms of decision making, majority of the students are found preferring to make their own decisions sometimes. Yet, another large portion of students explicitly report preferring to make their own decisions. A higher proportion of female students than male students prefer to sometimes make their own decision while a higher proportion of male students than female students explicitly prefer to make their own decisions.

Students, regardless of genders, say that it is important to follow the traditions and customs of one's own society. In terms of conformity to proper behaviour, students disagree to behave properly at all times and avoid actions people consider wrong, with a slightly higher proportion of male students than female students. With regard to obeying rules even when unattended, the data reveals that an overwhelming majority of students agree to obey rules even when no one is around, with a slightly higher proportion of females than males.

The findings indicate that majority of students do not admire people who own expensive homes, cars, gadgets and clothes regardless of the source of their income,

with a higher proportion of male students than female students. This finding implies student youth in the present study have a strong ethical stance among students about the ways of gaining success. Meanwhile, a significant portion of students report admiring people with expensive goods regardless of their source of income sometimes, with a significantly higher proportion of female students compared to male students.

In terms of feelings when not affording desired things, both male and female students report feeling bothered "sometimes" when they are unable to buy the things they want, with male students only slightly outnumbering female students. The majority of student respondents, regardless of genders, report that they are not interested in succeeding in life no matter what the means taken to that end.

In terms of students' concern about life, the finding shows that majority of students report being worried about something in their lives, with a higher proportion of female students reporting to worry more than their male counterparts. The most common issue that students worried about is their future, which is followed by jobs or career, exams, financial, family and relationships, indicating that students are not certain about their future. Male students are more concerned about jobs, career and financial security, while female students are often more concerned about exams and general life stresses.

8.4 Social institutions, Peers and Social media influence

Chapter VI examines the social worlds of youth in relation to social institutions and also explores peers and media influence upon them. It is divided into six sub-headings, including education, family and marriage, religion and youth organization. It also focuses on the influence of peers and social media on youth culture.

Regarding orientations towards education, it was found that students attend college for pursuing higher studies and get a job, indicating that they have strong academic goals and career-oriented ambitions. In contrast to their male counterparts, female students demonstrate comparatively more robust academic and career-oriented goals. This result is consistent with that of Kristiyani & Faturochman (2020), who discovered that students view academic objectives as their top priority since, if they

are achieved, they feel that their future will be bright since they will have gained or acquire jobs. Beaty et al. (1997) discovered that the majority of students have a vocational focus, which is similar to the findings of this study.

The vast majority of students reported making their own decisions in college choices, with more male students than female students report this. This suggests that students have a great deal of freedom when it comes to choosing their college. However, evidence gathered from interactions with students throughout the interview reveals that parents are frequently consulted before making a choice. Typically, parental clearance is obtained before making a final decision, indicating that, while individual agency plays an important part in college decisions, familial involvement remains a big impact.

About studies as a 'must-do' activity, majority of student respondents considered studies as a must-do activity that they undertake out of responsibility rather than fun or fulfillment, with male students outnumbering female students significantly. Despite considering studies as a mandatory rather than fun activity, the vast majority of students believe education is important to their future. It is interesting to note that all female students agree that education is essential for their future, showing that female students have a somewhat better academic focus and future planning than male students. This is corroborated by Kaur and Koonal's (2018) research, which found that more female students than male students have a more positive attitude toward education.

An analysis of students' orientation towards family and marriage indicate that family remains an essential and respected institution among student youth, with almost all student respondents stating that family is important to them, with only a very few female student who believe that it is not important. On the other hand, all male students are found to believe that family is important. The current findings are well aligned with those of Lazurenko et al. (2021) and Vladimirovna et al. (2021), which all underline the importance and significance of families in the lives of today's student youth.

When it comes to family type preference, majority of the respondents want to live in a joint family, with male students being more likely than female students to do so. This finding is consistent with the findings of Prasher et al.'s (2011) study, which indicated a high preference for joint families among male students. The authoritative parenting style, in which parents are loving, responsive, and supporting while setting strict limits, is favored by students. Male students exhibit a higher inclination towards this parenting style compared to their female counterparts. The current study's findings are consistent with those of Mir (2020) and Barnhart et al. (2012), confirming the preference for authoritative parenting as the most preferred style of parenting among youth.

The majority of students stated that it is sometimes proper to take decisions on their own without consulting their parents. More male students than female students believe it is proper to sometimes take decisions on their own without consulting parents while more female students than male students believe it is not proper at all to take decisions on their own without consulting parents. However, the presence of a significant proportion of students who still rely on their parents for decision making, as well as fewer students who explicitly believe it is appropriate to make decisions independently without consulting their parents, demonstrates the continued cultural significance of family in young people's decision-making. This finding is reinforced by Lahelma and Gordon's (2008) study, which discovered that, while young people are willing to go from semi-dependence to independence in terms of material resources, they prefer emotional and social interdependence.

Love marriage is the most preferred type of marriage among both male and female students, with male students slightly more inclined than female students. This finding aligns with those of Bhavana and Roopa's (2015) study, since both studies reveal that youth have an optimistic attitude regarding love marriage.

Students considered live-in relationships as wrong, with slightly more female students than male students have this view, indicating that female students are slightly more conservative and inclined toward conventional values and standards than male students. The current findings are comparable with those of Bhavana and

Roopa (2015), who found a largely negative attitude among young people about live-in relationships.

With regard to pre-marital sex, the majority of students of both genders are found to oppose premarital sex, showing that traditional conservative attitudes about sexual behavior before marriage still exist in the student population. The present finding is consistent with those of Yong and Simon (2019), which show that a considerable majority of university students oppose premarital sex.

Parental involvement in mate selection is considered important by majority of both male and female students, showing that conventional family values and respect for parental guidance continue to have a significant influence on students' attitudes toward marriage-related issues. Gender analysis shows that female students are more likely than male students to embrace parental participation in the mate selection process. The current findings are consistent with those of Bhavana and Roopa (2015), since both studies indicate the continued importance of traditional family values on marriage-related decisions among young people.

With regard to public display of affection, students reported that they have no idea on public displays of affection, yet a sizable number of them believe it is natural. More female students had no view on public displays of affection, whereas more male students believe they are normal. Inter-caste or inter-group marriages are strongly favoured by a significant majority of students, with only slightly more female students than male students favouring this. A vast majority of students support inter-caste or inter-group marriages, with female students slightly more likely than male students to do so. The current findings are congruent with those of Bhavana and Roopa (2015), who reported that students support inter-caste marriages.

In terms of orientations toward religious institutions, and it found that the vast majority of students value religion in their life, with no substantial difference between male and female students. The present findings are congruent with those of Culey (2014) and Joy et al. (2014), who both show that religion plays an essential part in the lives of young people. A large majority of students identify themselves as religious, with more female students than male students reporting this. Performing

religious ceremonies is considered good, with more female students than male students support this view.

With regard to performing religious ceremonies, student respondents believe performing religious ceremonies is good, with female students more in favour of this opinion than male students. The present finding is comparable with those of Zaidi and Rahaman (2020), who found a higher religious leaning among female students. The majority of students of both genders reported taking part in church activities, with male students reporting a somewhat greater involvement rate than female students.

The majority of respondents belong to a church youth group, and there is no substantial gender difference. However, most of the students are not involved as Sunday school teachers and only a few students serve as Sunday school teachers. More male students than females reported teaching Sunday school. Students are found to participate in church choir only occasionally, indicating moderate commitment rather than constant dedication, with female students exhibiting a slightly larger proportion than male students in this regard.

Regarding the impact of religion, it was discovered that religion has always had a positive impact on student replies regardless of gender. The present findings align with those of Zaidi and Rahaman (2020) and Rantzou and Mpellou (2021), all of whom emphasize religion's positive role in the lives of young people.

Faith in their religion gives them strength in their studies, meaning that religion provides emotional and motivational support for the majority of students, with more female students than male students saying so. This finding is consistent with previous study by Bosma (2024), Korley (2024), Ashemond (2017), and Iqbal & Javaid (2018), all of which indicate that religion benefits students' academic and personal development.

Analysis on student's orientations towards youth organizations indicates that students, regardless of gender, belong to youth organizations. However, both male and female students consider themselves to be passive participants in terms of level

of involvement, indicating that while they are members, their participation is limited or superficial.

Students believe that their involvement benefits them individually, with slightly more male students than female students reporting this benefit, indicating that males have a slightly more favorable experience. This finding is relatable with those of Tlau and Mishra (2022), who emphasize the perceived benefits of active participation in structured social activities.

In terms of peers influence, students are found to belong to peer groups, with no significant gender difference. Most students report being resistant to peer pressure, indicating that they have a strong sense of independent decision-making. Gender inequalities are small, with somewhat more female than male students admitting to being influenced by friends. They experience the positive as well as negative impacts from their friends, with more female students than male students recognizing this dual impact. This shows that peer contacts are neither totally beneficial nor destructive, but rather a combination of both. More students perceive peer impact as positive rather than bad. Only a few students perceive peer influence as entirely negative, with no substantial gender difference.

Peer effect on changes in behavior, dressing style, vocabulary, and attitude among students is evident but not dominating, with slightly more than half reporting no such changes. Another nearly half of the students admitted to being affected by their peers, demonstrating that peer dynamics continue to play an important role in molding personal choices during college. Gender differences are minor, with females somewhat more likely to report changes and males slightly more likely to indicate resistance to such influences.

Most of students believe that friends have no influence on their studies. However, a sizable proportion of them do, particularly females. Only a few students report negative peer impact, and male students are slightly more likely to do so. Overall, peer influence on academics is mixed, with good benefits outweighing negative ones, but neutrality is still the most popular perspective.

Students do not agree to ignore someone based on the advice from their peers, regardless of gender, indicating that students have a relatively high sense of independent decision-making when it comes to socially excluding others based on peer suggestions.

Students, regardless of gender claimed that they would not find it difficult to resist their friends, even if they were drinking, with more female students than male students. The present finding contradicts those of Khan and Budhwani (2015) and Mahanta et al. (2016). Unlike the two previous research, which stressed the relevance of peer influence in promoting substance use, the current findings show that students in this position have a higher level of resistance and autonomy, especially when it comes to alcohol intake.

Most students claimed that they would not skip classes simply because their friends are skipping, with male students outnumbering female students in this regard. This implies that most of the students have a high feeling of academic responsibility and freedom in decision making.

In terms of social media influence, student respondents are found to spend 4 to 5 hours each day browsing the internet, with male students reporting slightly more than female students. The majority of students believe they are addicted to the internet "to some extent." Male students are more likely than females to admit to being addicted to the internet. The findings of Kuss and Griffiths (2011) and Mokhtari, Reichard, and Gardner (2009) support the current study's result that the majority of students view themselves as being addicted to the internet "to some extent."

Social networking has become a routine part of their everyday life, regardless of gender. This finding is corroborated by Mokhtari et al.'s (2009) study, which discovered that college students prefer spending their time on the internet to recreational or academic reading and watching television, indicating that it plays a dominant role in their daily routines.

Students use social networking sites for 1-2 hours per day, with no significant gender differences found. Most of them are found to be members of three social networking accounts, with somewhat more females than males claiming this. V.K. and Sharma

(2019) established a similar tendency, revealing that the majority of students utilize two or more social networking sites. This shows that students choose to communicate across multiple platforms in order to meet their diverse social, academic, and recreational needs.

Whatsapp is the most popular social networking platform across both genders, followed by Instagram and Facebook.. The current study's findings closely match those of Maidaiah et al.'s (2016) study that indicates WhatsApp's dominance as the major social networking medium among students, regardless of gender. Mobile phone is the most popular device used by students across both genders to access social media, with only a small minority of students reported using other devices such as laptops, desktops, tablets, and smart televisions. The finding aligns with the works of Lalnunpuui and Verma (2016), Brahma and Verma (2018), Sharma and Godiyal (2016) and Tandon and Garg (2013).

Entertainment is the most prevalent reason for social media use in both genders, with no notable gender differences. Staying in touch with friends is the second most popular purpose, with more female students reporting it than male students. Academic purpose is the third most often mentioned reason, with significantly more female students citing it than male students. The least-mentioned goal is to have a feeling of belonging, which is cited by more male students than females. Sharma and Godiyal's (2016) findings are closely related to the present study's findings on the purpose of social media use. Most students, regardless of gender, use emoticons, acronyms, slang, and memes in their online interactions. This trend is slightly more noticeable among female students than male ones. This demonstrates that informal digital expressions like emoticons and memes are deeply embedded in today's young people's communication ways, with females having a little higher inclination.

Engagement in online communities is fairly common among students of both genders. However, the findings also show that the tendency to participate is more loose than permanent, with the majority of both male and female students expressing only a loose involvement. The majority of students agree that social media has an impact on their life, positively as well as negatively, and there are no significant gender disparities between male and female students.

In terms of media advertisement, students are found to be mildly responsive to mass media advertisements, with a minor gender disparity in which female students are found to be slightly more susceptible than males. Most students believe popular icons have minimal influence on their lives; nevertheless, female students are more likely than males to recognize such influence, indicating a gendered difference in receptiveness to celebrity culture.

With regard to the impact of social media exposure, students agree to changing their behavior, dress style, vocabulary, and mindset as a result of their exposure to social media, with more female students than male students acknowledging such changes. The most frequently reported area of change as a result of social media use by both genders is language, with somewhat more males than females perceiving this impact.

Social media use had both positive and negative effects on their overall well-being of students, with female students reporting a higher proportion of this dual impact than male students. Mageto's (2017) finding validates the present finding about the impact of social media use. Mageto emphasized that social media can have both positive and negative effects on young people. Laziness, time wasting, and reduced study time are the three most commonly cited disadvantages of social media use across both genders. This finding closely related to Amadi and Ewa's (2018) finding that students squandered a significant portion of their productive hours browsing the internet for leisure purposes.

8.5 Deviant subcultures

The nature of deviant subcultures that young people are participating in is examined in Chapter VII, which looks into students' self-reported involvement in deviant behaviors, feelings of post-deviance, and perceived benefits from such involvements. Students' opinions regarding the most common deviant behaviors in college environments are also examined, regardless of the type of subcultural deviance they were involved in. It is divided into six sub-headings, including: (1) Perceived prevalent deviant behavior (2) Class hour deviance (3) Vandalism and truancy (4) Substance abuse (5) Formal deviance (6) Post Deviance feelings

Perceived prevalent deviant behaviours was analyzed and found skipping or bunking class is the most prevalent deviant behavior stated by students, followed by cheating on test or exams and truancy. Female students are more likely to notice skipping class, bunking, and cheating. Male students are more likely to notice truancy. This suggests that the kinds of deviant behaviors that male and female students identify or witness are different.

The self-reported deviant subcultural participation of students in class hour deviance was investigated in relation to cheating on test or exam, skipping of class, college assembly or functions, mass bunking of class, coming late for class, mobile phone use in class.

Cheating on occasion is common, although it is not a common practice, with the majority admitting to doing so only on rarely, implying that while academic dishonesty exists, it is not a common practice among most students. Male students are more inclined to cheat than their female counterparts. A similar finding was discovered in a study conducted by Witherspoon et al. (2010), which demonstrated that the majority of students cheated occasionally, although regular cheaters were rare.

Students occasionally skip class, college assemblies, or functions, but it is not routine. Male students are more likely to skip class, college assemblies, or functions than female students. Mass bunking is not a common or regular activity among students, however it is occasionally observed. Male students are more likely to engage in mass bunking than female students, implying that female students adhere more strictly to academic norms.

Occasional lateness for class is common among college students, with no discernible gender difference. However, the higher proportion of male students who reported being late on a regular basis than female students shows that male students are more prone to habitual tardiness than their female counterparts. Mobile phone use in class is moderately prevalent, but not widespread among college students. In contrast to Srivastava's (2005) findings, which revealed that college students have a habit of

using mobile phones during class lectures, this study discovered that regular usage of mobile phones is not widespread among students of either gender.

Vandalism is not a common deviant behavior among students, particularly among female students. However, among those few students who admit to engaging in vandalism, males outnumber females, implying that despite the low total incidence of vandalism, male students are more prone than female students to engage in vandalism.

Truancy is also not a common practice among college students. However, significant gender disparities are evident among a few who engage in it, with male students are slightly more likely to engage than female students. Furthermore, hanging out, partying, or gambling during college hours is uncommon among all students, regardless of gender. However, male students are slightly more likely to participate in these types of activities, both rarely and frequently, but the difference is minimal. Similar to this finding, Eteng et al.'s (2021) study found that male students were more truant than female students.

In terms of substance abuse among college students in relation to tobacco, alcohol, and drug usage, tobacco use is found to be common among students, especially among male students, with the majority reporting some level of involvement (occasionally, often, or more frequently). Similarly, Chand et al. (2022) discovered a high rate of smoking and other tobacco product use among public health students in Nepal's Kathmandu Valley. Alcohol consumption is not common among the total student population, especially among female students. However, male students are more likely than female students to engage in occasional drinking. Drug use is not a common behaviour among college students across both gender.

Formal deviant activities such as stealing, fighting, joyriding, and sexual malpractices—including making obscene phone calls, watching pornography, and indulging in pre-marital sex—were investigated. Stealing is not common among college students of both genders, with the vast majority reporting never having done so. However, occasional involvement in stealing, particularly among male students is evident. The larger percentage of male students who report stealing rarely or

regularly reflect a gendered pattern, showing that male students are more likely to engage in this behavior than their female counterparts.

Fighting is also not a common practice among students, particularly among female students. However, fighting does occur on occasion, particularly among male students. Male involvement in fighting is significantly higher at all frequency levels—rarely, often, and more often—indicating a gender difference in aggressive behavior and conflict resolution tactics. This finding contrasts Semahegn's (2021) study that found fighting and physical attacks among adolescents widespread.

Joy riding is a somewhat popular activity among college students, with most participating just infrequently rather than regularly. Male students are substantially more likely to participate at all degrees of frequency than female students.

Making obscene phone calls is not a widespread activity among college students. While obscene phone calls are uncommon among college students, there is a significant gender disparity in their occurrence. Male students are more likely than female students to engage in this behavior, even if it happens just occasionally or infrequently. Pornography consumption among college students is prevalent but not dominating, with the majority participating in it just occasionally or not at all. A strong gender gap emerges, with male students being far more likely to consume pornography regularly. This finding is in line with those of Camilleri et al. (2021) and O'Reilly et al. (2007). Both studies indicated significant gender differences, with males reporting higher rates of pornography viewing.

Pre-marital sexual behavior is not a widespread activity among students across both genders, but it does occur to a limited extent. There is a significant gender difference among a few students who report engaging in such activity, with male students being more likely to engage in pre-marital sex at all frequency levels—rarely, often, and more frequently. This is congruent with the findings of a study conducted by Chi et al. (2012) among university students in Hefei, China, which indicated minimal student engagement in pre-marital sexual activity, with substantial gender disparities, with males being more involved than females.

Post Deviance feelings revealed that guilt and shame are the most commonly stated feelings among students after engaging in a deviant act. The data also indicate that emotional responses to deviant behavior differ significantly by gender, with female students appear to be more likely to feel guilty, while male students are more likely to express shame. Personal satisfaction is the most frequently reported incentive or benefit for both gender, but male students report it at a higher rate than female students. Gaining group acceptance is the second most commonly reported purpose or advantage, with no notable gender differences.

8.6 Sociological implications of the study

Sociology and other social sciences have a long history of studying youth culture. Looking back to the literature reviewed, research gaps listed and the objectives of the study accomplished, the study of youth culture has over a period of time acquired interdisciplinary character as a multifaced phenomenon covering subject disciplines like sociology, psychology, social work, anthropology, cultural studies, history, media studies and geography.

Sociologically, youth culture relates to the social customs and practices including common and shared values of young people, which are influenced by their unique socio-spatial circumstances and experiences. Because youth culture gives young people a vital space for identity construction during transitions to adulthood, it becomes significant from a sociological perspective. Their culture helps them manage the challenges of adolescence and forge a sense of self through common experiences, attitudes, and behaviours that set them apart from adult generations. Accordingly, youth culture has its own implications for personality, family, culture and society in their appropriate context.

Theoretically, there are several claims and counter claims having their relevance in some contexts or the other. A theory is a well-supported explanation of factual evidence, requiring due examination of text and context, so that points of convergences and divergences can be worked out. Facts are of help to test, refine and redefine theories. In the chapter on review of literature, eight theories were reviewed such as Functionalism, Class and Hegemony, Symbolic Interactionism, Ecological

Theory, Conspicuous Consumption, Band Wagon Effects, Subculture and Post-Modern Perspective for contextualisation and finding out the sociological implications. By integrating perspectives from available theories, possibility is explored to have a deeper, more nuanced insight into youth's agency and cultural expressions as depicted in the following table.

Table 8.1 Integrated Theoretical Model of Youth Culture: Text and Context

Text and Context: Implications for Personality, Family, Culture and Society			
Theory	Theorists	Emphasis	Study Context
Functionalism	Parsons, Eisenstadt, Merton, Hirschi	youth culture as a bridge between childhood and adulthood; “rite of passage”; interlinking sphere between family and other institutionalized spheres of society, identity construction.	Youth of Aizawl aspire and prepare for a meaningful transition from younghood to adulthood. More are the attachments, commitments, involvements, and beliefs binding them to conventional society, less is the deviance, coping strain and adaptive strategy for institutionalized goals.
Class and Hegemony	Gramsci, Hall, Jefferson, Hebdige, Cohen, and Brake	Resistance to capitalist hegemony, symbolic and stylistic resistance	No evidence found, family culture, clan sentiment, church discipline and benevolent youth. Instances of Stylistic resistance evidenced like ‘ compulsory church attendance’
Symbolic Interactionism	Sutherland and Becker	Differential association, learned and socially constructed nature of behaviour, Reinforcement through socialization, Smart labelling	respondents experienced unprecedented freedom, exposure to diverse ideas, and opportunities for social interaction, all of which have a substantial impact on their thinking and worldview. Peer influence, Media network, content creation and online audience
Ecological Theory	Park and Burgess, Shaw	Dynamic ecosystem with various residential	Little difference of residential zones or neighbourhood relations. YMA

	and McKay	zones, urban surroundings and neighborhood, and weak community structures	driven community sentiment and community policing, summation of homogenous norms, values and practices
Conspicuous Consumption	Veblen, Maffesoli, Hetherington	using possessions to display wealth and status, 'Neo-tribes' exhibiting lifestyle themes and consumer choices rather than a shared position in a society.	Data partly supported through their daily routines, leisure activities, sleep and study habits, consumption patterns, and the style to manage their time, resources, and priorities.
Band Wagon Effects	Leibenstein	Influenced by other individual's demand for a commodity	Influence of western and Korean culture, competitive interest in commodity market though they prefer home made food.
Subculture	Cohen, Cloward and Ohlin, Miller and Matza	Distinctive culture of its own due to lower opportunity structure, status frustration and relative deprivation, drift between conformity and deviance	Occasional if not habitual skipping or bunking class, cheating on test or exams, coming late, mobile phone use in class, Vandalism and truancy, substance abuse, stealing, fighting, joyriding, making obscene phone calls, watching pornography, and pre-marital sex with post deviance feelings of guilt and shame.
Post-Modern Perspective	Dekel-Dachs, Beck and Beck-Gernsheim, Muggleton and Weinzierl Polhemus, Thornton	Youth construct their own identities, making their own life decisions, time-driven choices, Pub-hub-club culture, Love for fun and style	'Collaborative individuality'- Youth negotiate the collectives they want to be part of, having multiple temporal collectives, fun loving, Fashion, no commitment to a fixed style irrespective of their social class backgrounds, gender and races, quest for recognition, status and social prestige

Functionalist theory: In line with Parsonian (1954) argument, youth culture serves as a "rite of passage" or bridge between childhood and maturity, smoothing the transition from familial dependency to adult freedom, the findings of this study revealed college students' preference for leisure activities such as internet use and hanging out with friends over household chores and studies, irregular sleep-wake patterns, and inconsistent study habits, preference for individual decision-making at times, justify breaking the law in certain circumstances, and occasional engagement in deviant acts, serve as rites of passage or the transitional process of youth. These acts indicate a stronger assertion of youth identity, increased autonomy, and a gradual weakening of parental authority. Rather than being completely deviant, such traits have an adaptive function, allowing young individuals to experiment with freedom, establish personal routines, and navigate their evolving roles before taking on the organized obligations of adulthood.

The study also confirms Eisenstadt (1956) that youth culture acts as a bridge between family and other institutionalized realms of society, assisting young people in transitioning from reliance to independent social engagement, while peers provide a crucial source of support and a platform for exploring identity and social responsibilities. College students in the present study are found to belong to peer groups and online communities, experiencing both negative and positive impacts from their peers indicate this transitional function.

Merton's (1938) strain theory describes deviation as a reaction to a gap between culturally acceptable goals and the means to attain them. When confronted with difficult academic obligations in this study, some students participate in ritualism, as evidenced by their hatred for studying and preference for leisure activities, and innovation, as seen by their occasional cheating on tests or exams, as adaptive reactions to strain.

The outcomes of this study partly supported Hirshi's (1969) theory in that some students have a tendency for deviant behaviours, as seen by their occasional engagement in deviant behaviours and occasional justification for breaching regulations. However, the strong ties they have with their family, religion, and

culture suggest that most students are integrated into conventional norms preventing the possibility of larger deviance.

Class distinction and hegemony: Scholars such as Hall and Jefferson (1976), Hebdige (1976), Cohen (1972), and Brake (1980) emphasize symbolic and stylistic resistance to capitalist rule. This theory attempted to establish the role of social class in the formation and conduct of adolescent subcultures, with sub-cultural participation understood as a form of resistance to cultural hegemony and providing symbolic solutions to working-class youth. The findings of the study do not provide evidence of youth culture as a form of resistance, as stressed by this perspective. This study found that youth have positive attitudes about their families, churches, and youth organizations. Youth participate in distinctive or style culture mostly for personal satisfaction. While there are instances of stylistic resistance, such as questioning the practice of taking attendance at church, which few students believe is unnecessary, this does not imply that they oppose church discipline, as they have stated that they personally benefit from involvement in church activities.

Symbolic Interactionism:

The findings of this study somewhat support Sutherland's (1939) theory of differential association, which holds that individuals develop the values, attitudes and motivations for criminal behavior through interaction with others. Although peer pressure was not found to be prevalent among student respondents in this study, peer and social media effect was visible in several aspects of life, such as changes in conduct, dress style, vocabulary, and attitude. Students are found to frequently employ internet-specific languages such as emojis, acronyms, slang, and memes in their online contacts with others and are slightly responsive to media advertisements.

The findings of the study revealed that student youth use social media excessively and view their involvement in social media use to have both positive and negative consequences on them, with the negative aspects most commonly reported being laziness, time wasting, and diminished study time. This finding can be explained from Becker's (1963) labelling theory, which illustrates that the societal reaction to their behaviours can influence their self-perception and develop a self-fulfilling

affirmation of themselves as 'lazy', 'unproductive', or 'unmotivated'. Thus, after regularly encountering this societal reaction, young people may learn to absorb the negative label and construct their self-image around it.

Ecological Theory: The present study showed no evidence to support ecological theory, as proposed by Park and Burgess (1925) and Shaw and Mckay (1942), that ecological zones and neighbourhoods influence individual behavior. Student youth in this study come from a variety of socio-economic background, hailing from both rural and urban areas. As one of the respondents said, “We do not see whether rural or urban, poor or prosperous, elite or wretched, north or south, a friend is a friend”, indicating that youth culture in this study is such that they are not conscious or careful about the parentage, economic background, or the area to which they belong. Strong societal institutions and YMA driven community sentiments contribute to homogeneous youth cultural values and practices.

Conspicuous Consumption: The findings of the study partly supported Veblen's (1899) theory of conspicuous consumption. The findings of the present study showed that youth spend the major portion of their days apart from college hours on leisure activities and do not adhere to regular and consistent sleep and study routine. The most popular leisure activity is the internet, with social media platforms such as WhatsApp, Instagram, and Facebook being frequently used. These platforms, particularly Instagram, are used to share photographs and videos in the hopes of gaining likes, comments, and followers. This scenario exemplifies a contemporary form of conspicuous spending in which digital presence replaces Veblen's rigid class-based explanation of material display in order to attain status. This type of conspicuous consumption can be explained through the lens of neo-tribes and consumer choices by Mafesolli (1996) and Hetherington (1996), in which youth form digital neo-tribes with people who share their interests and construct their identity through consumer choices, without permanent loyalty to the groups. As a result, digital leisure becomes a means of obtaining popularity and social prestige throughout the youth transition period.

Band Wagon Effects: The findings of the present study partly supported Leibenstein's (1950) band wagon effect, which suggested that an individual's desire

for an item is impacted by other individuals' demand in the same community. The findings of the study which revealed that western and Korean dress outperformed traditional dress, particularly among female students, clearly support the bandwagon effect, demonstrating that students tend to match their dress preferences with the globally dominant style. On the other hand, the findings on brand preference and celebrity fashion revealed a relatively weak bandwagon effect, with only a small proportion of students following their friends' brand preferences and celebrity fashion trends, implying that individual taste and preferences outweigh peer and celebrity fashion influence.

Subculture theory: The findings of the study do not support Cohen's (1955), Cloward and Ohlin's (1960), or Miller's (1958) subculture theory since there is no indication of delinquent subcultures arising as a result of status frustration and relative hardship among student respondents. However, David Matza's theory of delinquency and drift is closely linked with the findings of the present study, which discovered that students' involvement in deviant activities is primarily occasional rather than habitual. Matza (1964) claimed that people, particularly youths, frequently perform delinquent activities on occasion rather than as a permanent habit.

According to the theory, young individuals alternate between conformity and deviation, affected by situational pressures, temptations, or perceived injustices. This is mirrored in the current findings, which reveal that students, particularly males, occasionally partake in deviant behaviors, motivated primarily by personal satisfaction and, to a lesser extent, group approval.. The stated sentiments of guilt and shame after deviant behavior provide validity to Matza's theory that most people are nonetheless bound by conventional norms and only temporarily ignore them in order to engage in deviance. This occasional involvement, together with the observed emotional impacts, suggests that students are not firmly rooted in a deviant subculture, but rather alternate between conforming to and breaking from social norms.

Post-Modern Perspective: The findings of the study supported post-modern perspectives of Dekel-Dachs et al. (2017), Beck and Beck-Gernsheim (2009), Muggleton and Weinzierl (2003), Polhemus (1998) and Thornton (1996). These

theories place more emphasis on fluid identity, individual choice, and flexible social ties than fixed subcultures and inflexible societal pressures. Society has been culturally fragmented, and youth styles are now fluid. Increased diversity, choice, and freedom have reshaped culture, contributing to the process of individualization.

In line with Dekel-Dachs et al.'s (2017) collaborative individuality, the study revealed that students engage in online communities loosely and prioritize their personal tastes, with the primary reason for their engagement being entertainment, indicating that young people negotiate the collectives to which they wish to belong and may belong to several temporal collectives. Students' preference for personal tastes and loose engagement in social media for fun is consistent with the theory of Muggleton and Weinzierl (2003), who argued that young people participate in subcultures without a serious commitment to a definite style, and that too is done for fun.

The findings, which revealed students' preference for personal tastes over peer and celebrity influence, are a fine illustration of Beck and Beck-Gernsheim's (2009) individualization and Polhemus's (1998)'supermarket of style,' which suggest that people tend to create their own identity, make decisions of their own from a wide range of stylistic choices without commitment to a fixed style, regardless of their social class backgrounds, gender, or race. The distinctions between different subcultures have grown less apparent.

The study that found students loosely engage in online communities and their engagement in social media is mainly for entertainment is consistent with Thornton's (1996) theory of club culture that emphasized that people take part in club culture on a part time basis rather than a complete lifestyle and club culture was more about pleasure and fun rather than class based resistance. Sarah Thornton's concept of subcultural capital defines the knowledge and taste that confer status within subcultures. The study's findings, which indicated the predominance of internet-specific vocabulary among students, such as emojis, memes, acronyms, and slang, represent a modern type of subcultural capital. Even if their involvement is temporary, they display their cultural understanding and taste by using specific emojis, memes, and language that they find interesting. Knowing the latest memes or

engaging with certain content, for example, can help them gain status in their online communities.

8.7 Policy recommendation

The study of youth culture among Aizawl college students sheds light on the students' lifestyles, orientations toward social institutions, patterns of deviant behavior, and the ways in which peer groups and social media use affect them. The following recommendations are made in light of the study's findings:

1. Parents should intervene and regularly watch their children's activities to understand how they spend their time.
2. Parents should create a pleasant home atmosphere, maintain a healthy home environment, and involve their children in activities that prevent boredom and excessive idle time, which can be triggers for excessive screen time and substance use.
3. Parents and other adult members of the family should strive to be role models for their children, as this is a powerful and good approach to influence a child's behavior.
4. Mentorship programs should be established at educational institutions so that responsible faculty and professional counselors can advise children in making positive life decisions.
5. Educational institutions should arrange awareness campaigns regarding the possible consequences of excessive screen usage so that college students can establish healthier and more productive leisure habits that will benefit their general well-being and academic success.
6. Promoting a growth mentality, which includes teaching students that ability and intelligence can be developed with effort and perseverance is crucial to improve their study habits and overall academic success.
7. Encouraging young people to accept difficulties, learn from their mistakes, and see failure as an opportunity for progress can help them build resilience and a good attitude toward learning. Praising work over intrinsic talent can foster this approach and encourage youth to strive for constant progress.

8. Participation in physical activity should be encouraged by establishing a healthy sports and fitness culture to improve the physical health of youth through sports tournaments, fitness camps, and suitable sports and leisure facilities.
9. Regular youth forums should be organized at all levels of government to address issues affecting young people.
10. Establish public forums and youth parliaments at the local, regional, and national levels so that young people can express their views on public policy and interact with policymakers.
11. Digital literacy campaigns must be organized to enable young people to use media wisely, evaluate information critically and counter false information.
12. Create accessible and free mental health support services for young people to address the specific issues faced by young people
13. Organize awareness campaigns on substance abuse in educational institutions to prevent students from involving in these kinds of deviant behaviour by addressing the adverse effects of drug abuse.
14. Apart from a spiritual focus, the church should provide training or mentorship on useful life skills and guidance on how to use technology sensibly and productively.

8.8 Future areas of research

The present study suggests some new areas of investigation for future sociological research on youth culture, which are:

1. Future research should include an in-depth analysis of student culture and subculture across all colleges in Mizoram.
2. Research on non student youth culture should be conducted to understand a broader picture of youth culture apart from student youth.
3. A comparative study of student youth and non-student youth culture should be conducted to understand how educational background influences youth cultural practices.

4. A comparative study of rural and urban students' cultures should be undertaken to better understand how different socio-cultural backgrounds impact youth identity and worldview.
5. Research on the generation gap can be conducted by examining and documenting interactions between youth and parents.
6. Research on the role of neighbourhood in shaping youth culture and subculture among Mizo youth can be undertaken.
7. The effects of socio-economic background on youth cultural practices should be conducted.
8. The role of religion and spirituality in shaping youth cultural identities should be conducted.
9. The role of Non-governmental organizations in the formation of youth culture in Mizoram should also be conducted.

APPENDIX-1

RESEARCH DIARY

- **11.07.2017:** Appeared for written test and Interview for PhD at the department of Sociology, MZU
- **14.07.2017:** Result was declared and got selected for PhD
- **17.07.2017:** Went to MZU to discuss tentative topics for research with Prof. Mohanty and Sir Zara
- **05.08.2017:** Talked to my supervisor and discussed with him about the areas of my interest for my research topic
- **19.08.2017:** I met with Professor Mohanty and Sir Zara to finalize my study topic. After much deliberation on various topics of interest, they finally proposed that I work on college student youth.
- **21.08.2017:** Got a message from Prof. Mohanty telling me to attend a seminar on Research Methodology which was to be held during 24th to 31st October, 2017 organized by MZU. I got a call from Sir Zara and told me to buy two books: “Tales of the field” by John Van Maanen and “Sociological theory” by George Ritzer which he thought would be useful in my research journey.
- **31.08.2017:** Went to MZU to meet my supervisor and Prof. Mohanty to discuss about the topic for my research. We discussed about gender role socialization among college students, youth culture and deviant subcultures among college students .
- **02.09.2-17:** Looked for materials on the internet and downloaded some of them.
- **03.09.2017:** Got the downloaded materials printed and started reading
- **04.09.2017:** After reading materials, I decided the title “Youth culture among college students in Aizawl city”.
- **20.09.2017:** Met with my supervisor Sir Zara and Prof. Mohanty to discuss how my selected topic will be studied.
- **03.10.2017:** Read on “cultural theory and Popular culture, an introduction” by John Storey
- **09.10.2017:** Read on “Subcultures, the meaning of styles” by Dick Hebdige”

- **16.10.2017:** Began searching for more materials related to youth culture.
- **24 – 31. 10.2017:** Attended a national seminar on “Research methodology” organized by Department of Education, MZU
- **02.11.2017:** Decided to start writing research proposal.
- **15.11.2017:** Read articles and literatures to understand the concept of youth and youth culture.
- **18.12.2017:** Went to the department and submitted six months report. Prof. Mohanty gave tips for writing research proposal.
- **20.12.2017:** Searched for thesis related to youth culture studies at shodhganga@INFLIPNET
- **21.12.2017:** Read on “The youth in contemporary Goan society: a study in sociology of youth.”
- **10.01.2018:** Began browsing materials for writing research proposal.
- **11.01.2018:** Looked on materials on youth studies
- **21.01.2018:** Read related literatures of youth cultural studies
- **02.02.2018:** Read articles and thesis relating to youth studies.
- **03.03.2018:** Looked for more materials in the library
- **10.03.2018:** After reading several books and materials I have decided to focus on everyday experiences of college students in general rather than on the spectacular aspects of youth subcultures.
- **15.04.2018:** Began writing my research proposal.
- **14.05.2018:** Got a letter from HOD instructing to meet him more frequently.
- **29.05.2018:** Went to MZU and showed my work to my supervisors, Prof. Mohanty and Sir Zara. We discussed format for research proposal.
- **30.05.2018:** Making corrections in my research proposal as suggested by my supervisors.
- **07.06.2018:** Went to MZU and showed my work. There are some changes and corrections to be made.
- **08.06.2018:** Made corrections as suggested by my supervisors.
- **09.06.2018:** Continued on writing research proposal

- **20.06.2018:** Read theories of youth culture. I tried to understand how different scholars, advocating different perspectives are looking at youth culture.
- **16.07.2018:** Invigilation duty at MZU for PhD/Mphil/MA entrance exams.
- **25.07.2018:** Kept on reading and collecting materials.
- **14.08.2018:** Went to MZU and discussed my work with my supervisors. Prof. Mohanty wanted me to review literatures from three angles such as theoretical, thematic and methodological.
- **16.08.2018:** Read literatures on youth studies
- **17-08.2018:** Worked on research proposal, trying to finish on time
- **13.09.2018:** Mailed a copy of my research proposal to Prof. Mohanty and Sir Zara
- **14.09.2018:** Went to MZU and discussed about the research proposal with Prof. Mohanty and Sir Zara.
- **15.09.2018:** Worked on research proposal and made necessary changes.
- **16-23.09 2018:** Worked real hard on research proposal, cleaning up for finalization.
- **18.09.2018:** Mailed a copy of research proposal to Prof. Mohanty.
- **24.09.2018:** Went to MZU to show the final draft of research proposal. The format for cover page, font style and size were discussed. Plagiarism check was also considered.
- **25.09.2018:** Presented my research proposal to the members of DRC in Dean's Office, School of Social Science, MZU for their approval.
- **26.09.2018:** Discussed my research proposal in BOS meeting and approved.
- **27.09.2018:** Prepared final research proposal to submit to School Board meeting.
- **28.09.2018:** Showed my supervisors the final draft of my research proposal
- **29.09.2018:** Cleaned up my research proposal as suggested by my supervisors and mailed to Prof. Mohanty and Sir Zara.
- **01.10.2018:** Went to MZU and submitted 15 copies of my research proposal to Dean's office.
- **03.10.2018:** Discussed my research proposal at School Board meeting and was approved.

- **05.10.2018:** Kept reading available literatures.
- **22.10.2018:** Went to MZU and discussed about what should be done next with Prof. Mohanty and Sir Zara. They suggested that I read more literatures and start writing the review of literature chapter.
- **25.10.2018:** Started collecting reading materials. Kept on looking for more materials relating to theories of youth culture.
- **26.10.2018:** Academic Council meeting was held.
- **30.11.2018:** Started writing the theoretical review.
- **December, 2019 –January, 2019:** Collected and read literatures for review.
- **04.02.2019:** Re-admission done at MZU
- **11.02.2019:** Showed my works to supervisors and suggested me to do more readings.
- **28.02.2019:** Attended Cultural programme at the department.
- **10;03.2019:** Read collected materials for theoretical review. It was very stressful trying to understand the different theories of youth culture.
- **12.03.2019:** Sat down trying to write at least something.
- **13-20. 03.2019:** Tried hard to finish the theoretical review.
- **12.05.2019:** PhD registration done.
- **06.06.2019:** Got PhD registration No: MZU?Ph.D./1182 of 03.10.2018.
- **10.06.2019:** collected reading materials from previous research studies for thematic review.
- **11-13.06.2019:** Read collected materials for thematic review.
- **14-16.06.2019:** Started writing the thematic review.
- **19.06.2019:** Finally completed the first draft of thematic review.
- **22.06.2019:** Started focusing on methodological review and tools of data collection. Read collected materials to understand what other researchers had used and trying to figure out the most feasible methods of data collection for my research.
- **23-30.06.2019:** Kept on reading materials for methodological review.
- **03.09.2019:** Got a calling letter from HOD to give progress report.
- **13.09.2019:** Attended a seminar on ‘Plagiarism’ at MZU Auditorium.

- **16.09.2019:** Went to meet Prof. Mohanty as I need to consult with him about literature review.
- **20.09.2019:** Submitted Progress report to the department. Had a long discussion with my supervisor and Prof. Mohanty on literature review. He told us to be careful about plagiarism and gave us some tips and tricks to prevent it.
- **21.09.2019:** Made corrections in my literature review as suggested by the supervisors.
- **25.10.2019:** I went down to the department to discuss with my supervisors in person after sending them a copy of the literature review chapter. It was still not perfect and made some suggestions on how I can improve on this chapter.
- **01 – 25.11.2019:** These days were used to improve the chapter of literature review. Necessary changes and corrections were made as suggested by my supervisors.
- **28.11.2019:** Went to MZU to show my works to Prof. Mohanty and Sir Zara. It was such a relief that they found the chapter quite satisfactory now. Only minor corrections are to be made now and the next meeting is scheduled on 12/12/2019.
- **12.12.2019:** As scheduled earlier, I went to meet my supervisors for the final discussion of literature review chapter and then visited the library at MZU.
- **17.12.2019:** Went to MZU to discuss on the next step for my research with Prof. Mohanty and my supervisor Sir Zara. They told me to prepare an interview schedule.
- **05.01.2020:** I started thinking of questions for the interview schedule.
- **15.01.2020:** Started preparing the interview schedule for the first objective of my study, that is, socio-economic profile of the respondents.
- **17-20.01.2020:** Started focusing on questions for my other objectives of my study. Framing appropriate questions to cater to the objectives of my study was very challenging.
- **26.01.2020:** Went to the department to assist them with decorations for National Seminar which was going to be organized by the department.

- **28&29. 01.2020:** Attended a national seminar on ‘Social Inclusion and Diversity’ organized by the department.
- **13.03.2020:** Went to meet Prof. Mohanty. He clarified my doubts about the process of framing questions for the interview schedule.
- **April-November, 2020:** Work progress became extremely slow as meeting with my supervisors in person was not possible as a result of the covid-19 pandemic and the subsequent enforcement of total lockdown. From April to November, I spent the entire time reading literature and developing interview questions.
- **11.12.2020:** Went to MZU to show the interview schedule I had prepared to my supervisors. Prof. Mohanty told me to move ahead with it and told me the correct format to follow such as writing schedule No., date and time taken for interview on the top of the interview schedule.
- **18.12.2020:** Submitted progress report to the department. Had discussion on Interview schedule with Sir Zara and Prof. Mohanty. Prof. Mohanty told me to show research diary in our next meeting reflecting from date of registration till date. He then told me to make a list of concepts used, questions should be structured and coded. He also told me to visualize what am I going to get by asking those questions while developing the questions.
- **27.08.2021:** Met Prof. Mohanty to show my interview schedule. But could not touch mine due to time constraint. He told me to meet on 03.09.2021.
- **03.09.2021:** Met Prof. Mohanty and discussed my interview schedule with him. Made some changes. It was very fruitful.
- **05.11.2021:** Went to MZU to meet Prof. Mohanty to finalize my interview schedule and got approval to conduct pilot study.
- **8-10.11.2021:** Conducted pilot study
- **19.11.2021:** Went to MZU to finalize the interview schedule with Prof. Mohanty after conducting a pilot study. Discuss at length the outcome of the pilot study. After making necessary changes in the interview schedule based on the results of the pilot study, he then gave me the approval to conduct actual fieldwork. Visited Sir Zara on my way back home to give him information on the discussion I had with Prof. Mohanty.

- **15.12.2021:** Attended Advance Christmas celebration organized by the department at MZU.
- **18.02.2021:** I was very depressed that I just had to wait for the time I would be able to start my fieldwork. I was unable to begin my fieldwork because my study's respondents were college students. Due to the Covid-19 pandemic, all colleges in Aizawl were shuttered, and classes were only offered online.
- **17.03.2022:** I discussed the issues I encountered when collecting data with my supervisors. Prof. Mohanty and Sir Zara had a lengthy discussion about this and ultimately decided to allow me to collect data using a Google form.
- **18-20.03.2022:** Prepared Google form.
- **21.03.2022:** Data collection commenced. Shared the Google form link in class whatsapp group of Govt. T.Romana college where I work and asked to provide their phone numbers for follow up interview, if necessary. Responses were quite satisfactory.
- **22.03.2022:** Contacted some of the teachers from Govt. colleges to help me in my data collection. Link of Google form was shared.
- **25.03.2022:** A good number of responses came in. However, responses from some colleges were very slow.
- **29.03.2022:** More responses came in. But still could not get the required number of responses. I still need around 120 responses.
- **30-31.03.2022:** Contacted students through phone calls to gain more knowledge in their responses.
- **11.04.2022:** Prof. Mohanty suggested on increasing my sample to 372 from 291. He wanted me to have the correct sample size using Krejcie and Morgan table for determining sample size.
- **15.04.2022:** Started interviewing those who are available at college campus as colleges reopened partially after total lockdown.
- **07.06.2022:** I managed to collect data from the required number of respondents.
- **10.06.2022:** started entering data into excel sheet.
- **29.06.2022:** Called Gracy to discuss about SPSS.
- **30.06.2022:** Mailed Gracy the excel sheet for SPSS analysis.

- **01.07.2022:** Sent Gracy the interview schedule questions.
- **11.07.2022:** Gracy sent me the data obtained from SPSS.
- **12.07.2022:** Went to MZU gave a presentation on work progress and discussed with Prof. Mohanty on how the analysis of data to be undertaken. He told me the details of data analysis process. Told me to note down quotation and statements from qualitative questions. He emphasized on the importance of contextualizing the findings. Written report of progress made to be submitted on 15th July.
- **13.07.2022:** The analysis of the gathered data began, with the socioeconomic profile of the respondents. I was startled to learn that the sample includes more students from rural areas than from urban areas. This was not what I expected given that the study was conducted in Aizawl.
- **15.07.2022:** Submitted progress Report.
- **23.09.2022:** Attended Muansanga's MPhil Pre-submission seminar.
- **01.10.2022:** Looked for more materials.
- **21.10.2022:** Read more materials for the introduction of the thesis.
- **25.10.2022:** Walked around the college campus to observe students' behavior.
- **10.11.2022:** Started writing the introduction for my thesis.
- **02.12.2022:** Read more materials on research methodology.
- **19.01.2023:** Today, I walked around the college campus to observe how students behave. I overheard a conversation between two friends and one girl was telling her friend how happy she was to have more than 500 followers on her instagram page. What I heard made me realize that how young people today are using social media platforms for gaining social recognition and status.
- **26.02.2023:** Met Prof. Mohanty and he reminded me to maintain research diary properly.
- **02.03.2023:** Read more materials and started writing chapter III.
- **06.03.2023:** Presented a paper at national seminar organized by Govt. T.Romana College on topic relating to issues of female students.
- **20.04.2023:** Met Prof. Mohanty and he told me to go ahead with chapter 4, which is, the socio-economic profile chapter. He told me to give a brief introduction for all the sub-headings of each variable when analyzing the table.

- **16.05.2023:** Met with Prof. Mohanty and showed socio-economic profile chapter. He gave me some suggestions. It was very fruitful.
- **01.06.2023:** Went to MZU and met my supervisors and discussed about the procedures of data analysis.
- **20.07.2023:** Still working on chapter-iv, socio-economic profile of student respondents.
- **12.08.2023:** Table analysis of chapter-V commenced.
- **21.09.2023:** Still stuck with chapter V. Could not make much progress.
- **15.10.2023:** Sometimes I feel exhausted because what prof. Mohanty wants us to do is not just simply analyzing the table, he wants us to give social implications of the findings.
- **08.12.2023:** Went to MZU with Miss Rosie to give our progress report and Prof. Mohanty scolded us for not keeping in touch with him for so long.
- **11.01.2024:** went back to Chapter-III and added details of sample size as suggested.
- **20.02.2024:** Got a calling letter from Prof. Mohanty, HOD to give progress report to the department.
- **10.03.2024:** Sat down to continue my work in progress. I still could not finish analyzing tables of chapter V.
- **05.06.2024:** Talked to Sir Zara on the phone and discussed with him my work in progress.
- **03.10.2024:** Received approval for Two-year extension.
- **10.10.2024:** Started working on Chapter-VI
- **12.10.2024:** Went to MZU and met Prof. Mohanty. He went through my works and made some suggestions.
- **22.10.2024:** Got a final reminder letter from HOD to report to the department.
- **12.11.2024:** Worked on Research methodology chapter as Prof. Mohanty suggested me to include research experience.
- **13.11.2024:** Started analyzing tables for chapter-VII.
- **06.02.2025:** Met Prof. Mohanty and showed my works on chapter I, II, III and IV. Some changes were made and told me to make some corrections .

- **10.02.2025:** Went to Prof. Mohanty's resident with Miss Rosie to show our write-up for publication for his approval.
- **11.02.2025:** Went to MZU with Miss Rosie to consult Prof. Mohanty on our doubts. He checked my works and told me to make few corrections and additions on chapter III and IV. He told me to add one sub-heading, that is, Chapter Plan to chapter III. Had lunch at his house.
- **22.02.2025:** worked on adding chapter plan to chapter III as suggested by HOD.
- **02.04.2025:** Attended Lawmsangpuia's Viva-voce at MZU.
- **01.05.2025:** Our paper has been finally published in CSS journal of MZU. We were instructed to collect it from the Dean's office for Rs 500/-.
- **08.05.2025:** Met Prof. Mohanty to show my works on chapter-iv, v, vi and vii. He told me to club chapter vi and vii into one chapter.
- **09.05.2025:** Worked the whole day and night on trying to put together chapter vi and vii.
- **16.05.2025:** Went to MZU and showed my works to Prof. Mohanty. He checked on chapter-vi into which I merged two chapters together i.e., former chapter vi and vii. But he found the chapter too bulky and then suggested me to again divide it into two chapters.
- **16-24.05.2025:** worked really hard these days to finish my PhD on time.
- **25.06.2025:** Met prof. Mohanty and showed him my works. He told me to contextualize my findings with previous studies and theories.
- **26.06.2025:** Started working on contextualization of my findings for chapter v,vi,and vii.
- **12.08.2025:** Went to MZU and worked the whole day under the supervision of Prof. Mohanty.
- **13.08.2025:** Met Prof. Mohanty and showed my works. Changes were made and gave me suggestions. He told me to write the last chapter, summary and conclusion.
- **23.08.2025:** Got my paper published in ATSK journal.
- **24&26.08.2025:** Met Prof. Mohanty and worked the whole day at his office.
- **26.08.2025:** Attended Miss Rosie's Pre-submission seminar.

- **28.08.2025:** My pre-submission seminar was scheduled for 16.09.2025.
- **02.09.2025:** Went to MZU to show my works to Prof. Mohanty. He checked and made some corrections. Worked at his office the whole day.
- **04.09.2025:** Attended Miss BZI's Pre-submission seminar.
- **05.09.2025:** Met Prof. Mohanty to show my work.

APPENDIX-2

INTERVIEW SCHEDULE

YOUTH CULTURE AMONG COLLEGE STUDENTS IN AIZAWL CITY

(Purely for academic purpose)

Schedule No:

Date:

Time taken for interview:

Interviewer:

Objective No: 1

To study the socio-economic profile of sample respondents.

1. Gender:
 1. Male
 2. Female
 3. Third Gender
2. Age:
 1. 15 - 18
 2. 19-22
 3. 23 above
3. Educational status:
 1. I Semester
 2. II Semester
 3. III Semester
 4. IV Semester
 5. V Semester
 6. VI Semester
4. Marital Status:
 1. Married
 2. Unmarried
 3. Widow
 4. Divorced

5. Religion:
 1. Christian
 2. Hindu
 3. Muslim
 4. Buddhist
 5. Others, Specify_____
6. Denomination (Answer only if you are a Christian):
 1. Presbyterian
 2. Baptist
 3. UPC (NE)
 4. UPC (MZ)
 5. Salvation Army
 6. ECM
 7. Roman Catholic
 8. IKK
 9. LIKBK
 10. Seventh Day Adventist
 11. Others, Specify _____
7. Permanent Residence:
 1. Rural
 2. Urban
 3. Semi urban
8. Number of family members:
 1. 0-3
 2. 4-6
 3. 7-9
 4. 10 and above
9. Birth Order:
 1. Last born
 2. Middle born
 3. First born
 4. Single child

10. Parent's marital status:

1. Married couple
2. Divorced
3. Widow/ Widower
4. Yet unmarried

11. Type of Household:

1. Pucca (RCC)
2. Semi Pucca
3. Assam type
4. Thatched

12. The house you are living in is:

1. Owned
2. Rented

13. No. of living rooms your house has:

1. One
2. Two
3. Three
4. Four
5. More than four

14. Father's educational status:

1. Primary school
2. Middle school
3. High school
4. Higher secondary school
5. Bachelor's Degree
6. Master's Degree
7. PhD

15. Mother's educational status:

1. Primary school
2. Middle school
3. High school
4. Higher secondary school

5. Bachelor's Degree
 6. Master's Degree
 7. PhD.
16. Family income per month:
1. Upto 5000
 2. Rs.5000 - 10000
 3. Rs. 10000 – 20000
 4. Rs. 20000-50000
 5. Rs. 50000-100000
 6. Rs. 100000 & above
17. Father's Occupation: _____
18. Mother's Occupation: _____

Objective No.: 2

To explore the lifestyles of college students

19. On what do you spend the biggest portion of your time?(Apart from college hours)
1. Studies
 2. Household chores
 3. Internet
 4. Watching Television
 5. Chatting/socializing
 6. Playing/Going out with friends
 7. Personal hobbies
20. Among the activities you do in your daily routine, what do you enjoy the most?
1. Studies
 2. household chores
 3. Internet
 4. Watching Television
 5. Chatting/ Socializing
 6. Playing/Going out with friends

7. Personal hobbies
21. Among the activities you do in your daily routine, what do you hate the most yet you have to do it?
 1. Studies
 2. household chores
 3. Internet
 4. Watching Television
 5. Chatting/Socializing
 6. Playing/Going out with friends
22. How many hours of leisure time do you have?:
 1. Less than an hour
 2. 1-2 hours
 3. 2-3 hours
 4. 3-4 hours
 5. More than 4 hours
23. What leisure activity do you enjoy the most?
 1. Internet related activities
 2. Reading
 3. Sleeping
 4. Doing sports/fitness activities
 5. Hang out with friends
 6. Personal hobbies
 7. Spending time with family
 8. Others, Specify _____
24. Where would you like to spend your leisure?
 1. Home
 2. Friend's house
 3. Shopping Mall/Market/Restaurant
 4. Hangout Spot
 5. Gym/Indoor/Outdoor recreational Centres
 6. Others, specify_____

25. With whom would you like to spend your leisure?

1. Family
2. Friends
3. Girlfriend/Boyfriend
4. Alone
5. Others, Specify _____

26. At what time do you usually sleep?

1. Before 10 Pm
2. Between 10 -12 Pm
3. After midnight

27. Your waking up habit?

1. Early riser
2. late riser
3. No fixity

28. How much time do you study?

1. Less than 1 hour
2. 1-2 hours
3. More than 2 hours
4. Only when there is test/exams
5. No fixity

29. When I study I need

1. Silent solitude
2. Music
3. Background noise
4. No preference

30. What kind of foods do you prefer to eat?

1. Homemade food
2. Fast food/ food from outside

31. What food do you prefer to have at college?

1. Tiffin from home
2. Canteen food

32. What kind of dress do you prefer to wear?

1. Western
2. Indian
3. Mizo traditional dress
4. Korean
5. Any other? Please specify _____

33. Are you brand conscious?

1. Yes
2. No
3. Sometimes

34. Do you love experimenting with new hairstyles?

1. Yes
2. No

35. Do you shop frequently?

1. Yes
2. No

36. What is your most favourite shopping item?

1. Apparel
2. Gadgets
3. Footwear
4. Jewellery
5. Cosmetics
6. Books
7. Groceries
8. Others, specify_____

37. Do the accessories you use have to match your clothes?

1. Yes
2. No

38. Do you wish to have the same brand of clothes, shoes, gadgets and other material goods that are similar to your friends?

1. Yes

2. No
39. Does your financial condition makes such choice of yours affordable?
 1. Yes
 2. No
40. Are you affected by the fashion of the celebrities while choosing your outfit?
 1. Yes
 2. No
41. What is your most favourite activity of entertainment?
 1. Shopping
 2. Eating out
 3. Movie
 4. Music
 5. Indoor activities
 6. Outdoor activities
 7. Internet
42. Select any five values from the list below that you think are important to you:
 1. Justice, honesty, loyalty
 2. Love, Trust, Tolerance, Helpful, Empathy
 3. Wealth, Power, Dominance, Competition
 4. Creativity
 5. Conformity, Discipline, Success
 6. Friendship, Pleasure
 7. Family, Security
 8. Religion
 9. Freedom, Individualism
43. In your opinion, is it ever ok to tell lies?
 1. Yes
 2. Sometimes
 3. No

44. In your opinion, is it ever ok to break the law?
1. Yes
 2. No
 3. Sometimes
45. Do you think young people should respect their elders?
1. Yes
 2. No
46. Do you prefer to make your own decisions and do what feels right to you?
1. Yes
 2. Sometimes
 3. No
47. Is it important to follow traditions and customs of one's society?
1. Yes
 2. No
48. Do you think it is important to behave properly at all times and not do anything that people consider wrong?
1. Yes
 2. No
49. Is it important to obey rules even when no one is around?
1. Yes
 2. No
50. Do you admire people who own expensive homes, cars, gadgets and clothes regardless of the source of their income?
1. Yes
 2. Sometimes
 3. No
 4. Don't know
51. It sometimes bothers me that I can't afford to buy all the things I'd like.
1. Always
 2. Sometimes
 3. Never

52. I am interested in succeeding in life no matter what the means taken to that end.

1. Yes
2. No
3. Sometimes

53. Have you ever been worried about something?

1. Yes
2. No

54. If yes, What are you worried about?

1. Future
2. Job/Career
3. Exams
4. Family
5. Relationships
6. Financial
7. Everything
8. Others

Objective No.: 3

To understand the orientation of college students towards various social institutions

55. With what aim are you going to college?

1. To please my parents
2. To get a degree
3. To go for higher studies and get a job
4. To fall in love and get married
5. To experience college life

56. Who chose for you the college where you study?

1. Myself
2. Parents
3. Friends
4. Any other (Specify) _____

57. Do you regard studies as 'a must-do activity', which you do not enjoy yet you have to?
1. Yes
 2. No
58. Do you think education is important for your future?
1. Yes
 2. No
59. Do you think family is very important in one's life?
1. Yes
 2. No
60. What type of family do you prefer to live in?
1. Joint family
 2. Nuclear family
61. In your opinion, what is the ideal parent-youth relationship?
1. Authoritarian (Extremely strict, places high expectations on children with little responsiveness)
 2. Authoritative (Parents are nurturing, responsive and supportive, yet set firm limits for children)
 3. Permissive (very loving, yet provide few guidelines. Parents do not expect mature behaviour from their children and often seem more like a friend than a parental figure).
 4. Uninvolved (parents are unresponsive, unavailable and rejecting).
62. Do you think it is proper to take decision by yourself without consulting your parents?
1. Yes
 2. No
 3. Sometimes
63. What is your most preference form of marriage?
1. Arranged
 2. Love
 3. Arranged cum love

64. How do you think of live-in relationship before marriage?
1. Right
 2. Wrong
 3. Right if it terminates in marriage
65. What is your opinion about pre-marital sex?
1. In favour of
 2. Not in favour of
66. Do you consider parental involvement in mate selection necessary?
1. Yes
 2. No
67. What is your view on public display of affection?
1. It is normal
 2. It is against morality
 3. Can't say
68. Do you think people from different caste/groups should intermarry?
1. Yes
 2. No
69. Is religion important to you?
1. Yes
 2. No
70. Are you a religious person?
1. Yes
 2. No
 3. Not sure
71. Do you feel performing religious ceremonies is good?
1. Yes
 2. No
72. Do you take part in any church activity?
1. Yes
 2. No
 3. Not much

73. Are you a member of Youth Church Groups like KTP, TKP, PYD, etc?
1. Yes
 2. No
74. Are you a Sunday School Teacher?
1. Yes
 2. No
75. Do you participate in Church Choir?
1. Always
 2. Sometimes
 3. Never
76. Do you think that religion has had any positive influence on you?
1. Yes
 2. Sometimes
 3. No
77. Do you think that your religious beliefs give you strength in your studies?
1. Yes
 2. No
 3. Not sure
78. Are you a member of any youth organization?
1. Yes
 2. No
79. To what extent are you participating in youth organizations?
1. Actively
 2. Passively
 3. Not involved
80. If Yes, Do you personally gain in being involved in youth organization?
1. Yes
 2. No
81. Do you find any disadvantages in being involved in youth organization?
1. Yes
 2. No

Objective No.: 3

To examine the influence of external factors such as peers and social media

82. Do you belong to a peer group?

1. Yes
2. No

83. Do you give into peer pressure easily?

1. Yes
2. No

84. Do you think your friends have an impact over your life?

1. Yes
2. No

85. To what extent your peers are impacting your over-all well being?

1. Positive
2. Negative
3. No impact
4. Both positive and negative

86. Have you ever done something bad because your friends are doing it?

1. More often
2. Often
3. Rarely
4. Never

87. In what way do you think your friends have an impact on your studies?

1. Positive
2. Negative
3. No impact

88. If your friends told you to ignore someone, Would you do it?

1. Yes
2. No

89. If your friends are drinking, would it be hard for you to resist?

1. Yes
2. No

90. Would you skip classes, just because your friends are skipping?

1. Yes
2. No

91. How often do you browse internet per day?

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

92. Are you addicted to internet?

1. To a great extent
2. To some extent
3. Not addicted at all

93. Do you feel social networking has become part of your daily life?

1. Yes
2. No

94. How many hours do you spend on social networking sites?

1. 1-2 hours
2. 3-4 hours
3. More than 4 hours
4. Most of the time

95. How many accounts do you have on social networking sites?

1. One
2. Two
3. Three
4. More than three

96. What social networking sites do you use? Tick whatever applies to you.

1. Facebook
2. Snapchat
3. Instagram
4. Tik tok
5. Twitter
6. Whatsapp
7. Discord

97. What device do you commonly use to access social networking sites?

1. Mobile phones
2. Laptops
3. Desktops
4. Tablets
5. Smart tv

98. Why do you use social networking sites? Tick whatever applies to you.

1. To keep up with new trends
2. To feel a sense of belonging to a group
3. To stay in touch with friends
4. To stay connected with relatives
5. To interact with people
6. To share and like posts
7. For entertainment
8. For academic purpose
9. To play games

10. For online shopping

11. Others (specify)_____

99. Do you use emojis, acronyms, slangs or memes in communicating with others online?

1. Yes

2. No

100. Do you participate in online communities and to what extent?

1. Yes, strongly

2. Yes, loosely

3. Not at all

4.

101. Do you think mass media has an impact over your life?

1. Yes

2. No

3.

102. How do you respond to mass media advertisements?

1. Extremely responsive

2. Moderately responsive

3. Slightly responsive

4. Not at all responsive

103. Do you think the popular icons you see on mass media have an impact over your life?

1. Yes

2. No

104. Have you ever changed your behaviour, dressing style, vocabulary, attitude because of a song, movie, TV show or video games?

1. Yes

2. No

105. Do you feel internet has influenced you in the following? Tick what applies to you.

1. Appearance
2. Behaviour
3. Attitude
4. Language
5. Dressing style
6. Any other, specify _____

106. To what extent do you think social networking sites are impacting your overall well being?

1. Positive
2. Negative
3. No impact
4. Both positive and negative

107. What do you think are the disadvantages of using social media? Tick what applies to you.

1. Time wasting
2. Cyber bullying
3. Health issues such as headaches, back pains, eye problems etc.
4. Less social interaction
5. Unrealistic expectations
6. Reduced social contact with friends
7. Reduced social contact with relatives
8. Made me lazy
9. Reduced study time

Objective No.: 4

To understand the nature of deviant subcultures

108. What are the most prevalent forms of deviant behavior in your college?

1. Cheating in test/exams
2. Truancy
3. Skipping/bunking class

4. Vandalism
5. Ragging
6. Involvement in illegal use of substances
7. Others, Specify _____

109. Have you ever Cheated on tests/exams?

1. More often
2. Often
3. Rarely
4. Never

110. Have you ever Skip college Assembly/Functions without an excuse?

1. More often
2. Often
3. Rarely
4. Never

111. Have you ever been involved in Mass bunking of class ?

1. More often
2. Often
3. Rarely
4. Never

112. Have you ever come late for class?

1. More often
2. Often
3. Rarely
4. Never

113. Have you ever been using mobile phone secretly while the class is going on?

1. More often
2. Often
3. Rarely
4. Never

114. Have you ever been involved in vandalism?

1. More often

2. Often
 3. Rarely
 4. Never
115. Have you ever been involved in truancy?
1. More often
 2. Often
 3. Rarely
 4. Never
116. Do you go out to hang out, party, gamble during college hours?
1. More often
 2. Often
 3. Rarely
 4. Never
117. Have you smoked, chewed a tobacco products such as Cigarettes, Cigars, piped tobacco, chewing tobacco, etc.?
1. More often
 2. Often
 3. Rarely
 4. Never
118. Have you ever been involved in Consumption of alcohol?
1. More often
 2. Often
 3. Rarely
 4. Never
119. Have you ever been involved in the Use of drugs?
1. More often
 2. Often
 3. Rarely
 4. Never
120. Have you ever been involved in stealing?
1. More often

2. Often
3. Rarely
4. Never

121. Have you ever been involved in fighting?

1. More often
2. Often
3. Rarely
4. Never

122. Do you go for Joy riding?

1. More often
2. Often
3. Rarely
4. Never

123. Have you ever make obscene phone calls, such as calling someone and saying dirty things?

1. More often
2. Often
3. Rarely
4. Never

124. Have you seen pornography?

1. More often
2. Often
3. Rarely
4. Never

125. Have you ever been involved in pre-marital sex?

1. More often
2. Often
3. Rarely
4. Never

126. If ever get involved in any deviant act, how did you feel after your involvement in deviant act?

1. No different
2. Happier
3. Ashamed
4. Guilty
5. Powerful
6. Any other, specify_____

127. If ever get involved in deviant act, what do you think you gain from your involvement in deviant behaviour?

1. Personal satisfaction
2. Monetary gain
3. Boost in self-esteem
4. Group acceptance
5. Involvement in a gang
6. Other, Specify _____

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HEAD

DEPARTMENT OF SOCIOLOGY

ABSTRACT

**YOUTH CULTURE AMONG COLLEGE STUDENTS IN
AIZAWL CITY**

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

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**DEPARTMENT OF SOCIOLOGY
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SEPTEMBER, 2025**

YOUTH CULTURE AMONG COLLEGE STUDENTS IN AIZAWL CITY

BY

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**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Sociology of Mizoram University, Aizawl**

Youth is an important and transformative stage of life in which people develop their identity, values, and goals as they journey into adulthood, which is known as youth culture. This study explores youth culture by examining various dimensions of their lifestyles, such as daily routines, leisure activities, sleep and study habits, consumption patterns, and value practices. It also focuses on their orientation toward social institutions, the influence of peers and social media, and the prevalence of deviant sub-cultural patterns. By evaluating their daily routines, leisure activities, sleep and study habits, and consumption patterns, the study can get insight into how young people manage their time, resources, and priorities. Understanding their value practices and orientations toward social institutions such as education, family and marriage, religion, and youth organization reveals their level of conformity as well as potential areas of conflicts with conventional norms.

This study is divided into eight chapters. A survey was done among college students in Aizawl to determine their socioeconomic profile, lifestyles, and attitudes toward social institutions. It also investigates peer and social media influences, as well as deviant subcultural patterns. Chapter I presented the Introduction, while Chapter II provided a comprehensive Review of Literature. Chapter III outlined the Research Methodology, detailing all procedural aspects of the study. Chapter IV examined the Socio-Economic Profile of the student respondents. Chapter V explored the various dimensions of their lifestyles, including daily routines, leisure activities, sleep and study habits, consumption patterns, and value practices. Chapter VI focused on the orientations of youth toward key social institutions such as education, family, marriage, religion, youth organizations, and the influence of peers and social media. Chapter VII analyzed the patterns of delinquent subcultures among college students. Finally, Chapter VIII summarized the findings and presented the conclusion.

Chapter 1 provides an in-depth introduction to the study on youth culture, and is divided into eight sections. The first section had a brief introduction, followed by two sections that explained and clarified the ideas of youth, college student youth, and youth culture. The fourth, fifth, and sixth sections look at the broader contexts of youth culture, starting with the global scenario, then the Indian scenario, and finally

the North-East India scenario. The seventh section focuses on the Mizoram scenario. Finally, the last section emphasizes on need for the study.

Review of literature

Chapter II deals with the review of literature on youth culture and this chapter is divided into three major headings such as theoretical, thematic and methodological. The theoretical review includes the different perspectives of youth culture and subculture such as functionalist perspective, theory of subculture, symbolic interactionist perspective, class distinction and hegemony, and post-subcultural perspective, and theory of conspicuous consumption and Band wagon effects. All the theories that has been reviewed offer a lens through which to investigate how young people establish, negotiate, and express their identities, beliefs and values.

The thematic review section provides an outline of the findings of the various research studies conducted by researchers that are considered important to the present study. It is further broken into five sub-sections such as the lifestyles of youth including their routine and leisure activities, habits, values, consumption patterns, and value practices. It also focuses on how young people are oriented toward different social institutions, what influences their life most from outside sources like peers and social media, and the patterns of their deviant sub-cultural behaviors. It offers a thorough understanding of the youths' daily lives, including their values, influences, and the kind of difficulties they encounter.

The majority of the literatures reviewed describe college students as fun-loving individuals who spend more money on entertainment, shopping, and fast food than they do on academic pursuits. Young people are more interested in using mobile phones, the internet, and contemporary fashion clothing. They are seen as brand conscious. These studies also demonstrated that young people changed their attitudes about different social institutions and engaged in a variety of deviant activities.

Finally, the last sub-section of this chapter contains the review of methodology. Methodological review is important to understand the research design, methods and procedures employed by the researchers to gather data or information. The

methodological review is divided into four primary sub-sections, including qualitative research, sampling procedures, quantitative research, and tools of data collection. The majority of the reviewed literatures conducted quantitative research. Random sampling and convenient sampling are the most widely used sampling procedures. In the reviewed literatures, the researchers employed questionnaires and interviews as their primary tools of data collection.

In the absence of adequate studies, it is thus considered important to learn about the cultures developed by the college youth in detail and there is an urgent need to undertake an effective examination to analyze the cultures of youths especially amongst the college students in our society so that their positive contribution outweighs the negative factors. This study attempts to make it to contribute to the existing sociological literature on youth.

Study Methodology

Chapter III presents an outline of the Research Methodology employed in this study. It provides a detailed account of research tools and procedures used in this study which was designed to ensure the collection and analysis of reliable and valid data. The objectives for the present research are:

1. To find out the socio-economic profile of sample respondents.
2. To explore the lifestyles of college students
3. To understand the orientation of college students towards various social institutions such as educational institution, family and marriage, religion and youth organization.
4. To examine the influence of external factors such as peers and social media on college students
5. To understand the nature of deviant subcultures among college students.

The present study employs both exploratory and descriptive research designs, as well as a suitable combination of qualitative and quantitative research methodologies as needed. It drew on both primary and secondary sources of data. The primary data was gathered through an interview schedule and nonparticipant observation.

The universe of the study includes all undergraduate students enrolled in government colleges in Aizawl city that operate under the Department of Higher and Technical Education. Mizoram's capital is Aizawl. Mizoram has 21 government colleges. There are eight government colleges in Aizawl. As a result, all undergraduate students enrolled in these eight colleges served as the universe for the current study. These colleges have a combined enrollment of about 11438 students. In order to get a representative sample, the Krejcie and Morgan (1970) Table for estimating sample size was used to establish the sample size for the current study. Thus, a sample size of 372 students was chosen for the study based on their sample size table.

This study used a non-probability sampling method, specifically convenience sampling. This method was chosen due to its ease of access for participants. This sampling frame is the most suitable sampling technique because fieldwork took place at the same time that the COVID-19 pandemic imposed restrictions, such as online learning, erratic class schedules, varying semester timings, and the continued use of online instruction for many classes, which made it difficult to recruit participants at random and restricted access to students.

Socio-Economic Profile

Chapter IV presents the respondents' socioeconomic profile. The socioeconomic profile provides a wide range of information about the respondents that will offer the researcher with the information required for the study. The variables considered for the study include Gender, Age, Semester studying, Marital status, Religion and denomination, place of residence, Family and household, Parental Educational status, Family income, Parent's Occupation.

Out of 372 students, 190 (51.1%) are males and 182 (48.9%) are females. Respondents between the ages of 19 and 22 made up the largest percentage (86.8%) comprising students from all semesters. Thus, the sample is gender inclusive. The majority of the respondents are unmarried, reflecting the typical characteristics of college students, who are usually in their late teens or early twenties and have not yet reached the stage of life where marriage is common. The majority of the large Christian respondents belong to the Presbyterian Church.

The sample includes more rural residents than urban residents. The majority of respondents are from families of four to six members, followed by those of seven to nine members. There are only a few respondents with three or more family members. This suggests that the majorities of respondents are from medium-sized families, indicating that individuals nowadays are aware of family planning and seek for a size that allows them to financially support their children while also providing them with access to healthcare, education, and a decent standard of living.

The majority of respondents are middle born children in terms of birth order. It is followed by the eldest children, who are roughly equivalent to the middle-born, with only a few respondents being the youngest and even smaller number being single child respondents, implying that most student respondents come from households with several children.

Most respondents' parents are married couple living together. There are a few respondents whose parents have divorced, and approximately equal proportions of respondents' parents are widows or widowers. It's worth noting, however, that just a small percentage of respondents' parents were found to have never married, with either parent's place of stay being different. Divorce, single motherhood, and having children out of wedlock yet continue, though having long been stigmatized and putting social pressure on people to stay married.

The majority of respondents live in Assam type houses. Yet, a sizable portion of students also reside in pucca houses. There are fewer respondents who live in semi-pucca and thatched homes. The great majority of survey respondents live in family-owned residences. However, a tiny but significant number of respondents live in rented accommodation.

The majority of respondents reside in three-room houses, followed by two-room households. A substantial number of respondents live in residences with four or more rooms, with only a few in one-room households. This indicates that respondents in the present study come from a wide range of socio-economic backgrounds, with the majority of them hailing from low or middle-class families.

The great majority of respondents' fathers and mothers only completed middle school. The respondents come from various economic backgrounds. The majority of respondents have household incomes between Rupees 20,000 and 50,000, followed by those between Rupees 10,000 and 20,000, Rupees 5,000 and 10,000, and Rupees 50,000 and 100,000. Finally, the same percentage of respondents has family incomes of up to Rs 3,000 and more than Rs 100,000, respectively.

The vast majority of respondents' fathers are farmers, followed by government employees. Many fathers work as business owners or taxi drivers. Some of the fathers are self-employed, pastors or religious workers, retired government servants, IV Grade employees, bank employees, doctors, social workers, managers, contractors, and bus drivers. There are some fathers who are unemployed.

The vast majority of respondents' mothers are housewives. However, there are a good number of working mothers as well. Working mothers typically engage in modest business and farming. A few mothers work as government employees, teachers, staff nurses, religious workers, IV grade employees, laborers, private bank/company employees, and social workers.

Chapter V: Lifestyle of youth

Chapter V presents the lifestyle of youth. The different aspects of lifestyles are studied and classified into six sub-headings, including: 1. Routine activities. 2. Leisure activities. 3. Sleeping habits. 4. Study habits. 5. Consumption patterns. 6. Values practices.

In terms of daily routine activities outside of college hours, internet related activity is the most dominant, followed by household chores. Studies rank only third position. However, a higher proportion of female students report spending the bulk of their time on household chores, outnumbering those who primarily use the internet. The findings show a significant gender pattern while more girls spend their time in household chores, male students spend the maximum of their time on the internet. This finding that male students use the Internet more frequently than girls aligns with the findings of Loan (2011), Bimber (2000). The most enjoyed routine activity is

internet use, regardless of gender. Household chore is the most hated routine activity, indicating that most students regard tasks other than internet use as obligations rather than enjoyable activities.

In terms of leisure time, most students have 3-4 hours of leisure time per day, followed by those having leisure time for more than 4 hours. Male students are found to have more leisure time. Internet use is the most preferred leisure activity across genders. This finding supports Lieury et al. (2014). Home is the most preferred place to spend leisure time by both male and female students. This highlights how digital media communication has supplanted face-to-face conversation among today's youth. Youths nowadays communicate with their friends online, which they choose to conduct from the comfort of their own homes.

With regard to preferred companion to spend leisure time with, students prefer to spend their leisure time alone, regardless of gender, followed by friends, boyfriend or girlfriend. The least preferred companion is family.

Students, regardless of gender, sleep between 10 – 12 p.m and have no fixed waking up time. These data suggest that irregular sleep-wake pattern is prevalent among students. However, male students are more likely to stay up late and wake up late than their female counterparts.

In terms of study habits, most students do not have a fixed schedule of time dedicated to studies, indicating poor and inconsistent study habits. This aligns with the finding of Kumar (2013) study. Gender difference is evident; with having no fixed time for studies is reported more by female students, indicating that female students are more likely to have inconsistent study habits.

The kind of study environment most preferred by students across gender is silent solitude, followed by having no preference. Female students are more likely to prefer silent solitude than male students. On the other hand, more male students than female students reported having no preference

With regard to consumption patterns, majority of both male and female students prefer homemade food to fast food or foods from outside, with a higher proportion of male students than female students. Majority of them prefer tiffin from home to have

at college, regardless of genders, with a higher proportion of female students preferring it compared to male students. However, almost an equal number of students were also found to prefer canteen food, with more males preferring it.

Students, regardless of gender prefer western dress over others, followed by Korean dress. Among those who prefer western dress, the male students' proportion is slightly higher compared to female students. However, among those who prefer Korean dress, female students outnumber male students. According to students during interviews, the low preference for Mizo attire is due to the fact that it is not convenient and comfortable for regular wear and is typically reserved for special occasions.

Students are conscious of brands occasionally, indicating that although branding plays a significant role in students' life but it is not the top priority. Similar trends are seen for both the genders. Shopping is not common among them, regardless of gender. The top two favourite shopping items are footwear and apparel. Footwear is more favoured by male students while female students favour apparel more.

Students are found to enjoy experimenting with new hairstyle, with female students more likely to enjoy it compared to their male counterparts. There are about similar proportions of students who do and do not want to match their accessories with their outfits, with a slightly higher number of students who want to match their accessories. The results suggest that female students are more conscious about fashion and appreciate a well-coordinated look than their male counterparts.

Students, regardless of gender, do not prefer to have the same brands of clothes, shoes, gadgets and other material goods similar to their friends, indicating that most of the students value individualism in their consumption pattern rather than following peer influences in brand preferences. They are also not influenced by celebrity fashion in their clothing choice, implying that while selecting their outfits, students give priority to their own tastes than to celebrity fashion trends.

The top three most popular entertainment activities are watching movies, listening to music and engaging in social media across gender, demonstrating that students prefer passive entertainment and are drawn to digital culture.

In terms of value preference among students, the finding indicates that justice, honesty, loyalty and respect are the most important values for both the genders, with a slightly higher proportion of male students compared to female students.

Students don't mind lying occasionally in certain situations, regardless of gender. They prefer to make their own decisions sometimes. They disagree to behave properly at all times and avoid actions people consider wrong, with a slightly higher proportion of male students than female students, indicating that students prefer their own judgement over strict conformity. On the other hand, they believe that it is important to respect elders in the society and follow the traditions and customs of one's own society across genders. They also agree to obey rules even when no one is around, with a slightly higher proportion of females than males.

Students do not admire people who own expensive homes, cars, gadgets and clothes regardless of the source of their income, with a higher proportion of male students than female students, implying that they have a strong ethical stance about the means to success.

Both male and female students report feeling bothered "sometimes" when they are unable to buy the things they want, with male students only slightly outnumbering female students. The majority of student respondents, regardless of genders, report that they are not interested in succeeding in life no matter what the means taken to that end.

In terms of concern about life, students report being worried about something in their lives, with a higher proportion of female students reporting to worry more than their male counterparts. The most common issue that students worried about is their future, which is followed by jobs or career, exams, financial, family and relationships, indicating that students are not certain about their future.

Chapter VI: Social institutions, Peers and Social media influence

Chapter VI examines the social worlds of youth in relation to social institutions and also explores peers and media influence upon them. It is divided into six sub-headings, including education, family and marriage, religion and youth organization. It also focuses on the influence of peers and social media on youth culture.

In terms of education, students attend college for pursuing higher studies and get a job, indicating that they have strong academic goals and career-oriented ambitions. In contrast to their male counterparts, female students demonstrate comparatively more robust academic and career-oriented goals. This finding aligns with Kristiyani & Faturochman (2020) and Beaty et al. (1997). They make their own decisions in college choices, with more male students than female students report this, suggesting that students have a great deal of freedom when it comes to choosing their college.

Studies are considered a “must-do activity” that they undertake out of responsibility rather than fun or fulfillment, with male students outnumbering female students significantly. Despite considering studies as a mandatory rather than fun activity, the vast majority of students believe education is important to their future. It is interesting to note that all female students agree that education is essential for their future, showing that female students have a somewhat better academic focus and future planning than male students. This is corroborated by Kaur and Koonal's (2018) research, which found that more female students than male students have a more positive attitude toward education.

Family remains an essential and respected institution among student youth, regardless of gender. This aligns with those of Lazurenko et al. (2021) and Vladimirovna et al. (2021). The type of family students preferred is joint family, with male students being more likely than female students to do so. This finding is consistent with the findings of Prasher et al.'s (2011) study, which indicated a high preference for joint families among male students. The authoritative parenting style, in which parents are loving, responsive, and supporting while setting strict limits, is favored by students. Male students exhibit a higher inclination towards this parenting

style compared to their female counterparts. The current study's findings are consistent with those of Mir (2020) and Barnhart et al. (2012).

More male students than female students believe it is proper to sometimes take decisions on their own without consulting parents while more female students than male students believe it is not proper at all to take decisions on their own without consulting parents. This finding is reinforced by Lahelma and Gordon's (2008) study, which discovered that, while young people are willing to go from semi-dependence to independence in terms of material resources, they prefer emotional and social interdependence.

Love marriage is the most preferred type of marriage among both male and female students, with male students slightly more inclined than female students, as found by Bhavana and Roopa's (2015). This findings are comparable with those of Bhavana and Roopa (2015), who found a largely negative attitude among young people about live-in relationships. The present finding is consistent with those of Yong and Simon (2019), which show that a considerable majority of university students oppose premarital sex.

A vast majority of students support inter-caste or inter-group marriages, with female students slightly more likely than male students to do so. The current findings are congruent with those of Bhavana and Roopa (2015), who reported that students support inter-caste marriages.

In terms of religion, students are found to value religion in their lives, regardless of gender. Students of both genders reported taking part in church activities, with male students reporting a somewhat greater involvement rate than female students and religion has always had a positive impact on student, regardless of gender. The finding aligns with those of Zaidi and Rahaman (2020).

Faith in their religion gives them strength in their studies, meaning that religion provides emotional and motivational support for the majority of students, with more female students than male students reporting this. This finding is consistent with previous study by Bosma (2024).

In terms of youth organizations, students, regardless of gender, belong to youth organizations and believe that their involvement benefits them individually, with slightly more male students than female students reporting this benefit, indicating that males have a slightly more favorable experience. This finding is relatable with those of Tlau and Mishra (2022), who emphasize the perceived benefits of active participation in structured social activities.

In terms of peers influence, students are found to belong to peer groups, but are not susceptible to peer pressure, indicating that they have a strong sense of independent decision-making. They experience positive as well as negative impacts from their friends, with more female students than male students recognizing this dual impact. This shows that peer contacts are neither totally beneficial nor destructive, but rather a combination of both. More students perceive peer impact as positive rather than bad. Only a few students perceive peer influence as entirely negative, with no substantial gender difference.

Peer effect on changes in behavior, dressing style, vocabulary, and attitude among students is evident but not dominating. Most of students believe that friends have no influence on their studies. They do not agree to ignore someone based on the advice from their peers, regardless of gender, indicating that students have a relatively high sense of independent decision-making when it comes to socially excluding others based on peer suggestions.

Students claimed that they would not find it difficult to resist their friends, even if they were drinking, with more female students than male students. Most students claimed that they would not skip classes simply because their friends are skipping, with male students outnumbering female students in this regard. This implies that most of the students have a high feeling of academic responsibility and freedom in decision making.

In terms of social media influence, student respondents are found to spend 4 to 5 hours each day browsing the internet, with male students reporting slightly more than female students. The majority of students believe they are addicted to the internet "to

some extent." Male students are more likely than females to admit to being addicted to the internet.

Social networking has become a routine part of their everyday life, regardless of gender. This finding is corroborated by Mokhtari et al.'s (2009) study, which discovered that college students prefer spending their time on the internet to recreational or academic reading and watching television, indicating that it plays a dominant role in their daily routines.

Students use social networking sites for 1-2 hours per day, with no significant gender differences found. Most of them are found to be members of three social networking accounts, with somewhat more females than males claiming this. This shows that students choose to communicate across multiple platforms in order to meet their diverse social, academic, and recreational needs.

Whatsapp is the most popular social networking platform across both genders, followed by Instagram and Facebook.. The current study's findings closely match those of Maidaiah et al.'s (2016) study that indicates WhatsApp's dominance as the major social networking medium among students, regardless of gender. Mobile phone is the most popular device used by students across both genders to access social media, with only a small minority of students reported using other devices such as laptops, desktops, tablets, and smart televisions.

Entertainment is the most prevalent reason for social media use in both genders, with no notable gender differences. Staying in touch with friends is the second most popular purpose, with more female students reporting it than male students. Academic purpose is the third most often mentioned reason, with significantly more female students citing it than male students. The least-mentioned goal is to have a feeling of belonging, which is cited by more male students than females. Most students, regardless of gender, are found to use emoticons, acronyms, slang, and memes in their online interactions. This trend is slightly more noticeable among female students than male ones. This demonstrates that informal digital expressions like emoticons and memes are deeply embedded in today's young people's communication ways, with females having a little higher inclination.

Engagement in online communities is fairly common among students of both genders. However, the findings also show that the tendency to participate is more loose than permanent, with the majority of both male and female students expressing only a loose involvement. The majority of students agree that social media has an impact on their life, positively as well as negatively, and there are no significant gender disparities between male and female students.

Students are found to be mildly responsive to mass media advertisements and believed that popular icons have minimal influence on their lives; nevertheless, female students are more likely than males to recognize such influence, indicating a gendered difference in receptiveness to celebrity culture.

Students agree to changing their behavior, dress style, vocabulary, and mindset as a result of their exposure to social media, with more female students than male students acknowledging such changes. The most frequently reported area of change as a result of social media use by both genders is language, with somewhat more males than females perceiving this impact.

Social media use had both positive and negative effects on their overall well-being of students, with female students reporting a higher proportion of this dual impact than male students. Mageto's (2017) finding validates the present finding about the impact of social media use. Laziness, time wasting, and reduced study time are the three most commonly cited disadvantages of social media use across both genders.

Chapter –VII: Deviant subculture

Chapter VII explores the nature of deviant subcultures that young people are participating, which looks into students' self-reported involvement in deviant behaviors, feelings of post-deviance, and perceived benefits from such involvements. Students' opinions regarding the most common deviant behaviors in college environments are also examined, regardless of the type of subcultural deviance they were involved in. It is divided into six sub-headings, including: (1) Perceived prevalent deviant behavior (2) Class hour deviance (3) Vandalism and truancy (4) Substance abuse (5) Formal deviance (6) Post Deviance feelings.

Perceived prevalent deviant behaviours are skipping or bunking class, followed by cheating on test or exams and truancy. Female students are more likely to notice skipping class, bunking, and cheating. Male students are more likely to notice truancy. This suggests that the kinds of deviant behaviors that male and female students identify or witness are different.

The self-reported deviant subcultural participation of students in class hour deviance was investigated in relation to cheating on test or exam, skipping of class, college assembly or functions, mass bunking of class, coming late for class, mobile phone use in class. Cheating on occasion is common, although it is not a common practice, with the majority admitting to doing so only on rarely, implying that while academic dishonesty exists, it is not a common practice among most students. Male students are more inclined to cheat than their female counterparts.

Students occasionally skip class, college assemblies, or functions, but it is not routine. Male students are more likely to skip class, college assemblies, or functions than female students. Mass bunking is not a common or regular activity among students, however it is occasionally observed. Male students are more likely to engage in mass bunking than female students, implying that female students adhere more strictly to academic norms.

Occasional lateness for class is common among college students, with no discernible gender difference. However, the higher proportion of male students who reported being late on a regular basis than female students shows that male students are more prone to habitual tardiness than their female counterparts. Mobile phone use in class is moderately prevalent, but not widespread among college students.

Vandalism is not a common deviant behavior among students, particularly among female students. However, among those few students who admit to engaging in vandalism, males outnumber females, implying that despite the low total incidence of vandalism, male students are more prone than female students to engage in vandalism.

Truancy is also not a common practice among college students. However, significant gender disparities are evident among a few who engage in it, with male students are slightly more likely to engage than female students. Furthermore, hanging out, partying, or gambling during college hours is uncommon among all students, regardless of gender. However, male students are slightly more likely to participate in these types of activities, both rarely and frequently, but the difference is minimal. Similar to this finding, Eteng et al.'s (2021) study found that male students were more truant than female students.

In terms of substance abuse among college students in relation to tobacco, alcohol, and drug usage, tobacco use is found to be common among students, especially among male students, with the majority reporting some level of involvement (occasionally, often, or more frequently). Alcohol consumption is not common among the total student population, especially among female students. However, male students are more likely than female students to engage in occasional drinking. Drug use is not a common behaviour among college students across both gender.

Formal deviant activities such as stealing, fighting, joyriding, and sexual malpractices—including making obscene phone calls, watching pornography, and indulging in pre-marital sex—were investigated. Stealing is not common among college students of both genders, with the vast majority reporting never having done so. However, occasional involvement in stealing, particularly among male students is evident. The larger percentage of male students who report stealing rarely or regularly reflect a gendered pattern, showing that male students are more likely to engage in this behavior than their female counterparts.

Fighting is also not a common practice among students, particularly among female students. However, fighting does occur on occasion, particularly among male students. Male involvement in fighting is significantly higher at all frequency levels—rarely, often, and more often—indicating a gender difference in aggressive behavior and conflict resolution tactics. Joy riding is a somewhat popular activity among college students, with most participating just infrequently rather than

regularly. Male students are substantially more likely to participate at all degrees of frequency than female students.

Making obscene phone calls is not a widespread activity among college students. While obscene phone calls are uncommon among college students, there is a significant gender disparity in their occurrence. Male students are more likely than female students to engage in this behavior, even if it happens just occasionally or infrequently. Pornography consumption among college students is prevalent but not dominating, with the majority participating in it just occasionally or not at all. A strong gender gap emerges, with male students being far more likely to consume pornography regularly.

Pre-marital sexual behavior is not a widespread activity among students across both genders, but it does occur to a limited extent. There is a significant gender difference among a few students who report engaging in such activity, with male students being more likely to engage in pre-marital sex at all frequency levels—rarely, often, and more frequently.

Post Deviance feelings revealed that guilt and shame are the most commonly stated feelings among students after engaging in a deviant act. The data also indicate that emotional responses to deviant behavior differ significantly by gender, with female students appear to be more likely to feel guilty, while male students are more likely to express shame. Personal satisfaction is the most frequently reported incentive or benefit for both gender, but male students report it at a higher rate than female students. Gaining group acceptance is the second most commonly reported purpose or advantage, with no notable gender differences.

Sociological implications of the study

Sociology and other social sciences have a long history of studying youth culture. Looking back to the literature reviewed, research gaps listed and the objectives of the study accomplished, the study of youth culture has over a period of time acquired interdisciplinary character as a multifaced phenomenon covering subject disciplines like sociology, psychology, social work, anthropology, cultural studies, history, media studies and geography.

Sociologically, youth culture relates to the social customs and practices including common and shared values of young people, which are influenced by their unique socio-spatial circumstances and experiences. Because youth culture gives young people a vital space for identity construction during transitions to adulthood, it becomes significant from a sociological perspective. Their culture helps them manage the challenges of adolescence and forge a sense of self through common experiences, attitudes, and behaviours that set them apart from adult generations. Accordingly, youth culture has its own implications for personality, family, culture and society in their appropriate context.

Theoretically, there are several claims and counter claims having their relevance in some contexts or the other. A theory is a well-supported explanation of factual evidence, requiring due examination of text and context, so that points of convergences and divergences can be worked out. Facts are of help to test, refine and redefine theories. In the chapter on review of literature, eight theories were reviewed such as Functionalism, Class and Hegemony, Symbolic Interactionism, Ecological Theory, Conspicuous Consumption, Band Wagon Effects, Subculture and Post-Modern Perspective for contextualisation and finding out the sociological implications. By integrating perspectives from available theories, possibility is explored to have a deeper, more nuanced insight into youth's agency and cultural expressions as presented in the following table.

Table 8.1 Integrated Theoretical Model of Youth Culture: Text and Context

Text and Context: Implications for Personality, Family, Culture and Society			
Theory	Theorists	Emphasis	Study Context
Functionalism	Parsons, Eisenstadt, Merton, Hirschi	youth culture as a bridge between childhood and adulthood; “rite of passage”; interlinking sphere between family and other institutionalized spheres of society, identity construction.	Youth of Aizawl aspire and prepare for a meaningful transition from youthhood to adulthood. More are the attachments, commitments, involvements, and beliefs binding them to conventional society, less is the deviance, coping strain and adaptive strategy for institutionalized goals.
Class and Hegemony	Gramsci, Hall, Jefferson, Hebdige, Cohen, and Brake	Resistance to capitalist hegemony, symbolic and stylistic resistance	No evidence found, family culture, clan sentiment, church discipline and benevolent youth. Instances of Stylistic resistance evidenced like ‘ compulsory church attendance’
Symbolic Interactionism	Sutherland and Becker	Differential association, learned and socially constructed nature of behaviour, Reinforcement through socialization, Smart labelling,	The respondents experienced unprecedented freedom, exposure to diverse ideas, and opportunities for social interaction, all of which have a substantial impact on their thinking and worldview. Peer influence, Media network, content creation and online audience
Ecological Theory	Park and Burgess, Shaw and McKay	Dynamic ecosystem with various residential zones, urban surroundings and neighborhood, and weak community structures	Little difference of residential zones or neighbourhood relations. YMA driven community sentiment and community policing, summation of homogenous norms, values and practices
Conspicuous Consumption	Veblen, Maffesoli, Hetherington	using possessions to display wealth and status, ‘Neo-tribes’ exhibiting lifestyle themes and consumer choices rather than a shared position in a society.	Data partly supported through their daily routines, leisure activities, sleep and study habits, consumption patterns, and the style to manage their time, resources, and priorities.
Band Wagon Effects	Leibenstein	Influenced by other individual’s demand for a commodity	Influence of western and Korean culture, competitive interest in commodity market though they prefer home made food

Subculture	Cohen, Cloward and Ohlin, Miller and Matza	Distinctive culture of its own due to lower opportunity structure, status frustration and relative deprivation, drift between conformity and deviance	Partly support. Occasional if not habitual skipping or bunking class, cheating on test or exams, coming late, mobile phone use in class, Vandalism and truancy, substance abuse, stealing, fighting, joyriding, making obscene phone calls, watching pornography, and pre-marital sex with post deviance feelings of guilt and shame.
Post-Modern Perspective	Dekel-Dachs, Beck and Beck-Gernsheim, Muggleton and Weinzierl Polhemus, Thornton,	Youth construct their own identities, making their own life decisions, time-driven choices, Pub-hub-club culture, Love for fun and style	‘Collaborative individuality’- Youth negotiate the collectives they want to be part of, having multiple temporal collectives, fun loving, Fashion, no commitment to a fixed style irrespective of their social class backgrounds, gender and races, quest for recognition, status and social prestige

Policy recommendation

The study of youth culture among Aizawl college students sheds light on the students' lifestyles, orientations toward social institutions, patterns of deviant behavior, and the ways in which peer groups and social media use affect them. The following recommendations are made in light of the findings of the study:

1. Parents should intervene and regularly watch their children's activities to understand how they spend their time.
2. Parents should create a pleasant home atmosphere, maintain a healthy home environment, and involve their children in activities that prevent boredom and excessive idle time, which can be triggers for excessive screen time and substance use.
3. Parents and other adult members of the family should strive to be role models for their children, as this is a powerful and good approach to influence a child's behavior.
4. Mentorship programs should be established at educational institutions so that responsible faculty and professional counselors can advise children in making positive life decisions.

5. Educational institutions should arrange awareness campaigns regarding the possible consequences of excessive screen usage so that college students can establish healthier and more productive leisure habits that will benefit their general well-being and academic success.
6. Promoting a growth mentality, which includes teaching students that ability and intelligence can be developed with effort and perseverance is crucial to improve their study habits and overall academic success.
7. Encouraging young people to accept difficulties, learn from their mistakes, and see failure as an opportunity for progress can help them build resilience and a good attitude toward learning. Praising work over intrinsic talent can foster this approach and encourage youth to strive for constant progress.
8. Participation in physical activity should be encouraged by establishing a healthy sports and fitness culture to improve the physical health of youth through sports tournaments, fitness camps, and suitable sports and leisure facilities.
9. Regular youth forums should be organized at all levels of government to address issues affecting young people.
10. Establish public forums and youth parliaments at the local, regional, and national levels so that young people can express their views on public policy and interact with policymakers.
11. Digital literacy campaigns must be organized to enable young people to use media wisely, evaluate information critically and counter false information.
12. Create accessible and free mental health support services for young people to address the specific issues faced by young people
13. Organize awareness campaigns on substance abuse in educational institutions to prevent students from involving in these kinds of deviant behaviour by addressing the adverse effects of drug abuse.
14. Apart from a spiritual focus, the church should provide training or mentorship on useful life skills and guidance on how to use technology sensibly and productively.

Future areas of research

The present study suggests some new areas of investigation for future sociological research on youth culture, which are:

1. Future research should include an in-depth analysis of student culture and subculture across all colleges in Mizoram.
2. Research on non student youth culture should be conducted to understand a broader picture of youth culture apart from student youth.
3. A comparative study of student youth and non-student youth culture should be conducted to understand how educational background influences youth cultural practices.
4. A comparative study of rural and urban students' cultures should be undertaken to better understand how different socio-cultural backgrounds impact youth identity and worldview.
5. Research on the generation gap can be conducted by examining and documenting interactions between youth and parents.
6. Research on the role of neighbourhood in shaping youth culture and subculture among Mizo youth can be undertaken.
7. The effects of socio-economic background on youth cultural practices should be conducted.
8. The role of religion and spirituality in shaping youth cultural identities should be conducted.
9. The role of Non-governmental organizations in the formation of youth culture in Mizoram should also be conducted.

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