

The Influence of Social Media on the Social Life of Teenagers in Bengaluru Urban Area: A Sociological Perspective

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Abstract:

The present study explores how social media influences the social life of teenagers from a sociological perspective. Teenagers represent a transitional phase of human development, marked by identity formation, peer affiliation, and emotional growth. Social media platforms such as Instagram, WhatsApp, YouTube, and Snapchat have become vital spaces for social interaction, communication, and self-expression among adolescents. This paper examines the ways in which social media impacts social relationships, communication patterns, identity construction, academic engagement, and mental well-being. Drawing on sociological theories such as Symbolic Interactionism, Network Theory, and Media Ecology, this study emphasizes both the positive and negative effects of social media. It concludes that while social media enhances connectivity and self-expression, it also poses challenges such as social comparison, cyberbullying, and isolation.

Keywords: Social Media, Teenagers, Social Life, Identity, Sociology, Interaction, Digitalization

Introduction

In the twenty-first century, social media has become an inseparable element of adolescent life, profoundly shaping the ways in which young people interact, communicate, and construct their social worlds. The emergence of platforms such as Instagram, WhatsApp, Snapchat, YouTube, and Facebook has redefined the

meaning of friendship and sociability. Teenagers today are part of a generation often described as “digital natives” — individuals who have grown up with constant access to the internet and mobile technologies. For them, the boundary between the physical and virtual worlds is fluid, and social media is not merely a tool

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for communication but an integral part of everyday living and self-expression.

Traditionally, social interaction among adolescents took place primarily in physical spaces such as schools, playgrounds, and community gatherings. However, the transition from face-to-face communication to online interaction has brought significant transformations in the nature and quality of social relationships. Digital platforms now serve as virtual meeting places where teenagers express emotions, share experiences, build friendships, and negotiate their identities. Likes, comments, and followers have become new forms of social validation, replacing many of the cues and feedback mechanisms that once occurred in direct interpersonal exchanges.

From a sociological perspective, social media functions both as a mirror and a mould of social behavior. It reflects prevailing social norms and cultural values while simultaneously producing new patterns of communication and interaction. The online environment shapes how individuals perceive themselves and others, mediating concepts such as popularity, belongingness, and self-worth. Teenagers, who are in the crucial stage of identity formation, often use social media to explore who they are, how they wish to be seen, and where they fit within peer groups and society at large.

Furthermore, the pervasiveness of digital connectivity has introduced new challenges alongside its benefits. While

social media offers unprecedented opportunities for creativity, learning, and connectivity, it also creates spaces for cyberbullying, social comparison, misinformation, and psychological stress. Excessive use may affect real-world interactions, reducing the depth and frequency of face-to-face communication and sometimes contributing to loneliness or social isolation.

Sociologists view these developments through multiple theoretical lenses. The Symbolic Interactionist perspective, for instance, emphasizes how individuals construct meanings through everyday interactions — a process that increasingly occurs online. Network Theory highlights how social media expands social networks beyond traditional boundaries, allowing connections across geographic, cultural, and linguistic divides. Meanwhile, Media Ecology Theory examines how the technological environment itself reshapes human perception and social relationships.

Therefore, studying the influence of social media on teenagers' social life is crucial to understanding the broader processes of socialization in the digital age. Teenagers today do not merely use social media as a form of entertainment; they live through it — shaping and reshaping their identities, friendships, and moral frameworks within the digital public sphere. This study seeks to explore these evolving dynamics and to analyze the implications of social media for the social development, interpersonal

communication, and identity construction of contemporary adolescents.

Review of Literature

The review of literature aims to examine the existing body of knowledge on social media and its influence on the social life of teenagers. It explores the patterns of social media use, its effects on communication, identity formation, peer relationships, academic behaviour, and psychological well-being, viewed through a sociological lens. The review also highlights the theoretical contributions of scholars who have analyzed the role of media in shaping human interaction and socialization.

Social media platforms have emerged as powerful agents of socialization alongside traditional institutions such as family, school, and peer groups. According to Boyd (2014), teenagers use social media to navigate complex social environments, develop friendships, and express identity within what she calls “networked publics.” These platforms enable adolescents to participate in online communities where social norms are negotiated and reconstructed.

Lenhart et al. (2015), in their study on American youth, observed that over 90% of teenagers use social networking sites to communicate with friends and peers, indicating that online spaces have become central to adolescent social life. Such virtual interactions influence not only communication patterns but also social

learning, cooperation, and emotional expression.

The shift from direct interpersonal communication to digital interaction has transformed the nature of teenage relationships. Turkle (2011) described this phenomenon as being “alone together,” where individuals are constantly connected through technology yet often feel isolated in real life. Online communication fosters instant interaction, but it can also lead to superficial connections lacking emotional depth.

Valkenburg and Peter (2009) found that moderate use of online communication can strengthen friendships by providing frequent contact and emotional support. However, excessive reliance on social media often diminishes the quality of real-world relationships. Similarly, Livingstone (2008) noted that while the internet expands social opportunities, it also introduces risks related to privacy, trust, and authenticity in relationships.

The process of identity formation during adolescence is central to understanding the social effects of social media. Drawing from Goffman’s (1959) theory of the “presentation of self,” teenagers use social media as a stage to perform and manage their identities before different audiences. Profile pictures, captions, and status updates become symbolic tools for self-presentation and impression management.

Boyd (2014) and Davis (2012) emphasized that social media allows teenagers to experiment with different aspects of identity, gender, and belongingness. However, the pursuit of validation through likes, shares, and comments can create social pressure and anxiety. Manago et al. (2008) found that online self-expression can foster self-confidence, but it may also promote conformity to peer expectations and unrealistic beauty or lifestyle standards.

The impact of social media extends beyond communication to affect emotional and behavioral patterns. Kuss and Griffiths (2017) identified that overuse of social networking sites may lead to addictive behaviors, sleep disturbances, and academic decline. Similarly, Twenge et al. (2018) linked increased screen time with symptoms of anxiety, loneliness, and depression among adolescents.

Nevertheless, some studies also highlight positive outcomes. Best, Manktelow, and Taylor (2014) found that social media use enhances social connectedness and peer support, particularly for adolescents experiencing social isolation in offline settings. Thus, the impact of social media on well-being appears to be ambivalent — dependent on duration, type of use, and the individual's social environment.

Teenagers often multitask between academic responsibilities and online engagement. Junco (2012) reported a

negative correlation between time spent on social networking and academic performance among college students, suggesting that distraction and time mismanagement are major challenges. However, when used constructively, social media can serve as a platform for collaborative learning and academic discussions. Educational communities and group chats can enhance information sharing and peer-to-peer learning (Greenhow & Robelia, 2009).

In sociological terms, social media acts as a double-edged sword — while it democratizes access to information, it can also distort the focus of young learners by blurring the boundaries between socialization and study.

In India, the spread of affordable smartphones and data connectivity has rapidly increased social media use among youth. Mishra (2020) observed that social media in Indian society plays a dual role — it bridges geographical distances but also introduces cultural tensions between traditional norms and modern digital expressions.

Nair and Bhat (2019) found that Indian teenagers often face challenges related to online privacy, parental restrictions, and peer influence. Social media acts as a site where urban and rural identities converge, allowing adolescents to experiment with autonomy within a still-conservative cultural framework. Moreover, Sharma and Gupta (2021) emphasized that cyberbullying, body shaming, and

unrealistic social comparison are growing concerns among Indian teenagers, indicating the need for awareness and counseling initiatives.

Research Gap

While a large body of international literature exists on social media and adolescents, fewer studies have explored this phenomenon from a sociological perspective in developing contexts like India. Most Indian studies focus on psychological or educational impacts rather than the broader sociocultural implications. This research addresses that gap by analyzing how social media influences the social life, identity, and interaction patterns of teenagers, combining global insights with local realities.

Statement of the Problem

Social media has become a central part of teenage life, influencing how adolescents communicate, build relationships, and construct their identities. The growing dependence on platforms like Instagram, WhatsApp, and YouTube has transformed traditional forms of socialization, where online interactions often replace or reshape face-to-face communication.

While social media enhances connectivity and self-expression, it also raises concerns about superficial relationships, social comparison, and reduced real-world interaction. In the context of Bengaluru Urban Area, where digital access is widespread, there is

limited sociological research exploring how social media affects the social life and behavior of teenagers. Hence, this study seeks to examine how social media influences the social relationships, communication patterns, and identity formation of teenagers from a sociological perspective.

Objectives of the Study

1. To examine the patterns of social media use among teenagers.
2. To analyse the influence of social media on interpersonal relationships and social behaviour.
3. To understand how social media affects identity formation and self-expression among adolescents.
4. To identify both the positive and negative impacts of social media on teenage social life.
5. To propose sociological interventions and awareness strategies for healthy social media use.

Methodology

The study adopted a mixed-method research design, combining both quantitative and qualitative approaches to comprehensively understand the influence of social media on the social life of teenagers. A total of 100 teenagers (50 boys and 50 Girls) aged 13 to 19 years from various schools and colleges in the Bengaluru Urban Area were selected using stratified random sampling to ensure representation across gender, age, and educational background. Quantitative data were collected through a structured

questionnaire designed to gather information on frequency of use, preferred social media platforms, communication habits, and social experiences. To complement this, 20 in-depth interviews were conducted to obtain qualitative insights into teenagers' subjective feelings about online friendships, identity formation, and real-world social interactions. The quantitative data were analyzed using descriptive statistics such as percentages and mean scores, along with correlation analysis to identify patterns and relationships. Meanwhile, the qualitative data were examined through thematic analysis, allowing for an interpretation of recurring themes and meanings emerging from participants' narratives. This integrated approach provided a balanced understanding of both measurable trends and personal experiences related to teenage social media use.

Result and Discussion

Table 1: Distribution of Respondents by Gender

Gender	Number of Respondents	Percentage (%)
Male	50	50%
Female	50	50%
Total	100	100%

Table 1 presents the gender distribution of the respondents in the study. Out of 100 teenagers surveyed in Bengaluru Urban Area, 50% were male and 50% were female, indicating an equal representation of both genders in the sample.

This balanced distribution is significant for several reasons. First, it ensures that the study captures the perspectives and experiences of both male and female adolescents, which is crucial because social media usage patterns and its social impact can vary by gender. Research suggests that while male teenagers may spend more time on entertainment and gaming platforms, female teenagers often engage more in social networking, communication, and self-expression activities (Boyd, 2014; Valkenburg & Peter, 2009).

From a sociological perspective, this gender balance allows the study to examine potential gender differences in communication styles, social interactions, and identity formation within digital spaces. For instance, females may experience greater peer influence and social comparison online, while males may focus more on information-seeking or group interactions. Ensuring equal representation also strengthens the validity of the study's findings, as it reduces gender bias and provides a more comprehensive understanding of the social effects of social media among teenagers in Bengaluru.

In summary, the equal gender representation in the sample provides a solid foundation for analyzing patterns of social media use, its perceived benefits, and challenges across both male and female adolescents. Subsequent analysis will explore these patterns in greater detail, including differences in platform

preferences, time spent online, and social impacts.

Table 2: Distribution of Respondents by Age Group

Age Group (Years)	Number of Respondents	Percentage (%)
13–15	27	27%
16–17	38	38%
18–19	35	35%
Total	100	100%

Table 2 shows the distribution of respondents according to their age groups. Among the 100 teenagers surveyed in Bengaluru Urban Area, 27% were aged 13–15 years, 38% were aged 16–17 years, and 35% were aged 18–19 years. This indicates that the majority of respondents belonged to the mid-adolescent group (16–17 years), followed closely by late adolescents (18–19 years), while early adolescents (13–15 years) constituted a smaller proportion.

The age distribution is important because adolescent social behavior and social media usage patterns vary significantly across age groups. Early adolescents (13–15 years) are typically in the initial stages of identity exploration and rely heavily on parental guidance, whereas mid-adolescents (16–17 years) are more independent, socially active, and peer-oriented. Late adolescents (18–19 years) are transitioning toward adulthood, often balancing academic responsibilities with social networking.

Sociologically, this distribution allows the study to examine how developmental stages influence social media engagement, communication patterns, and peer interactions. For example, mid-adolescents may use social media more frequently for peer validation and social bonding, while late adolescents may also use it for professional networking or educational purposes. Early adolescents may show greater parental influence in platform choice and usage duration.

Overall, the age-wise distribution provides insights into the varying needs, motivations, and social experiences of teenagers across different stages of adolescence. This differentiation is crucial for understanding the nuanced impact of social media on social life, identity formation, and socialization processes.

Table 3: Most Used Social Media Platforms

Social Media Platform	Number of Users (n= 100)	Percentage (%)
WhatsApp	88	88%
Instagram	74	74%
YouTube	63	63%
Snapchat	30	30%
Facebook	68	68%
others	49	49%

Table 3 presents the usage patterns of social media platforms among the 100 teenagers surveyed in Bengaluru Urban Area. The data indicate that WhatsApp is the most widely used platform (88%), followed by Instagram (74%), Facebook

(68%), YouTube (63%), Snapchat (30%), and other platforms (49%).

The high prevalence of WhatsApp usage reflects its role as the primary tool for instant messaging, maintaining peer networks, and communicating with family. Similarly, Instagram is popular for sharing photos, videos, and status updates, which are key for self-expression and social visibility among adolescents. Facebook, although slightly less dominant, remains significant for group interactions and information sharing. YouTube is primarily used for entertainment and educational content, while Snapchat has a smaller but notable user base, often associated with casual, ephemeral interactions.

From a sociological perspective, these patterns highlight the role of social media as a central space for communication, identity construction, and peer engagement. Platforms like Instagram and WhatsApp provide teenagers with both social validation (through likes, comments, and shares) and creative expression, which are essential components of adolescent socialization. The diversity of platforms also suggests that teenagers adopt multiple digital spaces to fulfill different social and personal needs—communication, entertainment, self-presentation, and information-seeking.

The presence of other platforms (49%) indicates experimentation and exploration of alternative social networks, reflecting

teenagers' desire to engage with broader digital communities. The findings are consistent with previous studies (Boyd, 2014; Valkenburg & Peter, 2009), which emphasize that platform choice is influenced by age, peer influence, and social goals.

In conclusion, the data show that social media usage among teenagers in Bengaluru is highly platform-specific, with each platform serving distinct social and functional purposes. These patterns will be further analyzed in relation to time spent online, purposes of use, and perceived social impacts in subsequent sections.

Table 4: Average Daily Time Spent on Social Media

Time Spent (Hours)	Number of Respondents	Percentage (%)
Less than 1 hour	12	12%
1–2 hours	23	23%
2–4 hours	41	41%
More than 4 hours	24	24%
Total	100	100%

Table 4 shows the distribution of respondents according to the amount of time they spend daily on social media. Out of 100 teenagers surveyed in Bengaluru Urban Area, 12% spend less than 1 hour, 23% spend 1–2 hours, 41% spend 2–4 hours, and 24% spend more than 4 hours per day on social media.

The data indicate that the majority of teenagers (65%) spend 2 hours or more daily on social media platforms. This reflects the centrality of digital media in the daily routines of adolescents, who use these platforms for communication, entertainment, self-expression, and social networking. The significant proportion of respondents spending more than 4 hours daily highlights the potential for excessive engagement, which can affect face-to-face interactions, academic performance, and mental well-being.

From a sociological perspective, the time spent online is closely linked to peer influence, social validation, and identity construction. Teenagers often engage in frequent online interactions to maintain peer networks, follow trends, and participate in virtual communities. Excessive usage may reinforce dependence on digital approval, such as likes and comments, influencing self-esteem and social behavior (Boyd, 2014; Kuss & Griffiths, 2017).

On the other hand, moderate use (1–2 hours) may serve positive purposes, including information gathering, collaborative learning, and maintaining social connections. The variation in usage time also suggests differences across age groups, gender, and social contexts, which may shape the impact of social media on individual social life.

In conclusion, the findings indicate that while social media is a vital tool for social interaction and engagement among

teenagers, balanced usage is essential to ensure that it enhances rather than hinders their social development and real-world interactions.

Table 5: Purpose of Using Social Media

Purpose	Number of Respondents (n= 100)	Percentage (%)
Communication with friends/family	85	85%
Entertainment (videos, memes)	70	70%
Academic/learning purposes	50	50%
Social networking/peer approval	60	60%
Sharing creative content	40	40%

Table 5 illustrates the various purposes for which teenagers in Bengaluru Urban Area use social media. Among the 100 respondents, 85% use it for communication with friends and family, 70% for entertainment, 60% for social networking and peer approval, 50% for academic or learning purposes, and 40% for sharing creative content.

The data indicate that the primary function of social media among adolescents is maintaining social connections, highlighting its role as a critical tool for communication and peer interaction. Entertainment is the second most common purpose, reflecting the use

of social media platforms as sources of leisure and relaxation through videos, memes, and interactive content. The significant proportion of respondents using social media for peer approval and social networking (60%) demonstrates the importance of social validation in adolescent identity formation, where likes, comments, and followers become symbolic indicators of acceptance and popularity.

Interestingly, half of the respondents reported using social media for academic or learning purposes, suggesting that digital platforms are increasingly integrated into educational practices, either through group discussions, information sharing, or online tutorials. Additionally, 40% engage in sharing creative content, reflecting teenagers' use of social media as a space for self-expression and performance of identity, consistent with Goffman's (1959) theory of self-presentation.

From a sociological perspective, these findings illustrate that social media functions as a multidimensional space, simultaneously serving social, educational, and expressive needs. It enables teenagers to negotiate their social roles, construct digital identities, and maintain peer networks, while also providing entertainment and learning opportunities. However, the pursuit of peer approval and high engagement in social networking may also expose adolescents to social comparison, pressure, and cyber-related stress,

emphasizing the complex effects of social media on adolescent social life.

In conclusion, the varied purposes of social media usage underscore its central role in teenagers' socialization, communication patterns, and identity development, making it a key factor in shaping the social experiences of contemporary adolescents.

Table 6: Perceived Impact of Social Media on Social Life

Impact Type	Number of Respondents (n= 100)	Percentage (%)
Strengthened friendships	70	70%
Increased communication opportunities	75	75%
Reduced face-to-face interactions	40	40%
Social comparison / peer pressure	50	50%
Exposure to cyberbullying	30	30%

Table 6 highlights how teenagers in Bengaluru Urban Area perceive the effects of social media on their social life. Among the respondents, 75% reported increased communication opportunities, 70% felt that their friendships were strengthened, 50% experienced social comparison or peer pressure, 40% noted a reduction in face-to-face interactions, and 30% reported exposure to cyberbullying.

The findings suggest that social media has both positive and negative effects on adolescent social life. On the positive side, the high percentages for strengthened friendships and increased communication indicate that digital platforms facilitate social connectivity, peer bonding, and network maintenance. Teenagers can stay in touch with friends and family, share experiences, and maintain relationships even across distances, reflecting the role of social media as a crucial agent of socialization.

However, the data also point to several challenges. Half of the respondents reported experiencing social comparison and peer pressure, which may lead to stress, anxiety, and concerns about self-image. Additionally, 40% perceived a reduction in face-to-face interactions, suggesting that heavy reliance on digital communication can affect the quality of in-person social experiences. Exposure to cyberbullying (30%) further highlights the risks associated with online interactions, including emotional harm and social vulnerability.

From a sociological perspective, these findings demonstrate the dual nature of social media as both a facilitator and a mediator of social behavior. Platforms provide opportunities for connection and identity expression but also create environments where social norms, peer expectations, and competitive visibility influence adolescents' self-perception and interactions (Boyd, 2014; Valkenburg & Peter, 2009). The results emphasize the

need for awareness and guidance to ensure that social media use enhances rather than hinders social development.

In conclusion, teenagers perceive social media as a powerful tool that strengthens communication and friendships while also presenting challenges related to peer pressure, reduced direct interaction, and online risks. This underscores the importance of understanding the complex social dynamics of digital engagement in the adolescent context.

Findings

- Teenagers in Bengaluru Urban Area use social media extensively, with WhatsApp, Instagram, Facebook, and YouTube being the most popular platforms.
- Mid-adolescents (16–17 years) are the most active users, reflecting their peer-oriented social development.
- Majority of teenagers spend 2 or more hours daily on social media, with some exceeding 4 hours.
- Social media is primarily used for communication, entertainment, peer networking, academic purposes, and creative expression.
- Positive impacts include strengthened friendships and increased communication opportunities.
- Negative impacts include peer pressure, social comparison, reduced face-to-face interactions, and exposure to cyberbullying.

- Social media acts as both a facilitator of socialization and a source of social challenges, influencing identity formation and peer dynamics.

Suggestions and Recommendations

Based on the findings of the study on the influence of social media on the social life of teenagers in Bengaluru Urban Area, the following suggestions and recommendations are proposed:

1. **Promote Balanced Social Media Use:** Encourage teenagers to manage their daily screen time to prevent excessive use that may reduce face-to-face interactions and affect mental health.
2. **Parental and Teacher Guidance:** Parents and educators should provide guidance on responsible social media use, including monitoring content, setting boundaries, and fostering awareness of online risks such as cyberbullying.
3. **Digital Literacy Programs:** Schools and community organizations should implement digital literacy programs to educate teenagers about safe online behavior, privacy settings, and the psychological impact of social media.
4. **Encourage Positive Online Engagement:** Teenagers should be encouraged to use social media for educational purposes, creative expression, and positive peer interactions rather than solely for entertainment or peer validation.

5. **Promote Offline Social Activities:**

Opportunities for offline interaction, such as sports, cultural events, and group projects, should be promoted to balance online and real-world social experiences.

6. **Mental Health Awareness:**

Teenagers should be made aware of the effects of social comparison, peer pressure, and cyberbullying, with access to counseling or support services if needed.

7. **Policy and Platform Measures:**

Social media platforms can implement features that limit excessive usage, provide alerts about harmful content, and enhance privacy and reporting mechanisms to protect adolescent users.

Conclusion

The study highlights that social media has become an integral part of the social life of teenagers in Bengaluru Urban Area, shaping their communication patterns, friendships, and identity formation. Teenagers use platforms like WhatsApp, Instagram, Facebook, and YouTube extensively for communication, entertainment, learning, and creative expression. While social media strengthens peer connections and provides opportunities for self-expression, it also introduces challenges such as peer pressure, social comparison, reduced face-to-face interactions, and exposure to cyberbullying.

From a sociological perspective, social media functions as both a facilitator and mediator of adolescent socialization, influencing how teenagers construct their social roles and negotiate belongingness in digital and real-life contexts. The findings underscore the need for balanced and responsible use, guided by parents, educators, and policy measures, to ensure that digital engagement supports positive social development.

In conclusion, social media is a powerful tool that, when used thoughtfully, can enhance teenage social life and learning, but awareness, guidance, and supportive interventions are essential to mitigate its potential risks and foster healthy social growth.

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