RELATIONSHIP OF SOCIAL NETWORKING SITES USAGE WITH PSYCHOLOGICAL WELL-BEING AND ACADEMIC PERFORMANCE OF MIZO UNDERGEADUATE STUDENTS

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DECLARATION

I, Margaret Lalruatfeli Fanai, hereby declare that the dissertation entitled, "Relationship of Social Networking Sites Usage with Psychological Well-Being and Academic Performance of Mizo Undergraduate Students" is the record of work done by me, that the contents of this dissertation 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 dissertation has not been submitted by me for any research degree in any other University or Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Psychology.

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CERTIFICATE

This is to certify that the present research work titled, "Relationship of Social Networking Sites Usage with Psychological Well-Being and Academic Performance of Mizo Undergraduate Students" is the original research work carried out by Ms. Margaret Lalruatfeli Fanai under my supervision. The work done is being submitted for the award of the degree of Master of Philosophy in Psychology of Mizoram University.

This is to further certify that the research conducted by Ms. Margaret Lalruatfeli Fanai has not been submitted in support of an application to this or any other University or any Institute of Learning.

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1.	SONTUS	Social Networking Time Use Scale
2.	GHQ	General Health Questionnaire
3.	SWLC	Satisfaction With Life Scale
4.	HSSLC	Higher Secondary School Leaving Certificate
5.	SEM 1	Semester 1
6.	SEM 2	Semester 2

The internet is being used by an increasing portion of the world's population on a regular and daily basis. Technology is being implemented in most fields of our lives such as education, entertainment, and commerce (Karajeh, Maqableh, & Masa'deh, 2014; Maqableh, 2012). Over the past decade, usage of the internet for communication purposes has become an integral part of young people's lives (Gemmill & Peterson, 2006; Jones, 2002; Lenhart & Madden, 2007; Subrahmanyam & Greenfield, 2008). Social media can be defined as forms of electronic communication through which users can interact among people freely and can share, exchange and discuss the information, ideas, personal message and other content between each-other such as using a multimedia messages, personal words, pictures, video and audio, and utilizes online platform only by connecting to the internet (Cox & Rethman, 2011).

In recent years, we have seen an immense surge in the use of socio-technological platforms such as Facebook, Twitter, Instagram, Whatsapp and LinkedIn, among others; such platforms represent an umbrella term called social networking sites (SNS). "Social networking sites (SNS) focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others.''SNSs allow users to create a public or semi-public profile, and view their own as well as other users' online social networks (Boyd&Ellison,2007a), and interact with people in their networks. Sites such as MySpace and Facebook have over 100million users between them, many of them adolescents and young adults. SNS come in different flavors. The origin of SNS can be found in the website, Six Degrees, launched in 1997—a couple of years before the bursting of the dot-com bubble (Boyd &Ellison 2008; History cooperative 2015). The advent of SNS provided users with a new set of powerful ways to develop connections and interact with others easily, and in more ways than they ever did before. Almost twenty years after their conception, today, it has become

almost impossible to escape the reach of social networks. An overabundance of SNS was born in the initial wave of the social media era. In the early part of the era, the most noticeable as well as the dominant social network was MySpace, which was founded in 2003. A year later, another social network, Facebook, was unveiled (Investor, 2016), which now reigns supreme as it is used by more than a billion people worldwide (Newsroom, 2016). One cannot deny the fact that SNS such as Facebook have considerably transformed the way in which we connect, interact, engage, share, and create social ties. The explosion of social networks questionably represents one of the most significant phenomena in the history of computer mediated communications.

While there are countless definitions and descriptions of SNS, we adopt the definition by Ellison & Boyd (2013), who state that "a social networking site is: a networked communication platform in which participants 1) have uniquely identifiable profiles that consist of user-supplied content, content provided by other users, and/or system-level data; 2) can publicly articulate connections that can be viewed and traversed by others; and 3) can consume ,produce, and / or interact with stream of user-generated content provide by their connections on the site" . This updated definition was developed in light of the changes that have occurred since the initial definition given by Boyd & Ellison (2008), in which SNS was defined as allowing users to: "(1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and no men cloture of these connections may vary from site to site."

One cannot deny the fact that SNS extends to almost every aspect of our daily lives. The number of SNS users has risen to about 2.3 billion globally, which is in parallel with the number of Internet users counting almost one-half of the global population (Kemp 2016). Online social

networking and Internet communication is becoming wildly popular with adolescents and young adults (Allen, Evans, Hare, Mikami, & Szwedo, 2010; Anderon, Butcher, Ball, Brzozowski, Lasseigne, Lehnert, & McCormick, 2010; De Groot, Ledbetter, Mao, Mazer, Meyer, & Swafford, 2011; Finkelhor, Mitchell, & Wolack, 2002; Greenfield & Subrahmanyam, 2008; Kramer & Winter, 2008; Regan & Steeves, 2010; Sheldon, 2008).Likewise, nearly two-thirds of American adults now use SNS, with the figure particularly higher for young adults (90%) (Perrin 2015). According to the Nielsen Company, global consumers spent more than five and a half hours on social networking sites like Facebook and Twitter in December 2009, which when compared to the same time in the previous year when users were spending just over three hours on SNS, indicating an 82% increase. Worldwide internet use is constantly on the rise, with studies in 2011 showing that there were more than 2.4billion internet users in the world (DeLeo & Wulfert, 2013) the majority of which were adolescents and young people(Durkee et al., 2012).

In addition to the high number of users which signifies the popularity of social networking, the amount of time users spend on social networking highlights the significance and importance that people place on SNS in their lives. According to a recent survey by Global Web Index (Mander, 2015), the average user spends about 1.72h per day on social networking; this figure amounts to about 28% of all online activity. Although SNS is used by people of almost all demographic groups, it is particularly used extensively by students (Duggan, 2015). One can indisputably say that SNS have become an integral and ever-present part of the lives of students (Greenhow & Askari, 2015).While in older generations television and newspapers were used as the main source of information, teenagers now use the Internet for the majority of their daily activities and information gathering (Lewis, 2008). A recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent

of these teens use the Internet more than once per day. This study also showed that approximately half of all teens who have Internet access are also members of SNSs. Among these teens, it was also seen that plans are made and socializing with friends is done through the use of the Internet (Kist, 2008). In September, 2005, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on May, 2010 (www.marketingcharts.com).

Although research on young people's use of social networking sites is emerging (Boyd & Ellison, 2007b; Ellison, Steinfield, & Lampe, 2007; Valkenburg, Peter, & Schouten, 2006), questions remain regarding exactly what young people do on these sites, whom they interact with on them, and how their social networking site use relates to their other online (such as instant messaging) and offline activities. Many researchers have studied the significance of using social network sites (SNSs), and its impact on the academic performance of high school or college students. Some of these studies focused on the effects of factors such as multitasking, time management, student characteristics and personality, study system and strategy, and academic competency (Paul, Baker &Cochran, 2012; Junco, 2015). Moreover, some researchers studied the cultural difference of SNS patterns uses, the attitudes of users toward SNSs, and their perspective of SNS uses (Rienties, & Tempelaar, 2013).

Many studies have reported on gender differences in the use of SNS. In a survey of 272 undergraduate and graduate students, Budden, Anthony, Budden & Jones (2007) found females spent more time on SNSs such as Facebook and MySpace than males; however, these differences were not found to be statistically significant. Males were also found to spend significantly more time on YouTube than females (Budden et al., 2007). Budden et al. (2007) also discovered that upperclassmen spend more time accessing the internet than underclassmen and graduate

students. However, the results of the study indicate that traditional media like television and radio are still used by many college students (Budden et al., 2007). The results of Budden et al. (2007) were later supported by the findings of Gerlich, Browning, and Westermann (2010). In this study, a survey among 141 undergraduate students was conducted to determine the usage of media among college students. No statistically significant differences were found between males and females in the amount of time spent using the internet. In addition, no fundamental differences were discovered between females and males in terms of social media usage (Gerlich et al., 2010).

Fisoun and colleagues (2012) reported there was a significant difference in internet activity between genders. Supporting this, results from a study by Durkee and colleagues (2012) showed that not only did online activity vary between genders but certain activities highly correlated with the genders' internet use. That is, male students used the internet more for playing online games and watching videos, while female students used it more for social networking, watching videos and using chat-rooms. Furthermore, a study conducted by Weiser (2001) revealed that even though people were spending the same amount of time on the internet, the risk of developing problematic internet use was higher among those who used it for online gaming and/or socialising. However, Shaw & Gant (2002) showed in their study that chatting on the internet had beneficial effects on individuals. Gender appears as a significant predictor, with females being 1.6 times more likely to use SNSs than males.

Gender differences do exist because of basic biological and psychological differences. The level of satisfaction that males have with life can differ from that of females. When these differences interact with organizational environment or situations they can lead to different outcomes. There could be many different factors that could contribute to this difference in

outcome, such as comfortable and better personal/family life, good interpersonal relationships (both in workplace and outside), effective communications skills and also certain other factors like more leniency towards female employees, better facilities, lower expectations and ambitions than the male employees.

The years that someone spends in college are often one of the most stressful periods; especially the beginning of college and often the transition from childhood to adulthood (Burris, Brechting, Carlson, Salsman, 2009). Often these stressors can throw students off track, causing a decrease in their psychological well-being (Chao, 2012). "Well-being is the harmonious satisfaction of a person's desires and his goals" (Chekola, 1975). Psychological well-being is a person's evaluation reaction to his or her life – either in terms of life satisfaction 'cognitive evaluation' or affect 'ongoing emotional reactions' (Diener & Diener, 1995)."It has been found that psychological well-being increases with high leisure time physical activity among college students. Hence the best well-being and lifestyle was to endorse leisure-time physical activity into universities (Castillio, Molinia-Garcia, & Queralt, 2011). Recent studies have brought to light the psychosocial effects of SNS use. Many studies examine SNS outcomes with respect to: subjective well-being and social capital (Ellison et al.2007); life satisfaction, social trust, civic engagement and political participation (Valenzuela et al. 2009); and student engagement (Junco 2012a) to name but a few. Furthermore, SNS use has also been associated with both positive and negative socio-psychological phenomena (Kross et al. 2013; Turkle 2011; Valenzuela et al. 2009). While a majority of research in this area has shown the positive affordances of SNS, evidence has also started highlight its negative influences as well, such as psychological distress (Chen and Lee 2013), lower quality of life (Bevan et al. 2014), and reduced subjective wellbeing (Kross et al. 2013), among others.

Well-being is an umbrella concept that covers cognitive and affective aspects of the evaluation of one's life (Diener, Oishi, & Lucas, 2003). It is a concept that includes a well-rounded, balanced and comprehensive experience of life. It includes health in different domains such as social, physical, mental, emotional, career and spiritual domains. It is often measured by a combination of several indicators, such as life satisfaction, affect, depression, or stress (Ahn, 2011). Well-being is the harmonious satisfaction of a person's desires and his goals (Chekola, 1975).

Psychological well-being is a person's evaluation reaction to his or her life-either in terms of life satisfaction 'cognitive evaluation' or affect 'ongoing emotional reactions' (Diener & Diener, 1995). According to Huppert (2009), "Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively." An individual with high psychological well-being is happy, adept, well-supported, content with professional and personal life. Psychological well-being indicates both physical and mental wellness. Singh (1990) has stated that psychological well-being is difficult to define. It has been taken to consist of discomfort or desirability and from any disturbance of mental functions. It is a somewhat flexible concept which has to do with people's feelings about their everyday life. Such feelings may range from negative mental states or psychological strains such as anxiety, depression, frustration, emotional exhaustion, unhappiness, and dissatisfaction to a state which has been identified as positive mental health (Jahoda 1958; Warr 1978).

Ryff proposed that the earlier theories of positive functioning research served as the theoretical foundation for Ryff's multi-dimensional model of well-being. Over the last two decades, the Ryff Scales have been used in several empirical studies, that include research on work (Black, 1990), relocation (Ryff & Essex, 1992), personality and wellbeing (Schmutte &

Ryff, 1997), and enhancing the ability of talented students to improve their potential (Jin & Moon, 2006; Moon, 2003). In addition, the Ryff model has been used to examine college students' level of depression, value system, and perfectionism (Chang, 2006; Kitamura, Matsuoka, Miura & Yamaba, 2004; Sheldon, 2005).

Henry's exploratory study of more than 1000 college students examined the correlations among the impact of technology and specific aspects of psychosocial wellness. She found that the technological activities which contributed to more positive measures of psychosocial well-being and sense of community were those which were social in nature (e.g., networking on a social media site, chatting with others online, or talking on a cell phone). Similarly, positive scores were reported when motivations for using social media or other technology were social in nature, such as making friends and meeting new people. Lower scores on the measures of psychosocial well-being and sense of community were reported when students used technology or social media for purposes that were solitary in nature, such as surfing the Internet, watching videos, or playing video or computer games alone (Henry, 2010, 2012). Studies have shown that excessive internet use correlates with both behavioural problems and psychological problems (Ko et al., 2008).However, after all the research that has been done on the subject, researchers don't all agree on how the internet affects various behavior and psychological well-being.

The term well-being may be viewed as an abstract and wholly individualized concept and its meaning varies constantly. *Well-being can be understood as "how people feel, do they function, both on a personal and social level and how do they evaluate their lives as a whole".* To make it simpler, how people feel is the "emotional well-being", how they function on a social level is "social well-being". Irrespective of the psychological measure, well-being has a strong

relationship with social support. Social support is a construct included in two studies about psychological well-being of university students. First, Aydın (1999) conducted a research of which one of the aims was to find out the relationship between the perception of social support among university students and their psychological well-being. It was concluded in the research that social support, which is provided by family, did not have a significant effect on psychological well-being of university students in their first semester whereas social support provided by friends had a low but significant effect on psychological well-being. Gençöz and Özlale (2004) also studied the effects of social support to psychological well-being of university students and concluded that "appreciation-related social support had a direct effect on psychological well-being".

Past studies have shown a link between well-being and high "relatedness" provided by social networks (Ashmore, 1979).A research review also concludes that in general, people who have greater intimacy and higher quality relationships also have higher well-being (Berkman, 2001). The importance of social support is further emphasized when one takes into account the psychological costs associated with the suppression of emotions which occurs in the face of limited social support (De Neve & Cooper, 1998; King & Pennebaker,1998). Limited social support from the immediate surroundings might lead to an increase in the use of SNSs in search of social support, thereby affecting the person's well-being (Cohen, 1985).

Early studies find that college students' use of Facebook is related to positive relationships to their peers on campus (Ellison, Steinfield, & Lampse, 2007).The work of Gonzales and Hancock (2011) showed that using social media sites like Facebook for selective self-presentation can have a positive influence on self-esteem, especially when the individual edits personal information while presenting himself/herself. Henry (2012) found that students

who used technology to seek support for personal issues or problems as well as those who procrastinated and wasted time using technology or social media, showed higher measures of loneliness, depression, shyness and social anxiety, in addition to lower scores on perceived social skills, social self-confidence and social self-efficacy. Her conclusion was that students who experience psychological stressors use technology and social media as a coping mechanism and as a source of support, as well as tend to procrastinate or to pass time. Kraut et al. (1998) found that people who spent more time on the Internet subsequently developed higher levels of depression and loneliness. However, Durkee and colleagues (2012) reported that female adolescents may use the internet as a coping strategy, thus seeking out the internet when feeling down. This indicates that internet activity is not always the cause for change in behaviour and well-being of adolescents, as it can be the other way around. According to Burris, Brechting, Carlson & Salsman (2009), female students were more likely to report seeking out and receiving care for psychological issues when compared to their male student counterparts.Individuals with mental health problems who sought to communicate with others solely through online conversations, were more prone to anxiety and depression (Sueki, Yonemoto, Takeshima, & Inagaki, 2014).However, Frison and Eggermont (2015a) found that active Facebook use predicted increased social support, which was related to lower levels of depression, at least for females.

Heo and colleagues (2014) suggested that using the internet excessively could have an impact on adolescents' psychological well-being such as decreasing self-confidence. Furthermore, according to Griffiths and Parke (2002) those who used the internet excessively were more likely to feel lonely and tended to suffer from boredom, self- consciousness and social anxiety. Research has shown that internet use had been connected to some psychological

impairment and behavioural problems (Sueki et al., 2014). These included academic achievement and well-being of adolescents, such as depression and self-esteem.

Verduyn et al. (2017) reported that the type of SNS use determines whether SNS use increases or decreases well-being. Passive use decreases well-being through processes like unfavorable social comparisons or envy (Krasnova, Wenninger, Widjaja, & Buxmann, 2013; Kross et al., 2013; Verduyn et al., 2015), whereas active use increases well-being through increased social capital and receiving social support (Verduyn et al., 2017)

Extensive analysis by Ko and colleagues (2008) showed that there was an association between alcohol abuse and internet addiction in adolescents. The study revealed that the majority of those addicted to the internet were male, with higher levels of parent-adolescent conflict, more deviant friends, and alcohol abusing friends and relatives.

A gender difference in Psychological well-being is an important topic because of the many efforts being made in contemporary society towards empowering all individuals in achieving self-actualization and utilizing their full potential. In a post-feminist context this includes the idea of an "equal opportunities" society; yet social stereotypes still remain (Connors, 1990; Eagly, 1987; Turner & Sterk, 1994). In the effort to empower everyone to become self-actualized and fulfill their potential and thereby promoting optimal psychological well-being, the possible differences between people need to be considered, while offering equal opportunities. Current studies on the existence of gender differences, including those related to psychological well-being reflect contradictory results and a no definite conclusion can be made from them (Ryff & Singer, 1998; Strumpfer, 1995).

Based on their own literature studies and qualitative experiences, Crose et al (1992) believe that gender differences do exist in almost every aspect of health and health care. In a Taiwanese study, Lu (2000) discovered gender differences while examining conjugal congruence on role experiences and subjective well-being. Inglehart (2002) finds that in almost every society, men have higher incomes, more prestigious jobs and more authority than women--all factors which contribute to relatively high levels of subjective well-being. So lower levels of happiness are seen in women than in men. Gender related differences on psychological well-being supports the notion that males tend to score higher in the indicators of psychological well-being in comparison to females. It was found that women scored lower than men on psychological indicators of well-being (Carmel & Nigavekar 2007).

In order for an individual to be successful in his/her own specific society or culture, it is important to develop one's capacities and potentials. Education is the process of helping an individual to develop their capacities and potentials and thus serves primarily as an individual development function. Education is constant and on-going - it begins at birth and continues throughout life. Children usually start going to school between the ages of four and six in order to learn skills and competences that society deems important. Secondary schooling was considered the completion of education in the past. However, today, in the age of information, adults quite often continue to learn in informal settings throughout their working lives and even into retirement. Education, in its broadest sense, may be defined as a process designed to instill the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to help individuals reach their fullest potential. Achieving these goals requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990).

In a world that is becoming more and more competitive, Quality of performance has become the key factor for personal progress. Every parent's wish is to see their children reach the highest level of performance as possible. This desire for high level of achievement puts a lot of pressure on students, teachers, parents and schools and in general the education system itself. In fact, it appears as if the whole system of education revolves round the academic performance of students, though various other outcomes are also expected from the system. Thus schools spend a lot of time and effort in order to help students get better scholastic grades. The importance of scholastic and academic performance has raised important questions for educational researchers (Nuthanap, 2007).

"The academic performance is defined by students' reporting of past semester CGPA/GPA and their expected GPA for the current semester. The grade point average (GPA) is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students. The GPA is a better measurement because it provides a greater insight into the relative level of performance of individuals and different group of students."

Academic achievement is commonly measured through examinations or continuous assessment. However, there is no universal agreement on how it is best evaluated or which aspects are most important - procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance. It is important to note that certain factors have to be considered when developing models of school achievement, such as test anxiety, environment, motivation, and emotions. Individual differences in academic performance have been linked to differences in intelligence and personality.

Twitter and Facebook are among the most popular social networks where students spend most of their times (Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013; Michikyan, Subrahmanyam, & Dennis, 2015). A study carried out by Harvard University (Tamir & Mitchell, 2012), showed that disclosing personal information on SNS activates the part of the brain which signifies pleasure. Other activities which activate this part of the brain include receiving money and enjoying good food. Consequently, this leads to social media being addictive and time wasting because other tasks are put to one side. LinkedIn is an example of a SNS that is used by many students, instructors and scholars for academic purposes. Social Media Network sites can have a positive or negative impact on students' academic performance. Besides excessive social media use, time management is the factor that contributed towards negative academic performance (Michikyan, Subrahmanyam, & Dennis, 2015).

Research demonstrates that young adults who used the internet excessively showed impairment and change in academic performance, mood, daily routines and relations with family members (Young & Rogers, 1998). American Educational Research Association conducted a research and declared on its annual conference in San Diego, California (2009) that SNSs users study less and eventually got lower grades (21stcenturyscholar.org). Similarly, Banquil et al. (2009) found a continuing drop of grades among student users of SNSs. However, many researchers also found a positive association between uses of Internet and SNS and academic performance of the student users. Students, using internet frequently, scored higher on reading skills tests and had higher grades as well (Linda et al., 2006).

Many researchers studied the significance of using social network sites (SNSs), and its impact on the academic performance of high school or college students. Some of these studies focused on the effects of factors such as multitasking, time management, student characteristics

and personality, study system and strategy, and academic competency (Paul, Baker& Cochran, 2012; Junco, 2015). Moreover, some researchers studied the cultural difference of SNS patterns uses, the attitudes of users toward SNSs, and their perspective of SNS use (Rienties & Tempelaar, 2013).

Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance, among which the use of technology such as internet is one of the most important.

Several studies have been done regarding social networking and grades. Whittemore School of Business and Economics recently conducted a survey of over 1,000 students. They asked questions regarding which social network sites were used, how much time they spent on a site, what their grade point average (GPA) was, and what they were going to school for. It was concluded that there is no correlation between how much time is spent on a social networking site and grades (Martin, 2009). The University of New Hampshire agrees, and believes that present-day college students grew up in the technology era and social networking is now just a part of a student's daily routine. Their research show that '63% of heavy users received high grades, compared to 65% of light users' (U of NH, 2009). The University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons. Research shows that social networking sites are quite appropriate for the harmony between the teachers and students as it can allow them to share knowledge in formal educational context (Baran, 2010).

According to Chickering and Gamson (1987), the amount of time that students spend on a learning task is vital to greater achievement. Conversely, students who spend time on technology for entertainment purposes (e.g., surfing the Internet or playing computer games) reduce their time spent studying. Lei and Zhao (2005) investigated the relationship between technology use and academic achievement among 237 high school students in the United States. Their results suggest that too much time on the Internet often causes poor concentration, fatigue, and lack of engagement in academic learning, ultimately leading to poor academic performance. Vanden Boogart (2006) also suggested that students who spent a significant amount of time on Facebook perform poorly in school. In a survey of 340 business students, Paul et al. (2012) found that the amount of time that students spent on online social networks lowered their academic performance. However, the academic achievement of adolescents was not directly impacted by Facebook use, but rather indirectly by such factors as the amount of time spent on Facebook and on completing homework (Pasek et al. 2009; Kolek and Saunders 2008; Hunley et al. 2005).

Within the last couple of decades, the use of internet has consequently given rise to Internet addiction. Nalwa & Anand (2003) recommended that addicted users prefer using internet setting which ultimately leads to poor academic performance. In the same vein, Karpinski (2009) pointed out that social media users devoted lesser time to their studies in comparison to non-users and subsequently had lower GPAs. According to Khan U (2009), social media users over time experience poor performance academically. Similarly, Englander, Terregrossa & Wang (2010) hypothesize that social media is negatively associated with academic performance of student and is a lot more crucial than its advantages.

Asdaque, Khan and Rizvi (2010) conducted a research examining the effect of social media on the academic performances of students on 100 undergraduate students of two federal universities in Pakistan. The research results showed a negative relationship between the use of internet and its effects on academic performance. According to Kirschner and Karpinski (2010), Facebook users reported spending less time studying than non-users and having a lower academic achievement. Similarly, in a survey of 3866 college students in the United States, Junco (2012) found that students who spent considerable time on Facebook have less time to study, hindering their academic performance. Hence, Facebook use may not lower academic achievement if students could allocate sufficient time to do their homework and use Facebook simultaneously.

Kirschner and Karpinski (2010) demonstrated that Facebook users have a lower self-reported GPA and spend fewer hours per week studying than nonusers. Likewise, Junco (2012a, 2012b) found a strong, negative relationship between time spent on Facebook and actual cumulative GPA. These negative relationships have been found in populations across the world, including North America, Europe, and Asia (Chen &Tzeng, 2010; Karpinski, Kirschner, Ozer, Mellott & Ochwo, 2013). Many researchers have studied the effect of rapid and heavy communication technology used by students on their academic performance (Paul, Baker, &Cochran, 2012; Junco, 2015). Although many research results have pointed to a negative impact of SNSs usage on academic performance (Karpinski, Kirschner, Ozer, Mellott, &Ochwo, 2013; Paul, Baker, & Cochran, 2012; Wentworth & Middleton, 2014); yet, some researchers found little or no negative effects on students' academic performance if good multitasking is achieved by students (Wentworth & Middleton, 2014).

In light of the various models and approaches pertaining to the measurement, plausible hypotheses about the use of SNSs among undergraduate students in Mizoram, in the following subsections we will discuss the significance of SNSs to undergraduate students, the impact of SNSs on their psychological well-being and satisfaction with life as well as its role in the students' academic performance.

The world today is a global market in which the internet is the most important source of information. Internet use has grown considerably in the last decade; the majority of young adults uses the internet daily if not more so (Lenhart & Madden, 2007; Lenhart, Madden, & Hitlin, 2005; Sun et al., 2005). Today's college students are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, E-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011).

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside of college. Social networking sites have become a very important aspect in student's life. Students of this generation tend to rely on the internet and also spend most of the time on social networking sites such as Twitter, Google Plus, MySpace, Facebook etc. Users around the world, whether they are teens or college students share personal information on Facebook and other SNSs.

Students' addictiveness to social networks, their frequency of exposure to social network, the type of social media network that the students are more exposed to and the influence of social media as a medium of interaction between students has been part of many discussions in recent times and which have imparted on their academic performance. Since the advent of social media sites in the 1990s, it can be assumed that the academic performance of students is facing a lot of neglect and challenges. There is deviation, distraction and divided attention between social

networking activities and their academic work and it has been observed that students devote more attention to social networks (Facebook, 2go, BBM, Twitter…) than they do to their studies. Research on the Effects of Social Media on College Students indicated that most college students would prefer to use social media and spend many hours checking social media sites and thus Social networking is definitely affecting students' efficiencies as well as their grades (Wang, Chen, and Liang, 2011). Heavy SNS use by students is regularly reported (Duggan 2015)—students spend anywhere from 30 min to over 2hours on Facebook per day (Kalpidou et al. 2011). The uptake of SNS by this population has naturally attracted academic interest.

Research findings have also reported on the Influence of Social Networking Participation on Student Academic Performance across gender lines Chen, S. Y., & Fu, Y. C. (2009).Several studies on gender difference and SNS use have showed that not only did online activity vary between genders but certain activities highly correlated with the genders' internet use (Durkee and colleagues, 2012).

Given the widespread use and importance of SNS (Greenhow and Askari 2015; Manca and Ranieri 2013; Rodríguez-Hoyos et al.2015), the issue of how they affect students is of clear relevance to educators as well as researchers, and warrants further investigation. Increasingly, Internet use poses a threat to the mental health of today's youth because prolonged exposure and dependence can make them subject to cyber bullying and other forms of online harassment, which can further produce detrimental outcomes such as depression, anxiety, loneliness and substance abuse (Gamez-Guadix, Orue, Smith, &Calvete, 2013; O'Keefee et al.,2011).

Although the internet could be somewhat beneficial to students' academic achievement, the disadvantages seemed to outweigh the benefits (Englander, Terregrossa &Wang, 2010).

Research has reported on the connection between how much time was spent on the internet and the grades students got, that the more time students spent online, the worse the impact was on their academic performance (Englander et al., 2010). Earlier research also shows that internet use had been connected to some psychological impairment and behavioral problems (Sueki et al., 2014). These included academic achievement and well-being of adolescents, such as depression and self-esteem. Whatever the sources of motivation, overdependence on online media activities can impose significant mental and psychological costs. In fact, the 'relationship between SNS use and mental problems to this day remains controversial' (Pantic, 2014)

Youth is a phase when an individual gain independence to explore societal activities outside family activities. They are dynamic and generally assumed to be physically strong and healthy at this stage. Due to the life course transition to adulthood and the demands from the constantly changing society and environment, pressures in their lives increases as a result of their developing stage. Mental health of youth is a concern and factors that cause distresses among young people need to be identified to understand what puts them into risk of mental illnesses and developing risk behaviors.

According to Mac Kean (as cited in Aldiabat, *et al*., 2014), negative mental health outcomes are more at risk for university students because they are exposed to two sources of transitional stressors: stress related to the transition from high school to university, and from adolescence to adulthood. These cause academic, psychological and social shock to them, since the huge changes in educational system with new methods of teaching, academic requirements and type of relations between students and faculties.

Kai-Wen (2009) found that the primary reasons for college or university students' cause of suicide or self-injury is considered to be stress (Campus Security Report Center, Ministry of Education, 2009). In a study conducted by Phang, *et al*. (2015), poor academic results, physical ill-health and psychiatric disorders among undergraduate students is stated to be associated with psychological stress. Radeef, *et al*. (2014) also found that significantly higher rates of depression, anxiety and stress were experienced by younger students aged between 21years and below. Lack of self-efficacy, lack of motivation to learn and difficulty of class work had statistically significant association with depression, anxiety and stress. Hawton, *et al*., (2002) stated that young people in 16-24 years are more likely to attempt suicide than those in older age groups.

Though suicide was rare in the traditional Mizo community, there is an increasing suicide rate in the recent times, particularly among the youths. Suicide today has become one of the most alarming trends in the Mizo society. Although the suicide rates in Aizawl may not be as high as some of the states in India, it nevertheless needs urgent attention since there is an alarming increase in the suicide rates when compared to the previous years.

The rate of suicide attempt was highest among Mizo youths in the age group of 21-30 which was tagged at 53.6 per cent, with males accounting for 60.7 per cent and females at 39.3 per cent (Dr. Lalengmawii, a clinical psychologist at Kulikawn Hospital's Psychiatry ward, Mizoram). As per the record maintain by Mizoram police, at least 585 people have committed suicide since 2012. The record said that 91 people committed suicide in 2012, 81 in 2013, 71 in 2014, 113 in 2015, 92 in 2016, 89 in 2017 and 48 people took their lives between January and August (2018). Mizoram Journalist Association (MJA) president, Zonunsanga Khiangte expressed regret that the state is the third highest in Northeast in term of suicide cases. He

pointed out that while the national average of suicide case per 1 lakh people was 10.6 per cent, in Mizoram it was 11 per cent. (Newmai News Network**,** Aizawl. September 10th, 2018)

Given the results of afore mentioned studies regarding the increasing number of student Internet users worldwide, the number of hours spent on the Internet by student users globally, as well as the detrimental effects this may have on their psychological well-being and academic performance, and given the current situation in Mizoram, where the use of SNSs is rapidly increasing among students day by day, it is felt that research into these topics will provide help to researchers, educators, health service providers as well as policy makers. The association between internet use and academic achievement and well-being of adolescents is yet to be studied in Mizoram.

In the light of earlier studies on SNS use, the current research will contribute to the literature by shedding additional light on the relationship between online social media use, academic performance and psychological well-being of Mizo undergraduate students. The aim of the present study is to examine the relationship between internet use and various variables such as academic performance, well-being and additionally, highlight socio demographic associations.

OBJECTIVES OF THE STUDY:

1. To examine the usage of social networking sites among Mizo male and female Undergraduate students.

2. To highlight the difference in psychological well-being between male and female samples.

3. To highlight the difference in academic performance between male and female samples.

4. To elucidate the relationship between uses of social networking sites and psychological well–being.

5. To elucidate the relationship between uses of social networking sites and academic performance.

HYPOTHESIS:

1. It is expected that there will be significant differences between male and female Undergraduate student's usage of social networking sites.

2. It is expected that there will be significant differences in psychological well-being between male and female samples.

3. It is expected that there will be significant differences in academic performance between male and female samples.

4. It is expected that there will be significant negative relationship between uses of social networking sites and psychological well -being.

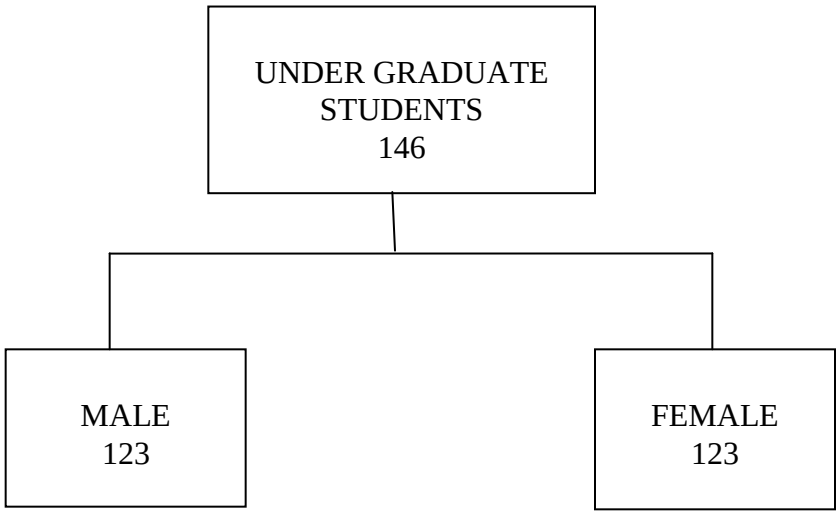
5. It is expected that there will be significant negative relationship between uses of social networking sites and academic performance.

Samples:

The sample consisted of randomly selected 246 (123 males and 123 females) Mizo Undergraduate students using multi stage sampling procedure. Four colleges were selected from the four zones (North, East, West, and South) of Aizawl city. The students from each college were randomly selected.

The socio-demographic background information of the subjects includes factors like age, gender, stream of study; permanent residence, family structure etc. were recorded to ensure the homogeneity of sample.

Design of the study: The present study employed ex-post facto design for the conduct of the study.



Procedure:

The primary data for the study was collected in face to face interactions between the participants and the researcher in an optimum environmental setting. After informed consent from all participants and formation of a good rapport, booklets containing measures of the variables were given to the subjects containing the following scales: Social Networking Time Use Scale (SONTUS) (Olufadi, 2016), Satisfaction With Life Scale (Diener, 1985) and General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992). The researcher took care to see that the respondents provided honest and independent answers to the questions presented. The anonymity, confidentiality and ethics as cited / formulated by APA (American Psychiatric Association) was followed.

PSYCHOLOGICAL TOOLS:

To meet the objectives of the present study, the following measures were incorporated:

Social Networking Time Use Scale (SONTUS) **(Olufadi, 2016)**: The SONTUS was developed to assess time spent on SNS. The items were constructed in consultation with multiple expert scholars as an attempt to enhance content validity. The scale comprises 29 items measuring five factors, with four factors representing different contexts where SNS are used (i.e., while relaxing, completing academic tasks, in public places, and in stressful encounters), and one factor representing motives for use. Thus, the SONTUS covers two of the six facets of SNS engagement: uses and gratifications (the factor of motives for use), and usage and activity counts (the remaining four factors).The internal consistency reliability of SONTUS and its five subscales were examined using Cronbach's Alpha (Cronbach, 1951). The analysis reveals that alpha was .92 for the full scale while its five subscales have alpha values ranging from .83 to .91

Satisfaction With Life Scale (Diener, E., Emmons, R., Larsen, J., & Griffin, S., 1985): Satisfaction With Life Scale is used to measure global life satisfaction from respondent' subjective perspective. It consists of five items. Each item is to be rated on 7-point rating scale (*1= strongly disagree, 7 = strongly agree*). Possible scale scores range from 5 to 35 with high score meaning high satisfaction and low score suggested low life satisfaction. The reliability coefficient of Satisfaction With Life Scale was (α=0.82) (Diener, Oishi & Lucas, 2003). The reliability coefficient in present study was found (α=0.83).

General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992): General Health Questionnaire-12 (GHQ-12) is a 12 items self-report measure of psychological well-being. The scale asks whether the respondent has experienced a particular symptom or behaviour recently. Each item is rated on a four-point Likert-type scale with scores of 0-1-2-3 for response choices of 'less than usual' respectively; the scores may range from 0 to 36 with lower scores indicating psychological well-being and vice versa for high scores. General Health Questionnaire (GHQ; David Goldberg, 1998) contained 12 items, rated on 5 points Likert Scale, split-half reliability was found to be .95. Cronbach's Alpha on GHQ range from .82 to .90, high scores represent a higher level of wellbeing. It is screening device for identifying the minor psychiatric disorder, it has 12 questionnaires. GHQ 12 had been recommended as a reliable screening instrument for psychological distress in all clinical groups, and high scores show high psychological well-being.

The **Academic Performance** indices shall be measured by taking the Cumulative Grade Point Average from the last three examination results of the population under study.

STATISTICAL ANALYSES:

- Psychometric properties of each of the scale and subscales of the psychological measures were attempted to be ascertained to test the hypothesis set forth for the study.
- Descriptive statistics (mean, SD, skewness, kurtosis etc.) were employed to provide an outline of the general characteristics of the variables under study.
- Diagnostic tests of assumptions that underlie the application of parametric tests were first checked and variances of the variables were found to be homogenous across gender. Thus, parametric statistics (t-test and ANOVA) were utilized to measure the differences in gender across the variables.
- Appropriate statistics (Correlation and regression) were also used to test the hypotheses put forth.
- In the analysis of the variable 'Academic Performance' in relation to the other variables, non-parametric statistics (Spearman's correlation, Mann-Whitney test and Kruskal Wallis test) were used since the measure used for the variable did not qualify for use of parametric statistics.

Reliability of the scales:

Psychological test(s) of proven psychometric adequacy for a given population, when used for measurement purpose in another cultural milieu, may change their psychometric properties, and unless preliminary checks are made, may not be accepted as the reliable measure(s) of the theoretical construct (Witkin & Berry, 1975; Eysenck & Eysenck, 1985).

The reliability and predictive validity of the scales were ascertained to ensure the psychometric adequacy of the scales used for the study. Internal consistency reliability was estimated for each of the scales used in the study using Cronbach's coefficient alpha (Cronbach, 1951).

Table-1: Reliability and Internal Consistency of Tools

Scales	SONTUS	SWLS	GHQ
Cronbach's Alpha	0.79	0.63	0.55

In the Social Networking Time Use Scale, the overall internal consistency (Cronbach's alpha) for the entire scale was 0.79. In the Satisfaction with Life Scale, the Cronbach's alpha was 0.63 while the Cronbach's alpha for the General Health Questionnaire 12 was 0.55.

The results in Table-1 revealed that the total coefficient of correlation of the subjects emerged to be satisfactory over the levels of analysis for the whole sample, indicating trustworthiness of the scales, namely Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire 12. (More than .050; George & Mallery, 2003)

Relationship between measures of Social Networking Time Use, Psychological well-being (Satisfaction with Life and General Health Questionnaire 12) and Academic performance

In order to assess the relationship of Social Networking Time Use, Psychological well-being (Satisfaction with Life and General Health Questionnaire 12) and Academic performance, correlation analysis was conducted and the results presented in Table- 2

Correlation analysis revealed that there is a significant positive correlation between SONTUS subscale 1(relaxation and free periods) & 2(academic-related periods) ($p<.01$), SONTUS subscale 1(relaxation and free periods) & 3(public places-related periods) ($p<.01$), SONTUS subscale 2(academic-related periods) & 3(public places-related periods) ($p<.01$), SONTUS subscale 1(relaxation and free periods) & 4(stress-related periods) ($p<.01$), SONTUS subscale 1(relaxation and free periods) & 5(motives for use) ($p<.01$),, SONTUS subscale 2(academic-related periods) & 5(motives for use) ($p<.01$), SONTUS subscale 3(public places-related periods) & 5(motives for use) ($p<.01$), SONTUS subscale 4 (stress-related periods) & 5 (motives for use)($p<.01$).

However, no significant relationship was found between SONTUS and GHQ, as well as GHQ and the various subscales of SONTUS.

Correlation analyses between SWLC and SONTUS further revealed significant negative correlation between SWLS and SONTUS subscale 1(relaxation and free periods) (-0.15, $p<.05$). This reveals that higher the scores on SONTUS subscale 1 (relaxation and free periods), lower the scores on Satisfaction with Life Scale. Research demonstrates that young adults who used the internet excessively could show impairment and change in academic performance, mood, daily routines and relations with family members (Young & Rogers, 1998). Kraut et al. (1998) also

found that people who spent more time on the Internet subsequently developed higher levels of depression and loneliness. Heo and colleagues (2014) also suggested that excessive internet use could have an impact on adolescents' psychological well-being such as decreasing self-confidence. Furthermore, according to Griffiths and Parke (2002) those who used the internet excessively were more likely to feel lonely and tended to suffer from boredom, self-consciousness and social anxiety.

Also, a significant positive correlation was found between GHQ and SWLC (0.26, $p<.01$). This reveals that higher the scores on Psychological Well-Being, higher the scores on Satisfaction with Life Scale.

Correlation was also analyzed for Academic Performance (HSSLC, SEM1 & SEM2) and SONTUS, GHQ and SWLS using Spearman's Coefficient of Correlations.

The results of correlation analysis showed significant negative correlation between SONTUS subscale 2(completing academic tasks) and HSSLC results (-0.13, $p< .05$). This reveals that higher the HSSLC performance, lower the SONTUS subscale 2, and vice versa. Also, results showed significant negative correlation between SONTUS subscale 5(motives for use) and Semester 2 results (-0.14, $p<.05$). Lei and Zhao (2005) investigated the relationship between technology use and academic achievement among 237 high school students in the United States. Their results suggest that too much time on the Internet often causes poor concentration, fatigue, and lack of engagement in academic learning, ultimately diminishing their academic performance. Vanden Boogart (2006) also suggested that students who spent a significant amount of time on Facebook perform poorly in school. In a survey of 340 business

students, Paul et al. (2012) found that the amount of time that students spent on online social networks lowered their academic performance.

Table-2: Spearman's correlation between Social Networking Time Use, Psychological well-being (Satisfaction with Life and General Health Questionnaire 12) and Academic performance (HSSLC, SEM 1 and SEM 2)

	SONTUS_SS2	SONTUS_SS3	SONTUS_SS4	SONTUS_SS5	SONTUS_TT	GHQ_TT	SWLS_TT	HSSLC	SEM1	SEM2
SONTUS_SS1	.235**	.371**	.365**	.409**	.767**	-.024	**-.146***	-.007	-.061	-.125
SONTUS_SS2		.216**	.113	.281**	.505**	-.075	.059	**-.133***	-.001	.006
SONTUS_SS3			.133*	.248**	.512**	.061	.009	-.009	.079	.013
SONTUS_SS4				.318**	.678**	-.041	-.082	.091	.040	-.079
SONTUS_SS5					.669**	-.006	-.020	.062	-.079	-.142*
SONTUS_TT						-.042	-.006	-.001	-.023	-.116
GHQ_TT							**.256****	.033	.042	.053
SWLS_TT								-.111	-.007	-.033

**p<.01 *p<.05

Demographic Characteristics

Tables-3.1 to 3.5 presents the socio-demographic characteristics of the participants under study. The study included 123 males and 123 females, aged between 17 and 22 years.

Table-3.1: Socio-Demographic Variable – Gender

GENDER	NUMBER
Male	123
Female	123
Total	246

Table-3.2: Socio-Demographic Variables – Age

AGE	MALE (%)	FEMALE (%)	TOTAL (%)
17	2 (0.8)	1 (0.4)	3 (1.2)
18	10 (4.1)	22 (8.9)	32 (13.0)
19	38 (15.4)	54 (22.0)	92 (37.4)
20	49 (19.9)	39 (15.9)	88 (35.8)
21	18 (7.3)	5 (2.0)	23 (9.3)
22	6 (2.4)	2 (0.8)	8 (3.3)

The highest proportion of the participants 37.4 (38 males and 54 females) were 19 years of age, while 35 of the participants (49 males and 39 females) were 20 years, 13 (10 males and 22 females) were 18 years of age, 9.3 (18 males and 5 females) were 21 years, and only 3.3 (6 males and 2 females) were 22 of age and only 1.2 (2 males and 1female were 17 years of age. (Table-3.2).

Table-3.3: Socio Demographics –Parent's Occupation

PARENT'S OCCUPATION	MOTHER			FATHER		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
Employed	71(28.9)	66(26.8)	137(55.7)	99(40.2)	108(43.9)	207(81.1)
Unemployed	52(21.1)	57(23.2)	109(44.3)	24(9.8)	15(6.1)	39(15.9)
Total	123(50)	123(50)	246(100)	123(50)	123(50)	246(100)

Regarding their parent's occupation, male participants with 71 (28.9) and 66 (26.8) of female has the mother who are employed, 52 (21.1) and 57 (23.2) has unemployed mother. 99 (40.2) of male and 108 (43.9) of female has the father who are employed, 24 (9.8) of male and 15 (6.1) of female participants has the father who are unemployed (Table-3.3).

Table-3.4: Socio Demographics –Church Status and Church Activity

CHURCH STATUS	MALE	FEMALE	TOTAL
Yes	20(8.1)	24(9.8)	44(17.9)
No	103(41.9)	99(40.2)	202(82.1)
Total	123(50)	123(50)	246(100)
CHURCH ACTIVITY	**MALE**	**FEMALE**	**TOTAL**
Never	9(3.7)	7(2.8)	16(6.5)
Sometimes	55(22.4)	55(22.4)	110(44.7)
Often	44(17.9)	49(19.9)	93(37.8)
Always	15(6.1)	12(4.9)	27(11.0)
Total	123(50)	123(50)	246(100)

The highest proportion of the participants with 103 (41.9) of male and 99 (40.2) of female appears to have no status in the Church while 20 (8.1) of male and 24 (9.8) of female appears to have a status in the Church. Regarding Church activity, 9 (3.7) of male and 7 (2.8) of female participants said that they never attend church activity, 55 (22.4) of males and 55 (22.4) of females said sometimes, 44(17.9) of males and 49(19.9) of female said often and 15(6.1) of males and 12 (4.9) of females responded always (Table-3.4).

Table-3.5: Socio Demographics –Society Status and Society Activity

SOCIETY STATUS	MALE (%)	FEMALE (%)	TOTAL (%)
Yes	12(4.9)	15(6.1)	27(11.0)
No	111(45.1)	108(43.9)	219(89.0)
Total	123(50)	123(50)	246(100)
SOCIETY ACTIVITY	**MALE**	**FEMALE**	**TOTAL**
Never	15(6.1)	22(8.9)	37(15.0)
Sometimes	67(27.2)	85(34.6)	152(61.8)
Often	38(15.4)	13(5.3)	51(20.7)
Always	3(1.2)	3(1.2)	6(2.4)
Total	123(50)	123(50)	246(100)

The highest proportion of the participants with 111 (45.1) of male and 108(43.9) of female appears to have no status in the society while 12 (4.9) of male and 15(6.1) of female appears to have a status in the society. Regarding society activity, 15(6.1) of male and 22 (8.9) of female participants said that they never attend society activity, 67(27.2) of males and 85 (34.6) of females said sometimes, 38(15.4) of males and 13(5.3) of female said often and 3(1.2) of males and 3(1.2) of females responded always (Table-3.5).

Usage of Social Networking Sites, Psychological well-being and Academic performance of Mizo male and female Undergraduate students

Table-4.1: Descriptive statistics of the variables under study

Scales	Mean	SD	Skewness / S.E	Kurtosis / S.E
SONTUS	10.18	2.72	.382/.155	.292/.309
SWLS	22.43	5.64	-.250/.155	-.610/.309
GHQ	18.78	4.59	.000/.155	.389/.309

Table 4.1 shows the Mean, Standard Deviation, Skewness and Kurtosis of all the variables under study. The mean SONTUS score is found to be 10.18 and SD 2.72. In Satisfaction with Life Scale, the Mean score is 22.43 and SD 5.64. In General Health Questionnaire, the Mean score is 18.78 and SD 4.59.The analysis of skewness and kurtosis of the variables showed that all the variables were neither skewed nor kurtotic.

Table-4.2: Level of SONTUS

Level	Frequency	Valid Percent
Extremely Low	98	39.8
Low	134	54.5
High	13	5.3
Extremely High	1	.4
Total	246	100.0

Analyses of scores on SONTUS revealed that 39.8 falls under extremely low, 54.5% low, 5.3 % high and 4% extremely high. Table-4.2

Table-4.3: Differences in GHQ and SWLS based on level of SONTUS (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
GHQ_TT	26.99	3	8.10	.43	.735
SWLS_TT	89.89	3	29.96	.94	.421

Table-4.4: Kruskal Wallis Test on differences in Academic Performance based on level of SONTUS – Mean Ranks

LEVEL OF SONTUS		N	Mean Rank
HSSLC	Extremely low	98	122.75
	Low	134	122.63
	High	13	134.23
	Extremely high	1	174.50
	Total	246	
SEM 1	Extremely low	98	123.73
	Low	134	121.63
	High	13	148.58
	Extremely high	1	24.50
	Total	246	
SEM 2	Extremely low	98	134.39
	Low	134	113.46
	High	13	152.50
	Extremely high	1	25.00
	Total	246	

Table-4.5: Kruskal Wallis Test on differences in Academic Performance based on level of SONTUS

	HSSLC	SEM1	SEM2
Chi-Square	.95	3.91	9.58
df	3	3	3
Asymp. Sig.	.81	.27	.02

a. Kruskal Wallis Test
b. Grouping Variable: LEVEL of SONTUS

The differences in Psychological Well-Being (GHQ & SWLS) based on the level of SONTUS scores was analyzed using ANOVA; results revealed that there were no significant differences in Psychological Well-Being on the level of SONTUS Table-4.3

Differences in Academic Performance based on level of SONTUS was also analyzed using Kruskal Walllis test, results revealed that there were significant differences in Academic Performance based on the level of SONTUS only during SEM 2 Table-4.4

Gender differences in Social Networking Time Use, Psychological well-being and Academic performance

After ascertaining the reliability of the test scales and after testing the normality and homogeneity of the collected data, descriptive statistics were employed to predict the gender differences in the variables.

Table-5.1: Levene's test of homogeneity of variances for gender

	Levene's Test for Equality of Variance	
	F	Sig.
SONTUS	.02	.889
SWLS	.32	.570
GHQ	2.86	.092

The results of Table-5.1, Levene's test for Homogeneity of variances show that 'F' values are not significant (above 0.05). Therefore, the variance of the variables, namely the Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire - 12 are homogeneous across gender. Thus t-test was done to analyze gender differences in the variables (Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire – 12) and the results showed in Table-5.2.

No significant gender differences were found in Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire - 12. This finding is consistent with Gerlich et al., (2010); other researchers also found no statistically significant differences between

males and females in the amount of time spent using the internet. In addition, no fundamental differences were discovered between females and males in terms of social media usage (Gerlich et al., 2010). Creed and Watson (2003) also reported no significant difference on psychological well-being among male and female undergraduate students.

Table-5.2: Comparing gender differences of the variables – t-test

Gender	N	Descriptives	SONTUS	SWLS	GHQ-12
Male	**123**	**Mean**	10.26	22.30	19.08
		SD	2.69	5.54	4.41
Female	**123**	**Mean**	10.11	22.55	18.48
		SD	2.76	5.76	4.75
Total	**246**	**Mean**	10.18	22.43	18.78
		SD	2.72	5.64	4.59
	t		.445	-.350	1.057
	Sig.		.657	.727	.292
Mean Difference			.15447	-.25203	.61789
Standard Error Difference			.34743	.72042	.58461

Table-5.3: Mean Ranks – Comparing Gender Differences within Academic Performances

Gender		N	Mean Rank
HSSLC	Male	123	124.76
	Female	123	122.24
	Total	246	
SEM 1	Male	123	113.96
	Female	123	133.04
	Total	246	
SEM 2	Male	123	114.50
	Female	123	132.50
	Total	246	

Table-5.4: Mann Whitney U test – Comparing Gender Differences in Academic Performances

	HSSLC	SEM 1	SEM 2
Mann – Whitney U	7410.00	6391.50	6458.00
Z	-.29	-2.18	-2.04
Asymp. Sig (2 – tailed)	.77	.03	.04

Non-parametric test for comparison of mean differences (Mann Whitney U test) was done to analyze gender differences in academic performance and the results showed in Table-5.3 and Table-5.4. Significant gender difference was found in academic performance during SEM1 and SEM 2. This finding is inconsistent with Ismail and Othman (2006) where they investigated the effect of students' gender and past performance on their performance during the first year of the university. Results showed that female students were found to have better results than their male counterparts and that gender played an important role in influencing success in the university. Reiily and Woodfield (2009) also conducted a study on gender dimension to degree performance. The results of the study showed that the average "good" degree rate for female students was found to be superior to the male rate. These findings agree with previous studies (Bridgeman & Wendler, 1991; Odell, 1989; Wainer & Steinberg, 1992) which pointed out that female students mostly obtained higher GPAs. The findings of this study also agree with previous research findings (Alwaqfi, 1997; Leonard & Jiang, 1999) which found out that females mostly perceive themselves as being more competent, having more positive attitudes towards completion higher education, possessing better study skills and having the feeling of being more efficacious.

However, no significant gender differences were found in HSSLC between male and female Undergraduate students. This finding is consistent with that of Apam and Luguterah (2013) no significant difference between male and female students‟ academic performance. Gyasi, Nartey and Coker (2011) also reported that there were no statistically significant differences between male and female students‟ performance.

Table-6.1 a – 6 .1 f: Represents stepwise regression analysis predicting GHQ from Academic Performance, Sex, Age and all the sub-scales of SONTUS

Table -6.1. a:

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.108[a]	.012	-.001	4.59	2.09
2	.170[b]	.029	-.004	4.59	

a. Predictors: (Constant), Academic, SEX, AGE

b. Predictors: (Constant), Academic,

SEX, AGE, SONTUS_SS4, SONTUS_SS3, SONTUS_SS2, SONTUS_SS5, SONTUS_SS1

c. Dependent Variable : GHQ_TT

Table-6.1.b:

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.61	3	19.87	.94	.420b
	Residual	5092.54	242	21.04		
	Total	5152.15	245			
2	Regression	149.05	8	18.63	.88	.532c
	Residual	5003.10	237	21.11		
	Total	5152.15	245			

a. Dependent Variable: GHQ_TT

b. Predictors: (Constant), Academic, SEX,AGE

c. Predictors: (Constant), Academic,

SEX,AGE,SONTUS_SS4,SONTUS_SS3,SONTUS_SS2,SONTUS_SS5,SONTUS_SS1

Table-6.1.c:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	15.99	6.40		2.50	.013		
	SEX	-.64	.61	-.07	-1.05	.293	.94	1.07
	AGE	.15	.31	.03	.49	.628	.93	1.08
	Academic	.13	.10	.08	1.27	.206	.91	1.03
2	(Constant)	19.11	6.75		2.83	.005		
	SEX	-.58	.61	-.06	-.95	.341	.93	1.08
	AGE	.04	.32	.01	.13	.896	.90	1.11
	Academic	.12	.11	.07	1.13	.259	.96	1.04
	SONTUS_SS1	-.07	.08	-.07	-.89	.375	.61	1.49
	SONTUS_SS2	-.15	.10	-.10	-1.44	.150	.86	1.16
	SONTUS_SS3	.28	.14	.11	1.51	.132	.80	1.26
	SONTUS_SS4	.01	.07	.01	.18	.861	.83	1.20
	SONTUS_SS5	.03	.11	.02	.29	.772	.76	1.31

a. Dependent Variable: GHT_TT

Table -6.1.d:

Excluded Variables[a]

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
SONTUS_SS1		-.60	.552	-.038	.99	1.01	.93
SONTUS_SS2	-.084[b]	-1.30	.196	-.083	.98	1.02	.92
SONTUS_SS3	.062[b]	.97	.333	.062	.10	1.00	.92
SONTUS_SS4	-.008[b]	-.12	.903	-.008	.10	1.00	.93
SONTUS_SS5	-.003[b]	-.04	.968	-.003	.99	1.00	.93

a. Dependent Variable: GHQ_TT

b. Predictors in the Model: (Constant), Academic, SEX, AGE

Table-6.1. e:

Collinearity Diagnostics[a]

Model		Eigen value	Condition Index	Variance Proportions								
				(Constant)	Sex	Age	Academic	SONTUS_SS1	SONTUS_SS2	SONTUS_SS3	SONTUS_SS4	SONTUS_SS5
1	1	3.79	1.00	.00	.01	.00	.01					
	2	.14	5.29	.00	.10	.00	.93					
	3	.07	7.36	.00	.81	.01	.03					
	4	.00	58.41	.99	.09	.99	.00					
2	1	8.37	1.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	2	.19	6.62	.00	.02	.00	.59	.00	.01	.01	.05	.06
	3	.12	8.33	.00	.16	.00	.16	.00	.03	.05	.48	.02
	4	.10	9.11	.00	.43	.00	.13	.00	.02	.19	.15	.04
	5	.08	10.55	.00	.01	.00	.02	.01	.03	.29	.14	.65
	6	.07	11.21	.00	.07	.00	.00	.00	.74	.14	.01	.19
	7	.00	13.79	.01	.23	.02	.04	.03	.14	.20	.12	.00
	8	.03	17.41	.00	.00	.01	.02	.94	.00	.12	.05	.04
	9	.00	89.37	.99	.07	.98	.03	.02	.03	.01	.00	.00

a. Dependent Variable: GHQ_TT

Table-6.1.f:

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	16.6186	20.8470	18.7805	.77997	246
Std. Predicted Value	-2.772	2.650	.000	1.000	246
Standard Error of Predicted Value	.511	1.714	.862	.170	246
Adjusted Predicted Value	16.2321	20.8351	18.7828	.80010	246
Residual	-14.38796	14.60823	.00000	4.51894	246
Std. Residual	-3.132	3.179	.000	.984	246
Stud. Residual	-3.187	3.331	.000	1.004	246
Deleted Residual	-14.90088	16.02928	-.00231	4.70880	246
Stud. Deleted Residual	-3.251	3.404	.000	1.009	246
Mahal. Distance	2.038	33.097	7.967	3.767	246
Cook's Distance	.000	.120	.005	.010	246
Centered Leverage Value	.008	.135	.033	.015	246

a. Dependent variable: GHQ_TT

Table-7.1.a – 7.1.f: Represents stepwise regression analysis predicting SWLS from Academic Performance, Sex, Age and all the sub-scales of SONTUS.

Table-7.1.a:

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.142[a]	.020	.008	5.62	
2	.261[b]	.068	.037	5.54	2.04

a. Predictors: (Constant), Academic, SEX, AGE

b. Predictors: (Constant), Academic, SEX, AGE, SONTUS_SS4, SONTUS_SS3, SONTUS_SS2, SONTUS_SS5, SONTUS_SS1

c. Dependent Variable: SWLS_TT

Table-7.1.b:

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	157.57	3	52.52	1.67	.175[b]
	Residual	7634.62	242	31.55		
	Total	7792.18	245			
2	Regression	530.29	8	66.29	2.16	.031[c]
	Residual	7261.90	237	30.64		
	Total	7792.18	245			

a. Dependent Variable: SWLS_TT

b. Predictors: (Constant), Academic, SEX, AGE

c. Predictors: (Constant), Academic, SEX, AGE, SONTUS_SS1, SONTUS_SS2, SONTUS_SS3, SONTUS_SS4, SONTUS_SS5

Table-7.1.c:

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	Constant	7.29	7.84		.93	.353		
	Sex	.67	.74	.06	.90	.368	.94	1.07
	Age	.75	.38	.13	1.99	.048	.93	1.08
	Academic	-.09	.13	-.05	-.69	.490	.97	1.03
2	Constant	9.43	8.14		1.16	.248		
	Sex	.77	.73	.07	1.05	.299	.93	1.08
	Age	.74	.38	.13	1.94	.054	.90	1.11
	Academic	-.10	.13	-.05	-.81	.419	.96	1.04
	SONTUS_SS1	-.29	.10	-.22	-2.86	.005	.67	1.49
	SONTUS_SS2	.20	.13	.11	1.62	.106	.86	1.16
	SONTUS_SS3	.20	.17	.08	1.20	.231	.80	1.26
	SONTUS_SS4	-.06	.09	-.04	-.65	.520	.83	1.21
	SONTUS_SS5	.10	.13	.012	.72	.475	.76	1.31

a. Dependent Variable: SWLS_TT

Table-7.1.d:

Excluded Variables[a]

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
					Tolerance	VIF	Minimum Tolerance
SONTUS_SS1	-.150[b]	-2.37	.019	-.15	.99	1.01	.93
SONTUS_SS2	.082[b]	1.28	.202	.08	.98	1.02	.92
SONTUS_SS3	.031[b]	.41	.625	.03	1.00	1.00	.92
SONTUS_SS4	-.084[b]	-1.32	.188	-.09	1.00	1.00	.93
SONTUS_SS5	.002[b]	.04	.970	.00	.99	1.01	.93

a. Dependent Variable: SWLS_TT

b. Predictors in the Model: (Constant), Academic, SEX, AGE

Table-7.1.e:

Collinearity Diagnostics[a]

Model		Eigen value	Condition Index	Variance Proportions								
				Constant	Sex	Age	Academic	SONTUS_SS1	SONTUS_SS2	SONTUS_SS3	SONTUS_SS4	SONTUS_SS5
1	1	3.79	1.00	.00	.01	.00	.01					
	2	.14	5.29	.00	.10	.00	.93					
	3	.07	7.36	.00	.81	.01	.03					
	4	.001	58.41	.99	.09	.99	.03					
2	1	8.37	1.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	2	.19	6.62	.00	.02	.00	.59	.00	.01	.01	.05	.06
	3	.12	8.33	.00	.16	.00	.16	.00	.03	.05	.48	.02
	4	.10	9.11	.00	.43	.00	.13	.00	.02	019	.15	.04
	5	.08	10.55	.00	.01	.00	.02	.01	.03	.29	.14	.65
	6	.07	11.21	.00	.07	.00	.00	.00	.74	.14	.01	.19
	7	.04	13.79	.01	.23	.02	.04	.03	.14	.20	.12	.00
	8	.03	17.41	.00	.00	.01	.02	.94	.00	.12	.05	.04
	9	.001	89.37	.99	.07	.98	.03	.02	.03	.01	.00	.00

a. Dependent Variable: SWLS_TT

Table-7.1. f:

Residuals Statistics[a]

	Minimum	Maximum	Mean	SD	N
Predicted Value	19.10	26.84	22.43	1.47	246
Std. Predicted Value	-2.26	3.00	.000	1.00	246
Standard Error of Predicted Value	.62	2.07	1.04	.21	246
Adjusted Predicted Value	18.85	26.83	22.43	1.48	246
Residual	-13.42	12.45	.000	5.44	246
Std. Residual	-2.42	2.25	.000	.98	246
Stud. Residual	-2.45	2.28	.000	1.00	246
Deleted Residual	-13.74	12.76	-.00	5.65	246
Stud. Deleted Residual	-2.480	2.30	-.001	1.01	246
Mahal. Distance	2.04	33.10	7.97	3.77	246
Cook's Distance	.000	.03	.00	.005	246
Centered Leverage Value	.01	.14	.03	.02	246

a. Dependent Variable: SWLS_TT

A regression analysis was done to find out how Academic Performance, Sex, Age and the different subscale of SONTUS predict Psychological Well-Being (QGH & SWLC).

Academic Performance, Sex, Age together predicted 1.2 of GHQ, regression analysis further revealed that Academic Performance, Sex, Age and all the subscales of SONTUS together predicted 2.9 of GHQ Table-6.1.a

Academic Performance, Sex, Age together predicted 2.0 of SWLS, regression analysis further revealed that Academic Performance, Sex, Age and all the subscales of SONTUS together predicted 6.8% of SWLS Table-7.1.a

Given the theoretical pinning and empirical background of social networking sites usage, psychological well-being and academic performance, the main objective of the present study was to highlight the differences between male and female undergraduate students on the usage of social networking sites, and psychological well-being and academic performances, to elucidate the relationship between uses of social networking sites, psychological well–being and academic performances.

To achieve the research objectives, 246 (123 male and 123 female) Mizo undergraduate students, with age ranging from 17 to 22 years were randomly sampled from different colleges from the four zones (North, East, West, and South) of Aizawl city.

One measure of social networking sites usage viz., Social Networking Time Use Scale (SONTUS) (Olufadi, 2016), and two measures of psychological well-being viz., Satisfaction With Life Scale (Diener, E., Emmons, R., Larsen, J., & Griffin, S., 1985), General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992) and the Academic Performance measured by taking the Cumulative Grade Point Average from the last three examination results of the population under study were selected to measure the variables of interest and for cross-validation of the measures. Subject-wise scores on the specific items of the scales were separately prepared and analyzed to check their psychometric adequacy for measurement purposes across the samples: both male and female Mizo undergraduate students. The psychometric adequacies of the behavioral measures were analyzed by employing SPSS. Analyses included (i) item-total coefficient of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), (ii) reliability coefficients (Cronbach alpha of the scales), and (iii) relationship between the scales to relate the constructs in the target population and for cross validation of the measures. Further, values of Mean, SD, Skewness and Kurtosis were included

for comparison of the test scores between the groups, and to check the data distributions for further statistical analyses. (Miles & Shevlin; 2004)

Results of the psychometric checks of the behavioral measures of social networking sites usage (SONTUS) and psychological well-being (GHQ and SWLS) generally stood fast the test of psychometric checks of reliability for use in the population under study i.e male and female Mizo undergraduate students. The SONTUS scales yielded lower alpha than the original studies (Olufadi, 2016) but which may be accepted owing to the small sample sizes of the subgroups. The SWLS also stood fast the test of psychometric checks of reliability for use in the population under study given the sample sizes. Results revealed substantial item-total coefficient of correlation and adequate order of reliability coefficient, conforming to the results obtained in various other studies using SWLS (Atienza et al., 2003; Corrigan, 2000; Diener et al., 1985; Pavot et al., 1991; Pavot & Diener, 1993 etc.). The Satisfaction With Life Scale (SWLS (Diener, E., Emmons, R., Larsen, J., & Griffin, S., 1985) was developed as a measure of the judgemental component of subjective well-being. The behavioural measure of general health (GHQ) also stood fast the test of psychometric checks of reliability for use in the population under study.

Hypothesis 1

In order to examine the hypotheses that there would be significant differences between male and female Undergraduate student's usage of social networking sites, t-test was done to analyze gender differences in the variables. Results revealed that there is no significant difference between male and female Undergraduate student's usage of social networking sites, which does not support the hypothesis. This finding is consistent with Gerlich et al., (2010); which shows no statistically significant differences between males and females in the amount of

time spent using the internet. In addition, no gender differences were discovered in terms of social media usage (Gerlich et al., 2010).

Hypothesis 2

It was hypothesized that there would be significant differences in psychological well-being between male and female Undergraduate students. Analysis was done using t-test. Results revealed that there is no significant difference in psychological well-being between male and female Undergraduate students. Thus the hypothesis was not supported. This finding is consistent with that of other studies by Creed and Watson (2003) that there is no significant difference on psychological well-being among male and female undergraduate students.

Hypothesis 3

Hypothesis 3 predicted that there would be significant difference in academic performance between male and female Undergraduate students. Non-parametric test for comparison of mean differences (Mann Whitney U test) was done to analyze gender differences in academic performance. Results revealed that significant gender difference was found in academic performance during SEM1 and SEM 2 supporting the hypothesis. This finding is in line with the report of Ismail and Othman (2006), where they investigated the effect of students' gender and past performance on their performance during the first year of the university. Results showed that female students were found to have better results than their male counterparts and that gender played an important role in influencing success in the university. Reiily and Woodfield (2009) also conducted a study on gender dimension to degree performance. The results of the study showed that the average "good" degree rate for female students was found to be superior to the male rate. These findings agree with previous studies (Bridgeman & Wendler,

1991; Odell, 1989; Wainer & Steinberg, 1992) which pointed out that female students mostly obtained higher GPAs. The findings of this study also agree with previous research findings (Alwaqfi, 1997; Leonard & Jiang, 1999) which found out that females mostly perceive themselves as being more competent, having more positive attitudes towards completion higher education, possessing better study skills and having the feeling of being more efficacious.

However, no significant gender differences were found in HSSLC between male and female Undergraduate students. This finding is consistent with that of Apam and Luguterah (2013) no significant difference between male and female students‟ academic performance. Gyasi, Nartey and Coker (2011) also reported that there were no statistically significant differences between male and female students‟ performance.

Hypothesis 4

Regarding the fourth hypothesis, it was expected that there would be significant negative relationship between uses of social networking sites and psychological well-being. Correlation analysis revealed that there is a significant positive correlation between SWLC and GHQ 12 (0.27, $p < .01$). This reveals that higher the scores on Psychological Well-Being, higher the scores on Satisfaction with Life Scale. However, no significant relationship was found between SONTUS and GHQ, as well as GHQ and the various subscales of SONTUS.

Correlation analyses between SWLC and SONTUS further revealed significant negative correlation between SWLS and SONTUS subscale 1(while relaxing) (-0.15, $p<.05$). This reveals that higher the scores on SONTUS subscale 1 (relaxation and free periods), lower the scores on Satisfaction with Life Scale. Research demonstrates that young adults who used the internet excessively could show impairment and change in academic performance, mood, daily routines

and relations with family members (Young & Rogers, 1998). Kraut et al. (1998) also found that people who spent more time on the Internet subsequently developed higher levels of depression and loneliness. Heo and colleagues (2014) also suggested that excessive internet use could have an impact on adolescents' psychological well-being such as decreasing self-confidence. Furthermore, according to Griffiths and Parke (2002) those who used the internet excessively were more likely to feel lonely and tended to suffer from boredom, self- consciousness and social anxiety.

Hypothesis 5

In the fifth hypothesis, it was predicted that there would be significant negative relationship between uses of social networking sites and academic performance. To examine this, Spearman's coefficient of correlation analysis was conducted. The results of correlation analysis showed significant negative correlation between SONTUS subscale 2(completing academic tasks) and HSSLC results (-0.13, $p < .05$). This reveals that higher the HSSLC performance, lower the SONTUS subscale 2, and vice versa. Also, results showed significant negative correlation between SONTUS subscale 5(motives for use) and Semester 2 results (-0.14, $p<.05$). Lei and Zhao (2005) investigated the relationship between technology use and academic achievement among 237 high school students in the United States. Their results suggest that too much time on the Internet often causes poor concentration, fatigue, and lack of engagement in academic learning, ultimately diminishing their academic performance. Vanden Boogart (2006) also suggested that students who spent a significant amount of time on Facebook perform poorly in school. In a survey of 340 business students, Paul et al. (2012) found that the amount of time that students spent on online social networks lowered their academic performance.

In conclusion, these results attained the main concern of the present study to examine the usage of social networking sites among Mizo male and female Undergraduate students, to highlight the difference in psychological well-being and academic performance between male and female samples and to elucidate the relationship between uses of social networking sites with psychological well–being and academic performance. Levene's test for Homogeneity of variances shows that 'F' values are not significant (above 0.05). Therefore, the variance of the variables, namely the Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire - 12 are homogeneous across gender. Thus t-test was done to analyze gender differences in the variables (Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire – 12). No significant gender differences were found in Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire – 12. The results of the study confirmed the hypotheses set forth the study that there would be a significant negative relationship between usage of social networking sites and psychological well-being. Correlation analyses between SWLS and SONTUS revealed significant negative correlation between SWLS and SONTUS subscale 1(relaxation and free periods). This reveals that higher the scores on SONTUS subscale 1(relaxation and free periods), lower the scores on Satisfaction with Life Scale. Also, a significant positive correlation was found between GHQ and SWLC .This reveals that higher the scores on Psychological Well-Being, higher the scores on Satisfaction with Life Scale. Correlation was also analyzed for Academic Performance (HSSLC, SEM1 & SEM2) and SONTUS, GHQ and SWLS. The results of correlation analysis showed significant negative correlation between SONTUS subscale 2(academic-related periods) and HSSLC results, as well as between SONTUS subscale 5 (motives for use) and SEM2 results.

The differences in Psychological Well-Being (GHQ & SWLS) based on the level of SONTUS scores was analyzed using ANOVA; results revealed that there were no significant differences in Psychological Well-Being on the level of SONTUS. Differences in Academic Performance based on level of SONTUS was also analyzed using Kruskal Walllis test, results revealed that there were significant differences in Academic Performance based on the level of SONTUS only during SEM 2.

Analyses of scores on SONTUS revealed that 39.8% falls under extremely low, 54.5% low, 5.3 % high and 4% falls under extremely high users. The low percentage of participants' scores falling under high and extremely high users (9.3%) is quite surprising and is lower than expected. This may reveal that Mizo young adults do not perceive themselves to be high users, as the use of SNSs has been so deeply ingrained in their daily activities and is not considered a hindrance in their path of fulfilling their daily duties and responsibilities.

Significant gender differences were expected in usage of social networking sites, academic performance and .psychological well-being. However, no significant gender differences were found in usage of social networking sites and psychological well-being between male and female samples. In a country like India, where gender-basis is still prevalent, the results are slightly surprising. Possible reasons could be that gender bias only exists in the society but does not affect the well-being of an individual. The societal views towards Women Education and Empowerment have changed substantially over the past few decades, thus indicating the possible causes for gender to have no effect on psychological well-being.

The statistical analysis also indicated that there was a significant difference on academic performance between male and female Mizo undergraduate students. In Mizo society, household

responsibilities are learnt by female children from early age as compared to men. This way of parenting may be reflected in the way children identify and accept their responsibilities in different spheres later on in their lives. This may have great impact in the way they accept their responsibilities towards their studies. While in school, male and female students under strict supervision do not have to think for themselves, since they are equally spoon-fed. But once they enter colleges, students are treated as adults where they have to think for themselves. The results of the exams will be a reflection of how responsible they are towards their studies. While the female students learnt to identify their responsibilities from an early age from home, it does not matter whether they are under strict supervision or not, they easily identify their responsibilities in every situation and thus will do their best in carrying them out. Males however are usually swayed away by their new found freedom that college life brings about. Since they do not usually learn to think for themselves and differentiate between what's good or bad for them, they usually do not perform academically well compared to their female counterparts. Dr. Lalthanliana (2000), in the traditional period of the pre-migration times, mentioned that women were responsible for the well-being of their family. A girl was raised in the same belief that women had to look after her siblings. The various duties of a women and the manner in which a girl was brought up so as to be acquainted with the chores was kept alive through the process of migration.

The present study being the first in the population under study (as far as the researcher is concern) has methodological and technical challenges which may imply a further more in depth study of the research topic to present a more comprehensive research finding. Also, for intervention strategies to be suggested and developed with regards to the variables of the study if deemed necessary.

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APPENDIX - I

CODE:

DEMOGRAPHIC PROFILE

Hengzawhnate hi mimal nun chhuina tur a nilova, M.Phil research atanatih a ni a, mimal chhana te hi confidential (*uluk taka vawninmidangtehiat tur a pek tur a ni lo*) vekniin research atanchauhahman tur a ni.Hmingpohziahlan a ngailemlova, khawngaih takin minlochhansakve ta che.

Hengzawhnachhanlaihianmahnithatih ang lehthilmawihnawihzawngchungachhan a awl thin a. Chutiangnilovinrillruinhawngtakleh, mahninihnadiktakmilin I chhang dawn nia.

DEMOGRAPHIC INFORMATION FORM

1. Mipa : ( ) Hmeichhia : ( )
2. Kum :_____
3. Nupui / Pasal Neilo( ) Nupui / Pasal Nei ( )
4. Tuna awm na khua/veng:_____
5. Pianna khua :_____
6. Lehkha zirlai mek (Stream of Study):_____
7. Nu leh Pa dinhmun :

   a) Inneihlai ( ) b) Inthen ( ) c) Nu/Pa boral tawh ( )

8. Chhungkua:

a) Nu leh Pa te nen a cheng (nuclear family):_____

b) Mahni chhungkaw bik leh pi, patea etc. te nen a cheng (joint family):_____

9. Pa hnathawh :_____

10. Nu hnathawh :_____

11. Chhungkaw chawm tu ber:_____

12. Chhungkua a thawk chhuak tu zawng zawng zat :_____

13. Chhungkaw chengho zat :_____

14. Thlakhat a chhungkaw sum lakluh zawng zawng belh khawm in :

a) 5000 hnuai lam
b) 5000 – 15000
c) 15000 – 30000
d) 30000 – 50000
e) 50000 chunglam

15. a) Unau pianpui zat :_____. b)In unau zingah a engzat nange I nih :_____

16. Tunge enkawl seilian che :

a)Nu leh Pa

b) Nu chauh

c) Pa chauh

d) Pi leh Pu

e) Chhungte dang

f) Adangte

17. Chenna in :a) Mahni in ( ) b)Mi in luah ( )

18. Kohran lawina :_____

19. Kohran ah chanvo I nei m? :a) Nei ( ) b) Neilo ( )

20. Khawtlang ah chanvo I nei m? :a) Nei ( ) b) Neilo ( )

21. Kohran thil tiha I in hmandan :
    a) Tel ngailo
    b) Tel vezeuhzeuh
    c) Tel vefomai
    d) Tel ziah

22. Khawtlang thil tiha I in hmandan :
    e) Tel ngailo
    f) Tel vezeuhzeuh
    g) Tel vefomai
    h) Tel ziah

APPENDIX - II

SOCIAL NETWORKING TIME USE SCALE (SONTUS)

(YunusaOlufadi, 2016)

Kindly use the scale below to indicate how often you always use the social networking sites like Facebook, Instagram, WhatsApp, Twitter, MySpace, Pinterest etc., during the past week in the following situations and places:

1 = Not applicable to me during the past week.

2 = I never used it during the past week.

3 = I used it once during the past week but spend less than 10 min.

4 = I used it once during the past week but spend between 10 and 30 min.

5 = I used it once during the past week but spent more than 30 min.

6 = I used it between 2 and 3 times during the past week but spend less than 10 min each time.

7 = I used it between 2 and 3 times during the past week but spend between 10 and 30 min each time.

8 = I used it between 2 and 3 times during the past week but spent more than 30 min each time.

9 = I used it more than 3 times during the past week but spend less than 10 min each time.

10 = I used it more than 3 times during the past week but spend between 10 and 30 min each time.

11 = I used it more than 3 times during the past week but spent more than 30 min each time.

1. When you are at a seminar/workshop or training program. (____)

2. When you are at home sitting idly. (____)

3. When you need to reduce your mental stress. (____)

4. When you go to the stadium to watch football, basketball etc. (____)

5. When you are doing school or job-related assignment at home. (____)

6. When you are waiting for someone (e.g., friends) either in their house or at a pre-arranged place. (____)

7. When you are listening to music, radio, religious lectures etc. (____)

8. When you have gone through a lot of stress. (____)

9. When you are in a meeting. (____)

10. When you are in the class receiving lecture. (____)

11. When you need to maintain contact with existing friends. (____)

12. When you are in bed about to sleep. (____)

13. When you are reading in the library for academic purpose e.g., recommended text for class. (____)

14. When you are at a place to repair your car, house appliances, etc. (____)

15. When you need to reduce your emotional stress. (____)

16. When you want to reduce the pressure of your daily routines. (____)

17. When you are at a social gathering like wedding ceremony, birthday party, reception etc. (____)

18. When you need to communicate with your families and friends. (____)

19. When you are sitting in a religious place (e.g., church, mosque) and activities like sermon or prayer is yet to start. (____)

20. When you need to find out more about people you met offline. (____)

21. When you are in the company of friends/family/colleagues having fun. (____)

22. When you are watching TV, news, football, films, sports, etc. (____)

23. When you go to the cinema house to watch movie(s). (____)

24. When you are a passenger in a car/bus/train for at least 2 min. (____)

25. When you need to find people you haven't seen for a while. (____)

26. When you are waiting for your boss in her office for at least 2 min when she is not attending to you. (____)

27. When you are trying to forget your financial challenges. (____)

28. When you are online doing school or job-related works e.g., project, homework. (____)

29. Watching academic-related video lectures or those related to your job. (____)

APPENDIX - III

General Health Questionnaire – 12

(*GHQ – 12; Goldberg, D., 1992*)

If you have experienced a particular symptoms or behaviour as given below recently, is rated on a four–point scale (less than usual = 0, no more than usual = 1, rather more than usual = 2, or much more than usual = 3.)

Sl no	Statement	0 = Less than usual	1 = No more than usual	2 = Rather more than usual	3 = Much more than usual
1	Abe to concentrate				
2	Lost much sleep				
3	Playing useful part				
4	Capable of making decisions				
5	Under stress				
6	Could not overcome difficulties				
7	Enjoy normal activities				
8	Face up to problems				
9	Feeling unhappy and depressed				
10	Losing confidence				
11	Thinking of self as worthless				
12	Feeling reasonably happy				

SATISFACTION WITH LIFE SCALE

(Diener, Emmons, Larsen, & Griffin, 1985)

Instructions: Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

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

_____ In most ways my life is close to my ideal.

_____ The conditions of my life are excellent.

_____ I am satisfied with my life.

_____ So far I have gotten the important things I want in life.

_____ If I could live my life over, I would change almost nothing.

RELATIONSHIP OF SOCIAL NETWORKING SITES USAGE WITH PSYCHOLOGICAL WELL-BEING AND ACADEMIC PERFORMANCE OF MIZO UNDERGEADUATE STUDENTS

Miss Margaret Lalruatfeli Fanai

(Regn. No.:MZU/M.Phil./465 of 03.05.2018

Dissertation Submitted in partial fulfillment of the requirement of the Degree of Mater of Philosophy in Psychology

DEPARTMENT OF PSYCHOLOGY

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January, 2019

DECLARATION

I, Margaret Lalruatfeli Fanai, hereby declare that the dissertation entitled, "Relationship of Social Networking Sites Usage with Psychological Well-Being and Academic Performance of Mizo Undergraduate Students" is the record of work done by me, that the contents of this dissertation 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 dissertation has not been submitted by me for any research degree in any other University or Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Psychology.

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CERTIFICATE

This is to certify that the present research work titled, "Relationship of Social Networking Sites Usage with Psychological Well-Being and Academic Performance of Mizo Undergraduate Students" is the original research work carried out by Ms. Margaret Lalruatfeli Fanai under my supervision. The work done is being submitted for the award of the degree of Master of Philosophy in Psychology of Mizoram University.

This is to further certify that the research conducted by Ms. Margaret Lalruatfeli Fanai has not been submitted in support of an application to this or any other University or any Institute of Learning.

(Dr. ZOENGPARI)

Supervisor

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Dated: 30.01.2019

Places: Aizawl

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LIST OF ABBREVIATIONS

1. SONTUS	Social Networking Time Use Scale
2. GHQ	General Health Questionnaire
3. SWLC	Satisfaction With Life Scale
4. HSSLC	Higher Secondary School Leaving Certificate
5. SEM 1	Semester 1
6. SEM 2	Semester 2

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(ABSTRACT)

RELATIONSHIP OF SOCIAL NETWORKING SITES USAGE WITH PSYCHOLOGICAL WELL-BEING AND ACADEMIC PERFORMANCE OF MIZO UNDERGEADUATE STUDENTS

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The internet is being used by an increasing portion of the world's population on a regular and daily basis. Technology is being implemented in most fields of our lives such as education, entertainment, and commerce (Karajeh, Maqableh, & Masa'deh, 2014; Maqableh, 2012). Social media can be defined as forms of electronic communication through which users can interact among people freely and can share, exchange and discuss the information, ideas, personal message and other content between each-other such as using a multimedia messages, personal words, pictures, video and audio, and utilizes online platform only by connecting to the internet (Cox & Rethman, 2011).

Many studies have reported on gender differences in the use of SNS. Fisoun and colleagues (2012) reported there was a significant difference in internet activity between genders. Supporting this, results from a study by Durkee and colleagues (2012) showed that not only did online activity vary between genders but certain activities highly correlated with the genders' internet use.

Studies have shown that excessive internet use correlates with both behavioural problems and psychological problems (Ko et al., 2008). Heo and colleagues (2014) suggested that using the internet excessively could have an impact on adolescents' psychological well-being such as decreasing self-confidence. Research has shown that internet use had been connected to some psychological impairment and behavioural problems (Sueki et al., 2014). These included academic achievement and well-being of adolescents, such as depression and self-esteem.

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. Over the years, social networking among students has

become more and more popular. It is a way to make connections, not only on campus but with friends outside of college. Social networking sites have become a very important aspect in student's life.

In the light of earlier studies on SNS use, the current research will contribute to the literature by shedding additional light on the relationship between online social media use, academic performance and psychological well-being of Mizo undergraduate students. The aim of the present study is to highlight the difference in psychological well-being and academic performance and to examine the relationship between internet use and various variables such as academic performance, well-being and additionally, highlight socio demographic associations.

To achieve the research objectives, 246 (123 male and 123 female) Mizo undergraduate students, with age ranging from 17 to 22 years were randomly sampled from different colleges from the four zones (North, East, West, and South) of Aizawl city.

One measure of social networking sites usage viz., Social Networking Time Use Scale (SONTUS) (Olufadi, 2016), and two measures of psychological well-being viz., Satisfaction With Life Scale (Diener, E., Emmons, R., Larsen, J., & Griffin, S., 1985), General Health Questionnaire-12 (GHQ-12; Goldberg, D., 1992) and the Academic Performance measured by taking the Cumulative Grade Point Average from the last three examination results of the population under study were selected to measure the variables of interest and for cross-validation of the measures. Subject-wise scores on the specific items of the scales were separately prepared and analyzed to check their psychometric adequacy for measurement purposes across the samples: both male and female Mizo undergraduate students. The psychometric adequacies of the behavioral measures were analyzed by employing SPSS. Analyses included (i) item-total

coefficient of correlation (and the relationship between the specific items of the sub-scales as an index of internal consistency), (ii) reliability coefficients (Cronbach alpha of the scales), and (iii) relationship between the scales to relate the constructs in the target population and for cross validation of the measures. Further, values of Mean, SD, Skewness and Kurtosis were included for comparison of the test scores between the groups, and to check the data distributions for further statistical analyses.

Results of the psychometric checks of the behavioral measures of social networking sites usage (SONTUS) and psychological well-being (GHQ and SWLS) generally stood fast the test of psychometric checks of reliability for use in the population under study i.e male and female Mizo undergraduate students. The SONTUS scales yielded lower alpha than the original studies (Olufadi, 2016) but which may be accepted owing to the small sample sizes of the subgroups. The SWLS also stood fast the test of psychometric checks of reliability for use in the population under study given the sample sizes. Results revealed substantial item-total coefficient of correlation and adequate order of reliability coefficient, conforming to the results obtained in various other studies using SWLS (Atienza et al., 2003; Corrigan, 2000; Diener et al., 1985; Pavot et al., 1991; Pavot & Diener, 1993 etc.). The Satisfaction With Life Scale (SWLS (Diener, E., Emmons, R., Larsen, J., & Griffin, S., 1985) was developed as a measure of the judgemental component of subjective well-being. The behavioural measure of general health (GHQ) also stood fast the test of psychometric checks of reliability for use in the population under study.

Hypothesis 1

In order to examine the hypotheses that there would be significant differences between male and female Undergraduate student's usage of social networking sites, t-test was done to

analyze gender differences in the variables. Results revealed that there is no significant difference between male and female Undergraduate student's usage of social networking sites, which does not support the hypothesis. This finding is consistent with Gerlich et al., (2010); which shows no statistically significant differences between males and females in the amount of time spent using the internet. In addition, no gender differences were discovered in terms of social media usage (Gerlich et al., 2010).

Hypothesis 2

It was hypothesized that there would be significant differences in psychological well-being between male and female Undergraduate students. Analysis was done using t-test. Results revealed that there is no significant difference in psychological well-being between male and female Undergraduate students. Thus the hypothesis was not supported. This finding is consistent with that of other studies by Creed and Watson (2003) that there is no significant difference on psychological well-being among male and female undergraduate students.

Hypothesis 3

Hypothesis 3 predicted that there would be significant difference in academic performance between male and female Undergraduate students. Non-parametric test for comparison of mean differences (Mann Whitney U test) was done to analyze gender differences in academic performance. Results revealed that significant gender difference was found in academic performance during SEM1 and SEM 2 supporting the hypothesis. This finding is in line with the report of Ismail and Othman (2006), where they investigated the effect of students' gender and past performance on their performance during the first year of the university. Results showed that female students were found to have better results than their male counterparts and

that gender played an important role in influencing success in the university. Reiily and Woodfield (2009) also conducted a study on gender dimension to degree performance. The results of the study showed that the average "good" degree rate for female students was found to be superior to the male rate. These findings agree with previous studies (Bridgeman & Wendler, 1991; Odell, 1989; Wainer & Steinberg, 1992) which pointed out that female students mostly obtained higher GPAs. The findings of this study also agree with previous research findings (Alwaqfi, 1997; Leonard & Jiang, 1999) which found out that females mostly perceive themselves as being more competent, having more positive attitudes towards completion higher education, possessing better study skills and having the feeling of being more efficacious.

However, no significant gender differences were found in HSSLC between male and female Undergraduate students. This finding is consistent with that of Apam and Luguterah (2013) no significant difference between male and female students‟ academic performance. Gyasi, Nartey and Coker (2011) also reported that there were no statistically significant differences between male and female students‟ performance.

Hypothesis 4

Regarding the fourth hypothesis, it was expected that there would be significant negative relationship between uses of social networking sites and psychological well-being. Correlation analysis revealed that there is a significant positive correlation between SWLC and GHQ 12 (0.27, $p < .01$). This reveals that higher the scores on Psychological Well-Being, higher the scores on Satisfaction with Life Scale. However, no significant relationship was found between SONTUS and GHQ, as well as GHQ and the various subscales of SONTUS.

Correlation analyses between SWLC and SONTUS further revealed significant negative correlation between SWLS and SONTUS subscale 1(while relaxing) (-0.15, $p<.05$). This reveals that higher the scores on SONTUS subscale 1 (relaxation and free periods), lower the scores on Satisfaction with Life Scale. Research demonstrates that young adults who used the internet excessively could show impairment and change in academic performance, mood, daily routines and relations with family members (Young & Rogers, 1998). Kraut et al. (1998) also found that people who spent more time on the Internet subsequently developed higher levels of depression and loneliness. Heo and colleagues (2014) also suggested that excessive internet use could have an impact on adolescents' psychological well-being such as decreasing self-confidence. Furthermore, according to Griffiths and Parke (2002) those who used the internet excessively were more likely to feel lonely and tended to suffer from boredom, self- consciousness and social anxiety.

Hypothesis 5

In the fifth hypothesis, it was predicted that there would be significant negative relationship between uses of social networking sites and academic performance. To examine this, Spearman's coefficient of correlation analysis was conducted. The results of correlation analysis showed significant negative correlation between SONTUS subscale 2(completing academic tasks) and HSSLC results (-0.13, $p< .05$). This reveals that higher the HSSLC performance, lower the SONTUS subscale 2, and vice versa. Also, results showed significant negative correlation between SONTUS subscale 5(motives for use) and Semester 2 results (-0.14, $p<.05$). Lei and Zhao (2005) investigated the relationship between technology use and academic achievement among 237 high school students in the United States. Their results suggest that too much time on the Internet often causes poor concentration, fatigue, and lack of engagement in

academic learning, ultimately diminishing their academic performance. Vanden Boogart (2006) also suggested that students who spent a significant amount of time on Facebook perform poorly in school. In a survey of 340 business students, Paul et al. (2012) found that the amount of time that students spent on online social networks lowered their academic performance.

In conclusion, these results attained the main concern of the present study to examine the usage of social networking sites among Mizo male and female Undergraduate students, to highlight the difference in psychological well-being and academic performance between male and female samples and to elucidate the relationship between uses of social networking sites with psychological well–being and academic performance. Levene's test for Homogeneity of variances shows that 'F' values are not significant (above 0.05). Therefore, the variance of the variables, namely the Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire - 12 are homogeneous across gender. Thus t-test was done to analyze gender differences in the variables (Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire – 12). No significant gender differences were found in Social Networking Time Use Scale, Satisfaction with Life Scale, General Health Questionnaire – 12. The results of the study confirmed the hypotheses set forth the study that there would be a significant negative relationship between usage of social networking sites and psychological well-being. Correlation analyses between SWLS and SONTUS revealed significant negative correlation between SWLS and SONTUS subscale 1(relaxation and free periods). This reveals that higher the scores on SONTUS subscale 1(relaxation and free periods), lower the scores on Satisfaction with Life Scale. Also, a significant positive correlation was found between GHQ and SWLC .This reveals that higher the scores on Psychological Well-Being, higher the scores on Satisfaction with Life Scale. Correlation was also analyzed for Academic Performance (HSSLC,

SEM1 & SEM2) and SONTUS, GHQ and SWLS. The results of correlation analysis showed significant negative correlation between SONTUS subscale 2(academic-related periods) and HSSLC results, as well as between SONTUS subscale 5 (motives for use) and SEM2 results.

The differences in Psychological Well-Being (GHQ & SWLS) based on the level of SONTUS scores was analyzed using ANOVA; results revealed that there were no significant differences in Psychological Well-Being on the level of SONTUS. Differences in Academic Performance based on level of SONTUS was also analyzed using Kruskal Walllis test, results revealed that there were significant differences in Academic Performance based on the level of SONTUS only during SEM 2.

Analyses of scores on SONTUS revealed that 39.8% falls under extremely low, 54.5% low, 5.3 % high and 4% falls under extremely high users. The low percentage of participants' scores falling under high and extremely high users (9.3%) is quite surprising and is lower than expected. This may reveal that Mizo young adults do not perceive themselves to be high users, as the use of SNSs has been so deeply ingrained in their daily activities and is not considered a hindrance in their path of fulfilling their daily duties and responsibilities.

Significant gender differences were expected in usage of social networking sites, academic performance and .psychological well-being. However, no significant gender differences were found in usage of social networking sites and psychological well-being between male and female samples. In a country like India, where gender-basis is still prevalent, the results are slightly surprising. Possible reasons could be that gender bias only exists in the society but does not affect the well-being of an individual. The societal views towards Women Education

and Empowerment have changed substantially over the past few decades, thus indicating the possible causes for gender to have no effect on psychological well-being.

The statistical analysis also indicated that there was a significant difference on academic performance between male and female Mizo undergraduate students. In Mizo society, household responsibilities are learnt by female children from early age as compared to men. This way of parenting may be reflected in the way children identify and accept their responsibilities in different spheres later on in their lives. This may have great impact in the way they accept their responsibilities towards their studies. While in school, male and female students under strict supervision do not have to think for themselves, since they are equally spoon-fed. But once they enter colleges, students are treated as adults where they have to think for themselves. The results of the exams will be a reflection of how responsible they are towards their studies. While the female students learnt to identify their responsibilities from an early age from home, it does not matter whether they are under strict supervision or not, they easily identify their responsibilities in every situation and thus will do their best in carrying them out. Males however are usually swayed away by their new found freedom that college life brings about. Since they do not usually learn to think for themselves and differentiate between what's good or bad for them, they usually do not perform academically well compared to their female counterparts. Dr. Lalthanliana (2000), in the traditional period of the pre-migration times, mentioned that women were responsible for the well-being of their family. A girl was raised in the same belief that women had to look after her siblings. The various duties of a women and the manner in which a girl was brought up so as to be acquainted with the chores was kept alive through the process of migration.

The present study being the first in the population under study (as far as the researcher is concern) has methodological and technical challenges which may imply a further more in depth study of the research topic to present a more comprehensive research finding. Also, for intervention strategies to be suggested and developed with regards to the variables of the study if deemed necessary.

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