



A Study Of Usage Of Social Media And Its Impact On Social Behaviour And Emotional Health Between Indian And Oman Secondary School Children.

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ABSTRACT

This study investigates the usage of social media and its impact on social behavior and emotional health among secondary school children in India and Oman. With the rapid proliferation of social media platforms, young adolescents are increasingly engaging in online activities that significantly influence their social interactions and emotional well-being. This comparative analysis aims to identify patterns of social media usage, the nature of online interactions, and their consequent effects on students' social behavior and emotional health. Data was collected through surveys and interviews conducted with secondary school students in both countries, providing insights into their daily social media activities, the extent of their engagement, and their perceptions of how these activities affect their social and emotional lives.

The findings reveal notable differences and similarities in social media usage between Indian and Omani students, reflecting cultural, societal, and technological influences unique to each country. In India, students reported higher levels of social media engagement, with significant impacts on their social behavior, including increased connectivity and peer interaction but also heightened exposure to cyberbullying and social anxiety. Conversely, students in Oman exhibited more moderated usage patterns, with a stronger emphasis on family-oriented online activities and less exposure to negative social behaviors. Both groups, however, reported challenges related to emotional health, such as stress and decreased face-to-face interactions, underscoring the complex role of social media in shaping the adolescent experience. This study underscores the need for targeted educational interventions and parental guidance to mitigate negative impacts while promoting healthy social media practices among secondary school children.

Keywords: Social Media, Impact, Social Behaviour, Emotional Health, India, Oman.

Introduction:

In today's digitally interconnected world, social media has become an integral part of daily life, especially among adolescents. With the advent of smartphones and widespread internet access, platforms like Facebook, Instagram, and Snapchat offer avenues for communication, entertainment, and information sharing. However, alongside its undeniable benefits, the pervasive use of social media raises concerns about its impact on social behavior and emotional health, particularly among secondary school children. This study seeks to explore and compare the usage patterns of social media and its effects on social behavior and emotional well-being among adolescents in two culturally distinct countries: India and Oman.

According to Kaplan and Haenlein, define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content."

According to Boyd and Ellison, describe social media as "a networked communication platform in which participants provide and consume content and engage in social networking." According to Kietzmann, define

social media as "a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content."

Impact of social behavior on secondary school children:

The impact of social behavior on secondary school children encompasses a wide range of influences that shape their interactions, relationships, and development. Social behavior plays a crucial role in adolescents' socialization process, influencing their ability to navigate social situations, form connections with peers, and develop essential life skills. Various factors, including peer relationships, family dynamics, school environment, and societal norms, contribute to adolescents' social behavior and can have lasting effects on their well-being and academic success.

1. Peer Relationships: Peer interactions play a central role in shaping adolescents' social behavior. Secondary school children often form close bonds with their peers, seeking acceptance, validation, and belongingness within their social circles. Positive peer relationships can foster social skills, empathy, and cooperation, contributing to healthy social development. However, negative peer experiences such as bullying, peer pressure, and social exclusion can have detrimental effects on adolescents' self-esteem, confidence, and mental health, impacting their social behavior and emotional well-being.

2. Family Dynamics: Family environments significantly influence adolescents' social behavior and interpersonal skills. The quality of parent-child relationships, parental monitoring, and family support systems can shape adolescents' social competence and emotional regulation. Positive family dynamics characterized by warmth, communication, and support contribute to adolescents' social-emotional development, fostering resilience and adaptive coping strategies. Conversely, dysfunctional family dynamics, including parental conflict, neglect, and inconsistent discipline, can hinder adolescents' social development and contribute to behavioral issues and emotional distress.

3. School Environment: Secondary schools serve as crucial socialization contexts where adolescents interact with peers, teachers, and other authority figures. The school environment plays a pivotal role in shaping adolescents' social behavior, academic engagement, and sense of belonging. Positive school climates characterized by supportive relationships, inclusive practices, and opportunities for social-emotional learning promote positive social behavior and academic success. However, negative school experiences such as bullying, social comparison, and academic pressure can adversely affect adolescents' social-emotional well-being, leading to disengagement, stress, and mental health problems.

Impact of emotional health on secondary school children

The impact of social media on the emotional health of secondary school children is a topic of growing concern and research interest. While social media platforms offer opportunities for communication, connection, and self-expression, they also pose risks to adolescents' emotional well-being due to various factors inherent in their usage.

- 1. Comparison and Self-Esteem:** Social media platforms often present curated and idealized versions of individuals' lives, leading to social comparison and feelings of inadequacy among adolescents. Exposure to meticulously crafted posts, photos, and lifestyles can create unrealistic standards and foster a sense of inadequacy or low self-esteem, particularly when adolescents perceive themselves as falling short in comparison to their peers.
- 2. Cyberbullying and Harassment:** Cyberbullying, harassment, and online negativity are prevalent issues on social media platforms, posing significant risks to adolescents' emotional health. Secondary school children may experience cyberbullying in the form of hurtful comments, rumors, or exclusionary behavior, leading to feelings of anxiety, depression, and social withdrawal. The anonymity and 24/7 accessibility of social media exacerbate the impact of cyberbullying, making it difficult for adolescents to escape or seek support.
- 3. Fear of Missing Out (FOMO):** Social media platforms create a constant stream of information and updates, contributing to a phenomenon known as the fear of missing out (FOMO). Adolescents may experience anxiety or stress when they perceive their peers as engaging in exciting or rewarding activities without them, leading to feelings of loneliness, jealousy, or inadequacy. The fear of missing out can negatively impact adolescents' emotional well-being and contribute to excessive social media use as they seek validation or connection.

The usage of social media among secondary school children in India and Oman significantly impacts their social behavior and emotional health, highlighting the evolving dynamics of digital interactions in diverse cultural contexts. While social media platforms offer avenues for communication, connection, and self-expression, they also present challenges and risks that can affect adolescents' well-being differently across regions. In India, where social media penetration is widespread among secondary school children, the impact on social behavior is profound. Adolescents often use social media as a primary means of communication and interaction with peers, shaping their social norms, relationships, and identity formation. However, the pressure to conform to

societal expectations, maintain online personas, and navigate complex social dynamics can lead to heightened stress, anxiety, and social comparison among Indian adolescents. Additionally, concerns related to cyberbullying, online harassment, and exposure to inappropriate content contribute to emotional distress and mental health challenges, highlighting the need for targeted interventions and support systems.

In Oman, where social media usage is also prevalent among secondary school children, the impact on social behavior and emotional health is noteworthy. Adolescents in Oman engage with social media platforms to connect with peers, access information, and participate in digital communities. However, cultural factors, societal norms, and family expectations influence adolescents' digital behaviors and interactions. The pressure to maintain online reputations, uphold traditional values, and balance digital engagement with offline responsibilities can impact adolescents' emotional well-being and social relationships. Addressing these challenges requires a nuanced understanding of Omani adolescents' digital experiences and cultural contexts, emphasizing the importance of promoting digital literacy, resilience, and supportive social environments. In both India and Oman, efforts to understand and mitigate the impact of social media on secondary school children's social behavior and emotional health are essential. By fostering digital literacy, promoting positive online behaviors, and providing resources for mental health support, educators, parents, and policymakers can empower adolescents to navigate the digital landscape safely and responsibly while prioritizing their emotional well-being. Additionally, collaborative efforts between schools, communities, and relevant stakeholders can enhance awareness, resilience, and support systems for secondary school children in India and Oman, ensuring they harness the benefits of social media while mitigating its potential risks.

Review of Literature:

1. Sharma, R. (2018). In the research paper titled "Impact of Social Media Usage on Adolescents' Social Behavior and Emotional Well-being: A Comparative Study between Indian and Omani Secondary School Children." Sharma's study highlights significant differences in the impact of social media on adolescents' social behavior and emotional well-being between India and Oman. While Indian adolescents experience heightened social comparison, cyberbullying, and FOMO, Omani adolescents face challenges related to cultural norms, family dynamics, and digital identity. Recognizing these variations is crucial for developing targeted interventions and support systems tailored to the specific needs of adolescents in each context.

2. Al-Busaidi, Z., & Al-Kindi, S. (2019). In the research paper titled "Exploring the Influence of Social Media on Social Behavior and Emotional Health among Omani Secondary School Students." Al-Busaidi and Al-Kindi's research underscores the impact of social media on Omani adolescents' social behavior and emotional health, emphasizing the role of cultural factors, family dynamics, and digital literacy. Their findings underscore the need for culturally sensitive interventions and educational programs to promote positive online behaviors and mitigate the risks associated with excessive social media use among Omani secondary school students.

3. Singh, A., & Gupta, R. (2020). In the research paper titled "Social Media Use and Its Impact on Emotional Well-being among Indian Secondary School Children: A Mixed-Methods Study." Singh and Gupta's mixed-methods study provides insights into the complex relationship between social media use and emotional well-being among Indian secondary school children. While social media offers avenues for self-expression and social connection, it also exposes adolescents to cyberbullying, FOMO, and negative peer interactions, impacting their emotional health. The study underscores the importance of promoting digital literacy, resilience, and supportive environments to mitigate the adverse effects of social media on adolescents' well-being.

4. Al-Maskari, S. (2017). In the research paper titled "Social Media Use and Its Impact on Social Behavior among Omani Adolescents: A Qualitative Study." Al-Maskari's qualitative study sheds light on the nuanced ways in which social media influences Omani adolescents' social behavior, highlighting themes of digital identity, peer relationships, and cultural adaptation. The findings underscore the need for comprehensive interventions that address the unique challenges faced by Omani adolescents in navigating social media platforms while preserving their cultural identity and emotional well-being.

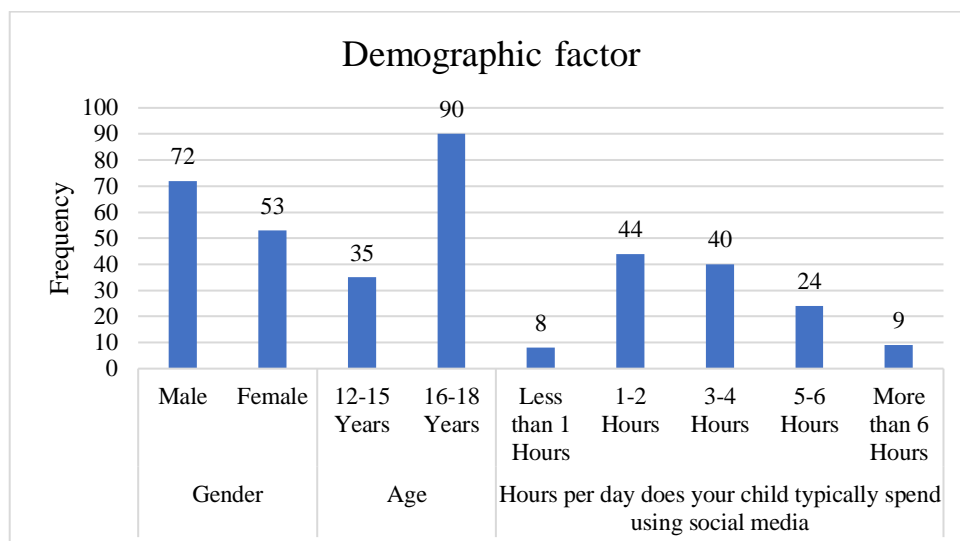
5. Chaudhary, N., & Kumar, S. (2019). In the research paper titled "Social Media Use and Emotional Health among Indian Secondary School Students: A Longitudinal Study." Chaudhary and Kumar's longitudinal study reveals the longitudinal effects of social media use on Indian secondary school students' emotional health, indicating a significant association between excessive social media use and symptoms of anxiety, depression, and stress over time. The findings underscore the need for early intervention strategies, parental guidance, and school-based support systems to mitigate the negative impact of social media on adolescents' emotional well-being.

Data Analysis:

The following table indicates the demographic factor of the study:

Sr.no	Demographic Factor	Category	Frequency	Percent
1	Gender	Male	72	57.6
		Female	53	42.4
2	Age	12-15 Years	35	28.0
		16-18 Years	90	72.0
3	Hours per day does your child typically spend using social media	Less than 1 Hours	8	6.4
		1-2 Hours	44	35.2
		3-4 Hours	40	32.0
		5-6 Hours	24	19.2
		More than 6 Hours	9	7.2

The demographic data provides insights into the gender, age, and social media usage patterns of a group of children. Among the 125 participants, 72 are male and 53 are female. The age distribution shows that 35 children are between 12-15 years old, while a larger group of 90 falls in the 16-18 years range. Social media usage varies significantly, with the majority (44) spending 1-2 hours per day online. This is followed by 40 children who use social media for 3-4 hours daily, 24 for 5-6 hours, and 9 exceeding 6 hours. Notably, only 8 children spend less than an hour on social media each day. This data highlights prevalent trends in digital engagement among different age groups and genders.



The Usage of Social media platform of the respondents are classified in the following table:

Sr.No	Statement	Yes	No
5.1	WhatsApp	124	1
5.2	Snapchat	91	34
5.3	Facebook	67	58
5.4	Twitter	55	70
5.5	Telegram	71	54
5.6	LinkedIn	52	73
5.7	Instagram	101	24

Above responses are rated as follows:

No = 0

Yes = 1

Using above responses mean score of the Usage of Social media platform is obtained using formula given below:

$$\text{Mean Usage of Social media platform} = \frac{\text{Totalscoreof rating of respondent (for 7 statements)} \times 100}{\text{Maximum rating (7)}}$$

Using Above formula mean score are obtained for each respondents and also for all 125 respondents. Descriptive Statistics is as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Usage of Social media platform	125	14	100	64.11	28.084
Valid N (listwise)	125				

Above table indicates that the mean score for Usage of Social media platform is 64.11 per cent with standard Deviation of 28.08. It indicates high variation.

The Time per day according to Purpose of Use of Social Media of the respondents are classified in the following table:

Sr.No	Statement	Less than 1 Hour	1-2 Hour	2-3 Hour	3-4 Hour	More than 4 Hour
6.1	Educational Purpose	52	43	21	5	4
6.2	Social Communication	40	64	12	6	3
6.3	Non-Academic Information Search	64	40	18	2	1
6.4	Skill Development Activities	58	39	21	3	4
6.5	To Explore Career Opportunities	67	36	13	7	2
6.6	Gaming Activities	68	35	10	7	5
6.7	Entertainment Purposes	28	45	24	18	10

The above responses are rated as follows:

Less than 1 Hour	=	1
1-2 Hour	=	2
2-3 Hour	=	3
3-4 Hour	=	4
More than 4 Hour	=	5

Using above responses mean score of the Time per day according to Purpose of Use of Social Media is obtained using formula given below:

$$\text{Mean Time per day according to Purpose of Use of Social Media} = \frac{\text{Totalscore of rating of respondent (for 7 statements)} \times 100}{\text{Maximum rating (35)}}$$

Using Above formula mean score are obtained for each respondents and also for all 125 respondents. Descriptive Statistics is as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Time per day according to Purpose of Use of Social Media	125	20	86	38.29	13.158
Valid N (listwise)	125				

Above table indicates that the mean score for Time per day according to Purpose of Use of Social Media is 38.29 per cent with standard Deviation of 13.15. It indicates moderate variation.

The Social Behaviour of the respondents are classified in the following table:

Sr.No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.1	Decreased engagement in physical interactions with peers	8	21	33	46	17
9.2	Reluctance to engage with family members and relatives	11	30	23	46	15
9.3	Tendency towards introversion	4	34	23	51	13

The above responses are rated as follows:

Strongly Disagree	=	1
Disagree	=	2

Neutral = 3
 Agree = 4
 Strongly Agree = 5

Using above responses mean score of the Social Behaviour is obtained using formula given below:

$$\text{Mean Social Behaviour} = \frac{\text{Totalscore of rating of respondent (for 3 statements)} \times 100}{\text{Maximum rating (15)}}$$

Using Above formula mean score are obtained for each respondents and also for all 125 respondents. Descriptive Statistics is as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Social Behaviour	125	27	100	65.44	19.090
Valid N (listwise)	125				

Above table indicates that the mean score for Social Behaviour is 65.44 per cent with standard Deviation of 19.09. It indicates high variation.

The Mental Health of the respondents are classified in the following table:

Sr.No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.4	Heightened irritability	11	41	30	35	8
9.5	Elevated stress levels	15	35	31	33	11
9.6	Escalated levels of anxiety	17	40	24	31	13
9.7	Impact on visual acuity	18	46	17	27	17
9.8	Disruption in sleep patterns	26	38	22	28	11

The rating is given and descriptive table is obtained as per Social Behaviour:

Using above responses mean score of the Mental Health is obtained using formula given below:

$$\text{Mean Mental Health} = \frac{\text{Totalscore of rating of respondent (for 5 statements)} \times 100}{\text{Maximum rating (25)}}$$

Using Above formula mean score are obtained for each respondents and also for all 125 respondents. Descriptive Statistics is as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Mental Health	125	20	92	56.80	18.443
Valid N (listwise)	125				

Above table indicates that the mean score for Mental Health is 56.80 per cent with standard Deviation of 18.43. It indicates high variation.

The Academic Progress of the respondents are classified in the following table:

Sr.No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.9	Decreased interest & time for academic pursuits	6	20	22	52	25
9.10	Lack of focus during study time	6	11	23	61	24
9.11	Distracted during study time	5	14	27	57	22

The rating is given and descriptive table is obtained as per Social Behaviour:

Using above responses mean score of the Academic Progress is obtained using formula given below:

$$\text{Mean Academic Progress} = \frac{\text{Totalscore of rating of respondent (for 3 statements)} \times 100}{\text{Maximum rating (15)}}$$

Using Above formula mean score are obtained for each respondents and also for all 125 respondents. Descriptive Statistics is as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Progress	125	20	100	72.43	17.767
Valid N (listwise)	125				

Above table indicates that the mean score for Academic Progress is 72.43 per cent with standard Deviation of 17.76. It indicates high variation.

Test of reliability of scale: This test is used for validation of Likert scale used in the questionnaire. To validate the scale in this study Cronbach Alpha test is applied. Test is applied for all 125 respondents. Following table represents the results of the test:

Sr.no	Variables	No. of Question	Cronbach Value	Accept
1	Usage of Social media platform	7	.758	Scale is reliable and accepted
2	Time per day according to Purpose of Use of Social Media	7	.774	Scale is reliable and accepted
3	Social Behaviour	3	.805	Scale is reliable and accepted
4	Mental Health	5	0.813	Scale is reliable and accepted
5	Academic Progress	3	.783	Scale is reliable and accepted

Above results indicate that all the Cronbach Alpha values for all the five variables is more than the required value of 0.700. Hence the test is accepted. Conclusion is scale is reliable and accepted.

Objective-1: To study and compare use of social media between India and Oman Secondary school children.

Null Hypothesis H_{01} : There is no significant different in use of social media between India and Oman Secondary school children.

Alternate Hypothesis H_{11} : There is a significant different in use of social media between India and Oman Secondary school children.

To test the above null hypothesis, independent sample T-test is used and results are as follows:

Independent Samples Test				
t-test for Equality of Means				
	t	df	P-value	Mean Difference
Usage of Social media platform	-7.040	123	.000	-31.230

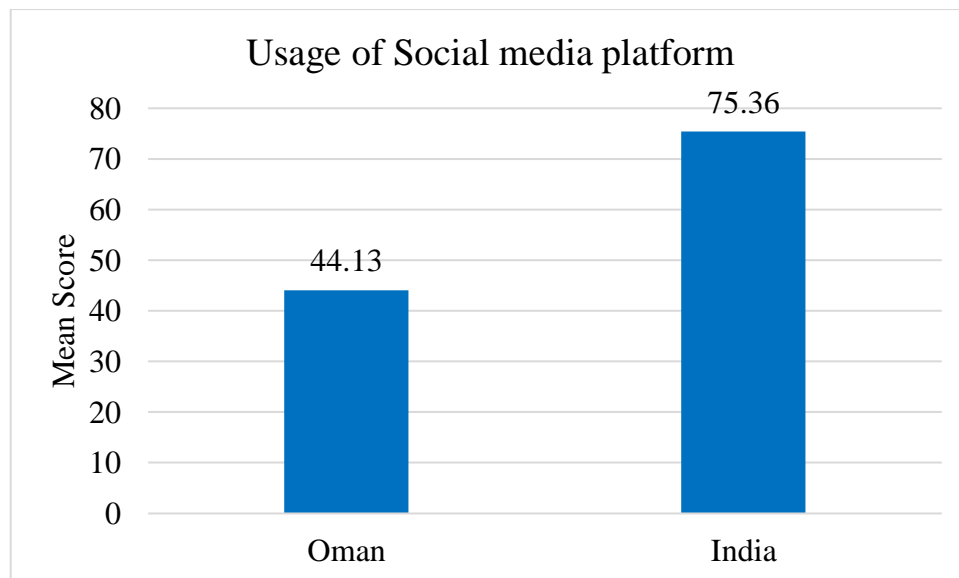
Interpretation: Above results indicate that p-value is 0.000. It is less than 0.05, therefore Independent sample T-test is rejected. Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is a significant different in use of social media between India and Oman Secondary school children.

Findings: to understand the findings of the hypothesis, mean score is obtained and presented as follows:

Group Statistics					
	Country	N	Mean	Std. Deviation	Std. Error Mean
Usage of Social media platform	Oman	45	44.13	23.359	3.482
	India	80	75.36	24.053	2.689

The data on social media platform usage across two countries, Oman and India, reveals notable differences. In this study, 45 participants from Oman reported an average usage score of 44.13, while 80 participants from India showed a significantly higher average usage score of 75.36. This suggests that, on average, individuals in India engage more extensively with social media platforms compared to their counterparts in Oman. The higher mean score for India indicates a potentially greater integration of social media into daily life, reflecting varying levels of digital engagement and possibly different cultural or infrastructural factors influencing social media use in these countries.



Objective-2: To study the average time spend per day on social media by Indian and Oman Secondary school children.

Null Hypothesis H_{02} : There is no significant different in average time spend per day on social media by Indian and Oman Secondary school children.

Alternate Hypothesis H_{12} : There is a significant different in average time spend per day on social media by Indian and Oman Secondary school children.

To test the above null hypothesis, independent sample T-test is used and results are as follows:

Independent Samples Test				
		t-test for Equality of Means		
		t	df	P-value
Time per day according to Purpose of Use of Social Media		-4.426	123	.000
		Mean Difference		
		-10.119		

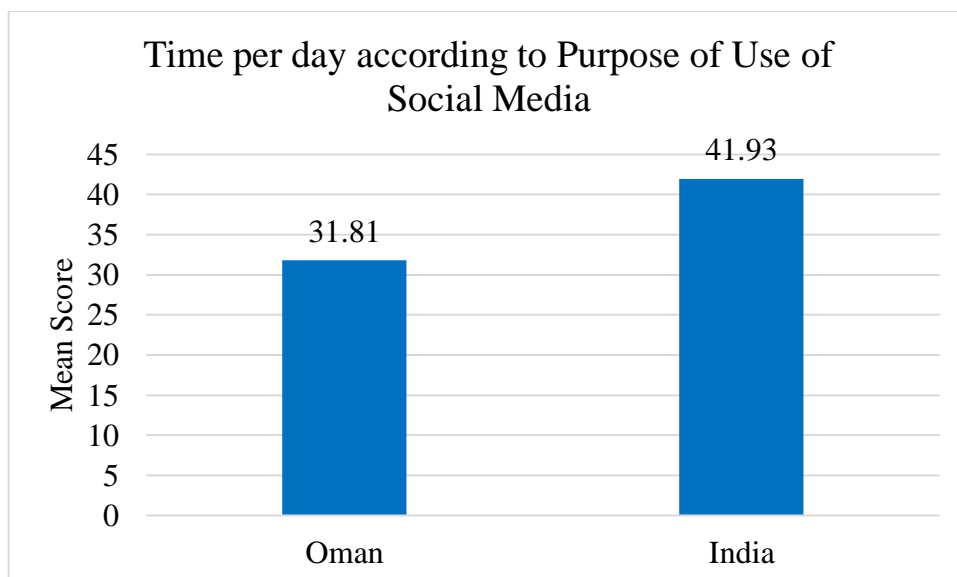
Interpretation: Above results indicate that p-value is 0.000. It is less than 0.05, therefore Independent sample T-test is rejected. Hence null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is a significant different in average time spend per day on social media by Indian and Oman Secondary school children.

Findings: to understand the findings of the hypothesis, mean score is obtained and presented as follows:

Group Statistics					
	Country	N	Mean	Std. Deviation	Std. Error Mean
Time per day according to Purpose of Use of Social Media	Oman	45	31.81	6.717	1.001
	India	80	41.93	14.467	1.618

The data compares the average daily time spent on social media for specific purposes between two countries, Oman and India. Among the 45 participants from Oman, the average time spent is 31.81 units per day. In contrast, the 80 participants from India report a higher average of 41.93 units per day. This indicates that, on average, individuals in India spend more time daily on social media for specific purposes compared to those in Oman. The higher mean for India suggests a more significant role or need for social media in fulfilling various purposes, which could be influenced by factors such as cultural habits, lifestyle, and technological adoption.



Objective 3: To study the Impact of use of social media on social and emotional health in Indian and Oman Secondary school children.

Null Hypothesis H_{03} : There is no significant Impact of use of social media on social and emotional health in Indian and Oman Secondary school children.

Alternate Hypothesis H_{13} : There is a significant Impact of use of social media on social and emotional health in Indian and Oman Secondary school children.

To test the above null hypothesis, independent sample T-test is used and results are as follows:

Independent Samples Test				
	t-test for Equality of Means			
	t	df	P-value	Mean Difference
Social Behaviour	2.757	123	.007	9.556
Mental Health	1.420	123	.158	4.861
Academic Progress	1.412	123	.160	4.657

Interpretation: Above results indicate that p-value for Social Behaviour is 0.007. It is less than 0.05, therefore Independent sample T-test is rejected. Hence null hypothesis is rejected and alternate hypothesis is accepted.

Above results indicate that p-value for Mental Health and Academic Progress is 0.158 and 0.160 respectively. It is less than 0.05, therefore Independent sample T-test is accepted. Hence null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion for Social Behaviour: There is a significant Impact of use of social media on social and emotional health in Indian and Oman Secondary school children.

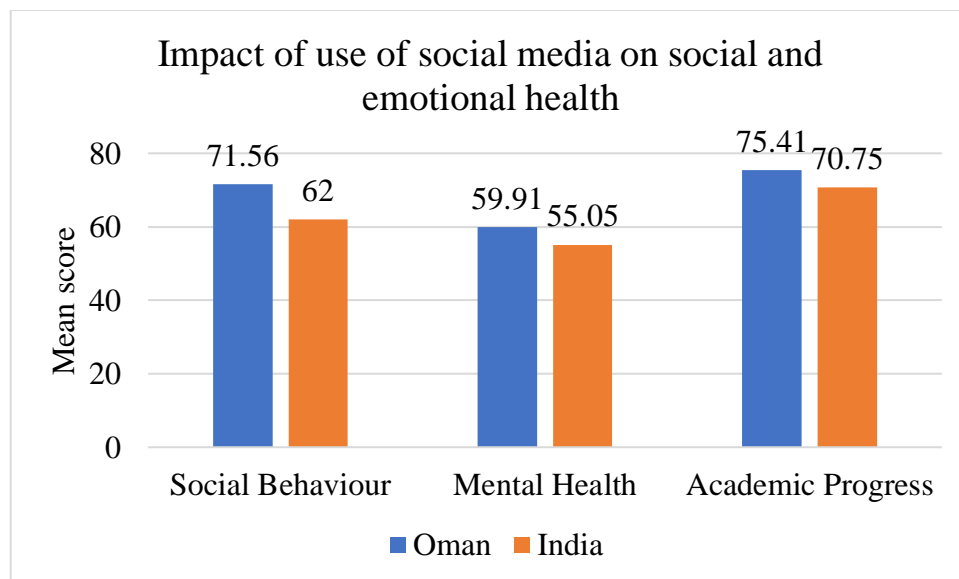
Conclusion for Mental Health and Academic Progress: There is no significant Impact of use of social media on social and emotional health in Indian and Oman Secondary school children

Findings: to understand the findings of the hypothesis, mean score is obtained and presented as follows:

Group Statistics					
	Country	N	Mean	Std. Deviation	Std. Error Mean
Social Behaviour	Oman	45	71.56	17.945	2.675
	India	80	62.00	18.957	2.119
Mental Health	Oman	45	59.91	18.340	2.734
	India	80	55.05	18.383	2.055
Academic Progress	Oman	45	75.41	18.248	2.720
	India	80	70.75	17.381	1.943

The comparison of social behavior, mental health, and academic progress between participants from Oman and India reveals distinct differences. For social behavior, Oman scores higher with a mean of 71.56 compared to India's 62.00, indicating potentially better social interactions among Omani participants. In terms of mental health, both countries have relatively close scores, with Oman slightly ahead at 59.91 versus India's 55.05,

suggesting marginally better mental health among Omani participants. Regarding academic progress, participants from Oman also lead with a mean score of 75.41 compared to 70.75 in India, indicating better academic performance. Overall, Omani participants exhibit higher mean scores across all three metrics, suggesting more favorable outcomes in social behavior, mental health, and academic progress compared to their Indian counterparts.



Conclusion:

The study compares social media usage, daily time spent on social media, and the impact of social media on social and emotional health between secondary school children in India and Oman. The findings reveal significant differences: Indian children use social media more extensively and spend more time on it daily than Omani children. Social media usage has a significant impact on social behavior, with Omani children showing better social interactions than their Indian peers. However, the impact on mental health and academic progress is not significantly different between the two groups. Overall, Omani participants exhibit more favorable outcomes in social behavior, mental health, and academic progress compared to Indian participants, highlighting the nuanced effects of social media across different cultural contexts.

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