

**IMPACT OF FACEBOOK ON EDUCATION AMONG  
ADOLESCENTS IN SELECT CHURCHES OF  
VIJAYAWADA: CHALLENGES TO PASTORAL CARE  
AND COUNSELLING**

**A**

**THESIS SUBMITTED**

**TO**

**CENTRE FOR CONTEMPORARY CHRISTIANITY**

**(ACCREDITED BY NATIONAL ASSOCIATION FOR THEOLOGICAL ACCREDIATION - NATA)**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF**

**MASTER OF THEOLOGY**

**IN**

**PASTORAL CARE AND COUNSELING**

**SUBMITTED**

**BY**

**A. MANIKANTA SAI**

**APRIL - 2017**

**CENTRE FOR CONTEMPORARY CHRISTIANITY**

**BANGALORE**

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**APRIL - 2017**

**APPROVED BY**

**Dr. Israel David**

# **CERTIFICATE**

**This is certified that the thesis entitled “IMPACT OF FACEBOOK ON EDUCATION AMONG ADOLESCENTS IN SELECT CHURCHES OF VIJAYAWADA: CHALLENGES TO PASTORAL CARE AND COUNSELLING” is a bona fide research work of a student name A. Manikanta Sai, submitted in partial fulfillment of the requirement for the degree of Master of Theology in Pastoral Care and Counseling, and it has not previously formed the basis for the award of any degree.**

**Dr. ISRAEL DAVID**

**A. MANIKANTA SAI**

**Vijayawada**

# Statement

I hereby state that this thesis "IMPACT OF FACEBOOK ON EDUCATION AMONG ADOLESCENTS IN SELECT CHURCHES OF VIJAYAWADA: CHALLENGES TO PASTORAL CARE AND COUNSELLING" for the M.Th Degree is my original work. This is not previously formed the basis for the award of any degree, diploma or any other similar title.

Vijayawada,

Signature of the Candidate

Date:

## ABSTRACT

Facebook (FB) has become the world's no.1 Social Networking Site according to Statista (The Statistics Portal) reaching most of the villages in every country and crept into the adolescents' hearts and minds usurping the parent's role and affecting their habits, relations, performances in academics, extra-curricular activities, etc. Thus, the research emerges to find out what extent FB affects/effects adolescent, identify the particular group and the ways to treat those who have affected/effectuated by it. Researcher used empirical research to find out what exactly adolescence is, and its characteristics, attributes, psychology and the challenges in general and particular related of using FB. Researcher also used quantitative method to collect data through questionnaires from the target group of one hundred late adolescents ranged from age 18-21 from various churches in Vijayawada. After collecting the data the researcher used SPSS software to analyze the data and to bring out the results. After thorough analysis of the data, data shows majority do not effectuated by the FB but a good number of adolescents are effectuated in their education at 8% by letting their grades to be lowered after start using it; 60% asserted that Facebook disturbs their study; 14% go through emotional trauma; and 67% said Facebook truncates the time to study. Thus, the need of Pastoral Caring Counseling emerges to deal with effectuated and/or affected adolescents by using Facebook. Researcher brought various therapies like Person-Centered Therapy by Rogers, Identity vs. Role Confusion by Erikson, Career Decision Making, and Reality Therapy by Glasser, and Cognitive Behavioral Therapy to deal with the adolescents who are effectuated by FB. Researcher also discussed practical concepts to minimize the time spent on FB and being wise while using FB. Finally the researcher concluded the research by stating that the FB is not harmful to every adolescent who uses it but it effects on the adolescents who uses it for longer hours.

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**A. Manikanta Sai**

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## ABBREVIATIONS

CBT	Cognitive Behavioral Therapy
Etc.	Et Cetera
FB	Facebook
SNS(s)	Social Networking Site(s)
SPSS	Statistical Analysis Software Package by IBM
Viz.	Videlicet means 'as follows'

# Chapter – 1

## INTRODUCTION

### 1.1 Statement of the Problem

Facebook is one of the world's largest social networks<sup>1</sup> where people check in with their “friends” via Facebook's website or app on a regular or semi-regular basis. Especially adolescents are hooked to it as the part of their daily life. By using this Facebook for longer hours, students develop a trend to use it as an enabler for procrastination. They still can't see to which extent it is compromising their social interactions, and this becomes a threat to their performances in their studies – effecting their life and economy of the nation.

### 1.2 Elaboration of the Problem

The rise of social media is seen as a revolution in the online world. Especially Facebook became widely used social networking site throughout the world effecting Relationships, Mental and Physical Health causing them Physiological and Psycho-Social problems. This also brings life threatening hazards in the form of blackmailing through morphing, cyber bullying, posting indecent comments, etc.<sup>2</sup>

In South India a school student named Sasi (name changed) who was pursuing her PUC in the year of 2014 got hooked with the smart phone, spending most of her time in Facebook making friends and chatting with them. Consequently this has become her habit — one day online predator who is of middle age with the young person's profile in Facebook sent friend request to Sasi, without knowing she accepted his friend request and started to exchange information but she doesn't know that he is an online predator. Relation went on for few weeks friendship grew suddenly one day he morphed her pictures as if she had involved in sexual activity with a man and sent those pictures to Sasi luring to spend a day with her, if she don't he blackmailed her that he would post them in social networking sites. Having no other choice she skipped her school and went to meet that person, as she was waiting on the road in school hours to catch bus

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<sup>1</sup> According to the statistics of the *statista* (<http://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/>) Facebook is the largest social network used globally which has more than one billion active users.

<sup>2</sup> By the Indo-Asian News Service (IANS) a survey was done on April, 2015 reported that 36% of youth get bullied online in India. One of the platforms in Online is Facebook.

fortunately one of her teachers noticed and persuaded her to open up everything then she revealed everything to her, then they filed a complaint against him in the police station and she is set free.<sup>3</sup>

But through this incident Sasi went through psychological trauma, her grades in school went low as she lost her concentration on studies by spending more time with Facebook living in digital world, her social relationships flung with the cyber-addict. At last her life was in threat. Things such as these are happening everywhere in our day to day lives; mainly Adolescents are in great hazards with this social media. First it draws their attention within a span of time it attracts and get hold of them and from there on it's like a drug where people get addicted and can't live without it. This leads them to procrastinate their responsibilities ended up with lesser grades in their studies. These results lasts for longer period, as they grew up it has affected their higher education, emotions and career. With the lesser grades, people obviously will know that they are not well equipped in their studies and that leads to another problem i.e., loss for our economy; since they haven't equipped themselves in their studies so their performance in their fields will be less, then it affects our nation. Thus, the dissertation emerges.

The Internet has intensely changed the human experience by its web. We use web to find information, buy and sell products, watch television shows, seek mates, search for entertainment, and participate in political agendas. We use it to connect with others – one of the platforms is Facebook and it has over 142 million users in India (surendran.info). The primary purpose of using Facebook is communication followed by connecting with childhood friends, knowing updates of others and, the latest news happening around the world etc. Facebook has become part of adolescent's daily life and crept into their hearts and minds. There are both positive and negative approaches in using Facebook but negativity goes ahead than the positive. Unfortunately, there are a few downsides to Facebook! Many introverts and socially reclusive users place too much emphasis on virtual interaction, and ignore the real world outside and that result in:

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<sup>3</sup> Online Predators by The News Minute (<http://www.thenewsminute.com/lives/394>).

*Cyber Bullying and Online Harassment:*

If you are not careful, unscrupulous people can target you for cyber bullying and harassment on Facebook. School children, young girls, and women can fall prey to online predators who can create tension and distress.

*Impact on Performance/Productivity:*

Many companies/universities/colleges have blocked social networks on their office/campuses because students/employees are often visiting their SNS which can distract them instead of focusing on their work/education.

*Impact on Privacy:*

If you are not careful, what you post on the Facebook can come back to haunt you. Revealing personal information on social sites like Facebook can make users vulnerable to crimes like identity theft, stalking, etc.

The more people use it the more they get into danger. The rise in Social Networking Sites such as Facebook begun from 2006 to 2009 is astonishing and people from all backgrounds are choosing the Internet and SNS over their mobiles to manage personal and business relationships. By the end of 2016 Facebook has 1.86 billion active users per month. In fact, Facebook is the top SNS used around the world (Statista.com) and majority who shows interest towards it are adolescents. Even though Facebook is no longer exclusive to the college students, it remains extremely popular on campuses worldwide as the premier place for communicating with other people for social purposes. College students (adolescents) around the globe log in daily to keep tabs on their social network of friends, make appointments, send messages, make new friends, and keep others posted on their daily life adventures. Eventually, adolescents have become hooked with Facebook as it crept into their hearts and minds resulting in isolating them from the outer world and spend more time with it.

After thorough analysis of the elaboration of the problem, there seems to be a need to have research on Facebook and find out to what extent this really affects adolescents. This research helps to understand how a Facebook impact adolescent's education and discuss the challenges to Pastoral Care and Counseling. Researcher, in the first chapter discussed about definitions and history of Adolescents, PCC and Facebook. In the second chapter researcher clearly explained on Adolescents age, traits, Indian context, etc. In the

third chapter researcher brought data collected in select churches of Vijayawada through 100 adolescents (50 males and 50 females) who are of age 18-20 and analyzed data through SPSS software and results were drawn. In the final chapter researcher summarized the data presented in the previous chapter and brought some therapeutic techniques to deal with adolescents who are affected/effectuated by it. Also researcher brought practical implications to minimize usage of Facebook.

### **1.3 Research Questions**

1. How Facebook does impact the education of Adolescents?
2. Does impact of Facebook lessen the performance of students?
3. Why Adolescents hooked to the Facebook?

### **1.4 Literature Review**

Writers on the topic of Social Media have discussed intensively some of the aspects like Facebook and its effects on the relationships, Psychological issues etc. A prior study has been done in the area of Facebook dealing with “Facebook Relationships and challenges to Counselling” by Anitha Prabha<sup>4</sup> in the perspective of the kinds of relationships that people make in Facebook and how do they effect in real life, also spending much time with the Facebook relations leads to the loss of real relationships at homes. Another study has been done in the area of “Pastoring through Facebook in CSI churches<sup>5</sup>” stating that we can do pastoring through Facebook by timeline and wall posts, making people aware of what is happening in the churches by exposing ourselves to the public. There is one more study has been done in the area of “using Facebook and its effect on parents’ relationship<sup>6</sup>” this research talks about how the parent, child relations effect negatively by using Facebook. But the education of Adolescents is challenged by the use of Facebook and that leads to the greater loss the Adolescents when they grow also to our nation, none have done any research about this particular stream ‘impact of Facebook on the education of Adolescents.’ In this we are going to look at how does Facebook impacts the Adolescents on education, the roots, ways, effects and precautions to parents and Adolescents, remedies to use Facebook without harm, etc.

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<sup>4</sup> Anitha Prabha, Facebook Relationships and Challenges to Counselling. (Unpublished Bachelor of Divinity Thesis, 2014). UTC, Bangalore, India.

<sup>5</sup> M. Prashanth. Pastoring Through Facebook in CSI Churches. (Unpublished Bachelor of Divinity Thesis, 2013), UTC, Bangalore, India.

<sup>6</sup> Athang, Using Facebook and its Effect on Parents’ Relationship. (Unpublished Diploma in Counselling Thesis, 2014), UTC, Bangalore, India.



## **1.5 Aims and Objectives**

To find out the effects of Facebook on education among Adolescents.

To establish the need of PCC to the Adolescents.

To find out the ways to protect Adolescents from the FB.

To find out the ways to use FB effectively.

## **1.6 Hypothesis**

Facebook has an effect on the emotional part of the Adolescents' life.

Facebook affects the performance of the student.

Facebook is a threat to Adolescents' career.

## **1.7 Method of study**

This research is an empirical research using empirical evidences by observation, Induction, Deduction, Testing and Evaluating, In this study, a quantitative research survey was created to analyze the impact of social media on education among adolescents.

### **1.7.1 Design**

Research design would be a descriptive method collecting data from 100 students in different churches in Vijayawada viz. Maranatha Temple, Heaven's Culture and few other Pentecostal Churches. Through Questionnaires data will be collected from the late adolescents aged 18-20 years, then the data will be analyzed through SPSS and conclusions will be drawn.

Researcher approached Maranatha Temple, and heaven's Culture churches for approval of this study before conducting research and permission is received for the research to be conducted in their church premises.

### **1.7.2 Participants**

Students for the study were selected by the age and their study: age from 15-19, classes from PUC till under graduates. Fifty male and fifty female students were approached by the researcher.

### 1.7.3 Procedure and Data Collection

The students were approached by the researcher after a Sunday church service and were given a questionnaire to fill their data. All participants were able to ask questions at any time and were given a disclosure form attached to the top of their survey, which clarified that this is a voluntary, anonymous study, which they could stop at any time.

Students were administered a research questionnaire which included six parts viz. Demographic and Personal Details, General Details, Account Details, Friends, Posts and Comments, and Impact on Education. These research questions were made based on the Hypothesis. The participants were instructed to read through the questionnaire, get a sense of what is presented, and then to instinctually write their answers. All participants were informed that they could stop at any time and could also ask questions of the researcher during the answering time.

### 1.7.4 Data Analysis

Data was collected and then recorded according to the participants by entering in the information in SPSS. All questions were individually scored, and sums or averages were compiled and then comparisons were drawn based on each section of questions and depending on the aim of the analysis.

## **1. 8 Scope and limitation**

The idea for this study emerged from two directions. First, the complaints of parents about their children using social media without spending their time to study sparked the initial and vested interest in the topic. Upon deeper reflection, Facebook's continued growth and popularity; it became the apparent choice of study. Second, after reviewing current news through news media about the dangers of Facebook use led me to take up this study.

In adolescence come three divisions on the basis of age group, they are early adolescence, generally ages eleven to fourteen; middle adolescence, ages fifteen to seventeen; and late adolescence, ages eighteen to twenty-one. This research would be focused on the middle adolescents who live in Vijayawada also limited to the select churches namely Maranatha Temple, Heavens Culture, Church of Christ, Craig Memorial Church, Grace Gospel Church, Jehovah Shammah Prayer Fellowship, LEF, and Youth for Christ.

## 1.9 Definitions of the Terms

### 1.9.1 Adolescence

Etymologically ‘Adolescence’ comes from the Latin word meaning ‘to grow up’ or to ‘come to maturity.’<sup>7</sup> Adolescent used in mid-15<sup>th</sup> century. was from Middle French means “youth, young man,” or directly from Latin word *adolescens* means "growing, near maturity, youthful,” present participle of *adolescere* “grow up, come to maturity, ripen.”<sup>8</sup>

According to Webster’s Seventh New Collegiate Dictionary adolescence is defined as the state or process of growing up also the period of life from puberty to maturity terminating legally at the age of majority.<sup>9</sup>

Although the line dividing adolescence is arbitrary, various authors have diverse opinions concerning the stage of adolescence. The following are some of the definitions of various psychologists and scholars.

Aristotle (384-322 BC), in particular, notes that adolescence involves the capacity to make important life choices and to develop self-control—independence and identity will continue to be key themes regarding adolescence for years to come.<sup>10</sup> He also described voice changes in both sexes, breast development and menarche in the female, the appearance of pubic hair and seminal emissions in the male.<sup>11</sup>

Sigmund Freud’s (1856-1939) view on adolescent development was only to discuss it in terms of psychosexual development. He shared a common idea from the Hall’s evolutionary theory i.e. the period of adolescence could be seen as phylogenetic. He said that the individual goes through the earlier experiences of mankind in his psychosexual development. According to Freud and psychoanalytic theory, the stages of psychosexual development are genetically identified and are relatively independent of environmental

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<sup>7</sup> Elizabeth B. Hurlock, *Developmental Psychology: A Life-Span Approach*, 5<sup>th</sup> edn., (New Delhi: Tata McGraw-Hill, 1981), 222.

<sup>8</sup> H.G. Wells, G.B. Shaw, Louis MacNeice, “Adolescent,” [http://www.etymonline.com/index.php?term=adolescent&allowed\\_in\\_frame=0](http://www.etymonline.com/index.php?term=adolescent&allowed_in_frame=0) (accessed 15 February 2016).

<sup>9</sup> [n.a.], *Webster’s Seventh New Collegiate Dictionary*, (Springfield: G. & C. Merriam Company, 1963), 12.

<sup>10</sup> [n.a.], “Views of Adolescence,” <http://www.oocities.org/medwayf/adol1.htm> (accessed 18 February 2016).

<sup>11</sup> Dorothy H. Eichorn, *Adolescence*, (Thomson Gale: International Encyclopaedia of the Social Sciences, 1968), 24.

factors. He believed that adolescence was a universal phenomenon and included behavioural, social and emotional changes. He also explained that the physiological changes are related to emotional changes, especially an increase in negative emotions, such as moodiness, anxiety, loathing, tension and other forms of adolescent behaviour.<sup>12</sup>

Buhler (1954) was the one who defined adolescence which can most likely be accepted among developmental psychologists. He defined “Adolescence is an in-between period beginning with the achievement of physiological maturity and ending with the assumption of social maturity- that is with the assumption of social, sexual, economic and legal rights and duties of the adult.”<sup>13</sup> The definition of Buhler looks biological at the outset, but except for the word ‘sexual’, entire meaning is in social terms. In other words, the result of adolescence is subjected to the particular customs of the culture - it is cultural specific. Adolescence is thus subject to human judgment according to Buhler.

Erik Erikson (1902-1994) does not talk about psychosexual Stages, but he discusses psychosocial stages. His ideas were predominantly influenced by Freud, going along with Freud’s theory regarding the structure and topography of personality. However, Freud was an id psychologist, Erikson was an ego psychologist. He emphasized the role of culture and society and the conflicts that can take place within the ego itself, whereas Freud emphasized the conflict between the id and the superego. According to Erikson, the ego develops as it successfully resolves crises that are distinctly social in nature. These involve establishing a sense of trust in others, developing a sense of identity in society, and helping the next generation to prepare for the future. Erikson extends on Freudian thoughts by focusing on the adaptive and creative characteristic of the ego, and expanding the notion of the stages of personality development to include the entire lifespan.<sup>14</sup>

#### *1.9.1.1 Age of Adolescents*

It is difficult to draw the age limit of adolescents because various authors have various opinions regarding the age of adolescents. For Erikson it is 12-18, for Freud it is from age 12 onwards, for World Health Organization (WHO) it is 10-19 years and for others it is

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<sup>12</sup> Rolf E. Muss, *Theories of adolescence, 3<sup>rd</sup> edn*, (New York: Random House, 1975), 38.

<sup>13</sup> [n.a.], [http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/43095/8/08\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/43095/8/08_chapter%201.pdf) (accessed 15 February 2016).

<sup>14</sup> Saul McLeod, “Erik Erikson,” <http://www.simplypsychology.org/Erik-Erikson.html> (accessed 06 June 2016).

11-21 years ( American Academy of Pediatrics).<sup>15</sup> In contemporary India also the age 11-21 is accepted as the period of adolescence.<sup>16</sup> The age of adolescence is based on the physiological and sociological factors; it differs between authors, countries, organizations, scientist, etc. This stage is divided into three stages viz., early adolescence, generally ages eleven to fourteen; middle adolescence, ages fifteen to seventeen; and late adolescence, ages eighteen to twenty-one.<sup>17</sup>

### 1.9.2 Facebook

Facebook has been the world's largest social networking site which surpasses 1 billion registered accounts and currently sits at 1.86 billion monthly active users.<sup>18</sup> This was programmed by Mark Zuckerberg in the year 2004.

“On the afternoon of February 4, 2004, Mark Zuckerberg sat down at his desk in the four suite dorm where he shared with three other Harvard University students. A few weeks earlier, the 19-year-old student had registered the domain name for a new Web site. He had spent his entire winter break hunched over his computer in his dorm room, designing an online social network for fellow students. Now he was finally ready to launch the new site. As he was preparing to launch the Facebook he ignored his sleep, food etc. to make his project successful. At last Zuckerberg prepared to click the final button that would make the *facebook.com* live and that would start a web of connections that quickly crisscrossed the campus, the country, and then the globe.”<sup>19</sup>

Facebook is probably the best known of the social networking sites. Before developing the Facebook Zuckerberg was one of the programmers for other social networking site ‘ConnectU,’ later he developed a number of social networking websites for fellow students, including Coursematch, which allowed users to view people taking their degree,

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<sup>15</sup> Donald E. Greydanus, Philip Bashe, *Caring for Your Teenager*, (New York: Bantam Dell, 2003), 1.

<sup>16</sup> Refer to the next chapter Adolescence (Chapter-2) for detailed info.

<sup>17</sup> [n.a.], “Stages of Adolescence,” <https://www.healthychildren.org/English/ages-stages/teen/Pages/Stages-of-Adolescence.aspx> (accessed 25 February 2016).

<sup>18</sup> [n.a.], “Number of monthly active Facebook users worldwide as of 4th quarter 2016 (in millions),” <https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/> (accessed 17 March 2017).

<sup>19</sup> Sara Gilbert, *The Story of Facebook*, Kindle edn, (Mumbai: Jaico Publishing House, 2013), 28-30.

and Facemash, where you could rate people's attractiveness. In February 2004 Mr. Zuckerberg launched "The Facebook", as it was originally known; the name taken from the sheets of paper distributed to freshmen, profiling students and staff. Within 24 hours, 1,200 Harvard students had signed up, and after one month, over half of the undergraduate population had a profile. The network was promptly extended to other Boston universities, the Ivy League and eventually all US universities. It became Facebook.com in August 2005 after the address was purchased for \$200,000. US high schools could sign up from September 2005, and then it began to spread worldwide, reaching UK universities the following month. As of September 2006, the network was extended beyond educational institutions to anyone with a registered email address. The site remains free to join, and makes a profit through advertising revenue.<sup>20</sup>

It's now believed to have over a billion plus active users. Some of its functionality such as Facebook Connect, a way to sign up to other websites using your Facebook login details appears across thousands of other websites.<sup>21</sup> Anyone over the age of 13 can use the site, although it is known that many millions of Facebook users are under age 13 creating account with the wrong credentials. Many parents and grandparents use Facebook to keep in touch with grandchildren and family around the world.

### 1.9.3 Pastoral Care and Counseling

#### 1.9.3.1 Pastoral

*"Pastoral* (Adj.) "of or pertaining to shepherds," early 15c., from Old French pastoral (13c.), from Latin pastoralis "of herdsmen, of shepherds," from pastor. The noun sense of "poem dealing with country life generally," usually dealing with it in an idealized form and emphasizing the purity and happiness of it, is from 1580s."<sup>22</sup>

The word Pastoral comes from the word *Pastor* which originated from the concept of shepherding culture of Palestine. It comes from the Greek word ποιμήν (poimen) from

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<sup>20</sup> Sarah Phillips, "A Brief History of Facebook," <http://www.theguardian.com/technology/2007/jul/25/media.newmedia>, (accessed January 2016).

<sup>21</sup> [n.a.], "What is Facebook," <http://digitalunite.com/guides/social-networking-blogs/facebook/what-facebook> (accessed 22 February 2016).

<sup>22</sup> Douglas Harper, "Online Etymological Dictionary: Pastoral," <http://www.etymonline.com/index.php?term=pastoral> (accessed 23 June 2016).

which ποιμήνικος (poimenics) comes. ποιμήν (poimen) means a flock of sheep or herd; ποιμήνικος (poimenics) is the study of pastoral work.<sup>23</sup> The English word occurs only once in the Bible in Eph. 4:11, also couple of times in the book Jeremiah in authorised version. The Greek word ποιμήν (poimen) occurs 18 times in the New Testament. Thus, the word ποιμήνας (poimenas) which means one who tends or cares for the flock or Pastor, the word ‘Pastor’ in adjective form ‘Pastoral’ refers to the life and work pertaining to tending and caring in general. Thus, pastoral work can be done by any (Christian) person with Christly attitude of care, service and sacrifice. Therefore, a pastor is a shepherd of God’s flock who is to instruct, teach, and protect the people under his charge.<sup>24</sup>

### 1.9.3.2 Pastoral Care

Pastoral Care as Inclusive Ministry:

According to Howard Clinebell, “Pastoral Care is the broad, inclusive ministry of mutual healing and growth within a congregation and its community, through the life cycle.” He is, arguably, the most enthusiastic supporter of taking a holistic approach in pastoral care. In fact, he openly identifies his model with the adoption of a holistic approach. So inclusive is the approach, that Clinebell describes every thinkable aspect of our lives as forming part of the pastoral process. Gender, stages of life, body and mind, left and right brain activities and relationships are all part of such a holistic approach. The whole person must be led to wholeness and be liberated from sin, problems, or whatever may prevent the person from having an abundant life.<sup>25</sup>

Pastoral Care as diffusive and elusive Ministry:

Noel Purdy writes “Pastoral Care as a diffusive and elusive concept. Its etymology is rooted in agriculture (Pascere – Latin to feed) and subsequent biblical references to Christ as the Good Shepherd tending His flock (e.g. Psalm 23 ‘The Lord is my shepherd I shall not want’).”<sup>26</sup>

Pastoral Care as emotional and spiritual support:

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<sup>23</sup> Zubeno Kithan, *Pastoral Care and Counseling*, (Kolkata: ESPACE, 2013), 1.

<sup>24</sup> [n.a.], “Pastor,” <https://carm.org/dictionary-pastor>, (accessed 02 April 2016).

<sup>25</sup> Howard Clinebell, *Basic Types of Pastoral Care & Counseling*, (Nashville: Abingdon Press, 1984), 27.

<sup>26</sup> Noel Purdy (ed.), *Pastoral Care 11-16: A Critical Introduction*, (New York: Blooms Bury, 2013), 9.

Pastoral care is an ancient model of emotional and spiritual support that can be found in all cultures and traditions. It has been described in our modern context as individual and corporate patience in which trained pastoral careers support people in their pain, loss and anxiety, and their triumphs, joys and victories.<sup>27</sup>

#### Historical Expression of Pastoral Care:

Pastoral care has always been of special importance in the Christian community. The biographies of the great charismatic ministers, beginning with the Fathers of the Eastern Church and the Western Church, testify to surprising variations of this pastoral care. The principal interest of pastoral care—whether exercised by clergy or laity—is the personal welfare of persons who are hurt, troubled, alienated, or confused within. The historical expressions of pastoral care have focused on the predominant—but not exclusive—expressions of ultimate concern characteristic of the period in question. Ignatius, for example, addressed the terror of death when he termed the sacrament ‘the medicine of immortality’ Luther responded to the conscience tortured by guilt and uncertainty by proclaiming the free forgiveness of sin by grace alone, apart from human accomplishment; and the modern Christian community has utilized the insights of psychology and psychiatry in developing pastoral counselling and therapy responsive to modern anxieties. Fundamentally, however, pastoral care has always attempted to respond to the totality of human needs in every age in consonance with the words of Jesus Christ: “I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me” (Matthew 25:35–36).<sup>28</sup>

#### Pastoral Care after New Testament:

One of the most important contributions to pastoral care after the New Testament was by Pope Gregory I the Great. His *Pastoral Care*, written after he became bishop of Rome in 590, it was so influential that it became customary to present it to new bishops upon their ordination. This textbook of the medieval episcopate emphasized the role of the pastor as shepherd of souls. The medieval institutionalization of pastoral care in the sacrament of penance led to certain deficits in practice: the exclusion of the laity by emphasis upon the

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<sup>27</sup> [n.a.], “What does it mean to be pastoral care worker?,” <http://www.canberra.edu.au/current-students/canberra-students/student-support/multi-faith-centre/pastoral-care/pastoral-worker>, (accessed 02 July 2016).

<sup>28</sup> Encyclopaedia Britannica Online, “Christianity,” <https://www.britannica.com/topic/Christianity/The-Christian-community-and-the-world>, (accessed 05 July 2016).



central role of the priest and the distortion of its original spiritual purposes of prayer, repentance, and forgiveness of sins by the introduction of paid indulgences. The indulgence abuse sparked the Reformation critique of the sacrament of penance. This in turn led to the Reformers' emphasis upon lay as well as clerical responsibility for pastoral care as expressed in their teaching of "the priesthood of all believers." The Reformation insistence upon justification by grace alone shifted the burden of proof for salvation from human accomplishment to divine promise. By "letting God be God," the Reformers claimed that persons were free to be human. This shift of theological focus, from an otherworldly achievement to a this-worldly trust in God, facilitated a renewed holistic awareness of human needs.<sup>29</sup>

Pastoral Care According to Oxford Textbook of Spirituality and Healthcare:

According to Oxford Textbook of Spirituality and Healthcare defined Pastoral care as it has traditionally drawn on Psychology as its scientific disciplinary partner and its contextual approaches emphasize social location, cultural dynamics and anthropological considerations in the derivation of theologically appropriate practices of Pastoral Care.<sup>30</sup>

Pastoral Care is beyond soul care:

In a traditional way, Pastoral care is a broad term that refers to all that a pastor does, including organizing, shepherding the people and communicating the gospel to them. It is the sole prerogative of the pastor. The care of souls is not a side interest in the pastor's life and work. It is his life's work. It is exercised through preaching, teaching, the supervision of public worship, the leadership of the church and through private pastoral counseling. Hence the apostle Paul urged the Ephesians pastors to exercise their God-given office: 'Take heed to yourselves and to all the flock, among which the Holy Spirit has made you overseers, to shepherd (or pastor) the church of God which he purchased with his own blood' (Acts 20:28).

Pastoral Care is beyond Preaching:

Preaching is not the only means ordained by God for the exercise of pastoral care. Referring to the minister of the gospel William G. T. Shedd writes, he is not only a preacher, whose function is to impart public instruction before an audience, but he is also

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<sup>29</sup> Kathleen Davis, "Pastoral Care,"

<http://www.departments.bucknell.edu/english/courses/engl440/pastoral.shtml>, (accessed 05 July 2016).

<sup>30</sup> Mark Cobb, Christina M. Puchalski, and Bruce Rumbold (eds.), *Oxford Textbook of Spirituality in Healthcare*, (Oxford: Oxford University Press, 2012), 295.

a pastor, whose office it is to give private and personal advice from house to house, and to make his influence felt in the social and domestic life of his congregation and hence requires the special discipline that qualifies him to watch over the personal religious interests of his flock. The pastor has the care of souls and the pastor is a watcher for souls.<sup>31</sup>

### *1.9.3.3 Counseling*

It is difficult to think of a single definition of counselling. This is because definitions of counselling depend on theoretical orientation. Counselling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person to learn more about the self and to use such understanding to enable the person to become an effective member of society. Counselling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.<sup>32</sup>

It is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems. It can be seen from these definitions that counseling can have different meanings. Counseling is provided under a variety of labels. For example, there are instances where counseling is offered when a relationship is primarily focused on other, non-counseling concerns. A student may use a teacher as a person with whom it is safe to share worries. In such a situation, the teacher uses counseling skills, but does not engage in an actual counseling relationship. The teacher counsels but is not a counselor.<sup>33</sup>

Counseling has to do with the relationship between one human being and another in which help is given towards solving problems of living. There are personal problems like anxiety, grief, guilt, resentment, uncontrolled desires and appetites, selfishness, feelings of insecurity or worthlessness, indiscipline and destructive patterns of behavior. There are

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<sup>31</sup> William G.T. Shedd, *Homiletics and Pastoral Theology*, (New York: Scribner, Armstrong & Co., 1867), 320.

<sup>32</sup> Wilma Guez and John Allen (eds.), "Counselling", [http://www.unesco.org/education/mebam/module\\_2.pdf](http://www.unesco.org/education/mebam/module_2.pdf) (accessed 20 August 2016).

<sup>33</sup> Wilma Guez and John Allen (eds.), "Counselling."

relationship problems between husband and wife, parents and children, brothers and sisters, employer and employee, neighbors, friends and work associates. There are 'spiritual' problems such as loss of identity, bitterness against God, resentment over sufferings, a feeling of desertion, lack of assurance, spiritual doubts, fear of death or judgment, and a host of doctrinal difficulties. In counselling one human being offers himself in a helping relationship to another human being in need. The Counsellor uses his expertise, knowledge, insights, skills and experience. The goal of effective counselling is to help the counselee to help himself by focusing on problems and their resolution. As the psychotherapist Nelson-Jones expresses it: 'The counsellor's repertoire of psychological skills includes both those of forming and understanding relationships with clients and also focuses on helping them to change specific aspects of their feeling, thinking and behaviour.'<sup>34</sup>

#### *1.9.3.4 Pastoral Counseling*

The term 'pastoral counselling' was coined in mid-20<sup>th</sup> century America when counselling was in its infancy. Initially, it simply meant 'the counselling done by pastors' as opposed to any other of the professions offering counselling (such as careers, advisers or social workers). In the United States, pastoral counsellors have most often been theologically trained ministers who have also undertaken a qualification in counselling. In Britain, pastoral counsellors are more likely to be lay members of faith communities – most often the Christian faith – who have undertaken a professional counselling training. Pastoral counsellors seek to integrate their counselling practice with the theology and spirituality of their faith community.<sup>35</sup>

Pastoral counselling is a term that has different meanings depending on the context. Many people think of it as the spiritual or Biblical guidance offered by the pastor of a church, primarily to members of the congregation but also, at times, to non-church members who may come to the church seeking spiritual help during times of crisis or uncertainty. In this specific context, pastoral counselling is a typical and very frequent part of the job – i.e., part of "tending the flock" – for any member of the clergy. As a

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<sup>34</sup> Richard Nelson-Jones, *Practical Counselling Skills (Holt Psychology)*, (Sydney: Holt, Rinehart and Winston, 1988), 3.

<sup>35</sup> [n.a.], "What is Pastoral Counselling?," <http://www.pastoral-counselling.co.uk/pastoralcounselling.html> (accessed 20 April 2016).

general rule, however, this type of pastoral “counselling” isn’t to be construed as formal psychotherapy or mental health counselling. Pastoral counselling also refers to a specialized form of psychotherapy or counselling offered by licensed mental health professionals who have been formally trained in pastoral counselling (which is the primary focus of this article). In addition to their training in psychology or a related field, these professional counsellors have in-depth graduate level training in theology and religion. This enables them to address the psychospiritual issues, as well as the mental health issues, with which many people struggle. It also gives them a unique qualification and perspective that most secular counsellors and therapists lack.<sup>36</sup>

Pamela Cooper-White describes pastoral counselling in the following terms:

“Pastoral counselling, or psychotherapy, is defined as a distinctive form of counselling in which the full resources, theoretical knowledge, and clinical methods of secular psychology and psychotherapy are brought together with pastoral theological method and practice to provide a holistic approach to psychotherapy that honours and integrates the spiritual dimension of each patient’s life and experience.”<sup>37</sup>

#### *1.9.3.5 Pastoral Counseling in Judeo-Christian Roots*

In the Torah, the word for counsel, *etsah*, is used 84 times. Its verb, *yaatz*, is the root of the Hebrew word for counsellor. In the Bible, pastoral counselling prototypes include ministers assigned by Moses to guide the Hebrew people in family, community, and religious life; the prophets Samuel, Jeremiah, and Ezekiel; Jesus of Nazareth; and the apostle, Paul. In the 6th century, manuals for Christian priests on assigning penance during confessions (the “Penitentials”) were also intended to reconstruct the personality. Sixteenth-century documents detail steps to “growth in holiness” and prayer and meditation for persons aspiring to greater “perfection.” Martin Luther, leader of the Protestant Reformation in the 16th century, emphasized reasoning and individual freedom rather than doctrine in the Christian church.<sup>38</sup>

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<sup>36</sup> [n.a.], “Pastoral Counselling and Psychotherapy,” <https://www.addiction.com/a-z/pastoral-counseling-and-psychotherapy>, (accessed 25 July 2016).

<sup>37</sup> Pamela Cooper-White, *Shared Wisdom: Use of the Self in Pastoral Care and Counselling*, (Minneapolis, Fortress Press, 2004), 131.

<sup>38</sup> Judith A. Sigmund, “Pastoral Counselling: What is it, and when can it help,” <http://www.mdedge.com/currentpsychiatry/article/66147/pastoral-counseling-what-it-and-when-can-it-help#bib3>, (accessed 31 July 2016).

### 1.9.3.6 Pastoral Care and Counselling

Pastoral Counselling is a specific task within the umbrella of Pastoral Care. Pastoral Counselling arises from a crisis situation of the people. It is a caring ministry centred on an individual or group focused on a specific problem. It is a pastoral ministry extended to a person seeking special help under conditions of agreed time, place, contract, and fees where applicable. There are also avenues of informal and short term counselling.<sup>39</sup> It seeks to hold an open space between ‘secular’ counselling (where some practitioners can be uncomfortable with religion) and ‘Pastoral’ counselling (which can be obsessed by it) – a space in which it is possible for psychology and theology, faith and counselling practice to remain in dialogue and for religion to be seen ‘as a source of meaning and a resource for living.’<sup>40</sup>

Pastoral care and counselling implies people caring for others in a manner which mirrors the way Jesus cared for people and taught his disciples to do the same. It is not just about caring for people who are in crisis and despair, but also about empowering people to be able to live life to its fullest, all the while leaning on the hope that can be given through the resurrection story. Pastoral care and counselling involves the members of the church congregation caring for people within the congregation and the surrounding community. Caring for the surrounding community gives the church and the congregation the opportunity to make known the salvific story, which is the basis for pastoral care and counselling. In the early years of pastoral care and counselling it was thought that pastoral care was only carried out by ordained clergy. Furthermore, for some time pastoral care and counselling were only carried out by ordained clergy. However, in the postmodern world pastoral care and counselling are being rendered by clergy and laity working side by side, meeting the needs of those within the congregation who are hurting, discouraged, and in need of healing. The ordained clergy are training those lay members who feel the call to assist others within the congregation and community in need of care and

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<sup>39</sup> Zubeno Kithan, *Pastoral Care and Counseling*, 2.

<sup>40</sup> David Lyall, *Integrity of Pastoral Care*, (London: SPCK, 2011), 15.

counselling. Pastoral care and counselling are promoted by professionals and individuals who make it their business to intentionally care for others.<sup>41</sup>

## **CHAPTER – 2**

### **ADOLESCENCE**

Media portrayals of adolescents often seem to emphasize the problems that can be a part of adolescence. Gang violence, school shootings, alcohol-related accidents, drug abuse, and suicides involving adolescents are all too frequently reflected in newspaper headlines and movie plots. In the professional literature, too, adolescence is frequently portrayed as a negative stage of life—a period of storm and stress to be survived or endured. In this chapter we'll find definitions, characteristics, cultural settings involved in Adolescents, stages, risks, etc.

#### **2.1 Defining Adolescence**

“Adolescence” is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence. The most commonly used chronologic definition of adolescence includes the ages of 10-18 or 21, but may incorporate a span of 9 to 26 years depending on the source.<sup>42</sup>

The age of adolescence denotes a very eventful period during which the growing person makes the transition from childhood to adulthood. It is no doubt a very important period of one's life, a period that is really unforgettable. It is so significant in so many aspects, starting from a young person's innate capacities, goals, aspirations and psychological implications of transition. From the development of primary and secondary sex characteristics towards physical maturity and also attainment of mental and emotional maturity. According to a social scientist “adolescence is a period in which children attain

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<sup>41</sup> Candace C. Shields, “Pastoral Care and Counselling” in *The Encyclopedia of Christian Civilization*, <http://onlinelibrary.wiley.com/doi/10.1002/9780470670606.wbecc1050/abstract> (accessed 08 August 2016).

<sup>42</sup> Alexa C. Curtis, “Defining Adolescence,” *Journal of Adolescent and Family Health*: Vol. 7: Iss. 2, Article 2 (2015) 1.

physical maturity but are not burdened with adult roles and responsibilities” – is an epiphenomenon of modern, industrial societies.<sup>43</sup>

Therefore, the term “adolescence” clearly fails to provide the best frame of reference for this diversely experienced developmental period of life. Western culture, for example, defines adolescence as the time period from puberty to age 18 or 21, but in non-western countries it has not always lasted until age 18 or 21. For example, prior to the Industrial Revolution, the family functioned as an inclusive unit; thus, the transition from childhood to adulthood was relatively short. As children performed adult tasks, they became adults as early as age 13.<sup>44</sup>

The adolescence period in the Indian social system comes under Brahmacharya (apprenticeship). This is the first ashram (stage of life) of development stages. In this stage, the child learns the basic skills in relation to his future role as a responsible adult.<sup>45</sup>

“In contemporary India, age limits of adolescents have been fixed differently under different programmes keeping in view the objectives of that policy or programme—adolescents in the draft Youth Policy have been defined as the age group between 13-19 years; under the ICDS programme adolescent girls are considered to be between 11-18 years; the Constitution of India and labour laws of the country consider people up to the age of 14 as children; whereas the Reproductive and Child Health Programme mentions adolescents as being between 10-19 years of age. The Juvenile Justice (Care and Protection) Act (JJ Act) 2000 and now the JJ Act 2015; and the Protection of Children from Sexual Offences Act (POCSO Act), 2012 define all persons up to the age of 18 years as a child. Many other initiatives cover the large 10-24 age group of adolescents and youth.”<sup>46</sup>

Among adolescents themselves, adolescence is experienced differently by individuals of the same biological age. Experiences and physical maturation are not the same for all adolescents. The age of onset of puberty, the rate of development, and the expression of such development is individually expressed among different teenagers, making even the physical marks of adolescence vague and misleading.<sup>47</sup> The concept of adolescence and the term adolescent seem to have originated within Western culture. The transitional period as described by Kaplan varies by society and culture. Americans expect

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<sup>43</sup> Peace N. Ibeagha, “Nicaragua,” IEA, 682 (Article in a Journal Bibliography: Ibeagha, N. Peace. “Nicaragua,” in Jeffrey Jensen Arnett (ed.), IEA. New York: Routledge, 2007. 682.

<sup>44</sup> A.L. Sisson, M. Herson and V.B. Van Hasselt, Historical Perspectives, in *Handbook of Adolescent Psychology*, (Oxford: Pergamon Press, 1987), 1-7.

<sup>45</sup> [n.a.], “Adolescence and its Challenges,”

<http://www.nios.ac.in/media/documents/secpsycour/English/Chapter-11.pdf> (accessed 05 August 2015).

<sup>46</sup> Enakshi Ganguly Thukral, “Understanding Adolescence in India,”

<http://everylifecounts.ndtv.com/understanding-adolescence-in-india-616> (accessed on 03 August 2016).

<sup>47</sup> S.P. Kalpan, *Adolescence*, (Boston: Houghton Mifflin Company, 2004), 4.

adolescents to achieve autonomy, identity, and independence due to a shared individualistic culture.<sup>48</sup> These American virtues and milestones, however, are not desired characteristics for adolescents in all cultures. For example, Asian cultures are collectivistic in nature, in which group harmony and loyal family membership are prized above individuality, autonomy, or individual satisfaction. These cultures value tradition, conformity, obedience, and fitting into family and society as opposed to the independence, individualism, exploration, and self-expression common in Western cultures.<sup>49</sup> Therefore, the lack of congruency across and within different cultures makes the term adolescence fairly inaccurate as a definition for one distinctly inclusive time period.

## 2.2 Adolescent Sub-stages

In Adolescents there are tremendous developmental discrepancy exists between the ages of 10 through 21 years and therefore “adolescence” is generally divided into three sub-stages. Theorists and clinicians have historically differed in their chronologic definition of these sub-stages.

### 2.2.1 Early Adolescence (11-13 years)

It has been said that adolescence begins with biology and ends in culture.<sup>50</sup> This proposed definition uses both biology and culture as guides for the chronologic parameters for the first stage of this transitional process, i.e. “early adolescence.” Beginning with biology, the mean age for the onset of puberty is 11 years.<sup>51</sup> There are youth who experience puberty before age 11 and many whose transition is after the age of 11, but the group experience of puberty is inclined more towards 11 than the age of 10 or earlier. From a cultural perspective, a 10 year old is generally still rooted firmly within the elementary school environment whereas an 11 year old is making the transition to secondary education that is more closely aligns with adolescent activities including increased freedom, more rigorous academic expectations, and early romantic attachments. Using

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<sup>48</sup> M. Piper, *Reviving Ophelia*, (New York: Ballantine Books, 1994), 88.

<sup>49</sup> S.P. Kalpan, *Adolescence*, 4.

<sup>50</sup> L. Steinberg, *Age of Opportunity: Lessons From the New Science of Adolescence*, (Boston: Houghton Mifflin Harcourt, 2014), 24.

<sup>51</sup> M. M. Grumbach, D. M Styne, Puberty: Ontogeny, neuroendocrinology, physiology, and disorders, in W. J. et al (ed.), *Williams Textbook of Endocrinology*, 9<sup>th</sup> edn., (Philadelphia: W.B. Saunders, 1998), 48.



the age of 11 as the boundary for entry into early adolescence is consistent with many countries. The end of “early adolescence” is age 13. From a biological perspective, a diagnosis of delayed puberty is made by the age of 14 in the absence of the development of secondary sexual characteristics.<sup>52</sup> In a cultural context, India youth generally leave secondary school at the age of 13 and transit into high school at age 14.

#### *2.2.1.1 Early Adolescent Development:*

Early adolescence is foreshadowed by the onset of accelerated physical and sexual maturation accompanying psychosocial adjustment to pubescent changes arouse a pre-occupation with body image.<sup>53</sup> The internal changes in the individual, although less evident, are equally profound. Recent neuro-scientific research indicates that in these early adolescent years the brain undergoes a spectacular burst of electrical and physiological development. The number of brain cells can almost double in the course of a year, while neural networks are radically reorganized, with a consequent impact on emotional, physical and mental ability. The more advanced physical and sexual development of girls – who enter puberty on average 12–18 months earlier than boys – is mirrored by similar trends in brain development. The frontal lobe, the part of the brain that governs reasoning and decision-making, starts to develop during early adolescence. Because this development starts later and takes longer in boys, their tendency to act impulsively and to be uncritical in their thinking lasts longer than in girls. This phenomenon contributes to the widespread perception that girls mature much earlier than boys. It is during early adolescence that girls and boys become more keenly aware of their gender than they were as younger children, and they may make adjustments to their behaviour or appearance in order to fit in with perceived norms. They may fall victim to, or participate in, bullying, and they may also feel confused about their own personal and sexual identity.<sup>54</sup>

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<sup>52</sup> DynaMed, “Male Delayed Puberty/Female Delayed Puberty,” <http://www.dynamed.com/home/> (accessed 10 August 2016).

<sup>53</sup> M. Radzik, S. Sherer & L.S. Neinstein, Psychosocial development in normal adolescents, in L. S. Neinstein (ed.), *Adolescent health care: A practical guide, 4<sup>th</sup> ed.*, (Philadelphia: Lippincott, 2002), 52-58.

<sup>54</sup> [n.a.], “Adolescence: An Age of Opportunity,” [http://www.unicef.org/adolescence/files/SOWC\\_2011\\_Main\\_Report\\_EN\\_02092011.pdf](http://www.unicef.org/adolescence/files/SOWC_2011_Main_Report_EN_02092011.pdf), (accessed 10 August 2016).

### 2.2.2 Middle Adolescence (14-17 years)

All proposed definitions of adolescence, both current and historic, include the ages of 14-17, the high school years in the Indian education system. High school is a significant, often idealized and romanticized cultural phenomenon in our society.<sup>55</sup> The lived experience of a high school student is qualitatively different in culture, expectations, exposures and opportunities than that of a middle/secondary school student or a high school graduate. From a developmental perspective, the age of 14 years is considered a significant psychosocial benchmark. It is widely purported in the developmental literature that at age 14 an adolescent demonstrates the “ability” to maintain adult reasoning patterns.<sup>56</sup> “Ability” for adult reasoning is differentiated from reasoning “capacity” which is highly subject to life experience and other contextual factors. The reasoning mechanisms of adolescents have been found to fluctuate considerably in response to contextual forces such as peer influence.<sup>57</sup> An appreciation for developmental changes in reasoning ability supports a theoretical separation between the early adolescent (before age 14) from the older adolescent (after age 14).

#### 2.2.2.1 Middle Adolescent Development:

Throughout adolescence the teenage body and brain proceeds in development toward full adult stature and complete sexual maturation. Although there is an increasing acceptance of the pubertal physique, concern over making the body more attractive escalates.<sup>58</sup> Significant brain development continues including progressive frontal lobe development, cerebral myelination and synaptic pruning, and neurotransmitter stabilization.<sup>59</sup> There can be heightened vulnerability due to asynchronous development between the highly attenuated cerebral sensation-seeking mechanism and a developing self-regulatory system.<sup>60</sup> Although full “formal cognitive operations” begin to emerge and reasoning capacity becomes more complex, abstract and logical, efficiency of cognitive process and control of impulsivity remains immature. While a highly relativistic perspective may

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<sup>55</sup> J. Modell & M. Goodman, Historical Perspectives, in S. S. Feldman & G. R. Elliott (eds.), *At the Threshold: The Developing Adolescent*, (Cambridge: Harvard University Press, 1990), 93-122.

<sup>56</sup> A. Petersen & N. Leffert, “Developmental Issues Influencing Guidelines for Adolescent Health Research: A Review,” *Journal of Adolescent Health*, 17 (1995) 298-305.

<sup>57</sup> L. Dorn, E. Susman & J. Fletcher, “Informed Consent in Children and Adolescents: Age, Maturation and Psychological State,” *Journal of Adolescent Health* 16 (1995) 185-190.

<sup>58</sup> L. S. Neinstein, *Adolescent Health Care: A Practical Guide*, 4<sup>th</sup> ed., (Philadelphia: Lippincott, 2002), 63.

<sup>59</sup> L. P. Spear, “The Adolescent Brain and Age-Related Behavioural manifestations,” *Neuroscience and Bio-Behavioural Reviews* 24 (2000) 417-463.

<sup>60</sup> L. Steinberg, *Age of Opportunity: Lessons from the New Science of Adolescence*, 32.

predominate, there is an increasing appreciation for the validity of multiple perspectives and maturation of principled moral judgments including the use of third person or mutual perspective taking.<sup>61</sup>

There is an increasing scope of emotions throughout adolescence related to progressive cognitive development and cumulative life experience.<sup>62</sup> Research suggests that classic adolescent egocentric thought patterns, including the construction of an “imaginary audience” and a “personal fable”, originally believed to arise from immature cognitive abstraction, may be better explained as “interpersonally-oriented daydreaming” associated with the process of separation-individuation.<sup>63</sup> The parental relationship is transformational, characterized by a steadily decreasing frequency of conflict but an increase in the emotional intensity of the disagreements. Peer involvement peaks during this stage as heterosexual peer groups develop into inner circle and crowds and pair intimate relationships increase in prevalence and intensity.<sup>64</sup> Role development emphasizes “identity vs. role confusion,” the task of defining “self” and the “self” in relation to society.<sup>65</sup> Conscious sexual identity awareness and formation accelerates and sexual experimentation, activity, and risk behaviours multiply. By the end of high school, approximately one half (48.6 %) of in-school American youth have engaged in sexual intercourse.<sup>66</sup> This statistic is likely an underestimate of the amount of total sexual behaviour in adolescence because it does not include sampling of the highest risk out-of-school youth. In the gay and lesbian youth populations, initial same gender sexual experience and self-identification as gay or bisexual occurs most frequently in the high school years, at a median age of 17.<sup>67</sup>

The adolescent accrues new legal privileges between the ages of 14-17 allowing for increasing independence from adult guardians and may be considered a “mature minor”

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<sup>61</sup> R. Selman, *The Growth of Interpersonal Understanding: Developmental and Clinical Analyses*, (New York: Academic Press, 1980), 232.

<sup>62</sup> G. Rosenblum & M. Lewis, Emotional Development in Adolescence, in G. Adams & M. D. Berzonsky (Eds.), *Blackwell Handbook of Adolescence*, (Malden: Blackwell Publishing, 2003), 269-289.

<sup>63</sup> L. R. Vartanian, “Revisiting the Imaginary Audience and Personal Fable Constructs of Adolescent Egocentrism: A Conceptual Review,” *Adolescence* 35(140) (2000) 639-661.

<sup>64</sup> L. S. Neinstein, *Adolescent Health Care: A Practical Guide*, 4<sup>th</sup> ed., 72.

<sup>65</sup> E. H. Erikson, *Identity: Youth and Crisis*, (New York: Norton, 1968), 25.

<sup>66</sup> [n.a.], “Youth Risk behavioural Surveillance System,” <http://www.cdc.gov/healthyyouth/data/yrebs/>, (accessed on 25 August 2016).

<sup>67</sup> K. Anhalt & T.L. Morris, “Developmental and Adjustment Issues of Gay, Lesbian, and Bisexual Adolescents: A Review of the Empirical literature,” *Clinical Child and Family Psychology Review* 1(4) (1998) 215-230.

capable of providing informed consent.<sup>68</sup> In most states, the 16 year old can obtain a driver's license, enter the work force, drop out of formal education, and apply for emancipated status.

### 2.2.3 Late Adolescence (18 to 21years)

The final phase of the “adolescent” transition begins at the age of majority, accepted in most Indian states and internationally as age 18 except by some countries.<sup>69</sup> (UNICEF, 2015). In most cultures, reaching the age of majority imputes legal autonomy and an expectation of increasing social and economic independence. There is a categorical difference between opportunities, capabilities, and responsibilities in society before and after the age of majority. Therefore, any sub-division of adolescence combining pre-majority youth and post- majority youth is conceptually flawed. Age 18 also usually corresponds with graduation from Pre-University education in India; another significant social indicator in late adolescence is coming away from childhood and entering into social maturity.<sup>70</sup>

“Erik Erikson (1968) and Margaret Mead (1961) conceptualized late adolescence as a period of “psychosocial moratorium,” a granted delay of obligations and responsibilities which functions as an opportunity for young people to try on roles and gather experiential understanding without the obligation of permanent commitment.”<sup>71</sup>

The major physical changes have usually occurred by now, although the body is still developing. The brain continues to develop and reorganize itself, and the capacity for analytical and reflective thought is greatly enhanced. Peer-group opinions still tend to be important at the outset. Risk taking is a common feature of early to middle adolescence, as individuals experiment with ‘adult behaviour’ but when they reach late adolescence, as the ability to evaluate risk and make conscious decisions develops. Nevertheless, cigarette smoking and experimentation with drugs and alcohol are often embraced in the earlier risk taking phase and then carried through into later adolescence and beyond into adulthood. For example, it is estimated that 1 in 5 adolescents aged 13–15 smokes, and around half of those who begin smoking in adolescence continue to do so for at least 15

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<sup>68</sup> L. S. Neinstein, *Adolescent Health Care: A Practical Guide*, 4<sup>th</sup> ed., 73.

<sup>69</sup> Unicef, “Are you old enough?,” [http://www.unicef.org/rightsite/433\\_457.htm](http://www.unicef.org/rightsite/433_457.htm), (accessed on 25 August 2016).

<sup>70</sup> [n.a.], “Termination of support-Age of majority,” <http://www.ncsl.org/research/human-services/termination-of-child-support-age-ofmajority.aspx>, (accessed 25 August 2016).

<sup>71</sup> Alexa C. Curtis, *Defining Adolescence*, 21.

years.<sup>72</sup> The flip side of the explosive brain development that occurs during adolescence is that it can be seriously and permanently impaired by the excessive use of drugs and alcohol. Girls in late adolescence tend to be at greater risk than boys of negative health outcomes including depression and these risks are often magnified by gender based discrimination and abuse. Girls are particularly prone to eating disorders such as anorexia and bulimia; this vulnerability derives in part from profound anxieties over body image that is rejected by culture and media stereotypes of feminine beauty. These risks however, late adolescence is a time of opportunity, idealism and promise. It is in these years that adolescents make their way into the world of work or further education, settle on their own identity and world view and start to engage actively in shaping the world around them.<sup>73</sup>

## **2.3 Theories of Adolescence**

### **2.3.1 Piaget's Theory of Cognitive Development**

Jean Piaget dedicated most of his life's work to understand how children develop intellectually. His work on cognitive development is the most complete theory available today and is widely used.<sup>74</sup> According to Piagetian theory, children progress through four stages in their cognitive development—seriomotor (birth to two years of age), pre-operational (2 to 7 years of age), concrete operational (7 to 11 years of age) and formal operational (11 to 15 years of age). Each of these stages represents a qualitative leap forward in the child's ability to solve problems and reasons logically.

As children enter adolescence, their cognitive abilities lie somewhere between Piaget's third stage of cognitive development—the period of concrete operational—and the fourth, or last stage—formal operational. During the concrete operational stage, children begin to understand the concept of conservation. From the Piagetian perspective, conservation means that children realize that quantities remain the same, even if they are placed in containers of different shapes and sizes. The adolescent also becomes less egocentric, that is, he now understands that everyone does not see things in the same way that he does.

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<sup>72</sup> [n.a.], *Adolescence: An Age of Opportunity*, (New York: Unicef, 2001), 6.

<sup>73</sup> [n.a.], *Adolescence: An Age of Opportunity*, 6.

<sup>74</sup> M.A.S. Pulaski, *Understanding Piaget: An Introduction to Childrens' Cognitive Development*, (New York: Harper & Row, 1980), 12.

The adolescent also becomes capable of reasoning deductively, perform simple operations with physical objects, and apply logic to arrive at conclusions. Even though adolescents at the latter part of this stage display some cognitive maturity, they still are incapable of thinking abstractly. During this stage, things are understood concretely and literally. For example, you cannot say: “That was the straw that broke the camel’s back,” and expect the child to understand what you are talking about. Unrealistic math problems such as: if a dog has six legs, then how many legs will four dogs have, will result in a child arguing that a dog does not have six legs.<sup>75</sup>

However, once the adolescent enters the last stage—formal operational he/she develops the ability to test hypotheses in a mature and scientific manner. They can communicate their position on complex ethical issues, and become capable of thinking abstractly. They can discuss abstract terms such as freedom or liberty without difficulty. Although Piaget was not interested in formal teaching strategies, educators have applied Piagetian concepts to educate children. Examples of Piagetian theory being used in school includes: (1) using Piagetian tasks to determine the intellectual ability of students; (2) teaching students with cognitive levels in mind; (3) being careful to sequence instruction; (4) testing children to find the results of teaching; (5) encouraging social interaction to facilitate learning, and (6) remembering that children’s thought processes are not the same as adults.<sup>76</sup>

### 2.3.2 Erik Erikson’s Psychosocial Theories

Erickson’s psychosocial theory states that human beings develop according to a preset plan, the epigenetic principle, that consist of two main elements. First, personality develops according to a predetermined pattern that is maturationally set. Second, each society is structured to encourage challenges that arise during these times.

According to Erikson’s theory, individuals proceed through eight stages of development which begin at birth and conclude at death. If the particular crisis is handled appropriately, the outcome will be positive, if not negative outcome will be the result. The two stages which involve conflicts that significantly affect early and late adolescent development are stage 4, the latency state (ages 6-11), and stage 5, puberty and

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<sup>75</sup> Joe Lewis, “The Physiological and Psychological Development of the Adolescent,” <http://teachersinstitute.yale.edu/curriculum/units/1991/5/91.05.07.xhtml>, (accessed 03 September 2016).

<sup>76</sup> E.B. Hurlock, “Adolescent Development,” (New York: McGraw Hill Book Company, 1973), 48.

adolescence (ages 12-18). Stage four of Erikson's theory occurs during the middle school years when children must master skills in math, reading, and writing. At that time the child is facing the conflict of industry vs. inferiority. If the child masters the skills, the child develops a sense of industry and has a positive view of the achievement. However, if a child doesn't meet the expectations of mastering these skills and is constantly criticized, then he/she may develop a feeling of inferiority. The fifth psychosocial stage occurs during the ages of 11-18. Adolescents begin to consider their futures and decide on careers. During this stage they face the conflict of identity versus role confusion. If the adolescent formulates a satisfying plan of action about his/her future, then the outcome is positive and establishment of identity is achieved. Adolescents who do not develop this sense of identity may develop "role confusion" and aimlessly move through life without any plan of action or sense of security about their future.<sup>77</sup>

Erikson's theory demonstrates the importance of the educator's role in helping children establish their identity upon reaching adolescence. The child must master academic skills in order to feel positive about him/herself. In addition to monitoring skill mastery, the educator must cover the topic of career exploration, and expose the adolescence to as many career choices as possible. If the adolescent shows interest in a certain occupation, then give exposure to the right vocational program or academic track in order to help him/her successfully pursue a goal.

### 2.3.3 G. Stanley Hall's Biogenetic Theory

Hall defined this period to begin at puberty about 12 or 13 years and ends between 22 years to 25 years of age. Hall also described adolescence as a period of storm and stress. The term 'storm and stress' was coined by Hall in *Adolescence* written in 1904, Hall used this term because he viewed adolescence as a period of inevitable turmoil that takes place during the transition from childhood to adulthood. 'Storm' refers to a decreased level of self-control, and 'stress' refers to an increased level of sensitivity. Hall's perception of adolescence continues to influence our view of this period of development.<sup>78</sup>

Three main categories of storm and stress described by Hall are:

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<sup>77</sup> [n.a.], "Erikson's Psychosocial Development Theory," [http://www.businessballs.com/erik\\_erikson\\_psychosocial\\_theory.htm](http://www.businessballs.com/erik_erikson_psychosocial_theory.htm) (accessed 05 September 2016).

<sup>78</sup> Lisa Roundy, "G. Stanley Hall: Storm & Stress in Adolescence," <http://study.com/academy/lesson/g-stanley-hall-storm-stress-in-adolescence.html> (accessed 15 September 2016).

- Conflict with parents: Adolescents tend to rebel against authority figures as they seek greater independence and autonomy.
- Mood disruption: Hormonal changes and the psychological stress of adolescence can cause uncontrollable shifts in emotions.
- Risky behavior: The combination of a neurological need for stimulation and emotional immaturity lead to increased risk-taking behavior during adolescence.

According to Hall, some of the blame for this period of storm and stress is due to the biological changes of puberty. It takes time for developing bodies to get used to managing these biological changes. Hormone changes can account for many of the mood swings that occur. Physical growth at this time can make adolescents feel uncomfortable or awkward. Neurological connections are also rapidly coming together and causing adolescents to seek stimulation.<sup>79</sup>

#### 2.3.4 Sigmund Freud's Psychoanalytic Theory

Freud paid relatively little attention to adolescent development only to discuss it in terms of psychosexual development. He shared a common idea with that of Hall's evolutionary theory: that the period of adolescence could be seen as phylogenetic. Freud did maintain that the individual goes through the earlier experiences of mankind in his psychosexual development. According to Freud and psychoanalytic theory, the stages of psychosexual development are genetically determined and are relatively independent of environmental factors.<sup>80</sup> Freud believed that adolescence was a universal phenomenon and included behavioural, social and emotional changes; not to mention the relationships between the physiological and psychological changes, and the influences on the self-image. He also stated that the physiological changes are related to emotional changes, especially an increase in negative emotions, such as moodiness, anxiety, loathing, tension and other forms of adolescent behavior.

#### 2.3.5 Anna Freud's Theory of Adolescent Defense Mechanism

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<sup>79</sup> Amy Grezlik, "G. Stanley Hall," <http://muskingum.edu/~psych/psycweb/history/hall.htm> (accessed 15 September 2016).

<sup>80</sup> Rolf E. Muuss, *Theories of Adolescence*, 3<sup>rd</sup> edn, (New York: Random House, 1975), 38.



Anna Freud assigns greater importance to puberty as a critical factor in character formation. She also places much emphasis on the relationship between the id, the ego and the superego. She believes that the physiological process of sexual maturation, beginning with the functioning of the sexual glands plays a critical role in influencing the psychological realm. This interaction results in the instinctual reawakening of the libidinal forces, which, in turn, can bring about psychological disequilibrium. The painfully established balance between ego and id during the latency period is disturbed by puberty, and internal conflict results. Thus, one aspect of puberty, the puberty conflict, is the endeavor to regain equilibrium.<sup>81</sup>

Anna Freud dealt mainly with deviant or pathological development and paid very little attention to normal sexual adjustment. She described obstacles to normal development: 1) the id overriding the ego - in which she says no trace will be left of the previous character of the individual and entrance into adult life will be marked by a riot of uninhibited gratification of instincts, and 2) the ego may be victorious over the id and confine it to a limited area, constantly checked by numerous defense mechanisms.<sup>82</sup>

Among the many defense mechanisms the ego can use what Freud considered two as typical of pubescence one is asceticism and the other intellectualization. Asceticism is due to a generalized mistrust of all instinctual wishes. This mistrust goes far beyond sexuality and includes eating, sleeping, and dressing habits. The increase in intellectual interests and the change from concrete to abstract interests are accounted for in terms of a defense mechanism against the libido. This naturally brings about a crippling of the instinctual tendencies in adult life, and again the situation is “permanently injurious to the individual.”<sup>83</sup>

## 2.4 Challenges of Adolescence in General

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<sup>81</sup> Rolf E. Muuss, *Theories of Adolescence*, 3<sup>rd</sup> edn, 43.

<sup>82</sup> A. Freud, *The Ego and the Mechanism of Defense*, trans. C. Baines, (New York: International Universities Press, 1948), 163.

<sup>83</sup> A. Freud, *The Ego and the Mechanism of Defense*, 164.

The period of Adolescence is filled with intellectual and emotional changes in addition to other major biological and physical changes. The following are the challenges of adolescence:

#### 2.4.1 Biological Challenges

Adolescence begins with the first well-defined maturation event called puberty. Included in the biological challenges are the changes that occur due to the release of the sexual hormones that affect emotions. Mood changes can increase, which can impact on relationships both at home with parents and siblings and socially or at school.<sup>84</sup>

#### 2.4.2 Cognitive Challenges

Piaget, in his theory of social development believed that adolescence is the time when young people develop cognitively from “concrete operations” to “formal operations”. So they are able to deal with ideas, concepts and abstract theories. However, it takes time for confidence to build with using these newly acquired skills, and they may make mistakes in judgement. Learning through success and failure is part of the challenge of the learning process for the adolescent.<sup>85</sup>

Adolescents are egocentric, they can become self-conscious; thinking they are being watched by others, and at other times want to behave as if they were on a centre stage and perform for a non-existent audience. For example, acting like a music idol, singing their favourites songs in their room, with all the accompanying dance steps. Adolescents live in their private world where they may think they are invincible and cannot be hurt. However, this could also be because at their age, they have not had to deal with many deaths and the mortality of the human spirit is not a reality yet. This is all a part of the complex process of becoming a separate and unique individual.<sup>86</sup>

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<sup>84</sup> AIPC, “Challenges of Adolescence Development,” <http://www.counsellingconnection.com/index.php/2010/02/11/biological-cognitive-and-psychological-challenges-of-adolescence/>, (accessed 25 March 2017).

<sup>85</sup> Ifedigbo Nze Sylva, “The Problem of Adolescence,” <https://nzesylva.wordpress.com/2008/08/25/the-problem-of-adolescence/>, (accessed 25 March 2017).

<sup>86</sup> Ifedigbo Nze Sylva, “The Problem of Adolescence.”

Unfortunately, these beliefs can lead them to believe that no-one is capable of understanding them, or know how they are feeling. This aspect could have important implications for counsellors.

### 2.4.3 Psychological Challenges

The psychological challenges that the adolescent must cope with are moving from childhood to adulthood. A new person is emerging, where rules will change, maybe more responsibilities will be placed on him/her so that a certain standard of behaviour is now required to be maintained. Accountability is becoming an expectation from both a parental and legal concept.<sup>87</sup>

During adolescence the process of individuation occurs, which involves the development of relative independence from family relationships, with the weakening ties to objects and people who were previously important to the young person, coupled by an increased capacity and societal expectation to assume a functional role as a member of adult society. As adolescents continue their journey of self-discovery, they continually have to adjust to new experiences as well as the other changes happening to them biologically and socially. This can be both stressful and anxiety provoking. It therefore is not surprising that adolescents can have a decreased tolerance for change; hence it becomes increasingly more difficult for them to modulate their behaviours which are sometimes displayed by inappropriate mood swings and angry outbursts.<sup>88</sup>

### 2.4.4 Public Health Problems

Today's Adolescents face a number of pressing public health problems:

- Unintentional Injury
- Suicide
- Homicide

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<sup>87</sup> Senthil Kumar, "What are the Problems Faced by Adolescents?," <http://www.publishyourarticles.net/knowledge-hub/education/what-are-the-problems-faced-by-the-adolescents/5258/>, (accessed 26 March 2017).

<sup>88</sup> Senthil Kumar, "What are the Problems Faced by Adolescents?."

- Unplanned Pregnancy
- Sexually transmitted diseases (STDs)
- Substance Abuse

Perhaps even more disturbing is the fact that the leading causes of morbidity and mortality among our adolescent people are usually preventable. While most of them escape a close brush with death, each year thousands of American youth are not as fortunate.<sup>89</sup>

- *Motor Vehicle Accidents*—Motor vehicle accidents kill more teenagers than all other causes combined with 15,000 deaths reported annually from automobile related injuries alone. Alcohol and other drugs are known to be factors in many of these fatalities.<sup>90</sup>
- *Suicide*—Another sobering statistic is that the rate of adolescent suicide has tripled over the past three decades to 5,000 per year. It is estimated that there are 50-200 attempts for every death by suicide.<sup>91</sup>

Many adolescents also succumb to pressures on how to look, feel and act in a society obsessed with people’s appearances and with the desire for immediate gratification.<sup>92</sup>

- *Teen Pregnancy*—Each year in this country one million (one in ten) teenage girls become pregnant. The vast majority of these pregnancies are unplanned.
- *Sexually Transmitted Diseases*—There are also more than three million cases of sexually transmitted diseases, including HIV, reported among adolescents every year in this country.
- *Alcohol*—Over 90 percent of high school seniors have reported some experience with alcohol. The use of tobacco and marijuana among our youth also continues in epidemic proportions with nearly 30 percent of high school seniors reporting that they smoked cigarettes and over 20 percent got high on pot in the last month. Of further concern is that alcohol, tobacco and marijuana are gateway drugs to even more dangerous illicit substances.

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<sup>89</sup> [n.a.], “Challenges of Adolescence,” [http://www.upstate.edu/gch/services/adolescent/about\\_adolescence.php](http://www.upstate.edu/gch/services/adolescent/about_adolescence.php) (accessed 26 March 2017).

<sup>90</sup> [n.a.], “Teen Drivers: Get the Facts,” [https://www.cdc.gov/motorvehiclesafety/teen\\_drivers/teendrivers\\_factsheet.html](https://www.cdc.gov/motorvehiclesafety/teen_drivers/teendrivers_factsheet.html) (accessed 26 March 2017).

<sup>91</sup> [n.a.], “Adolescent Suicide,” <http://www.medbroadcast.com/condition/getcondition/adolescent-suicide>, (accessed 26 March 2017).

<sup>92</sup> [n.a.], “Challenges of Adolescence,” [http://www.upstate.edu/gch/services/adolescent/about\\_adolescence.php](http://www.upstate.edu/gch/services/adolescent/about_adolescence.php) (accessed 26 March 2017).

- *Eating Disorders*—Eating disorders have also become very common as the preoccupation with thinness supersedes a desire to be healthy and teenagers often resort to desperate or even dangerous methods of weight control.

## **2.5 Challenges of Adolescents related to FB**

Using social media becomes a risk to adolescents more often than most adults realize. Most risks fall into the following categories: peer-to-peer; inappropriate content; lack of understanding of online privacy issues; and outside influences of third-party advertising groups.

### **2.5.1 Cyberbullying and Online Harassment**

Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most common online risk for all teens and is a peer-to-peer risk.

Although “online harassment” is often used interchangeably with the term “cyberbullying,” it is actually a different entity. Current data suggest that online harassment is not as common as offline harassment,<sup>93</sup> and participation in social networking sites does not put most children at risk of online harassment. On the other hand, cyberbullying is quite common, can occur to any young person online, and can cause profound psychosocial outcomes including depression, anxiety, severe isolation, and, tragically, suicide.

### **2.5.2 Sexting**

Sexting can be defined as “sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices.” Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does occur among the teen population; a recent survey revealed that 20% of teens have sent or posted nude or seminude photographs or videos of themselves. Some teens who have engaged in sexting have been threatened or charged with felony child pornography

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<sup>93</sup> Lenhart A., “Cyberbullying,” [www.pewinternet.org/Reports/2007/Cyberbullying.aspx](http://www.pewinternet.org/Reports/2007/Cyberbullying.aspx) (accessed 25 March 2017).

charges, although some states have started characterizing such behaviors as juvenile-law misdemeanors. Additional consequences include school suspension for perpetrators and emotional distress with accompanying mental health conditions for victims. In many circumstances, however, the sexting incident is not shared beyond a small peer group or a couple and is not found to be distressing at all.<sup>94</sup>

### 2.5.3 Facebook Depression

Researchers have proposed a new phenomenon called “Facebook depression,” defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression. Acceptance by and contact with peers is an important element of adolescent life. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, preadolescents and adolescents who suffer from Facebook depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for “help” that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviors.<sup>95</sup>

### 2.5.4 Privacy Concerns and the Digital Footprint

The other main risk to adolescents online today are risks from each other, risks of improper use of technology, lack of privacy, sharing too much information, or posting false information about themselves or others. These types of behavior put their privacy at risk. When Internet users visit various Web sites, they can leave behind evidence of which sites they have visited. This collective, ongoing record of one's Web activity is called the “digital footprint.” One of the biggest threats to young people on social media sites is to their digital footprint and future reputations. Adolescents who lack an awareness of privacy issues often post inappropriate messages, pictures, and videos without understanding that “what goes online stays online.” As a result, future jobs and college acceptance may be put into jeopardy by inexperienced and rash clicks of the

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<sup>94</sup> N.V. Gifford, “Sexting,” <http://pediatrics.aappublications.org/content/127/4/800#ref-18> (accessed 26 March 2017).

<sup>95</sup> Jennifer Van Pelt, “Web Exclusive,” [http://www.socialworktoday.com/archive/exc\\_080811.shtml](http://www.socialworktoday.com/archive/exc_080811.shtml) (accessed 26 March 2017).

mouse. Indiscriminate Internet activity also can make children and teenagers easier for marketers and fraudsters to target.<sup>96</sup>

#### 2.5.5 Influence of Advertisements on Buying

Many social media sites display multiple advertisements such as banner ads, behavior ads (ads that target people on the basis of their Web-browsing behavior), and demographic-based ads (ads that target people on the basis of a specific factor such as age, gender, education, marital status, etc.) that influence not only the buying tendencies of adolescents but also their views of what is normal. It is particularly important for parents to be aware of the behavioral ads, because they are common on social media sites and operate by gathering information on the person using a site and then targeting that person's profile to influence purchasing decisions. Such powerful influences start as soon as adolescents begin to go online and post.<sup>97</sup>

#### 2.5.6 Isolation

One can suffer from isolation as one will tend to be glued to the computer and move out of the house and meet people. Normal socializing that is interacting with people is also essential. A shy adolescent might prefer to communicate only through Facebook.

#### 2.5.7 Putting on weight

One may put on weight also as one will sit in front of the computer for a long time and eat. Naturally, one will not have much exercise and they will suffer from obesity.

#### 2.5.8 Abnormal symptoms

Surfing Facebook does show abnormal symptoms among many teenagers such as depression, excessive aggression, abnormal anxiety or even normal anxiety. Those suffering from social anxiety tend to immerse themselves in front of Facebook. Adolescents usually have emotional problems and are very conscious of their self-image,

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<sup>96</sup> Kathryn Hatter, "How Does Facebook Affect Teenagers Socially?," <http://www.livestrong.com/article/562566-how-does-facebook-affect-teenagers-socially/> (accessed 25 March 2017).

<sup>97</sup> Nick McGillivray, "What Are the Effects of Social Media on Youth?," <https://turbofuture.com/internet/effects-of-social-media-on-our-youth> (accessed 26 March 2017).

their bodies and their looks. If socially, they feel inferior they tend to avoid social interactions. Obviously, they would like to spend hours sitting writing for the Facebook.<sup>98</sup>

#### 2.5.9 Eyes effects

Too much exposure to the computer is bad for the eyes. Teenagers must go out and spend time in outdoor activities and relish the fresh air, rather than remain glued to the computer.

#### 2.5.10 Communication with strangers

On Facebook communication, it is possible that one might end up building up relationships with strangers, who can turn out to be criminals as well. Adolescents are vulnerable and are easily susceptible to outside influences. Their lifestyles are changing and want to build up relationships with people who are very hi-fi in their outlook. In this process, they try to communicate with strangers who perhaps can be very harmful to them.<sup>99</sup>

#### 2.5.11 Promotes Procrastination

Sitting in front of computer and browsing through Facebook can lead to laziness and procrastination; it is a sheer waste of time.

#### 2.5.12 Causes distractions

Browsing Facebook does distract one's mind from many other activities. One can be involved in constructive activities that keep one's mind healthy. Merely spending long hours on Facebook and conversing via is not healthy.

#### 2.5.13 Lack of body language communication

Body language conveys a lot. In Facebook browsing there is no body language communication as one does not interact with another person.

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<sup>98</sup> Anitabh Shukla, "Negative Effects of Facebook on Teens," <http://www.paggu.com/getting-into-roots/top-10-negative-effects-of-facebook-on-teens/>, (accessed 26 March 2017).

<sup>99</sup> Anitabh Shukla, "Negative Effects of Facebook on Teens."



## **2.6 Summary**

The definition of adolescence matters considerably to adolescent research, the experiences of a 10 year old adolescent and a 21 year old adolescent cannot be statistically “averaged” to obtain a valid conclusion on the nature of adolescent risk and opportunity. The comparison of research findings across the empirical literature between early, middle and late adolescence would be inconsistent. Likewise, the research is dependent on late adolescents.

There is not necessarily one correct construction of the developmental transition of adolescence and any proposed definition is understood as a highly variable continuum dependent on context and subject to cultural and temporal influences. As the science of human development evolves, so will the understanding of adolescent development. However, an appreciation has given for continual conceptual evolution, consistency in the description of adolescence is essential to the science of adolescent health and advocacy for youth development programs.

## CHAPTER – 3

### DATA ANALYSIS

The researcher has collected data through questionnaire<sup>100</sup> from various churches located within the city of Vijayawada. The researcher has visited around ten churches, gathered young people after their worship services on Sunday and collected data from more than 160 young people both male and female but some are below the age of target group and some are above the age of target group thus, researcher got 100 questionnaires, 50 from males and 50 from females and their age group is 18-20, i.e. undergraduate students.

Following are the tables who give analysis of the data drawn by the help of SPSS which stands for Statistical Package for the Social Science, a software developed by IBM to perform complex data manipulation and analysis with simple instructions and it is designed for both interactive and non-interactive (batch) uses. Tables 1-12 represent the data that Facebook has an effect on the emotional part of the adolescent’s life; Tables 13-32 represent the data that Facebook affects the performance of the student; Tables 33-50 represent the data that Facebook is threat to adolescents’ career; and from Table 51 onwards the researcher brought cross tabulations comparing between the questions to identify what particular group is affected more. And the researcher’s focal point of researching is to find out whether the adolescents are affected by Facebook or not, so the following tables are mostly related to it.

The following Tables are related to Hypothesis – 1: Facebook has an effect on the emotional part of the Adolescents’ life.

<b>Expectation of likes from postings</b>			
Frequency	Percent	Valid Percent	Cumulative Percent

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<sup>100</sup> Go to appendix – 1 to find questionnaire.

Valid	Always	20	20.0	20.0	20.0
	Sometimes	38	38.0	38.0	58.0
	Never	36	36.0	36.0	94.0
	No Opinion	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Table - 1

The above table shows 20 out of 100 always expect likes when they post something on their Facebook timeline; 38% expect likes sometimes according to the type of posting that they post; 36% of adolescents never expect likes when they post and 6% of them do not like to express their opinion.

<b>Feelings when you don't get more likes</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Discouraged	5	5.0	5.0	5.0
	Rejected	4	4.0	4.0	9.0
	Never mind	83	83.0	83.0	92.0
	No Opinion	8	8.0	8.0	100.0
	Total	100	100.0	100.0	

Table – 2

According to the Table-1, 58% expect likes for their posts that tells, many of the adolescents tend to get more likes and if they don't get 5% of them feel discouraged, 4% of them feel rejected, most of them (83%) never mind and 8% of them don't like to express their opinion. It can be inferred that 9 out of every 100 young men and women go through emotional trauma when they don't get more likes for their posts.

<b>Feelings for negative comments</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Discouraged	8	8.0	8.0	8.0
	Rejected	16	16.0	16.0	24.0
	Never mind	65	65.0	65.0	89.0

No Opinion	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Table – 3

The above table provides information on how do adolescents react when they get negatives comments to their posts, 8 out of 100 are discouraged, 16 are rejected, 65% of them never mind and 11 of them expressed no opinion. It is likely that every 24 out of 100 adolescents are going through emotional trauma.

		<b>Most liked SNS</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	37	37.0	37.0	37.0
	Whatsapp	19	19.0	19.0	56.0
	Twitter	2	2.0	2.0	58.0
	Other (Instagram)	1	1.0	1.0	59.0
	Facebook & Whatsapp	37	37.0	37.0	96.0
	Facebook & Twitter	1	1.0	1.0	97.0
	Facebook & Whatsapp & Twitter	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table – 4

		<b>Bitter experience by using Facebook</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	14.0	14.0	14.0
	No	86	86.0	86.0	100.0
	Total	100	100.0	100.0	

Table – 5

Table 4 provides data regarding how many adolescents like Facebook and Table 5 shows how many adolescents get bitter experiences when they use Facebook. 78 out of 100 adolescents like Facebook and they use it regularly or semi-regularly for few hours in a

day or a whole day and that leads adolescents to bitter experiences that affect their emotions, resulting to - isolate them and depress them through spam posts and messages, cyber-bullying, morphing, black mailing, misunderstandings in communications, accepting unknown friend requests, online predators etc. Table -5 shows every 14 out of 100 go through bitter experiences through Facebook yet they do not want to withdraw from it nor willing to create a new account or take any preventive steps, strange! This gives evidence to researcher’s hypothesis that adolescents are affected emotionally by using Facebook.

<b>Trustworthiness of friendships in Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fully	19	19.0	19.0	19.0
	Somehow	46	46.0	46.0	65.0
	Not at all	21	21.0	21.0	86.0
	No Opinion	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Table – 6

According to the above table data is concerned with the relationships in Facebook and their trustworthiness; every 19 out of 100 fully trust their relationships in Facebook, 46% of adolescents trust Facebook relations not confidently and 21% of adolescents never trust their relationships made through Facebook, it might be of their unknowingness of the others personally or they never met outside of the Facebook. And 14% rendered unwillingness to express their opinion regarding this question. Above table shows that Facebook relationships are trusted by 65% of adolescents but when 21% of the adolescents said that it is not at all trustworthy it can lead to emotional trauma.

<b>Facebook in own words</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	64	64.0	64.0	64.0
	Negative	12	12.0	12.0	76.0

Positive and Negative	24	24.0	24.0	100.0
Total	100	100.0	100.0	

Table – 7

It can be drawn from the above table that most of the adolescents, about 88% brought positive tone towards the Facebook including adolescents who raised both positive and negative tones where as 12% of them asserted to be negative, it is due to the experience that most of them are facing is losing their time. Instead of investing their time to study they end up using Facebook for long hours (Table – 8) without their knowledge and miss their project works, assignments, etc. this leads them to low results, finally they will be downcast in their studies.

<b>Regret for using Facebook for long hours</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	14	14.0	14.1	14.1
	Sometimes	46	46.0	46.5	60.6
	Never	30	30.0	30.3	90.9
	No Opinion	9	9.0	9.1	100.0
	Total	99	99.0	100.0	
Missing	System	1	1.0		
Total		100	100.0		

Table – 8

Table 8 represents the data regarding do adolescents regret for using Facebook for long hours. Out of 100, 60 of them feel regret for using Facebook for long hours though they never intended to use it for long hours but they end up spending long hours in it. Because Facebook gives new updates about others as the users dive into it and that creates interest within the users and leads them to spend longer hours. 30% of adolescents never regret for using Facebook for long hours where as 9% expressed no opinion and 1% didn't answer to this question. From the data of above table it can be implied that every 60 out of 100 adolescents regret for using Facebook for long hours

that tells 60% of the Facebook users go through emotional imbalances when they use Facebook.

<b>Control over time spent on Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	46	46.0	46.0	46.0
	Sometimes	37	37.0	37.0	83.0
	Never	7	7.0	7.0	90.0
	No Opinion	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Table – 9

Above table provides data regarding adolescents control over time spent on Facebook, most of the adolescents, about 83% have control over time spent on Facebook except 7% and 10% didn't respond to the question. According to the Table – 8 people who do not have control over time spent on Facebook will go through emotional embarrassment.

<b>Keeping away from Facebook for couple of days</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	74.0	74.0	74.0
	No	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Table – 10

<b>Duration of keeping away from Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		39	39.0	39.0	39.0
	1 month and above	1	1.0	1.0	40.0

1 month or 2 months	1	1.0	1.0	41.0
1 to 2 months	1	1.0	1.0	42.0
1 week	5	5.0	5.0	47.0
2 or 3 days	1	1.0	1.0	48.0
2 weeks	1	1.0	1.0	49.0
2 years	1	1.0	1.0	50.0
3 days	1	1.0	1.0	51.0
3 months	4	4.0	4.0	55.0
6months	1	1.0	1.0	56.0
a week	1	1.0	1.0	57.0
all my life	1	1.0	1.0	58.0
always	1	1.0	1.0	59.0
around 2-4 days	1	1.0	1.0	60.0
As long as I can	1	1.0	1.0	61.0
As long as possible	1	1.0	1.0	62.0
as much as I can	1	1.0	1.0	63.0
Because I am not addicted to it	1	1.0	1.0	64.0
depending on situation	2	2.0	2.0	66.0
depends on mood	1	1.0	1.0	67.0
during exams time	1	1.0	1.0	68.0
Few days	1	1.0	1.0	69.0
For 1 week	1	1.0	1.0	70.0
for 2 months	1	1.0	1.0	71.0
for a week	2	2.0	2.0	73.0
For few days	1	1.0	1.0	74.0
for few months	1	1.0	1.0	75.0
for many months	1	1.0	1.0	76.0
for months	5	5.0	5.0	81.0
for one month	1	1.0	1.0	82.0
for years	1	1.0	1.0	83.0



I regularly deactivate my account during my every annual exams around 10-15 days	1	1.0	1.0	84.0
life long	1	1.0	1.0	85.0
max 3 days	1	1.0	1.0	86.0
max one week	1	1.0	1.0	87.0
maximum one month	1	1.0	1.0	88.0
min 10 days	1	1.0	1.0	89.0
more than 1 month	1	1.0	1.0	90.0
more than 1 year	1	1.0	1.0	91.0
more than 3months	1	1.0	1.0	92.0
more than 6 months	1	1.0	1.0	93.0
more than a week	1	1.0	1.0	94.0
no. of days	1	1.0	1.0	95.0
Not many days	1	1.0	1.0	96.0
up to 1 week and above	1	1.0	1.0	97.0
weeks or months	1	1.0	1.0	98.0
whatever the time is	1	1.0	1.0	99.0
Years	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 11

Above tables 10&11 are concerned about adolescents keeping themselves away from Facebook for couple of days and how many days can they keep themselves away from it; 74% of them said they can keep themselves away from Facebook according to Table – 10, but when we look at Table – 11 majority replied that they can be away below 3 months from Facebook; few said, they can't be away from Facebook and, very few people said that they can be away from Facebook without time limit (refer table – 11).

**Not using Facebook and your state**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Missing Work/School	9	9.0	9.0	9.0
	Isolate yourself from the people	8	8.0	8.0	17.0
	Don't sleep well	4	4.0	4.0	21.0
	Crave for Facebook	6	6.0	6.0	27.0
	None	73	73.0	73.0	100.0
	Total	100	100.0	100.0	

Table – 12

According to the above table adolescents who do not use Facebook for couple of days would end up in missing their school and work at 9%, 8% of them isolate themselves, 4% do not sleep well, 6% crave for Facebook and 73% do not care about it. As per the data results from the above table 27% of the adolescents tend to be addicted to Facebook. Isolating from the peoples group, not sleeping well, missing regular work represent signs for addiction that means every 27 out of 100 are seems to be addicted to Facebook.

The following Tables are related to Hypothesis – 2: Facebook affects the performance of the student.

<b>Electronic Gadgets you own</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Smart Phone	55	55.0	55.0	55.0
	IPhone	1	1.0	1.0	56.0
	Laptop	5	5.0	5.0	61.0
	PC	1	1.0	1.0	62.0
	Other	5	5.0	5.0	67.0
	Smart Phone & Laptop	14	14.0	14.0	81.0
	Smart Phone & PC	10	10.0	10.0	91.0
	IPhone & Laptop	1	1.0	1.0	92.0

Laptop and PC	1	1.0	1.0	93.0
Smart Phone & Tablet & Laptop	1	1.0	1.0	94.0
Smart Phone & Tablet & PC	2	2.0	2.0	96.0
Smart Phone & Laptop & PC	3	3.0	3.0	99.0
Iphone & Laptop & PC	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 13

<b>Other Gadgets you own</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	95	95.0	95.0	95.0
None of the Gadget	4	4.0	4.0	99.0
Normal phone with apps	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 14

Tables 13 & 14 represent the data about the type of gadgets used by adolescents, from Table 12 we can know that 55% of adolescents use smart phones despite of their financial condition either they come from well settled families or poor families. Every 1 out of 100 possess an iPhone, 5% have laptops, 1% possess PC and, 4% do not own any gadget and 1% use basic mobile with one or two social media apps. Few others possess more than one gadget for their use, 14 out of 100 own smart phone along with laptop, 10 own PC along with smart phone, 1 possess iPhone & Laptop, 1 laptop and PC, and few others own more than two gadgets; 1 out of 100 possess smart phone, tablet and laptop, 2 own smart phone along with tablet and pc, 3 own smart phone along with laptop and PC, and one own iPhone along with laptop and pc. This data shows that 95% of adolescents own smart phones, some are with more than one gadget. So, most of them use some sort of

gadget that leads adolescents use them more and spend less time on their education and end up with poorer results.

<b>Carrying your gadget to college</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	57	57.0	57.0	57.0
	No	43	43.0	43.0	100.0
	Total	100	100.0	100.0	

Table – 15

As per the table 15 every 57 out of 100 carry their smart phones to colleges where as 43% do not carry including four who do not have any kind of gadget. Various participants have given various reasons why do they carry and why don't they carry, among them mostly said they carry their smart phones for the communication purpose if anything seems to be serious for their family members, relatives and friends. Few people carry their gadget to pass the time during leisure hours in college and to use during their travelling. Some said they carry to study, do project works and assignments. Most of the adolescents who do not carry gave two reasons why do they not carry; one is college/parents do not permit them to carry and the second is they lose their concentration because of their gadget (refer Table 16). It can be inferred by observing Tables 15&16 adolescents who carry their gadget to college tend to use it during class hours secretly, and missing their lessons might end up with poorer results.

<b>Reasons carrying/not carrying your gadget to college</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	For Communication and Emergency Purpose	38	38.0	38.0	38.0
	For Communication and Time Pass	5	5.0	5.0	43.0
	for important calls and listening songs in travel	1	1.0	1.0	44.0

For Study and Project Purpose	8	8.0	8.0	52.0
For time pass while travelling in the bus	2	2.0	2.0	54.0
I use it in leisure periods	1	1.0	1.0	55.0
it disturbs concentration	1	1.0	1.0	56.0
It's my necessity	1	1.0	1.0	57.0
No allowed in the college	1	1.0	1.0	58.0
No Opinion	26	26.0	26.0	84.0
No permission to take	1	1.0	1.0	85.0
Not Allowed in the College	11	11.0	11.0	96.0
Not Interested to Carry	3	3.0	3.0	99.0
Parents do not permit me to carry it to college	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 16

Usage of SNS					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	29	29.0	29.0	29.0
	Sometimes	71	71.0	71.0	100.0
	Total	100	100.0	100.0	

Table – 17

Using Social Networking Sites (SNS) is like a farmer who sows seeds into his field and waits patiently till they sprout up. The same is with adolescents and social media, when adolescents use SNS there is always a tendency to look at it, according to the article *Disruptor* written by *Partick Nelson*, a research done by him shows that on an average a

smart phone user touches and looks at it for 2,617 times a day,<sup>101</sup> that leads adolescents to have less concentration on their studies and affects their study. According to Table - 17 SNS are always used by 29% of adolescents, 71% of them use sometimes that means every adolescent uses some sort of SNS which includes Facebook.

<b>Daily/Weekly usage of Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Daily	Once	27	27.0	27.0	27.0
	Twice	21	21.0	21.0	48.0
	Thrice	10	10.0	10.0	58.0
	Half day	11	11.0	11.0	69.0
	Whole day	3	3.0	3.0	72.0
Weekly	Once	15	15.0	15.0	87.0
	Twice	3	3.0	3.0	90.0
	Thrice	3	3.0	3.0	93.0
	Four times	4	4.0	4.0	97.0
	whole week	3	3.0	3.0	100.0
<b>Total</b>		<b>100</b>	<b>100.0</b>	<b>100.0</b>	

Table – 18

Often using Facebook consumes much time in adolescents' study life, above table provides data on how often do adolescents use Facebook. According to the data given in the Table – 18 every 27 out of 100 use Facebook daily once; 21 uses twice a day, 10 use thrice a day, 11 use half a day and 3 use it whole day, whereas 15 use it weekly once, each 3 in 100 use weekly twice, thrice, and whole week. Results shows that 14% of adolescents are using Facebook for long hours every day and that can affect their study.

<b>Postings on your Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	14	14.0	14.0	14.0

<sup>101</sup> Patrick Nelson, "Disruptor," <http://www.networkworld.com/article/3092446/smartphones/we-touch-our-phones-2617-times-a-day-says-study.html> (accessed 13 March 2017).

Weekly	14	14.0	14.0	28.0
Bi-Weekly	3	3.0	3.0	31.0
Monthly	9	9.0	9.0	40.0
Rarely	60	60.0	60.0	100.0
Total	100	100.0	100.0	

Table – 19

Often using Facebook consumes much time in adolescents’ study life and posting something in Facebook grabs more attention of adolescents towards it. Table 19 provides data regarding how often adolescents post on their Facebook timeline, results shows that every 14 out of 100 post regularly on their Facebook timeline whereas 60 post rarely, 3% post bi-weekly and, 9% post monthly. Majority do not post often but 14% do postings regularly; in order to post something on their timeline in Facebook first they have to come up with what they have to post it takes time to search and when they post something on his/her timeline he/she often get notifications; because for every like/comment a notification will be displayed and that creates enthusiasm to know what it is and that distracts their study finally they end up with poorer results.

<b>Liking others posts</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	30	30.0	30.0	30.0
	Weekly	18	18.0	18.0	48.0
	Bi-Weekly	4	4.0	4.0	52.0
	Monthly	6	6.0	6.0	58.0
	Rarely	41	41.0	41.0	99.0
	Regularly & Weekly	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Table – 20

Above table shows every 30 out of 100 adolescents like other’s posts regularly, whereas 41 rarely, 18% weekly, 4% bi-weekly and, 6% monthly. Half of the adolescents either regularly or weekly do surf other’s posts and they do like them and/or comment them. Surfing other’s posts requires longer hours as every Facebook user at least have minimum of 500 friends (again every friend has min. of 500 friends, it is like a chain) watching their posts consumes lot of time. For instance, some people do post a picture, others post a quotation or a video, reading everyone’s quotation and watching their videos requires more time, more data and more money to recharge. Ultimately adolescents lose their time of study by surfing, liking and commenting (Table 21) their friend’s posts, this surely affects their studies.

<b>Commenting on others posts</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	9	9.0	9.0	9.0
	Weekly	12	12.0	12.0	21.0
	Bi-Weekly	2	2.0	2.0	23.0
	Monthly	7	7.0	7.0	30.0
	Rarely	70	70.0	70.0	100.0
	Total	100	100.0	100.0	

Table – 21

<b>Chat with Facebook friends</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	22	22.0	22.0	22.0
	Sometimes	72	72.0	72.0	94.0
	Never	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Table – 22



The other reason why adolescent's education affected by Facebook is chatting; Table 22 shows 22% of adolescents always chat with their friends while 6% never chat but the majority at 72% chat sometimes. On an average 94% of adolescents do chat in Facebook either always or sometimes neither one to one nor a group chat. If it is a one to one chat it may end up in less time (some may take more time – Table 23 provides information that 12% chat minimum of 1hour when they chat) but if it is a group chat that might take more time than one to one chat because in a group chat many people are involved in the conversation and that may take longer time, few said that they do chat about 2hrs and, few other said they do chat even till the other person gets offline (Table 23). This shows that some are spent more time in chatting rather than studying it might result in affecting their studies.

<b>Time of chatting in Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 hour	12	12.0	12.0	12.0
	10-15 min	9	9.0	9.0	21.0
	15 min	1	1.0	1.0	22.0
	15-20 min	1	1.0	1.0	23.0
	15-30 min	1	1.0	1.0	24.0
	2 hours	1	1.0	1.0	25.0
	30 min	12	12.0	12.0	37.0
	30-50 min	1	1.0	1.0	38.0
	40-60 min	1	1.0	1.0	39.0
	5-10 min	13	13.0	13.0	52.0
	Anytime	1	1.0	1.0	53.0
	Depends On Availability	31	31.0	31.0	84.0
	Depends on my availability	2	2.0	2.0	86.0
	Depends on the situation	1	1.0	1.0	87.0

Depends on the topic disc	1	1.0	1.0	88.0
Do not Chat	6	6.0	6.0	94.0
Few minutes	1	1.0	1.0	95.0
It depends on the topic	1	1.0	1.0	96.0
Less than 10 min	1	1.0	1.0	97.0
Less than 2 hours	1	1.0	1.0	98.0
No Opinion	1	1.0	1.0	99.0
Till other gets offline	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 23

Usage of Facebook during study time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5	5.0	5.0	5.0
	Sometimes	52	52.0	52.0	57.0
	Never	42	42.0	42.0	99.0
	No Opinion	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Table – 24

Using Facebook during study time undoubtedly affects anyone's study, above table mentions usage of Facebook during the study time of adolescents. By the table above we find 5% use Facebook during their study time and, 52% use sometimes. That means majority of adolescents use Facebook during their study time where as 42% do not use and 1% do not like to express their opinion. Facebook notifications are just like flowing river they just keep on coming regardless of involvement of its users. For instance if someone uses it during his/her study time they end up in checking notifications and waste their time and that will result in piling up their assignments and can lead to lose their marks.

<b>Usage of Facebook during exams season</b>
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	6	6.0	6.0	6.0
	Sometimes	48	48.0	48.0	54.0
	Never	43	43.0	43.0	97.0
	No Opinion	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table – 25

Using Facebook during exams season also leads adolescents to loosen their scores. Table 25 shows that every 6% always use Facebook despite of their exams season. 48% use Facebook not for every time but sometime whereas 43% never use Facebook during their exams season and 3% did not express any opinion. But majority use Facebook during their exam seasons, this might cause them to poor preparation by wasting time through Facebook, spending more time in it and awaking nights to study for the exams and not having sufficient sleep they may not perform well in their exams and finally end up in poorer results. Table 26 gives more accurate information regarding how much time do adolescents spend in Facebook during their exam season, 53% reports that they use Facebook during exam season below 1 hr. whereas 13% use up to 2 hrs. and 5% use up to 5 hrs. This renders more strength to the researcher’s view that Facebook affects adolescent’s study though this is not applied to every adolescent who use Facebook but for those who spend more time in it.

<b>Time of using Facebook during exams season</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1hr	53	53.0	72.6	72.6
	1-2hrs	13	13.0	17.8	90.4
	3-5hrs	5	5.0	6.8	97.3
	Below 5 min and below 10 min	2	2.0	2.7	100.0
	Total	73	73.0	100.0	

Miss System ing	27	27.0		
Total	100	100.0		

Table – 26

<b>State of Facebook while you study</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Keep it active	14	14.0	14.0	14.0
	Turn off	51	51.0	51.0	65.0
	Keep in silent mode	19	19.0	19.0	84.0
	No Opinion	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

Table – 27

Adolescents who do not keep their Facebook turned off during their study time cannot fully concentrate on studies. Table 27 tells 14% keep their Facebook active during their study time and turn off by 51% whereas 19% of them keep their gadget in silent mode and 16% haven't expressed their opinions, that means majority adolescents do not use Facebook while they study but 14% keep it active and that can produce more beep sounds while studying through notifications and distract their concentration from studies, below tables provide more accurate data regarding this issue.

<b>Concentration on studies when Facebook is active during study time</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	8	8.0	8.0	8.0
	Medium	48	48.0	48.0	56.0
	Less	30	30.0	30.0	86.0
	No Opinion	14	14.0	14.0	100.0

Total	100	100.0	100.0
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Table – 28

Keeping Facebook turned on during study time can distract anyone’s concentration, Table 28 asserts 30% of adolescents able to concentrate very less if their Facebook is turned on while they study whereas 48% are not distracted much but they do distract sometimes, 8% are able to concentrate high though Facebook is turned on while they study and 14% expressed disinterest to reveal their opinion. If Facebook is kept active during study time it can distract concentration and that results in affecting adolescent’s studies.

<b>Way of responding to Facebook notification while you study</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Check right away	23	23.0	23.0	23.0
	Check after the study time	19	19.0	19.0	42.0
	Check when you have free time	34	34.0	34.0	76.0
	Never Check	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table – 29

Above table provides data regarding what adolescents do when Facebook notifications come during their study time, as per the results shown in the above table 23% check right away despite of their study time, 19% check after their study time, 34% check when they are free and 24% never check. If 23% of adolescents check notifications as soon as they get that distracts adolescent’s concentration and they might end up with poorer results, similarly it is with the Table 30.

<b>Way of responding to messages from friends while you study</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reply right away	33	33.0	33.0	33.0
	Reply after the study time	20	20.0	20.0	53.0

Reply when you have free time	33	33.0	33.0	86.0
Never Check	14	14.0	14.0	100.0
Total	100	100.0	100.0	

Table – 30

Table 30 is concerned with what adolescents do when a message comes while they study, 33% of them check message and give reply right away this tells that they don't delay in communication which is a good characteristic in communication skills but it distracts concentration on study and this also can turn into chatting and take long time to end conversation, this may result in ending up with poorer results. 20% reply after their study time so that their study won't be disturbed nor they lose concentration whereas 33% reply when they get free time and 14% never check their messages.

<b>Opinion on Facebook disturbing your study</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	9.0	9.0	9.0
	Agree	51	51.0	51.0	60.0
	Disagree	21	21.0	21.0	81.0
	No Opinion	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

Table – 31

<b>Reason for your opinion</b>		
	Frequency	Percent
Valid	74	74.0
Because all our classmates made a group in Facebook and we do study in it	1	1.0
Because diverts concentration	1	1.0
Because It depends on us, if we use rightly we can live happily	1	1.0

because it kills my friend	1	1.0
Because it side tracks our concentration on studies	1	1.0
concentration is distracted	1	1.0
I don't use Facebook during study time	1	1.0
I don't use it when I am studying	1	1.0
If it disturbs there won't be any student	1	1.0
If message comes that disturbs our study	1	1.0
If we can have control over what we do nothing can disturb us	1	1.0
If we won't open that social media they won't disturb	1	1.0
It attracts me towards photos and videos	1	1.0
It depends on how we use it	1	1.0
It distracts me from studying and attracts me to check it every time	1	1.0
It distracts our concentration	4	4.0
It distracts our concentration on studies	2	2.0
It diverts my concentration away from study	1	1.0
It diverts our concentration	1	1.0
Some times	1	1.0
There is a clear bias between Facebook and studies	1	1.0
Wastes the time	1	1.0
Total	100	100.0

Table – 32

Tables 31&32 provide data regarding how many adolescents think Facebook disturbs their study. 9% strongly agreed that Facebook disturbs study, 51% agrees that Facebook disturbs study whereas 21% disagree with the opinion and 19% expressed no opinion. But majority agreed that Facebook disturbs their study because one of the reason provided by most of them is it distracts their concentration and the other is wasting their time.

**Opinion on Facebook reducing time to study**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	5.0	5.0	5.0
Agree	62	62.0	62.0	67.0
Disagree	22	22.0	22.0	89.0
No Opinion	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Table – 33

Similar to the Tables 31&32, Table 33 provides information regarding using Facebook and lack of time to study, 67% agreed including 5% who asserted strongly whereas 22% disagreed with the question and 11% haven't shown interest to answer the question. By this data we can know that Facebook truncates time to study among adolescents because 67% supports the view that Facebook reduces their time to study.

The following Tables are related to Hypothesis – 3: Facebook is a threat to Adolescents' career.

<b>Purpose of using Facebook</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
To be in touch with childhood friends	31	31.0	31.0	31.0
To know the updates of others	9	9.0	9.0	40.0
To have frequent chats with friends	4	4.0	4.0	44.0
To have group chat	1	1.0	1.0	45.0
Entertainment	1	1.0	1.0	46.0
For Awareness	6	6.0	6.0	52.0
For Time pass	9	9.0	9.0	61.0
To be in touch with childhood friends & To know the updates of others	4	4.0	4.0	65.0



To be in touch with childhood friends & to have frequent chats with friends	3	3.0	3.0	68.0
To be in touch with childhood friends & to have group chat	1	1.0	1.0	69.0
To be in touch with childhood friends & entertainment	4	4.0	4.0	73.0
To be in touch with childhood friends & for awareness	8	8.0	8.0	81.0
To know the updates of others & to have frequent chats with friends	1	1.0	1.0	82.0
To know the updates of others & entertainment	4	4.0	4.0	86.0
To know the updates of others & for time pass	1	1.0	1.0	87.0
To have frequent chats with friends & entertainment	1	1.0	1.0	88.0
For new friends & for awareness	1	1.0	1.0	89.0
For awareness & entertainment	1	1.0	1.0	90.0
For awareness & for time pass	1	1.0	1.0	91.0
To be in touch with childhood friends & To know the updates of others & to have frequent chats with friends	3	3.0	3.0	94.0
To know the updates of others & To be in touch with childhood friends & entertainment	1	1.0	1.0	95.0
To be in touch with childhood friends & To know the updates of others & for awareness	2	2.0	2.0	97.0
To be in touch with childhood friends & To know the updates of others & entertainment and awareness	1	1.0	1.0	98.0

To be in touch with childhood friends & To know the updates of others & entertainment & awareness & time pass	1	1.0	1.0	99.0
To be in touch with childhood friends & To know the updates of others & entertainment & awareness & time pass & to have group chat	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 34

Facebook is a very useful tool in terms of being touch with friends from childhood to till now despite of their region that they live in. Above table shows that 31% adolescents use Facebook to be in touch with their childhood friends, 9% to pass the time and 8% for awareness and remaining gave multiple answers (refer above table). When we see that 9% of adolescents use it for time pass, this may lead them to procrastinate their assignments, project works, studies etc. It makes adolescents to lose their time of study and make less serious about their life and eventually their carrier lies with greater threat. Though majority are not in threat for their carrier but 9% carriers are in threat by using Facebook (Table 34).

<b>No. of times checking Facebook per hour of online activity</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5 times	63	63.0	63.0	63.0
	5-10 times	14	14.0	14.0	77.0
	10-20 times	5	5.0	5.0	82.0
	Above 20 times	9	9.0	9.0	91.0
	No opinion	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

Table – 35

Above table represents data on how many times adolescents check Facebook per hour of online activity, 63% check Facebook below five times in an hour, 14% check 5-10 times,

5% check 10-20 times, 9% check above twenty times and, the other 9% expressed no opinion. When 9% are looking at Facebook twenty times in an hour then in a day at least 100 times they might look at Facebook if they use it for 5hrs, that tells they are addicted to Facebook. That means 9% of adolescents are concentrating more on Facebook and losing their time of study results in ending with up poor results. This shows 9% of adolescents who use Facebook are in hazardous stage that their carrier is in threat.

<b>Taking risks to post exciting selfies</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	4	4.0	4.0	4.0
	Sometimes	19	19.0	19.0	23.0
	Never	68	68.0	68.0	91.0
	No Opinion	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

Table – 36

Table 36 represents data on adolescents taking risks to post exciting selfies on their Facebook timeline. Based on the information provided 4% of adolescents said that they always take risks to post exciting selfies to attract others towards them while 19% of them take risks sometimes. Majority at 68% do not take risks to post exciting selfies whereas 9% expressed no opinion. Taking risks to post exciting selfies can harm a person to the extent of ending their lives unexpectedly; it is a great threat to their carrier.

<b>Priority before start using Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	38	38.0	38.0	38.0
	Meeting People	10	10.0	10.0	48.0
	Social Media	16	16.0	16.0	64.0
	Net Surfing	3	3.0	3.0	67.0
	No Opinion	18	18.0	18.0	85.0
	Education & Meeting People	4	4.0	4.0	89.0

Education & Social Media	2	2.0	2.0	91.0
Education & Net Surfing	2	2.0	2.0	93.0
Education& No Opinion	1	1.0	1.0	94.0
Meeting People & Social Media	3	3.0	3.0	97.0
Social Media & Net Surfing	1	1.0	1.0	98.0
Education & Meeting People & Social Media	1	1.0	1.0	99.0
Meeting People& Social Media & Net Surfing	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 37

<b>Priority after started using Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	19	19.0	19.0	19.0
	Meeting People	18	18.0	18.0	37.0
	Social Media	19	19.0	19.0	56.0
	Net Surfing	2	2.0	2.0	58.0
	No Opinion	21	21.0	21.0	79.0
	Education & Meeting People	8	8.0	8.0	87.0
	Education & Social Media	4	4.0	4.0	91.0
	Education & Net Surfing	1	1.0	1.0	92.0

Social Media & Net Surfing	1	1.0	1.0	93.0
Education & Meeting People & Social Media	5	5.0	5.0	98.0
Meeting People & Trivia & Net Surfing	1	1.0	1.0	99.0
Education & Meeting People & Social Media & Net Surfing	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 38

Tables 37&38 provides data concerning priorities before and after start using Facebook, when we consider both the tables we can see that 38% have education as their priority before start using Facebook but when they start using Facebook the percentage has fallen down to 19 that means the priorities are changed after start using Facebook. SNS are at the priority of 16% before start using Facebook but when they start using Facebook it got hiked to 25% this tells using Facebook can change adolescent's priorities that might cause threat to their future.

<b>Way of spending leisure time before start using Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With Friends	59	59.0	59.6	59.6
	Shopping	5	5.0	5.1	64.6
	Visiting New Places	8	8.0	8.1	72.7
	Other	20	20.0	20.2	92.9
	With Friends & Shopping	1	1.0	1.0	93.9
	With Friends & Visiting New Places	5	5.0	5.1	99.0

With Friends & Shopping & Visiting New Places	1	1.0	1.0	100.0
Total	99	99.0	100.0	
Missing System	1	1.0		
Total	100	100.0		

Table – 39

**Other:**

<b>Other ways of spending leisure time before start using Facebook</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81	81.0	81.0	81.0
At home	1	1.0	1.0	82.0
Listening to the songs and watching TV	1	1.0	1.0	83.0
Play Cricket	1	1.0	1.0	84.0
Playing Games	4	4.0	4.0	88.0
Playing Guitar and with books	1	1.0	1.0	89.0
Reading	2	2.0	2.0	91.0
Watching TV	6	6.0	6.0	97.0
With family	2	2.0	2.0	99.0
With family or work	1	1.0	1.0	100.0
Total	100	100.0	100.0	

Table – 40

<b>Way of spending leisure time after started using Facebook</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid With Friends	63	63.0	63.0	63.0
Shopping	10	10.0	10.0	73.0
Visiting New Places	6	6.0	6.0	79.0

Other	14	14.0	14.0	93.0
With Friends & Shopping	1	1.0	1.0	94.0
With Friends & Visiting New Places	1	1.0	1.0	95.0
Shopping & Visiting New Places	1	1.0	1.0	96.0
With Friends & Shopping & Visiting New Places	4	4.0	4.0	100.0
Total	100	100.0	100.0	

Table – 41

**Other Reasons:**

<b>Other ways of spending leisure time after started using Facebook</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
	87	87.0	87.0	87.0
At home	1	1.0	1.0	88.0
Checking updates	1	1.0	1.0	89.0
Family	1	1.0	1.0	90.0
In house or in church	1	1.0	1.0	91.0
Listening songs and watching TV	1	1.0	1.0	92.0
Playing	1	1.0	1.0	93.0
Playing games	1	1.0	1.0	94.0
Playing Guitar	1	1.0	1.0	95.0
Reading	1	1.0	1.0	96.0
Visiting churches	1	1.0	1.0	97.0
Watching TV	1	1.0	1.0	98.0
With family	1	1.0	1.0	99.0
With family or work	1	1.0	1.0	100.0

Total	100	100.0	100.0
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Table – 42

Tables 39 - 42 provides data regarding how do adolescents spend their leisure time before and after start using Facebook. Above tables shows that 66% spend their leisure time with their friends before start using Facebook but when they start using Facebook it got increased to 69%, it might be the reason that Facebook connects many people regardless of our relationship from the childhood friends to advanced age people. So, when friends increase time spent on Facebook will increase and if they connect with all of their friends from childhood to till now their usage of Facebook time will increase. So, their public relations will dry soon if they spend more time with their online friends and they end up in isolating themselves from the society and spend time only with his/her online friends. This can damage healthy relations and their carrier might be threatened in terms of public relations and social life.

<b>Extracurricular activities before start using Facebook</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Very Active	15	15.0	15.0	15.0
Active	25	25.0	25.0	40.0
Normal	55	55.0	55.0	95.0
Inactive	1	1.0	1.0	96.0
No Opinion	4	4.0	4.0	100.0
Total	100	100.0	100.0	

Table – 43

<b>Extracurricular activities after started using Facebook</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Active	10	10.0	10.0	10.0
Active	24	24.0	24.0	34.0
Normal	58	58.0	58.0	92.0



Inactive	4	4.0	4.0	96.0
No Opinion	4	4.0	4.0	100.0
Total	100	100.0	100.0	

Table – 44

Extracurricular activities fallen down among the adolescents when they start using Facebook! Based on the information provided by the Tables 43&44 adolescents who are very active in extracurricular activities before start using Facebook got lowered after started using Facebook from 15% to 10%; adolescents who are active at 25% decreased to 24% after started using Facebook; normally participated adolescents increased from 55% to 58% and also there is increase in being inactive in extracurricular activities are 3% after started using Facebook. This information can give us awareness that using Facebook can reduce 6% of adolescents to involve in extracurricular activities which may not be a threat to their carrier but certainly makes their other talents inactive.

<b>Communication with people before start using Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Active	9	9.0	9.0	9.0
	Active	26	26.0	26.0	35.0
	Normal	58	58.0	58.0	93.0
	Inactive	4	4.0	4.0	97.0
	No Opinion	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table – 45

<b>Communication with people after started using Facebook</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Very Active	9	9.0	9.0	9.0
	Active	36	36.0	36.0	45.0
	Normal	52	52.0	52.0	97.0
	Inactive	2	2.0	2.0	99.0
	No Opinion	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Table – 46

Above tables provide data regarding adolescents' communication before and after start using Facebook. Based on the information given in the above tables adolescents who are very active in their communication remained same in both the tables; whereas there is an increase in adolescents who are active in their communication from 26 to 36 which is of 10% increase, and adolescents who are inactive at 4% got down to 2% that means Facebook helps adolescents to be active in their communication after started using it which is not a threat to their carrier but helps improving their communication.

<b>Grades in studies before having Facebook account</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A+	19	19.0	19.0	19.0
	A	50	50.0	50.0	69.0
	A-	1	1.0	1.0	70.0
	B+	22	22.0	22.0	92.0
	B	2	2.0	2.0	94.0
	B-	2	2.0	2.0	96.0
	C	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

Table – 47

**Present Grades**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lowered than before	8	8.0	11.6	11.6
	Same as it was before	50	50.0	72.5	84.1
	Increased than before	4	4.0	5.8	89.9
	No Opinion	7	7.0	10.1	100.0
	Total	69	69.0	100.0	
Missing	System	31	31.0		
Total		100	100.0		

Table – 48

Tables 47&48 provide data on adolescents regarding their grades before and after start using Facebook. By comparing both the tables 8% of adolescents get lower grades than they used to get before start using Facebook; 50% remained same as it was before; 4% increased their grades after started using Facebook, this might be the case when adolescents use Facebook for study purpose they can use group chat to discuss their lessons and share their materials with each other and learn from each other through it. Though Facebook is not a threat to all adolescents' carrier 8% of them are caused getting lower grades than before which is a threat to their carrier.

<b>Specific time to use Facebook in a day</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	72	72.0	72.0	100.0
	Total	100	100.0	100.0	

Table – 49

<b>Specific time of usage FB in a day</b>					
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	Frequency	Percent
Valid	85	85.0
30 min	1	1.0
6am - 6:15am and 8pm - 8:20pm	1	1.0
9pm and 1 hour	1	1.0
After coming from college	1	1.0
After coming from the college	1	1.0
At evening	1	1.0
at free time	1	1.0
between 7-8 pm	1	1.0
during my free time	1	1.0
during travelling	1	1.0
Evening time 1 hr	1	1.0
For 3hrs in the evening	1	1.0
less than 1hr	1	1.0
When I am free	2	2.0
Total	100	100.0

Table – 50

As per the data provided by the above tables 72% of adolescents do not have a specific time to use Facebook whereas only 28% of them keep a specific time to use Facebook. The majority of adolescents do not have a specific time for using Facebook which tells that they do not limit their time to use it; this is because they might not be aware of it, or they like to use it all day long, and this can lead them to spend more time in Facebook without their knowledge of how much time they are spending on it and kill their time not accomplishing any task may lead to have chance to get into risk of being their carrier to be threatened.

### 3.1 CROSS TABULATIONS

Other part of the data analysis is cross tabulations where researcher compares questions and analyses data to identify who is affected more by using Facebook, following are the cross tables to identify the particular group of who is affected more.

<b>Priority before start using Facebook vs. Gender</b>				
Count		Gender		Total
		Male	Female	
What was your priority before start using Facebook	Education	21	17	38
	Meeting People	6	4	10
	Social Media	12	4	16
	Net Surfing	2	1	3
	No Opinion	9	9	18
	Education & Meeting People	3	1	4
	Education & Social Media	2	0	2
	Education & Net Surfing	0	2	2
	Education & No Opinion	0	1	1
	Meeting People & Social Media	0	3	3
	Social Media & Net Surfing	1	0	1
	Education & Meeting People & Social Media	1	0	1
	Meeting People & Social Media & Net Surfing	0	1	1
	<b>Total</b>		<b>57</b>	<b>43</b>

Table – 51

Based on the data provided in Table 50 males priority of education before start using Facebook was 21% whereas females at 17%; social media except Facebook used by males at 16% and females at 8%. It shows males give more priority to education and social media than females. The more they use anything the more they affected with either

it is education or social media. So, males tend to have priority in using social media than females.

Count		Income of Parents vs. money spend for recharge every month					
		How much do you spend for recharge every month					Total
		Below Rs.100	Rs. 100-200	Rs. 200-500	More than Rs.1000	None	
Income of Parents	1 Lakh p.a.	1	3	2	0	0	6
	1.5 Lakh p.a.	1	0	0	0	0	1
	10 Lakhs p.a.	0	0	1	0	0	1
	10,000 p.m.	3	0	1	0	1	5
	12,000 p.m.	1	0	0	0	1	2
	15,000 p.m.	4	0	1	0	0	5
	2 Lakhs p.a.	1	1	1	0	1	4
	2.5 Lakhs p.a.	0	1	0	0	0	1
	20,000 p.m.	0	0	1	0	1	2
	3 Lakh p.a.	0	1	1	0	0	2
	3,500 p.m.	1	0	0	0	0	1
	3.6 Lakhs p.a.	0	0	1	0	0	1
	30,000 p.m.	0	0	0	1	0	1
	4 Lakhs p.a.	1	0	0	0	0	1
	40,000 p.a.	1	0	0	0	0	1
	40,000 p.m.	1	1	1	0	0	3
	5 Lakhs p.a.	0	1	0	0	0	1
	5,000 p.m.	0	0	0	0	1	1
	50,000 p.m.	0	1	1	0	0	2
	6,000 p.m.	1	0	0	0	0	1
60,000 p.a.	1	1	0	0	2	4	
60,000 p.m.	1	0	1	0	0	2	
70,000 p.a.	0	1	0	0	0	1	

7000 p.m.	1	0	0	0	0	1
72,000 p.a.	0	0	0	0	1	1
72,000 p.m.	0	1	0	0	0	1
74,000 p.a.	1	0	0	0	0	1
75000 p.m.	1	0	0	0	0	1
8,000 p.m.	1	0	0	0	0	1
84,000 p.a.	1	0	0	0	0	1
9000 pm	1	0	0	0	0	1
Above 2 Lakhs p.a.	0	0	1	0	0	1
Below 1 Lakh p.a.	0	2	0	0	0	2
Below 10 Lakhs p.a.	0	1	0	0	0	1
Below 6 Lakhs p.a.	0	0	0	0	1	1
No Opinion	20	6	4	1	5	36
<b>Total</b>	<b>44</b>	<b>21</b>	<b>17</b>	<b>2</b>	<b>14</b>	<b>98</b>

Table – 52

Above table provides data comparing between recharge done by adolescents and the income of parents; 44% of adolescents do recharge below ₹100 despite of their parents income whereas 1% recharge above ₹1000 as his/her parents get high income. In the middle 17% of adolescents do spend ₹200 - ₹500 for recharge whose parents' income is below 10 lakh p.a. It can be inferred that the adolescents do not spend much for their recharge despite of their parent's income because of the Reliance Jio sims out there in the market providing free voice calls and 4G data and availability of free Wi-Fi in Vijayawada City limits. Though adolescents do spend very less for their recharge yet they consume more data every month.

<b>Extracurricular activities before start using Facebook vs. Using SNS</b>
Count

		Do you use Social Networking sites		Total
		Always	Sometimes	
How were your extracurricular activities before start using Facebook	Very Active	6	9	15
	Active	7	18	25
	Normal	14	41	55
	Inactive	0	0	0
	No Opinion	3	2	5
Total		30	70	100

Table – 53

Table 52 compares questions between state of extracurricular activities before start using Facebook and use of SNS. According to the information given in the table adolescents who are very active in their extracurricular activities use very less of SNS at 6% always and 9% sometimes, adolescents who are active in their extracurricular activities use more than the previous group at 7% always and 18% sometimes. But when we take adolescents who are normal at their extracurricular activities use SNS always at 14% and sometimes at 41% that means adolescents who are not actively participated in extracurricular activities use SNS more than any other group.

<b>Extracurricular activities after started using Facebook vs. Usage of SNS</b>				
Count		Do you use Social Networking sites		Total
		Always	Sometimes	
How are your extracurricular activities after started using Facebook	Very Active	6	4	10
	Active	5	19	24
	Normal	16	42	58
	Inactive	1	3	4



	No Opinion	1	3	4
Total		29	71	100

Table – 54

Above table compares questions between state of extracurricular activities after started using Facebook and use of SNS. As per the above table adolescents who are very active in their extracurricular activities use SNS very less at 6% always and 4% sometimes and adolescents who are active use SNS at 5% always and 19% sometimes respectively. But adolescents who are normal in their extracurricular activities use more SNS including Facebook always at 16% and sometimes at 42%. So, people who show normal interest towards extracurricular activities use SNS more than any other group.

<b>Communication with people before start using Facebook vs. Usage of SNS</b>				
Count		Do you use Social Networking sites		
		Always	Sometimes	Total
How was your communication with people before start using Facebook	Very Active	4	5	9
	Active	8	18	26
	Normal	14	44	58
	Inactive	1	3	4
	No Opinion	2	1	3
	Total		29	71

Table – 55

<b>Communication with people after started using Facebook vs. Usage of SNS</b>	
Count	

		Do you use Social Networking sites		Total
		Always	Sometimes	
How is your communication with people after started using Facebook	Very Active	4	5	9
	Active	8	28	36
	Normal	16	36	52
	Inactive	1	1	2
	No Opinion	0	1	1
<b>Total</b>		<b>29</b>	<b>71</b>	<b>100</b>

Table – 56

Tables 54&55 compares between adolescent’s communication with people before and after start using Facebook and using SNS both the tables shows that adolescents who are very active at their communication use less SNS at 4% always and 5% sometimes for before and after start using the Facebook; adolescents who are just active in their communication with people before using Facebook are at 8% always and 18% sometimes and after start using Facebook the number of adolescents who use sometimes got raised to 28% and the same is with who use always; adolescents who have communication at normal level use SNS always at 14% and sometimes at 44% before start using Facebook and after start using Facebook it has raised to 16% who use always and reduced to 36% who use sometimes. It is likely that adolescents who are normal at their communication use SNS more after they started using Facebook. It might be the reason that a notion among young people is that by using SNS they can improve their communication with people because of wider friendships across the world.

<b>Grades before having Facebook account vs. Usage of SNS</b>				
Count		Do you use Social Networking sites		Total
		Always	Sometimes	
	How were the grades in A+	8	11	19

your studies before having Facebook account	A	15	35	50
	A-	0	1	1
	B+	5	17	22
	B	0	2	2
	B-	0	2	2
	C	1	3	4
Total		29	71	100

Table – 57

<b>Grades in your studies after started using Facebook vs. Usage of SNS</b>				
Count		Do you use Social Networking sites		Total
		Always	Sometimes	
		Does using Facebook make any difference in your studies	Lowered than before	
	Same as it was before	15	35	50
	Increased than before	0	4	4
	No Opinion	2	5	7
Total		21	48	69

Table – 58

Tables 56&57 compare between adolescents' grades before and after start using Facebook and using SNS. As per the table 56 adolescents who use SNS always are at 15% and sometimes at 35% and their grades are at A whereas 17% of adolescent who use sometimes are having B+ grade. As per the Table 56 it seems that Facebook doesn't make any difference in the results of adolescents but when we compare with Table 57 adolescents who use SNS including Facebook always and sometimes lowered their grades to 4% respectively; whereas 15% and 35% always and sometimes got grades same as they used to get before start using Facebook. It can be inferred that using Facebook doesn't make much difference to everyone who uses it but 4% adolescents are affected by it.

<b>Bitter experiences by using Facebook vs. Usage of SNS</b>						
Count		Do you use Social Networking sites				
		Always		Sometimes		Total
		Yes	No	Yes	No	
Have you ever had any bitter experience by using Facebook	Yes	8	6	14		
	No	21	65	86		
Total		29	71	100		

Table – 59

As per the above table adolescents who use Facebook always get bitter experiences at 14% either they use Facebook always or sometimes whereas 86% never had bitter experiences either they use always or sometimes. It is likely that every 8 out of 29 who use Facebook always go through bitter experience and every 6 out of 71 who use Facebook sometimes also go through bitter experience, either it might be through cyber bullying or spam posts or messages of blackmailing or morphing pictures etc. would result in experience bitterness in Facebook.

<b>Usage of Facebook during your study time vs. Opinion on Facebook disturbing studies</b>						
Count		Do you agree that Facebook disturbs your study				
		Strongly Agree		No Disagree		Total
		Always	Sometimes	Disagree	Opinion	
Do you use Facebook during your study time	Always	1	2	1	1	5
	Sometimes	4	30	12	6	52
	Never	4	19	8	11	42

	No Opinion	0	0	0	1	1
Total		9	51	21	19	100

Table – 60

The table above compares the data between using Facebook during study time and disturbance to study. According to Table 59, 3% adolescents who use Facebook always agree that Facebook disturbs their study whereas 1% disagreed and 1% expressed no opinion. And 34% adolescents who use Facebook sometimes agree that Facebook disturbs their study whereas 12% disagree that Facebook disturbs study and 6% expressed no opinion. By this data we can understand 37% of adolescents who use Facebook during their study time either always or sometimes get disturbed by Facebook.

<b>Control over time spent on Facebook vs. No. of friends in FB</b>						
Count		How many friends do you have in your account				Total
		0-500	500-1000	1000-2000	2000-5000	
		Do you have control over time spent on Facebook	Always	39	3	
	Sometimes	28	4	4	1	37
	Never	6	0	0	1	7
	No Opinion	6	3	1	0	10
Total		79	10	7	4	100

Table – 61

Table 60 provides data on control over time spent on Facebook vs. number of friends in Facebook, based on the above table 39% adolescents who have below 500 friends always have control over time spend on Facebook whereas 6% never have control over their time spent on Facebook. When friends increased to 2000-5000 3% do have control over time spent on Facebook whereas 1% do not control his/her time spent on Facebook. In the middle adolescents who have friends between 500 and 2000 has always control over

Facebook at 5% where as 8% have control over sometimes. It seems that there is only 1% of adolescents are not able to control their time spent on Facebook, that tells that are addicted to it.

<b>Case Processing Summary</b>						
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Does using Facebook make any difference in your studies * Do you use Facebook during the exams season	69	69.0%	31	31.0%	100	100.0%

Table – 62

<b>Difference in your studies by using FB vs. Usage of Facebook during the exams season</b>						
Count		Do you use Facebook during the exams season				
		Always	Sometimes	Never	No Opinion	Total
		Does using Facebook make any difference in your studies	Lowered than before	0	5	3
	Same as it was before	5	26	19	0	50
	Increased than before	0	2	2	0	4
	No Opinion	0	3	3	1	7
<b>Total</b>		5	36	27	1	69

Table – 63

Above table compares data between using Facebook during exams season and difference they make in studies. As per the Table 62 adolescents who use Facebook sometimes during their exams season results in getting lower grades than before at 5%, whereas majority at 26% results same as they had earlier; also adolescents who use Facebook always during their exams season results in getting same as it was before at 5%. This tells using Facebook doesn't make big difference when they use Facebook during their exams

season. But it is not to be taken easily because 5% of adolescents get lower grades than before so, Facebook affects adolescents education at moderate level.

Count		Postings on your Facebook vs. Response when Facebook notification comes while you study					Total
		What do you do when a Facebook notification comes while you study					
		Check right away	Check after the study time	Check when you have free time	Never Check		
How often do you post on your Facebook Timeline	Regularly	6	2	2	4	14	
	Weekly	3	6	5	0	14	
	Bi-Weekly	2	0	1	0	3	
	Monthly	0	3	5	1	9	
	Rarely	12	8	21	19	60	
Total		23	19	34	24	100	

Table – 64

As per the data provided in the above table posting on Facebook timeline is compared with the Facebook notifications while studying. 6% of Adolescents who post regularly check notifications right away as soon as they get despite of their study time whereas 2% of them check after their study time; 2% check when they have free time and 4% never check their notifications. Adolescents who post something on their timeline rarely at 12% also checks notifications right away despite of their study time whereas 24% never check notifications during their study time despite of no. of posting that they post in Facebook.

This shows that people who post often in Facebook has a tendency to check right away and get disturbed in their studies.

Chatting with your Facebook friends vs. No. of friends in FB	
Count	

		How many friends do you have in your account				Total
		0-500	500-1000	1000-2000	2000-5000	
Do you chat with your Facebook friends	Always	13	3	3	3	22
	Sometimes	60	7	4	1	72
	Never	6	0	0	0	6
Total		79	10	7	4	100

Table – 65

Above table's data is concerned with chatting in Facebook and number of friends having in Facebook. As per the data provided in the Table 64 adolescents who have 0-500 friends always chat with their friends at 13% whereas adolescents who chat sometimes are at 60% and 6% never chat; adolescents who have friends between 500 and 1000 do always chat with their friends at 3%; sometimes at 7%; 3% always and 4% sometimes when they have friends between 1000 and 2000. And when adolescents have friends from 2000-5000 always do chat at 3% and, sometimes at 1%. This data shows that majority people chat sometimes when they have Facebook friends below 500. That means when people have selected friends at below 500 in their Facebook do chat more (about 79%) than any other group.

<b>Your state when FB is not used for couple of days vs. No. of days keeping yourself away from FB</b>				
Count		Can you keep yourself away from Facebook for couple of days		
		Yes	No	Total
If you don't use Facebook for couple of days how would you be	Missing Work/School	7	0	7
	Isolate yourself from the people	5	0	5
	Don't sleep well	1	0	1
	Crave for Facebook	4	0	4



	None	57	26	83
Total		74	26	100

Table – 66

Table 65 compares data between keeping self away from Facebook and how would they be if they keep themselves away from it. Data shows people who keep themselves away from Facebook results in missing the school at 7%; isolate themselves from people at 5%; do not sleep well at 1% and crave for Facebook at 4%. Results show that if adolescents keep themselves away from Facebook for longer time they end up with psychological and physiological problems; it means 17% of adolescents are affected by Facebook and addicted to it.

Case Processing Summary							
	Cases						
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
Do you regret for using Facebook for long hours * How often do you use Facebook	99	99.0%	1	1.0%	100	100.0%	

Table – 67

Regretting for using Facebook for long hours vs. Posting on Facebook Timeline							
Count		How often do you post on your Facebook Timeline					
		Regularly	Weekly	Bi-Weekly	Monthly	Rarely	Total
		y			y	y	
Do you regret for using Facebook for long hours	Always	3	2	1	0	8	14
	Sometimes	8	8	1	4	25	46
	Never	3	4	0	3	20	30
	No Opinion	0	0	1	2	6	9
Total		14	14	3	9	59	99

Table – 68

Often posting in Facebook is compared with regretting for using long hours in the above table, data shows adolescents who post regularly on their timeline regret always, sometimes and, never at 3%, 8% and, 3% respectively. Adolescents who post weekly regret always, sometimes and, never at 2%, 8% and, 4% respectively, and majority of adolescents who post rarely at 25% regret for using it for long hours. So, it can be drawn from the table that 60% of adolescents, who use Facebook for long hours either regularly or weekly or monthly do feel regretted either always or sometimes.

<b>Case Processing Summary</b>						
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	How often do you use Facebook * Does your father have Facebook account	100	100.0%	0	0.0%	100
How often do you use Facebook * Does your mother have Facebook account	99	99.0%	1	1.0%	100	100.0%

Table – 69

<b>No. of times using Facebook daily/weekly vs. Father having Facebook account</b>					
Count		Does your father have Facebook account			Total
		Yes	No		
How often do you use Facebook	Daily	Once	2	25	27
		twice	9	12	21
		Thrice	2	8	10
		Half day	4	7	11

	Weekly	Whole day	2	1	3
		Once	4	11	15
		Twice	0	3	3
		Thrice	0	3	3
		Four times	2	2	4
		whole week	0	3	3
Total			25	75	100

Table – 70

Above table represents data between having Facebook account by adolescent's father and often using Facebook. Data provides information that adolescents use Facebook when his/her father having account in Facebook at 25% either daily or weekly whereas adolescents use Facebook more when his/her father doesn't have Facebook at 75%. It might be the reason that his/her father is not educated or do not have smart phone to use; so adolescents get more freedom to use it. If his/her father is in Facebook he may check how much time his son/daughter is using Facebook this might be the reason that adolescents use often Facebook when their fathers do not use it. It is similar with the Table 70. Adolescents use Facebook at 91% when their mothers do not have Facebook.

<b>No. of times using Facebook vs. Mother having Facebook account</b>					
Count			Does your mother have Facebook account		
			Yes	No	Total
How often do you use Facebook	Daily	Once	0	27	27
		twice	4	17	21
		Thrice	1	9	10
		Half day	1	9	10
	Weekly	Whole day	0	3	3

	Once	1	14	15
	Twice	0	3	3
	Thrice	0	3	3
	Four times	0	4	4
	whole week	1	2	3
Total		8	91	99

Table – 71

After thorough analysis of the data which has been collected by the researcher, analyzed and provided in the above tables results that Facebook doesn't affect every adolescent who uses it but it does affect few in their education, few are addicted to it, few other face bitter experiences where they go through emotional trauma and still others' carrier is at risk. So, using Facebook affects adolescents education at some level.

## CHAPTER – 4

### IMPLICATIONS

In the previous chapter researcher brought data through questionnaires with 100 participants and analyzed them through SPSS software and brought results. Results show that using Facebook doesn't affect all adolescents who uses it but it does affect the study of around 14 in every 100 adolescents. Though everyone may not be affected by it but it does affect few adolescents' education, because 60% of adolescents agreed and asserted that Facebook disturbs their study; 14% go through emotional trauma for using Facebook; 8% get lower results by using it.

In this chapter researcher wants to discuss about the therapies that can help to deal with adolescents who are affected by Facebook and in the second part of this chapter

researcher will bring practical implications on how can we minimize the problem, what are the preventive steps that parents and adolescents have to take and the ways to protect them from addicting to it.

## **4.1 Therapeutic Approaches**

### **4.1.1 Identity vs. Role Confusion**

Erik Erikson a psychologist and psychoanalyst have developed theory on psychosocial development of human beings or it is also called as Erikson's eight stages of development. In his eight stages of development, fifth stage deals with adolescents and their identity vs. role confusion. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs and goals.<sup>102</sup> When we relate this concept to Facebook and through the FB adolescents want to be known by more people so they create FB accounts and finds friends and add them. Then they strive to be famous in it by posting interesting photos, videos, quotes, etc. but if the people don't respond to it they get discouraged, depressed and go through emotional imbalances.

*“The adolescent mind is essentially a mind or moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult.” (Erikson, 1963, p. 245)*

During adolescence the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in. This is a major stage of development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his

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<sup>102</sup> Sandra E. Hockenbury, Susan A. Nolan and Don H. Hockenbury, *Psychology*, 7<sup>th</sup> edn., (USA: Worth Publishers, 2015), 379.

identity and try to find out exactly who he or she is. Erikson suggests that two identities are involved: the sexual and the occupational.

According to Bee (1992), what should happen at the end of this stage is “a reintegrated sense of self, of what one wants to do or be, and of one’s appropriate sex role”. During this stage the body image of the adolescent changes. Erikson claims that the adolescent may feel uncomfortable about their body for a while until they can adapt and “grow into” the changes. Success in this stage will lead to the virtue of fidelity. Fidelity involves being able to commit one's self to others on the basis of accepting others, even when there may be ideological differences.<sup>103</sup>

During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society ("I don't know what I want to be when I grow up") can lead to role confusion. Role confusion involves the individual not being sure about themselves or their place in society. Here SNS makes adolescents to explore the world and connect with people around the world and helps to get an identity so, the adolescents tend to spend more time in SNS's which leads them to poorer performance in their studies and lead them to face depression, anxiety, etc. In response to role confusion or identity crisis an adolescent may begin to experiment with different lifestyles (e.g. work, education or political activities), here posting their pictures in different styles and posting exciting selfies to grab other's attention towards them becomes the habit neglecting their studies and career. Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness.

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<sup>103</sup> Saul McLeod, “Erik Erikson.”

#### 4.1.2 Person-Centered Therapy

It also known as Client-Centered Therapy at the beginning and it is a non-directive form of talk therapy that was developed by humanistic psychologist Carl Rogers in 1940s and 50s. Mental health professionals who utilize this approach strive to create a therapeutic environment that is conformable, non-judgmental and empathetic. Two of the key elements of client-centered therapy are:<sup>104</sup>

- *Non-Directive:* Therapists allow clients to lead the discussion and do not try to steer the client in a particular direction.

Here the counsellor should not steer communication and lead according to his ideology rather, he should allow the counselee to express whatever he wants to. Then the counselee will be free to express in his way.

- *Emphasizes unconditional positive regard:* Therapists show complete acceptance and support for their clients without casting judgment.

Here the counsellor when counselling an adolescent should not take the authority role but he should create an environment such as the counselee feels both are the same (no authority and sub-ordinate).

According to Carl Rogers, a Person-Centered therapist needs three key qualities:

##### 1. Genuineness:

The therapist needs to share his or her feelings honestly. By modeling this behavior, the therapist can help teach the client to develop this important skill.<sup>105</sup>

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<sup>104</sup> Robert L. Gibson and Marianne H. Mitchell, *Introduction to Counseling and Guidance, 7<sup>th</sup> edn.*, (New Delhi: PHI Learning Private Limited, 2010), 132.

<sup>105</sup> Shamekia Thomas, "Client-Centered Therapy by Rogers: Techniques & Definition," <http://study.com/academy/lesson/client-centered-therapy-by-rogers-techniques-definition-quiz.html> (accessed 24 March 2017).

## 2. Unconditional Positive Regard:

The therapist must accept the client for who they are and display support and care no matter what the client is facing or experiencing. Rogers believed that people often develop problems because they are accustomed to only receiving conditional support; acceptance that is only offered if the person conforms to certain expectations. By creating a climate of unconditional positive regard, the client feels able to express his or her true emotions without fear of rejection.<sup>106</sup>

Unconditional positive regard is accepting the counselee the way he/she is! The counsellor should not see him through different lenses – expecting him/her to be without mistake or blame! If the counsellor is a pastor he should not see his/her church adolescent as a sinner if he/she spends more time in FB and their studies are affected. The pastor should accept the way he/she is and develop unconditional positive regard with them so that the counselee feel more comforted to share his/her feelings without hesitation.

Rogers explained:

*"Unconditional positive regard means that when the therapist is experiencing a positive, acceptant attitude toward whatever the client is at that moment, therapeutic movement or change is more likely. It involves the therapist's willingness for the client to be whatever feeling is going on at that moment - confusion, resentment, fear, anger, courage, love, or pride...The therapist prizes the client in a total rather than a conditional way."<sup>107</sup>*

## 3. Empathetic Understanding

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<sup>106</sup> Kendra Cherry, "What Is Client-Centered Therapy?," <https://www.verywell.com/client-centered-therapy-2795999> (accessed 24 March 2017).

<sup>107</sup> [n.a.], "Client Centered Therapy (Person Centered Therapy)," <https://www.psychestudy.com/general/personality/client-centered-therapy> (accessed 23 March 2017).



The therapist needs to be reflective, acting as a mirror of the client's feelings and thoughts. The goal of this is to allow the client to gain a clearer understanding of their own inner thoughts, perceptions, and emotions.<sup>108</sup>

In this, the counsellor should keep his/her foot in the adolescent's shoe, so that he/she may understand the adolescent's exact feelings and emotions as they already effected by FB.

By exhibiting these three characteristics, therapists can help clients grow psychologically, become more self-aware, and change their behavior via self-direction. So, adolescent who has effected by FB become more self-aware of what he/she can do and change their hobby of using FB via self-direction. In this type of environment, an adolescent feels safe and free from judgment. Rogers believed that this type of atmosphere allows clients to develop a healthier view of the world and a less distorted view of themselves.

#### The Importance of Self-Concept:

Self-concept also plays an important role in Person-Centered therapy. Rogers defined '*self-concept as an organized set of beliefs and ideas about the self.*' The self-concept plays an important role in determining not only how people see themselves, but also how they view and interact with the world around them. Sometimes self-concept goes with reality, which Rogers referred to as congruence. In other cases, self-perceptions are sometimes unrealistic or not in tune with what exists in the real world. Rogers believed that all people distort reality to some point of degree, but when self-concept is in conflict with reality, incongruence can be alive. For example, a young boy might perceive himself as a strong athlete, despite the fact that his actual performance on the field reveals that he is not particularly skilled and could use extra practice. Through the process of Person-

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<sup>108</sup> [n.a.], "Rogers Three Characteristics/Attributes Needed for Client-Therapist Relationship," <http://web.cortland.edu/andersmd/ROGERS/char-a.html> (accessed 23 March 17).

Centered Therapy, Rogers believed that people could learn to adjust their self-concept in order to achieve congruence and a more realistic view of themselves and the world. For example, imagine a young woman who views herself as uninteresting and a poor conversationalist despite the fact that other people find her fascinating and quite engaging. Because her self-perceptions are not congruent with reality, she may experience poor self-esteem as a result. The Client-Centered approach focuses on providing unconditional positive regard, empathy, and genuine support in order to help the client reach a more congruent view of herself.<sup>109</sup>

In the counselling relationship, six conditions account for personality change in the client. These are derived from the Rogers presentation.<sup>110</sup>

1. Two people (a therapist and an adolescent) are in psychological contact.
2. The adolescent is experiencing a state of anxiety, distress, or incongruence.
3. The therapist (pastor/parent/friend) is genuine (truly himself or herself) in relating to the adolescent.
4. The therapist (pastor/parent/friend) feels or exhibits unconditional positive regard for the adolescent.
5. The therapist exhibits empathetic understanding of the client's frame of reference and conveys this understanding to the client.
6. The therapist succeeds to a minimum degree in communicating empathetic understanding and unconditional positive regard to the client.

Some of the changes expected from a successful utilization of this approach are these:

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<sup>109</sup> Raymond M. Bergner, "Self-concepts and Self-concept Change: A Status Dynamic Approach," <http://www.sdp.org/sdp/papers/selfconcept.html> (accessed 23 March 2017).

<sup>110</sup> [n.a.], "Client-Centred Therapy," <https://cgjj.wikispaces.com/Client-Centred+Therapy>, (accessed 24 March 2017).

- The person comes to see himself differently.
- He accepts himself and his feelings more fully.
- He becomes more self-confident and self-directing.
- He becomes more the person he would like to be.
- He becomes more flexible, less rigid, in his perceptions.
- He adopts more realistic goals for himself.
- He behaves in a more mature fashion.
- He changes in his maladjustive behaviors, even such a long-established one as chronic alcoholism.
- He becomes more acceptant of others.
- He becomes more open to the evidence, both to what is going on outside of himself, and to what is going on inside of himself.
- He changes in his basic personality characteristics in constructive ways.

Thus, Rogerian theory is optimistic in its view of humankind. Clients are seen as being basically good and possessing the capabilities for self-understanding, insight, problem solving, decision making, change, and growth. So, the researcher sees the Person-Centered Therapy can help adolescents who go through emotional trauma/emotional imbalances and feel low-esteem of themselves by using Facebook.

#### 4.1.3 Career Decision Making

In some ways, career development (and certainly career choices) can be viewed as a decision-making process. Clients who are unable to integrate knowledge about the self with occupational information will make sporadic progress in career choice. Helping

clients to develop refined decision-making skills is an essential dimension of occupational assistance.<sup>111</sup>

Some clients will come to career counselling aware of the skills involved in decision making. For others, knowledge may be absent or fragmentary, requiring the counselor to assess the client's level of decision making skills and provide appropriate information. As the data shows in chapter 3, some of the adolescent's lives are in threat by using FB, through this theory of career decision making adolescents can learn about their career plans/goals and be focused on them.

Most decision-making models contain several specific steps:<sup>112</sup>

1. *Defining the problem:* The counsellor (pastor/parent/friend) helps clients (adolescents) explore various aspects of a stated vocational issue. Specific counselling skills are used to elicit information, establish priorities, and crystallize salient points. It is essential that sufficient time be spent on this step because it will set the tone for future progress. Problem identification may need to be done at several stages in the process.

Adolescents who use Facebook for longer hours are in threat in terms of their career because as they spend more time on FB they neglect their studies, career and other things in their lives.

2. *Finding and using information:* Once the vocationally related problem (adolescents' problem by using FB) is identified, the counselor assists the client (adolescent) in gathering useful information. Sources might include testing; occupational, vocational and educational information; and a computer-assisted job

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<sup>111</sup> Jeffrey A. Kottler and David S. Shepard, *Counseling: Theories and Practices*, (New Delhi: Cengage Learning, 2008), 213-214.

<sup>112</sup> [n.a.], "Seven Steps in Decision Making," <http://the-happy-manager.com/tips/steps-in-decision-making/>, (accessed 25 March 2017).

search. The counselor must also help the client to use the information in an appropriate manner by interpreting tests, clarifying misunderstandings, and generating conclusions.

In the previous step counsellor (pastor/parent/friend) should help the adolescent to identify the problem, once the problem is identified what it is exactly then he/she can assist the adolescent to gather information regarding it through various forms for example testing vocational, educational and occupational information, CBT's etc.

3. *Creating alternatives:* In this step, the counselor and client (the pastor and adolescent) combine forces to identify as many alternatives as possible. Those that are clearly inappropriate are excluded, and the remaining alternatives are examined in the light of information on aptitudes, interests, values, and availability. This might be different for every adolescent who seeks counselling according to their problem.
4. *Developing plans:* In this stage, plans that may be either tentative or firm, depending on the client's needs are developed. The planning stage should be detailed and sequenced and should have contingencies built into it. This is a crucial step in decision making because it translates the information into action-oriented steps.
5. *Implementing plans:* Implementing and following through on plans are primarily the responsibilities of the client, although the counselor should be available for consultation and support. Sometimes clients experience difficulty at this stage, and the counselor should intervene to determine whether there are flaws in the plan or whether personal counselling is needed.

6. *Evaluating plans:* Evaluation helps the client to determine the effectiveness of the decision-making process and to feed results into a new problem formulation. Counselors should emphasize to clients that they are ultimately implementing a process as much as a specific decision. Vocational decision making is a lifelong undertaking that requires continual refinement and development.

Counselors must be familiar with the decision-making process both generally and specifically as it is applied to career decision making so they can identify particular problems in a client's decision-making style. Career counselling, however, must focus not only on decision-making skills but also on techniques to correct the embedded or underlying difficulties in making decisions. For example, a family systems approach may be appropriate for individuals whose pattern of enmeshment interferes with career decision making; for others who exhibit irrational beliefs and attitudes, cognitive restructuring may be indicated.

Career counselors must be flexible and insightful as they diagnose the multiple variables affecting career decision making and be versatile in designing treatment approaches for specific problems. The process of career education and vocational choice is highly complex. Counselors can help clients to perform this crucial lifework in a systematic and objective fashion, providing information and assistance at critical points. The ultimate goal of career education is to assist individuals in optimizing their resources and in making vocational choices that are likely to lead to job satisfaction and career development.

#### 4.1.4 Reality Therapy

William Glaser is credited as the founder of reality therapy, which reflected his dissatisfaction with contemporary psychoanalytic theory. It is an essentially didactic

approach that stresses problem solving, personal responsibility, and the need to cope with the demands of a person's "reality." Reality theory is based on the assumption that all individuals need to develop an identity, which can be either a "success identity" or a "failure identity."<sup>113</sup>

Reality therapy focuses on the current issues affecting a person seeking treatment rather than the issues that person has experienced in the past, and it encourages that person, through therapy, to change any behaviour that may prevent him/her from finding a solution to those issues. The counselor's (Pastor's) job is to become highly involved with the client (adolescent) and to encourage motivation toward a plan of responsible action that will lead to constructive behaviour change and a "success identity." In chapter 3 data shows that adolescent when start using FB forget about their important assignments and end up in surfing over FB, this shows that adolescents are being irresponsible about their studies and career. The reality-therapy approach is active, directive and cognitive, with a strong behavioural emphasis that makes use of contingency contracting. The counsellor (pastor/parent/friend) assumes simultaneous supportive and confrontational roles with clients (adolescents). This type of therapy encourages problem solving, and it is based on the idea that people experience mental distress when their basic psychological needs have not been met. These needs are:<sup>114</sup>

- *Power*: A sense of winning, achieving, or a sense of self-worth. As per the data collected some of the adolescents want to get more likes for their post in Facebook and that shows them the self-worth and if they don't get respondents said that they go through emotional imbalances feeling rejected, neglected, etc.

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<sup>113</sup> J Gergen Kenneth, *Therapeutic Realities: Collaboration, Oppression and Relational Flow*, (New York: CSS Publishing Company, 2001), 150.

<sup>114</sup> [n.a.], "Reality Therapy," <http://www.goodtherapy.org/learn-about-therapy/types/reality-therapy>, (accessed 25 March 2017).

- *Love and Belonging:* To a family, to a community, or to other loved ones.
- *Freedom:* To be independent, maintain your own personal space, autonomy. In FB adolescents have freedom to express whatever they want to but if someone comments on them negatively they feel depressed and go through emotional imbalances.
- *Fun:* To achieve satisfaction, enjoyment and a sense of pleasure. Adolescents use Facebook to have fun with their friends but if some online predator catches them while connecting with unknown people in FB that leads them to anxiety, depression, etc.
- *Survival:* Basic needs of shelter, survival, food, sexual fulfilment.

The fact that everyone is at all times striving to meet these basic needs is at the heart of reality therapy. When a person feels bad, reality therapists hold, it is because one of the five needs have not been fulfilled. People participating in reality therapy might learn ways to be more aware of any negative thoughts and actions that may prevent them from meeting their needs, as according to the tenets of reality therapy, changing one's actions may have a positive effect on the way that individual feels and on his or her ability to attain desires. These changes ideally take place through the use of Glasser's Choice Theory, which uses questions such as "What are you doing/what can you do to achieve your goals?"

#### Therapeutic Process:

In reality therapy, the therapist (Pastor/Parent/Friend) might begin the therapeutic process by guiding a person's attention away from past behaviors in order to focus on those that occur in the present. That means leading adolescent from their past effects of Facebook to focus on their studies and career now. Present needs are what are relevant, as they are the needs that can be satisfied. Reality therapists also tend to not focus on a person's



symptoms, as Glasser believed that symptoms of mental distress manifest as a result of a person's disconnection from others<sup>115</sup> i.e. when adolescents go through emotional trauma such as cyber bullying, blackmailing by online predators, etc. will disconnect adolescent's from their studies and career.

Individuals who enter reality therapy generally have a specific issue of concern, and the therapist may ask the individual to consider the effects that his/her behavior has on that area, helping that person to focus on things he or she can actually change, not things that are outside his or her control. In reality therapy, what is important is what the person in therapy can control, and by understanding one's own needs and desires and developing a plan to meet those needs while refraining from criticizing or blaming others, reality therapists believe that a person may be able to form, reform, or strengthen connections with others.<sup>116</sup>

#### Role of the Therapist:

Because reality therapy seeks to treat individuals who experience difficulty in their relationships with others (because the data shows that the relationships in FB are not trustworthy – most of the respondents have agreed with it), forming a connection with the therapist is considered to be an important beginning in reality therapy. This connection is considered by reality therapists to be the most important dynamic in facilitating healing. Once this relationship is stable, it can be used as a model to form fulfilling connections outside of the therapy environment.<sup>117</sup>

Those in therapy might learn how to best strengthen relationships outside of therapy while in the “safe” therapeutic relationship, and they may be able to expand on those

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<sup>115</sup> [n.a.], “Reality Therapy.”

<sup>116</sup> [n.a.], “Reality Therapy.”

<sup>117</sup> William Glasser, *Reality Therapy: A New Approach to Psychiatry*, (New York: Harper & Row Publishers, 1965), 156.

methods in daily life very easily. Reality therapists hold that when a person in therapy can employ the behaviors, actions, and methods developed through therapy in life successfully, they will often be able to improve external relationships and experience a more fulfilling life.

Reality therapy is considered to be an effective therapeutic strategy for addressing many issues, but it may be especially valuable in treating sensitive problems. This form of therapy can help bridge the gap between intolerance and ignorance through education and equality, often resulting in a more unified community or organization.

#### 4.1.5 Cognitive Behavior Therapy (CBT)

Cognitive Behavioral Therapy (CBT) is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behavior that are behind people's difficulties, and so change the way they feel. When adolescents use Facebook they post something on their timeline and expect likes to come from particular people also from everyone if, they don't get likes as they expected then they start to feel neglected, rejected and discouraged according to the data provided in chapter 3. It is used to help treat a wide range of issues in a person's life, from sleeping difficulties or relationship problems, to drug and alcohol abuse or anxiety and depression. CBT works by changing people's attitudes and their behavior by focusing on the thoughts, images, beliefs and attitudes that they held (a person's *cognitive processes*) and how these processes relate to the way a person behaves, as a way of dealing with emotional problems. It combines two very effective kinds of therapy – cognitive therapy and behavior therapy.<sup>118</sup>

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<sup>118</sup> Judith S. Beck, *Cognitive Behavior Therapy: Basics and Beyond*, 2<sup>nd</sup> edn., (New York: Guilford Press, 2011), 2.

There are several possible theories about how it works, and clients often have their own views. Perhaps there is no one explanation. But CBT probably works in a number of ways at the same time. The following illustrates the ways in which CBT can work:

*Learning coping skills:*

CBT tries to teach people skills for dealing with their problems. Someone with anxiety may learn that avoiding situations helps to fan their fears. Confronting fears in a gradual and manageable way helps give the person faith in their own ability to cope. Someone who is depressed may learn to record their thoughts and look at them more realistically. As adolescents use Facebook someone can comment negatively on his/her post and that may bring anxiety or a online predator can morph their pictures making them nude or semi-nude and start blackmailing him/her and in that situation they are feared and depressed. So, this therapy can help them to break the downward spiral of their mood. Someone with long-standing problems in relating to other people may learn to check out their assumptions about other people's motivation, rather than always assuming the worst.<sup>119</sup>

*Changing behaviors and beliefs:*

A new strategy for coping can lead to more lasting changes to basic attitudes and ways of behaving. The anxious client may learn to avoid avoiding things! He/she may also find that anxiety is not as dangerous as they assumed. Someone who's depressed may come to see themselves as an ordinary member of the human race, rather than inferior and fatally

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<sup>119</sup> Ben Martin, "Cognitive Behavioral Therapy," <https://psychcentral.com/lib/in-depth-cognitive-behavioral-therapy/>, (accessed 25 March 2017).

flawed. Even more basically, they may come to have a different attitude to their thoughts – that thoughts are just thoughts, and nothing more.<sup>120</sup>

*A new form of relationship:*

One-to-one CBT brings the client into a kind of relationship they may not have had before. The ‘collaborative’ style means that they are actively involved in changing. The therapist seeks their views and reactions, which then shape the way the therapy progresses. The person may be able to reveal very personal matters, and to feel relieved, because no-one judges them. He or she arrives at decisions in an adult way, as issues are opened up and explained. Each individual is free to make his or her own way, without being directed. Some people will value this experience as the most important aspect of therapy.<sup>121</sup>

*Solving life problems:*

The methods of CBT may be useful because the client solves problems that may have been long-standing and stuck. Someone anxious may have been in repetitive and boring job/studies, lacking the confidence to change. A depressed person may have felt too inadequate to meet new people and improve their social life,<sup>122</sup> as of the data shown in the chapter 3 adolescents who use FB for longer hours are addicted to it and lack social relationships as they do spend more time using FB and forget outer world causes them to poorer social relations. By this therapy someone stuck in unsatisfactory relationships may find new ways of resolving disputes. CBT may teach someone a new approach to dealing with problems that have their basis in an emotional disturbance.

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<sup>120</sup> [n.a.], “Cognitive Behavioral Therapy,” <http://www.nhs.uk/conditions/Cognitive-behavioural-therapy/Pages/Introduction.aspx> (accessed 25 March 2017).

<sup>121</sup> Paul Blenkiron, “Cognitive Behavioural Therapy,” <http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/cognitivebehaviouraltherapy.aspx> (accessed 25 March 2017).

<sup>122</sup> Mayo Clinic Staff, “Cognitive Behavioral Therapy,” <http://www.mayoclinic.org/tests-procedures/cognitive-behavioral-therapy/home/ovc-20186868> (accessed 25 March 2017).

The following are the theories/concepts and skills that one should require to treat adolescents who are affected/effectuated by Facebook:

Theory or Concept	Skills Required
Non-Directive	Unconditional Positive Regard
Self-Concept	Genuineness
Assessing the Client's level of decision making	Empathetic Understanding
Providing appropriate information	Providing appropriate information
Spending enough time with adolescents	Problem Identification
Active, Directive and Cognitive	Interpretation of the tests
Guidance	Developing plans
Conceptualization	Cognitive formulation
Identity	Analysis

## 4.2 Practical Concepts:

### 4.2.1 Time Management

The modern concept of time management - the act of planning the amount of time you spend on which activities - really began with Frederick Taylor's scientific management techniques. His goal was to increase worker productivity. In 21<sup>st</sup> century it is applicable to students too because the researcher has found through the data (Chapter 3) that FB

truncates adolescent's time to study. Thus, the time management is necessary for adolescents to increase their performance in their studies.

Time management has come up as a subject in the management field to reach the goal of increasing productivity in employees and performance of the students. To manage time one should understand their work profiles that they have in routine. As of the researcher's focus, let us consider about social media which includes FB. Most of the adolescents give more time for using FB and forget about their studies as they dive into it. So, time management is crucial for adolescent's education and career.

There are several articles available in internet on how can we minimize our time spent on Facebook; before we go into it first, we need to know how much time we are exactly spending on Facebook! And to know how much time we are on each app, there have been several applications developed for both PC and mobile, among which...

*Desktime*<sup>123</sup> is popular software for PC and mobile to track once time spent on each app. It gives daily and monthly reports on how much time we have used our applications throughout the day, this is mainly used for MNC's to track their employees work profile every day.

*K9 Web Protection*<sup>124</sup> is computer based application to block certain websites from accessing. It is a free Internet filter and parental control software for home Windows or Mac computer. K9 puts users in control of the Internet so parents can protect their kids. K9 blocks websites in more than 70 categories, including pornography, gambling, drugs, violence, hate, racism, malware/spyware, phishing, helps to do safe search in all major search engines, helps to set time restrictions to block web access during designated times also helps to view easy reports to monitor and control web activity.

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<sup>123</sup> <https://deskttime.com/>

<sup>124</sup> <http://www1.k9webprotection.com/>

*iFreeFace*<sup>125</sup> enables you to stop Facebook addiction, limit distracting websites, emails and games, improve concentration and stay focused so that you have more time to spend studying and improving your grades. It's a PC-based, self-discipline app. By staying focused each day and blocking distractions such as Facebook, you can free up to two weeks a year. Imagine how much more productive you could be if you were concentrating every time you're online.

And there are many website blockers, time trackers and other third party softwares available on the internet. Anyone can download them freely and install in your PC or mobile to truncate the usage of Facebook and manage their time using for the things which can build their career.

#### 4.2.2 Being Wise while using SNS

Online predators always lurks at female adolescents to grab them into their nets by getting female's pictures from their time lines in Facebook and morph them through photo editing applications such as Adobe Photoshop make them nude or semi-nude edit their pictures as if they are spending privately with a male then send back those edited pictures to the same female and blackmail them to spend private time with them. So, it better for females than males not to post pictures on timelines but if you desperately want to post your pictures on your Facebook timeline resize your picture by using *Image Resizer for Windows*<sup>126</sup> for PC and *Photo Compress*<sup>127</sup> for Android users and *PhotoShrinker*<sup>128</sup> for iPhone and iPad.

As SNS such as FB sucks the time of study adolescent should be very cautious about the usage of Facebook because the results shows some of the adolescents' studies are

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<sup>125</sup> [http://download.cnet.com/iFreeFace/3000-20415\\_4-75449805.html](http://download.cnet.com/iFreeFace/3000-20415_4-75449805.html)

<sup>126</sup> <https://imageresizer.codeplex.com/> (which reduces the pixels of the photo so, when we zoom in the picture won't give good clarity and online predators can't edit them).

<sup>127</sup> Available in Google Play Store – It also helps to reduce photo pixels and makes pictures very small.

<sup>128</sup> Available in App Store - It also helps to reduce photo pixels and makes pictures very small.

being affected by it. The following methods can help adolescents not being affected by it:

- No Facebook during study time! Use website blocker to block Facebook during study time.
- Turn game requests off permanently so that they won't annoy you. You don't need to spend your time joining the mafia, building a farm, or finding out which Disney Princess you are. However, if you would like Facebook to be your online gaming platform, that is certainly up to you.
- Do not engage in comment war with someone on different posts, that wastes your time and keep you checking Facebook again and again...Internet is a mean place. If you engage in a comment war with someone on Facebook then you will spend lot of time in arguing with them and you will think about it even when you are doing something else. Instead you can just ignore the haters and do other more important things in your life.
- Only login into Facebook once in a day when you get leisure time. Don't use Facebook throughout the day lest it consumes your valuable time and distracts you from your important works. Limit your time! Though you limit yourself for using Facebook once in a day that can suck your valuable time. So, limit your time to one hour or half an hour according to your convenience. Take a commitment for yourself on how much time do you spend on Facebook. If you cannot keep control of yourself use applications like *minutesplease.com*<sup>129</sup> and *Leech Block*<sup>130</sup> Add-on for the Firefox users.

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<sup>129</sup> <http://minutesplease.com/> (It is a third party tool to control your web time, when you give input on how much time you want to spend in a website, this tool allows you to use the website (which you want to limit yourself using it) for the time you have given input and closes the website when time finishes.



## CONCLUSION

Facebook is the world's largest social networks where people check in with their "friends" via Facebook's website or app on a regular or semi-regular basis. Especially adolescents are hooked to it as the part of their daily life. By using this Facebook for longer periods of time and with a high frequency, students develop a trend to use it as an enabler for procrastination. They still can't see to which extent it is compromising their social interactions, but when it becomes a threat to their performances in their studies the results will be very important due to the consequences this could have on the academic level of their courses and the economy.

To find how the FB affects adolescents researcher used the method of quantitative research because it is a practical problem related to the individuals so, researcher has developed a questionnaire through which he collected data from one hundred adolescents (50 males and 50 females) from around ten churches in Vijayawada. Researcher also used SPSS software to analyse the data and to bring out the results to know how it is affecting adolescents and who are majorly affected by it. Also the researcher used therapeutic approaches to deal with the adolescents who are effected by using Facebook and to help counsellors/pastors/parents what methods to use and how to use those methods to deal with the effected adolescents.

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<sup>130</sup> *Leech Block* is a simple free productivity tool designed to block those time-wasting sites that can suck the life out of your working day. All you need to do is specify which sites to block and when to block them. You can specify up to six sets of sites to block, with different times and days for each set. You can block sites within fixed time periods (e.g., between 9am and 5pm), after a time limit (e.g., 10 minutes in every hour), or with a combination of time periods and time limit (e.g., 10 minutes in every hour between 9am and 5pm). You can also set a password for access to the extension options, just to slow you down in moments of weakness! (<https://addons.mozilla.org/en-US/firefox/addon/leechblock/>).

In Chapter 1 researcher brought why study on Facebook and explained the problems that Facebook is threat to the adolescent's career and concluded that the study is necessary to protect adolescent's study life and their career. In chapter 2 researcher cleared the term and definitions, that Facebook is a SNS that brings everyone under one platform to be connected with each other and exchange information between each other, etc. also about the adolescents that they vulnerable and it's a time to focus on them as they are the future of our nation. The researcher goes on define what pastoral counselling is all about and it's important. Chapter 2 takes to the in-depth study on adolescents and their traits, attributes, characteristics, and their pros and cons, etc. in this the researcher concluded that adolescents are to be taken care as they are easily be trapped and get into the net of internet according to their traits. In chapter 3, researcher brought data collected from one hundred adolescents from various churches in Vijayawada and he analyzed through SPSS software to derive results. Major findings of the data analysis shows that adolescents who use Facebook for longer hours are being affected in their study at 14% of every adolescent. Though everyone may not be affected by it but it does affect few adolescents' education, because 60% of adolescents agreed and asserted that Facebook disturbs their study; 14% go through emotional trauma for using Facebook; 8% get lower results by using it. And in the final chapter researcher brought therapies which can be used to deal with the adolescents who are effected by Facebook. They are Person-Centered Therapy by Rogers which is non-directive and shows unconditional positive regard and un judgemental which can make the adolescent to find out his/her own capabilities, the second is Career Decision Making Theory as adolescents' studies are being affected by Facebook and their careers are in threat. Researcher explains the Career Decision Making Therapy can help adolescents to derive their career plans and have focus on them to have better carriers. The third is Reality therapy which leads adolescents to understand the

reality and help them to come out from their previous grievances and depression, anxiety and other multiple problems. And the last therapy that the researcher brought is Cognitive Behavioural Therapy to bring adolescents out of what they feel based on their difficulties, as using Facebook brings difficulties to adolescents and this therapy deals with this issue. And at the end of the chapter – 5 researcher have given practical implications that adolescents should have time-management, lack of time-management in adolescents leads to less concentrate upon their studies and more concentrate upon using Facebook. So, truncating the usage of Facebook with the help other apps or softwares is one of the ways to minimize time spent on Facebook, and acting wise when using it by organizing the settings and posting less resolution pictures makes online predators to overlook adolescents profiles and from cyber bullying.

Using Facebook doesn't affect/effect every adolescent who uses it but it has some serious effects on the adolescents who use it for longer hours. Though it is positive in its approach to connect people from everywhere to a single person but it wastes the time of its users. Anything which is used overly brings negative results than the positive thus; using Facebook by adolescents should be in limit with limited time and place.

## **APPENDIX – 1**

Following is the questionnaire given to participants to identify how FB does affects adolescents.

Introduction of the questionnaire:

Dear Friend,

I am A Manikanta Sai pursuing Master of Theology in Pastoral Care and Counseling at Centre for Contemporary Christianity, Bangalore. Facebook in the 21<sup>st</sup> century has become the part of most people's date-to-day lives from young age to old. It has a greater impact on the people who use it. This research is based upon the assumption that 'Facebook has an impact on the education of students' to prove this I have selected your group as part of my investigation and I request your cooperation and honest response to all the questions in the questionnaire. I assure you that the information given by you will be kept strictly confidential. I shall be grateful to you for your kind support.

## **QUESTIONNAIRE**

### **Demographic and Personal Details:**

1. Age: \_\_\_\_\_

2. Course and Year: \_\_\_\_\_
3. Gender: Male  Female  Transgender
4. Church Name: \_\_\_\_\_
5. Denomination of your Church: \_\_\_\_\_
6. Father's Occupation: \_\_\_\_\_
7. Mother's Occupation: \_\_\_\_\_
8. Income of Parents: \_\_\_\_\_
9. Does your father have Facebook account: Yes  No
10. Does your mother have Facebook account: Yes  No
11. What kind of house that you live in?
- Own House :
- Flat in an Apartment  Individual Building  Thatched  
House  Roofing Sheet House
- Rented House :
- Flat in an Apartment  Individual Building  Thatched  
House  Roofing Sheet House
12. How many siblings do you have
- One  Two  Three - Four  More than Four  None
13. Does your siblings have Facebook accounts:
- All of them  Some of them  None of them  No Opinion
14. What type of institution you are studying:
- Government  Private
15. How much pocket money do you get every month
- Below ₹100  ₹100-₹500  ₹500-₹1000  More than ₹1000
16. Do you work yourself for your education fee: Yes  No

Why and how much? \_\_\_\_\_

17. Do you work yourself for your pocket money: Yes  No

Why and how much? \_\_\_\_\_

### General Details:

18. What Electronic Gadgets do you own:

Smart Phone  Iphone  Tablet  Ipad  Laptop

PC  Other: \_\_\_\_\_

If you own any of them, do you carry it to College?

Yes  why: \_\_\_\_\_

No  why: \_\_\_\_\_

19. How much internet data you consume every month

Below 500MB  500MB-1GB  1-2GB  2-5GB

More than 5GB

20. How much do you spend for recharge every month

Below ₹100  ₹100-₹200  ₹200-₹500  More than ₹1000

None

21. Do you use Social Networking sites:

Always  Sometimes  Never  No Opinion

22. Which Social Network do you like most:

Facebook  Whatsapp  Twitter  Other: \_\_\_\_\_

Reason: Familiar  User Friendly  Most people use it

Informative  Gives Social Awareness  Connects Everyone

23. Purpose of using Facebook:

- To be in touch with childhood friends       To know the updates of others   
To have frequent chats with friends     To have group chat     For New Friends   
Entertainment       For Awareness     For Time pass     Other: \_\_\_\_\_

24. How do you use Facebook:

- Smart Phone       iPhone       Tablet       iPad       Laptop   
PC       Other: \_\_\_\_\_

**Account Details:**

25. How many Facebook accounts do you have:

- One       Two       Three       More \_\_\_\_\_

26. How long are you using Facebook:

- Less than a Year       For 2 years       For 3 Years   
More than 3 Years

27. Who introduced Facebook to you?

- Friends       Parents       Neighbours       Other: \_\_\_\_\_

28. What name do you use for your account in Facebook:

- Your actual name       Pet name       Celebrities name   
Others: \_\_\_\_\_

If you do not use your actual name, why?

- Don't like to reveal yourself       Want to hide yourself from people   
Not to be distracted by people       For the security purpose

29. What profile picture do you keep for your account:

Your Actual Picture  Why\_\_\_\_\_

Celebrities Picture  Why\_\_\_\_\_

Natures Picture  Why\_\_\_\_\_

Others \_\_\_\_\_Why\_\_\_\_\_

30. How often do you change profile pictures :

Regularly  Weekly  Bi-Weekly  Monthly  Rarely

31. How often do you use Facebook:

Daily: Once  Twice  Thrice  Half Day  Whole Day

Weekly: Once  Twice  Thrice  Four times  Whole Week

32. How often do you post on your Facebook Timeline:

Regularly  Weekly  Bi-Weekly  Monthly  Rarely

33. What type of postings do you post on your Timeline:

Photos  Videos  Questions  Quotes  Contests

Trivia  Educational  Religious  Political  Ecological

34. How often do you like others posts:

Regularly  Weekly  Bi-Weekly  Monthly  Rarely

35. How many times do you check Facebook per hour of online activity?

Below 5 times  5-10 times  10-20 times

Above 20 times

36. How often do you comment on others posts:

Regularly  Weekly  Bi-Weekly  Monthly  Rarely

**Friends:**



37. How many friends do you have in your account:

0-500       500-1000       1000-2000       2000-5000

38. How often you add new friends:

Always       Sometimes       Never       No Opinion

39. Do you check posts of your friends:

Always       Sometimes       Never       No Opinion

40. Do you take time to comment on your friends posts:

Always       Sometimes       Never       No Opinion

41. Do you chat with your Facebook friends:

Always       Sometimes       Never       No Opinion

If yes, how much time do you spend for chatting \_\_\_\_\_

42. In your account who is more in number

Friends you know personally       Friends you know partially

Friends you haven't met       Friends you do not know at all       Other: \_\_\_\_\_

43. What gender do you have more in your account:

Male  Why \_\_\_\_\_

Female  Why \_\_\_\_\_

Transgender  Why \_\_\_\_\_

44. What do you do when you get friend request from an unknown person:

Learn about the person and accept       Just accept       Reject

Mark as spam

### **Posts and Comments:**

45. Do you post your pictures on your Timeline:

Always       Sometimes       Never       No Opinion

46. When you post something on your timeline, do you expect more likes?

Always       Sometimes       Never       No Opinion

47. If you don't get more likes for your posts in Facebook how do you feel:

Discouraged       Rejected       Never mind       No Opinion

48. How do you feel when you get negative comments to your posts?

Discouraged       Rejected       Never mind       No Opinion

49. Do you take risks to post exciting selfies on your Facebook wall?

Always       Sometimes       Never       No Opinion

50. Have you ever had any bitter experience by using Facebook:

Yes       No

If Yes, Describe it below:

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51. Do you keep chat box offline while you surf in Facebook:

Always       Sometimes       Never       No Opinion

If yes, why \_\_\_\_\_

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52. Do you like to create another Facebook account with another name:

Yes       No

If Yes, Why \_\_\_\_\_

53. Are you using Facebook same as you were using in the beginning:

Same as before       Limited       Rarely       No Opinion

54. How far the friendships in Facebook are trustworthy:

Fully                   Somehow                   Not at all                   No Opinion

55. Do you find time to meet friends personally:

Regularly                   Frequently                   Rarely                   No Opinion

56. What do you say about Facebook in your own words:

Positive                   Negative

Why \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Impact on Education:**

57. What was your priority before start using Facebook:

Education                   Meeting People                   Social Media   
Net Surfing                   No Opinion

58. How do you used to spent your leisure time before start using Facebook

With Friends                   Shopping                   Visiting New Places   
Other \_\_\_\_\_

59. How were your extracurricular activities before start using Facebook

Very Active     Active     Normal     inactive     No Opinion

60. How was your communication with people before start using Facebook

Very Active     Active     Normal     inactive     No Opinion

61. How were the grades in your studies before having Facebook account

A+                   A                   A-                   B+                   B                   B-                   C

62. Do you use Facebook during your study time:

Always                   Sometimes                   Never                   No Opinion

63. Do you agree that Facebook gives relaxation when you are hectic with your assignments:

Strongly Agree       Agree       Disagree       No Opinion

64. Do you use Facebook during the exams season:

Always       Sometimes       Never       No Opinion

If you use, how much time do you spend?

Below 1hr       1-2hrs       3-5hrs       other \_\_\_\_\_

65. What do you do with your Facebook while you study

Keep it active       Turn off       Keep in silent mode       No Opinion

66. How much are you able to concentrate on your studies when your Facebook account is on during your study time

High       Medium       Less       No Opinion

67. What do you do when a Facebook notification comes while you study

Check right away       Check after the study time

Check when you have free time       Never Check

68. What do you do when a message comes from your friend while you study

Reply right away       Reply after the study time

Reply when you have free time       Never Check

69. Do you agree that Facebook disturbs your study?

Strongly Agree       Agree       Disagree       No Opinion

Reason:

---

70. Do you agree that using Facebook reduces your time to study

Strongly Agree       Agree       Disagree       No Opinion

71. Do you regret for using Facebook for long hours

Always       Sometimes       Never       No Opinion

72. Do you have control over time spent on Facebook

Always       Sometimes       Never       No Opinion

If Yes, How does it effect on studies

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73. Do have a specific time for using Facebook in your daily schedule

Yes       No

If Yes, what time and how long you use

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74. Do you learn the things that benefit you by using Facebook

Always       Sometimes       Never       No Opinion

75. What is your priority after started using Facebook

Education       Meeting People       Social Media

Net Surfing       No Opinion

76. How are you spending your leisure time after started using Facebook

With Friends       Shopping       Visiting New Places

Other \_\_\_\_\_

77. How are your extracurricular activities after started using Facebook

Very Active     Active     Normal     inactive     No Opinion

78. How is your communication with people after started using Facebook

Very Active     Active     Normal     inactive     No Opinion

79. Does using Facebook make any difference in your studies:

Highly       Medium       Less       No

If Yes, How are your grades now?

Lowered than before  Same as it was before

Increased than before  No Opinion

80. If you don't use Facebook for couple of days how would you be?

Missing Work/School  Isolate yourself from the people

Don't sleep well  Crave for Facebook  None

81. Can you keep yourself away from Facebook for couple of days

Yes  No

If yes, How long can you be away from Facebook? \_\_\_\_\_

82. How should Church contribute to you regarding using Facebook

83. Do you think that Church has a responsibility of giving awareness to the people regarding Facebook

84. What do you expect from church regarding this issue

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