Chapter- II
REVIEW OF LITERATURE
CHAPTER 2  
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Social Network Sites have been defined as web based services that, within a bounded system, enable individuals to construct a semi-profile and articulate a list of other users with whom they share connections and views. Another given definition of SNSs is an online community of Internet users who want to communicate with other users about areas of mutual interest. The term “networking” emphasizes relationship initiation between strangers, which is one of the main activities of SNSs users. Examples of SNSs include: Twitter, Friendster, MySpace (popular with the music/party community), Facebook (popular with the college community), Orkut and many others.

The majority of SNSs users are young people, who have been called ‘Digital Natives’. The most common users are students in higher education. They often use SNSs to stay in touch with their friends or bolster existing connections rather than developing new connections. This usage exposed the potential for SNSs to be a medium for online learning that would be more valuable than conventional e-learning platform if the activities of e-learning could be closely integrated into the features of SNSs.

The literature review shows the diverse approaches, theories, concepts and opinions elicited by researchers. By review literature a researcher can identify the research gap with the available studies which paves him the way for future investigation. it also provides an insight regarding dealing with the research problem, methodology for the present study. Review literature provides a strong theoretical base which carries a great value for the research and through review literature a
The researcher can critically summarize the previous studies related to the area of investigation.

For the present study, reviews from past 10 years are collected through various sources like peer-reviewed journals, books, internet sources and presented in chronological order.

The review was done under the following categories:

- Social network usage and academic achievement among adolescents
- Social network usage and creativity
- Social network usage and Emotional maturity
- Social network usage and play activities

**Reviews on Social network usage and Academic performance**

In this section, literature review in connection with the influence of social network site usage and its impact on academic performance among the adolescents are focused.

Alahmar (2016) study aimed at studying the impact of social media on impact time of the academic performance of the medical students of Iraq. To achieve the same, 57 medical students were administered with an online questionnaire which aimed to assess type of social media used, frequency of use and time spent by participants per hour on social media sites. The findings indicated that the frequency of use was correlated with their academic performance. The average time spent on social media was 5.07 ± 2.93 hours a day, and further, it was observed by the researcher that nearly 42% of the students using social media sites reported using social media sites had positive effects on their academic performance.
Michikyan, Subrahmanyam and Dennis (2015) aimed at studying the use of Facebook on academic performance among college students. To achieve the same multi-ethnic sample of 261 college students were adopted. The findings indicated that the post and the status updated by 14% of the participants were related to academic themes and academically good students posted more of positive status than negative or neutral status. The researcher further suggested that students who secured low grades reported to post negative status, it was further observed by researcher that academic performance of the students determine their Facebook use.

Maqableh et al., (2015) study on how and to what degree use of SNSs affects the students’ academic performance, to analyse the same data was collected on 366 undergraduate students from the University of Jordan. The statistical technique of descriptive analysis, T-test and ANOVA were used. The findings indicted that SNS usage had an impact on the academic performance of the students and SNS usage per week had an impact on the student’s academic performance but no differences found in the impact of use of SNSs on academic performance due to age, academic achievement, and use per day to most used sites were found. This review helps to gain knowledge has to how use of social network sites affecting the students performance.

Owusu-Acheaw & Larson (2015) aimed at assessing the use of social media and its effects on academic performance among students, nearly 1508 participants were administered with the questionnaire. Through analysis it was noted that majority of the students use their mobile phone for internet and per day thirty to three hours these students used social Medias. Students also reported that using social media sites is negatively affecting their academic performance which further indicates that use of social media is directly related to decrease in academic performance among the adolescents. By this review we can understand that use of mobile for internet purpose
has increased among present generation students which in turn hampering their academic performance.

Mingle & Adams (2015) study aimed at analysing the impact of social media participation and academic performance among high schools students, the paper analysed the way in which students used SNSs and the time invested on social media sites and its effects were analysed on their grammar, spelling and academic performance in the context of social learning and gratification theories. The study incorporated survey and interview technique. The findings indicated that majority of the students used facebook and whatsapp for the purpose of chatting with their friends, and these students had poor grammar and spellings, further it was also reported that due to the use of SNS these students submitted their assignments very late, had less study time and maintained poor academic records. Through this review it is clear that use of social network sites had a serious impact on students scholastic achievements.

Abdulahi Samadianti, & Gharleghi, (2014) study aimed at identifying the negative effects of social network sites among Asia Pacific University scholars. To achieve the same a survey was conducted on 152 students of the chosen University, student’s participation in activities and time spent preparing for class, in order to know if SNSs affects the performance of students were analysed. The results indicated that use of SNSs had serious effects on the academic performance among the students. by this review we get an overview as to how social network sites use affecting academic performance of students.

Shahzad Khan (2014) studied the impact of social network sites on students. A randomly selected 168 students were administered with self reporting questionnaire
designed by the researcher to assess the factors determining the social network sites use. The findings indicated that students belonging to age group of 15-25 years used social network sites for entertainment purpose, among the sample surveyed 60% of the male participants used social network sites frequently, 67.3% of the sample used social network sites in order to be connected with friends and according to the research findings social influence was considered to be the biggest factor involved in using social network sites. Students who used social network sites for entertainment purpose had an average (Grade Average Point) of 3 to 3.5.

Ghulam Shabir et al (2014) study on the impact of social media on the youth, to achieve. To achieve the same a survey was conducted on 300 sample and it was found that youth showed greater interest towards use of social media sites, researcher reported that facebook and Skype was the popular social media sites and remained favourite among the participants. The researcher further stated that the use of social media sites had both advantages as well as disadvantages. To the field of education, for sharing information related links and for communication background social network sites had positive impact, where as for promoting unethical pictures, videos, anti-religious posts social network sites were considered to be bad.

Iorliam & Ode (2014) study on the impact of social network usage on University students academic performance at Benue State University. To achieve the same 1596 students were surveyed on the three important aspects such as the time spent on social network sites, frequency of logging in to the social network sites and the association between the number of friends in social network sites and students academic performance. To know about the extent of relationship between three variables correlation and regression analysis were incorporated. The results revealed that students’ academic performance was significantly influenced by time spent on SNSs,
frequency of visit to SNSs and number of friends in SNSs. By reviewing this study we get an insight as to more the time spent on social network sites more the problems associated with academic performance among the adolescents.

A’lamElhuda & Dimetry (2014) aimed at understanding the impact of Facebook and others social networks usage on academic performance and social life among medical students. Sample of 275 medical students were incorporated for the study and were administered with self rating questionnaire. The findings indicated that nearly 93.1% students used social network sites among them males were more in number compared to female. Famous Social network sites among these students were Facebook with (98.8%) users, Skype with (61.3%) users, What’s App with (59%) users, and Hotmail with (56.6%) users. Nearly 72.3% of the students were using Mobile and tablets for using social network sites. Findings also showed that usage of SNSs negatively affected the academic performance of the students among them females were more affected. It is further noted that those who were addicted to SNSs were found to be engage very less in sports and other exercise related activities. Through this review a gender wise analysis of social network usage pattern was understood in terms of students academic performance.

Tamayo. D. et.al, (2014) study on the relationship of social media with the academic performance of science graduates at Centro Escolar University, Maloletes. To achieve the same 138 participants were used, descriptive statistics indicated that nearly 51.4% of the participants had reported below average grade, 44.35% of the participants used social networks sites occasionally and 55.7% of the participants used social network sites frequently. Person correlation was used to analyse the data and the results showed that social network sites had moderate relationship with academic
performance. This review helped in understanding use of social network sites had not much effect on academic performance among adolescents.

Anjugu Jessica Ndaku (2013) study on the impact of social media on academic performance of the students, examined 400 university students from the University of Abuja and the findings indicated that majority of the students at Abuja University were using social media sites and the result of the same was students setback in their academic performance due to the excess use of social network sites.

Al-rahmi & Othman (2013) aimed at examining the potentials of social media in academic setting by incorporating collaborative learning and to improve student’s academic performance. The findings indicated that collaborative learning had a positive effect on learning improved students interaction with teachers and engagement with learning. This review helped us to understand Social Medias can also be used in positive way for enhancing the learning skills among the adolescents.

Gupta, et.al (2013) study aimed at finding the relationship between social media and academic performance in distance education. In order to achieve the objectives 572 post graduate students were administered with self reporting questionnaire, findings indicated that nearly 73.87% of students surveyed were using social network sites and it was further founded that social network sites especially facebook use for the purpose of education was determined to be independent of each other. By this review it is clear that use of facebook for education purpose was not that influential.

Paul, Baker, & Cochran (2012) in his survey of large state University, using structural equation modelling indicated that there is a negative relationship between time spent on social network site and academic performance. Students’ attention span was significantly affected by social network site use. It was also observed that attention
span of the students was highly correlated with the influence of behaviour of the students. Through this review it was clear that use of social network sites affects the cognition of the users.

Whitney Sue Thoene (2012) study on the impact of social network sites on college students consumption pattern, intended to analyse the effect of social media, particularly facebook and Twitter and its influence on buying habits of the college students. The results indicated that there was a high positive correlation between consumption pattern and social network usage. Higher the social network usage more likely the consumers to shop at their friends. The researcher further found that there existed a gender difference in social network sites usage in relation to consumption pattern.

Madhusudhan (2012) study aimed at analysing how research scholars of University of Delhi use social network sites in their daily interaction in relation to their research work. A sample of 160 samples were administered with a structured questionnaire, majority of the students reported that used social network sites for lurk purpose while few of them use it for promoting their research purpose. It was further found that social network sites usage benefitted the students to have collaborative and peer interaction. Many of the respondents reported that using social network sites was a waste of time and would affect their academic performance. Through this review it was clear that facebook use is only a part of recreation and not that important and concerned with academic performance.

Kirschner, & Karpinski (2010) study intended to explore the use of facebook and its effects on academic performance and other study related activities. A survey design was incorporated and the findings indicated that students with high social network
sites use had lower Grade point Averages and further it was also identified these
Social network site users had very few hours spent on their studies than compared to
non users. This review helped us in understanding how academic performance is
influenced by use of social network usage.

Pasek & Hargittai (2009) study aimed at analysing the finding reported by (Karpinski,
2009) which suggested use of Facebook was associated with getting lower academic
grades among the school and college students. With this notion the researcher made
an attempt to analyse a large sample belonging to under graduation colleges from the
University of Illinois at Chicago, cross sectional sample of American students aged
between 14 – 22 years and a longitudinal group of students aged between 14 – 23.
The findings indicated that among all the groups investigated no group demonstrated
the negative influence of facebook use on academic performance, further it was
observed that students with higher grades it was common to use Social media sites
especially facebook and through this study it was clear that there was no difference in
academic performance among facebook users and non users. With this review it is
understood that social network site users and non users did not differed in academic
performance, but this study is contradicted with the earlier studies.

Aslanidou, & Menexes (2008) aimed at investigating the relationship between age and
domestic Internet use among adolescents aged between 12 -18 years at Greek. A
sample of 418 high school students from various schools of Greek cities were
incorporated and were administered with a structured self reporting questionnaire to
assess Internet use in terms of frequency of use, purpose of usage and behaviour
pattern pertaining to internet use were measured. The results revealed that young
people did not use internet for school purpose, compared to older students young
students aged 12-15 were using internet for school and related information purpose.
Use of internet at home were considered to be the predictor of social and economic status of the family, it was noted that boys used internet for entertainment purpose. Further it was also observed that parental monitoring on young students internet use was completely absent and use of Internet was not significantly affected by students’ residential place and parents educational and profession background. Through this review it is clear that use of internet for academic purpose is not been completely successful.

By analyzing the above reviews it can be concluded that the studies have provided mixed results. Some of these studies revealed using SNS to some extent and for better learning leads to better academic performance and others showed that positive and negative effects and association SNS use and Academic performance. Thus, influence of SNS usage on adolescents’ academic performance is an emerging research area and many researching are carrying on.

**Reviews on Social network usage and Creativity**

During the past few decades, the SNS use has become increasingly important in adolescents’ lives. Recently, among scholars and in the popular media a heated debate has unfolded about the impact of SNS use-especially online communication, on adolescents’ creativity. The following section is an effort to provide a basis for this research to know the influence of SNS on creativity of adolescents.

Ekstrom and Ostman (2013) studied the effect of three forms of internet use like informational, interactional, and creative forms on behavioural and cognitive indicators of youth democratic engagement. Survey method was adopted to collect data from 1,520 Swedish adolescents. Findings showed online political interaction acting as an intervening variable, while political participation was found to be indirect
when the effects of internet use was on informational and interactional forms.

Political participation is positively related to the creative production of internet usage, whereas it is negatively related to the knowledge about politics, which is statistically significant. Thus giving an insight into the internet usage which may encourage or hinder youth’s democratic engagement.

Lee & Son (2012) adopted SNS for smart learning in “Creative Activity”. Creative Activity serves the purpose of self-directed, learner-centered and interaction based learning. As it is educationally centered with numerous experience and autonomous attitude, creative activity has been established as, ‘Revised Educational Curriculum 2009’ making it as an important application for elementary, middle and high school classes since 2011. Here the learners themselves investigate the activity, participate, record, the content and produce the portfolio of the investigation through stages. Thus helping in developing smart learning which is learner-centered, self directed, interaction-oriented and informal learning takes place. Easy accessibility of learner’s information to other learners through smart learning takes place. Thus learners can boost their creativity and self directed study plan to become more creative and increase their academic talent.

Jackson (2011) study on Information technology use and creativity among children aged 12 years, considered 4 types of information technology: computer use, Internet use, videogame playing and cell phone use. Creativity was measured based on Torrance’s creativity test for the sample of 491. Results indicated that videogame playing predicted all measures of creativity. Regardless of gender or race, greater videogame playing was associated with greater creativity. Type of videogame (e.g., violent, interpersonal) was unrelated to videogame effects on creativity. Gender but
not race differences were obtained in the amount and type of videogame playing, but not in creativity.

Schaarschmidt (2008) the objective of this research is to understand if and how social network platforms can enforce creativity. In addition, to find out how these processes could be embedded within the organizational structures that influence innovative knowledge sharing behaviour. The basis for this research is a framework, which focuses on the relations between intrinsic motivation, creativity and social network platforms. Results of these empirical investigations of a social software platform called “StudiVZ.net” proved that these two propositions are valid.

Perry-Smith (2006) assessed the role of social relationships in facilitating individual creativity. Interactive effects of relationships, strengths, network position, and external ties on individual creative contributions were assessed directly in the exploratory method. Findings indicate weaker ties are beneficial for creativity, whereas stronger ties have neutral effects on creativity. Centrality is found to be more positively associated with creativity when individuals have fewer ties outside their organisation.

Leenders, Van Engelen, & Kratzer (2003) conducted a study on social perspective of virtuality, communication and new product development-team creativity. An essential part to perform new product development (NPD) team is creativity. Communication becomes an important part of NPD creative team to combine the inputs from multiple NPD members. Member proximity, Communication modality, Team task structure, a three factor model developed to address the role of creativity in managing Virtuality in NPD teams.
Perry & Shally (2003) adopted an exploratory method to find the association between several contexts of social relationships and individual creativity. They highlighted the static and dynamic social network concepts while treating the social relationships. They argued that weaker social ties are not beneficial for creativity and proposed the facilitators and constraints of creativity on network positions, and described about 3 moderators. They also proposed a spiralling model on creativity and network position, describing an individual’s creative life on network position.

There were very limited studies found on SNS and creativity. This is the new area of research which helps in understanding the influence of SNS on creativity among adolescents. By analyzing the above few reviews it can be concluded that the studies have provided mixed results i.e. Some of these studies revealed the adverse effects of internet use on creative abilities in children and others showed that positive effects and association between SNS usage and creativity. The studies colligate internet usage and creativity demonstrated that Internet use is positively related to time spent with social network sites.

**Social network usage and Emotional maturity**

Free and sometimes anonymous communication through chat rooms, blogs, and instant messages pose risks to teens (Louge, 2006) and leads to emotional disturbance. The following section shows literature review of the influence of SNS use on emotional maturity of adolescents.

Youth is the vulnerable group among the population to be addicted to technology so in this section reviews related to Social network usage and Emotional maturity are summarized to get a coherent view regarding the relationship between Social network usage and Emotional maturity.
Mamatha, Hanakeri & Aminabhavi (2016) studies the time spent on gadgets and its relationship with emotional maturity and reasoning ability among 120 undergraduate students from various colleges of Hubli-Dharwad by using The gadget use scale, the emotional maturity scale by Singh and Bhargav and David’s Battery of Differential Aptitude: Reasoning Ability scales. Based on the scores of gadget use scale the respondents were grouped into more gadget users and less gadget users. To analyse the data “t” test was computed and the findings indicated that more gadget users have high emotional maturity and slightly high reasoning ability compared to low gadget users. This review helped us to understand the pattern of gadget use and its influence on cognitive abilities and emotional maturity among college students in Karnataka.

Ho, Lee, and Liao (2016) study aimed at examining the effects of adolescents in comparison with friends and celebrities on social network sites on their body image dissatisfaction (BID) and drive to be thin (DT) or muscular (DM), to achieve the same a survey was conducted on 1,059 adolescents in Singapore the statistical technique of Regression analyses was used and findings indicated that SNSs use was related to adolescents’ BID and social comparison with friends on SNSs was significantly associated with adolescents BID, DT, and DM. Further it was also noted that female participants showed social comparison with celebrities associated with BID and DT and male participants showed Celebrity involvement with BID. This review helped us to understand how use of social network sites influences adolescent to have their body image and have the social comparison and by analysing this review we get an insight as to how social interaction and social comparison can be enhanced by use of social network sites.

Dangwal & Srivastava (2016) study on gender difference in emotional maturity among internet users, indicated that young internet users are not emotionally matured
and further it was also indicated that there existed a gender differences in emotional maturity among internet users, female showed better emotional maturity compared to male internet users. This review helped us to understand the gender difference in emotional maturity among internet users.

Antheunis, Schouten & Krahmer (2016) study aimed at understanding the role of social networking sites (SNSs) in early adolescents’ social lives. In order to achieve the same social network use and its relation between aspects of social lives such as friendship quality, bridging social capital, and bonding social capital were analysed. To achieve the same a survey was conducted on 3,068 early adolescents. The findings indicated that there existed a positive relation between social network use and friendship quality, bridging social capital, and bonding social capital. The study also found that the presence of positive effects of SNS membership on these social indicators. This review helped us to understand how social network influences adolescents social relationships.

Dangwal and Srivastava (2016) study aimed to examine the emotional maturity of Internet users and gender difference in emotional maturity among the internet users. findings indicated that emotional maturity was influence by internet use, thus those who were high social network users had less emotional maturity and further researcher analysed that female internet users were better in exhibiting emotional maturity compared to male internet users.

Kristine Raymer (2015) study aimed at examining the impact of social media sites on self-esteem, intended to investigate the relationship between online social network sites especially facebook and its influence on self–esteem of college students. To achieve the same an online survey was conducted using Rosenberg self esteem scale,
the body esteem scale, eating attitude test to assess the self esteem and the facebook intensity scale was used to know about the usage intensity of the students. By using t test and bivariate correlation the data was analysed. The findings indicated that female participants were the more users of social network sites and reported to have lower self esteem and desired to be thin than compared to male. This review helped to understand how many factors related to adolescent perception is influenced by social network sites usage.

Vandenbosch & Eggermont (2015) conducted a longitudinal study on 1041 adolescents to know the frequency of social network sites use by adolescents in order to monitor attractive peers. Results indicated that the use of sexualizing mass media was linked with the appearance of ideals promoted in mass media as one’s own standards to pursue. Thus the use of social network sites to monitor attractive peers and the use of sexualizing mass media encouraged self-objectification and body surveillance gradually and frequency of SNS use had a narrow role in the relationship between mass media and an objectified self-concept.

Köhl, & Götzenbrucker (2014) conducted a trans-cultural study to know if social network sites may be considered third place for young adults to have a unrestricted place for personal expression and reflection apart from formal environments and parental control. To analyse these group discussion, qualitative interviews (n = 25) and an online survey (n = 757) were conducted. The findings indicated that few effects pertaining to emotional aspect of technology usage is contingent on the stage of diffusion of technology and the aspects related to emotional experience and expression was inclined by cultural models. This review helped us to understanding how the emotions can be influenced by technological use.
Kalia (2013) aimed at analyzing the perceived influence of Internet use on Social Competence, Emotional Maturity and General Wellbeing of adolescents. Sample of 496 Internet user adolescents were surveyed about their Internet use and were administered with Social Competence, Emotional Maturity and General Well-being scales. By employing random sampling technique data was collected and 2×2×2×3 factorial design was employed. The results revealed that residential background of the students had significant influence on emotional maturity among adolescent internet users, interactive influence between Residential Background and Academic Stream on Social Competence, Emotional Maturity and General Well-being of Internet user adolescents. This review provides a information regarding how different variables along with social network site usage influences the emotions of the among adolescents.

Mikami, Szwedo, Allen, Evans & Hare (2010) study aimed at examining online communication on social networking sits in a longitudinal sample of 92 youths (39 male, 53 female) were assessed with social and behavioral adjustment at 13-14 years and again at 20-22 years at the same time age, gender, ethnicity, and parental income and other related variables were controlled statically. The findings indicated that youths at the age of 13-14 years who had been better adjustment were more likely to be using social networking web pages at ages 20–22 years. This review provides us an insight regarding use of social media in understanding adjustment pattern of adolescents. Since better adjustment is also one of the components of emotions this study was considered.

Pew Internet Project (2010) report on the survey of 800 adolescents who belongs to age group of 12 and 17 indicated that nearly 93% of teenagers remain online, among them 78% of them use online for the purpose of playing online games, 73% of them
use it for email and social networking usage purpose, 67% of them use it for sending
instant messages online, 62% of them use it for gets news updates, 57% watch videos,
48% of them go for online shopping, and 31% are concerned with health related
information. This review provides a statistical report pertaining to social media sites
usage pattern among adolescents.

Mitchell and Beard (2010) study aimed at determining internet dependency among
college students. To achieve CAGE scale developed to assess the alcohol addiction
was used, by adopting this scale internet addiction in terms of levels of addiction, time
spent on social network sites, where the internet was used and the withdrawal
tendency were measured. The findings indicated that majority of college students used
social network sites and internet often but did not demonstrate significant addiction
behaviour. This review gives information pertaining to the adolescents addictive
tendencies towards using social network sites are dealt.

Byun et al., (2009) in the report of a meta-analysis of empirical studies on Internet
addiction over a decade which was published in academic journals, showed that
earlier studies have incorporated contradictory criteria to explain internet addiction
and applied same techniques and investigated data using primarily rather than
confirmatory data analysis techniques to investigate the degree of association rather
than causal relationships among variables. By reviewing this study we get an insight
has to how different methodology can be incorporated to study the influence of social
network sites usage.

satisfaction on 219 social network site user sample aged between 18 to 25 analysed
the participants satisfaction with their closest interpersonal relationships. Findings
indicated that use of social media sites was negatively related with interpersonal relationship satisfaction of the participants. This review attempts to provide us information regarding how social network usage affects interpersonal relationships among young people and hence this study is incorporated in present chapter.

Sheldon (2008) incorporated the use of gratification theory to understand social media use by students. The findings indicated that the main reason behind students using social median sites is that to maintain relationship with their friends, for entertainment purpose, for time pass and relaxation motivation and the researcher further suggested that the number of time spent on social network sites were positively influenced by relationship maintenance and time pass motivation. This review gives information pertaining to the probable reason behind using social network sites.

Sun, Rubin & Haridakis (2008) study intended to examine relationship among dependency, involvement towards internet and motivation behind using internet. The study was explained based on Media system dependency theory (MSD) and the use and gratification theory (UGT). The findings indicated that participants were using internet for the purpose of browsing, sending mails and the main motive behind using internet was to gain information and to communicate with others. This review gives information pertaining to the probable reason behind using social network sites.

The above review section showed that the teenagers are more prone to use SNS than other age group people, they face several emotional disturbances while using SNS and interns that may leads to several adjustment problems. Thus, it can be concluded that for the Internet to realize its potential as an effective resource for teenagers struggling with emotional problems, further studies is needed (Gould et al., 2002).
Studies on Social Network Sites and Play activities

During the past few decades, the SNS use has become increasingly important in adolescents’ lives. Recently, among scholars and in the popular media a heated debate has unfolded about the impact of SNS use—especially online communication—on adolescents’ play activities too. The following section is an effort to provide a basis for this research to know the influence of SNS on preference of play activities among adolescents.

Mehrnaz Kalhour and Yeong (2016) Study on the dark side of social media game showed that the time spent and the money shed for online game by the gamers were find to be more, which was explained using grounded theory perspective. Researchers further explained that the participants were ready to spent time and money on online games and this gaming behavior would help in improving self-concept and self-efficacy, and enrich community belonging as reported by the participants.

Pontes, Szabo & Griffiths (2015) study on the impact of Internet based activities on the perception of Internet addiction and online activities, perceived quality of life of internet users and excessive usage of internet were analysed using cross sectional design. A total of 1057 participants who used internet incorporated for the study. The results indicated that nearly 51% of participants perceived that they are addicted by internet use and 14.1% of the participants reported that use of internet is ruining their life and participants suggested that their life would be better without internet. Further researcher also observed that participants used internet for the purpose of using email, online chatting and use of social network sites. The participants further revealed that they may not use internet if their preferred activities are stopped rather controlled.
Visser, Antheunis, & Schouten (2013) a survey was conducted on 790 high school students to find the mechanisms of the internet, affecting the social competence and loneliness among adolescents. It was hypothesised that adolescents being online affects their social competence. Results indicated no direct effect between playing WoW and adolescent’s social competence and loneliness. Results also showed an indirect effect via variety of communication partners leading to an increase of social competence and a decrease in loneliness.

Z Xu (2012) study on the motivational factors of online game addiction among adolescents. To achieve the same 623 adolescents were surveyed using partial least square technique. The findings indicated that the main reasons behind using online gaming addiction is that the need for relationship and need for escapism. It was further observed by the researcher that education, other important activities reduce the time spent on online games and lessen online game addiction.

Jing Da Zhan and Hock Chuan Chan (2012) examined the role of Government Regulation of Online Game Addiction, analysing the negative impact of online game addiction recommended the Government to have regulatory policies to control the online addiction among the young people. It was observed that China Government laid special attention to reduce the number of hours that young people can remain online.

Hou (2011) focused on three dimensions of game play like frequency, duration and engagement on pleasure and gratification principles on social networking site users. Social aspect to social games was identified reflecting their social networking characteristics.
After reviewing this study we found that this study tells us how gratified users become after using social network sites and playing in it. This study helped our present study to see how social networking sites users are seeking gratification by playing online games. Hence, this study has been considered.

Frangos (2011), Problematic Internet Use among Greek university students aims at investigating the relationships between Problematic Internet Use (PIU) among university students in Greece. To analyse the same data was collected from 2358 University students and it was found that 34.7% of the sample had PIU and PIU was significantly correlated with gender, parental family status, grade of studies. Further it was identified that PIU was also related to other addictive behaviour such as smoking, drinking alcohol or coffee, and taking drugs.

Ricarda-Marie Brox (2011) examined the influence of social factors on gaming behaviour and on game addiction scores of adolescents. Three important social factors such as subjective norm (SN), descriptive norm (DN) and social pressure (SP) was analyzed. To achieve the same a cross sectional study was designed and 496 Dutch online game players from secondary education and vocational education were examined. Findings indicate that gender differences were found among the online game players, male were more prone to play online games and demonstrated high addictive behaviour compared to female. Researcher further found that time spent on games and the game addiction was correlated with social factors. Further, it was also observed those social variables were associated with friends and online friends and also time spent on online games.

Lujiaozi Wang Siyu Zhu (2011) study examined about the effects of online game addiction on both Swedish and Chinese undergraduate students at University with the
help of a quantitative research. Through the investigation it was reported that students associated with online game addiction were suffering from health related problems. Researcher further observed that student with online game addiction had poor grades and maintained unhealthy interpersonal relationship with family and peers, but it was further observed by researcher that few of the children addicted with video game maintained good relationship with their parents.

Marsh (2010) explored the relationship between play and technology and the tensions surrounding it. This study made an attempt to give an overview about the virtual world, targeting young children and to identify the nature of play in this environment. 175 children participated in an online survey out of which 15 children took part in group interviews to explore virtual world. Results indicated opening of wide range opportunities for play for children using virtual world. The types of play the children engage in, are closely related to offline play. After reviewing this study we come to know that how children are tend to play online and offline games and how they will be away from real world and create their own virtual world by playing games. As this study speaks about how playing online and offline has kept children away from real world to their own virtual world. Hence, this study has been considered.

Dustin L. Redmond (2010) study investigated the effects of video games on communication and the players interaction with participants and their family members were analysed. An online survey on 480 18 year old college students was administered using the Family Communication Scale, the Inventory of Parent and Peer Attachment, and the Anderson Video Game Questionnaire. The data was analysed using statistical tool of Correlational and regression analyses and the findings indicated that there existed a negative relationship between time spent on playing video game and their communication with their parents and siblings. The
researcher further observed that the chi square analysis showed that there was a
gender difference in online game preferences and male players were more frequently
engaged in online games than the female players.

Rossi (2010) speaks about SNSs which act as a base for other games and change the
gaming practices and offer new directions for unexplored games and also for game
designers and to SNSs. It also describes about Playfish’s games, its categories based
on networking of friends. Network of friends has two groups on (a) skills/knowledge
and (b) truly social games Skills/knowledge. Skills/knowledge based games which
uses the actual network of people who are linked to the player as a list of potential
challengers. This leads to use the game in already existing within group for group
related purposes, challenging each other, and be on top of all your friends. This type
of gaming helps in building relationship, rather game itself. It is common to move
from one type of gaming to another if one gets bored. Recently the use of social
network sites have emerged as one of the important as well as time consuming online
activities. Face book has emerged as one of the important site. Playfish a gaming
scene in Face book has registered more than 50 million players and has become the
leading position in UK Company. This present study analysed five games starting
from Playfish, how face book games use the social network and social relationships
between players, which acts as a core element for game experience. In SNSs several
contacts between friends, colleagues, relatives, and schoolmates seems to exist. This
paper views on how the new environment can be used for gaming and how gaming
activities change when they enter the collapsed context of SNSs.

Mccurdy, Winterbottom, Mehta and Robert (2010) studied mainly the health aspects
of children who are staying indoor playing and spending more time on electronic
media, online games, and spending less time on outdoor unstructured play. This study
also reviewed the association between outdoor activities and time spent on natural environment and its benefit on mental and physical health. Children who are addicted to social networking site usage and also playing online games are affected with their health which is contributing to diseases like ADHD, obesity asthma and vitamin D deficiency, which have already affected 12.5 million American children. After reviewing this study we found that health issues can be seen in children who are addicted to electronic media. This study helps our present study by throwing light on the negative part of using electronic media i.e. playing games which tends to health impairments in children. Hence, this study has been considered.

Blais, Craig, Pepler and Connolly (2008) studied the importance of internet activity choices on their salient relationships on an online method. A sample of 884 adolescents were examined in a longitudinal study to determine the role of internet usage on their relationship with friends or peer group. The criteria to meet the quality relationship were determined by visiting chat rooms, using internet for entertainment or participating in online gaming. Participating on online gaming and visiting chat rooms were the two important activities which influenced the adolescents for their relationships with friends. Negative relationship was found between visiting chat rooms and best friendship. Findings also indicate as the usage of internet increases, relationship quality decreases. After reviewing this study we came to know that compared to other forms of using internet, visiting chat rooms and playing internet games tend to be more and has a direct impact on relationships of adolescents. Hence, this study has been included.

Cole & Griffiths (2007) examined the social interactions occurring within and outside of massively multiplayer online role-playing games (MMORPGs). 912 (MMORPGs) players were selected from 45 countries. From 45 countries. MMORPGs were found
to be highly socially interactive and the environment provided the opportunity to build strong friendships and emotional relationships. Enjoyment becomes a part of online gaming also helping in social interaction. Thus the study proving MMORPGs are extremely social games, helping in making life-long friends and partner’s percentage are relatively quite high. Virtual games allow players to express their feelings in the imaginary world as it is difficult for them to act in reality due to their appearance, gender, sexuality, and/or age. MMORPGs offer a place where teamwork, encouragement, and fun can be experienced.

Grusser, Thalemann and Griffiths (2006) investigated the potential for gaming addiction and its relationship between excessive gaming and aggressive attitudes and behaviour. A total of 7069 gamers answered online to two questionnaires. 11.9% participants (840 gamers) fulfilled the criteria for gaming addiction behaviour. The assumption that aggressive behaviour is interrelated to excessive gaming was established in a very few sample indicating a very weak relationship between the two. The results also indicate gamers who play without monetary benefit meets the criteria for addiction. After reviewing this study we came to know that children are almost addicted to video games and have close relationship between excessive gaming and aggressive attitudes and behaviour. In simple words excessive gaming has direct impact on attitude and behaviour of children. Hence, this study has been considered.

Fleming Seay (2006) study aimed at analysing the social and psychological Impact of Online Gaming by employing a longitudinal design a survey was conducted among 2883 online gamers. To establish casual and temporal linkages among the measured variables, Prospective analysis was incorporated. Researchers investigated that the probable reason for playing online game was influenced by progress of problematic usage, it was observed that self-regulatory activity played an important role in
avoiding problematic use and its negative outcome. Using online games decreased the loneliness and improved the social integration among users. No association was observed between online gaming and depression was seen. Finally researchers suggested that using of online games helped the students to have healthy recreational behaviour which had the social entertainment and adaptive diversion value.

Clements (2004) discussed children’s participation in active outdoor play activities in comparison with older generation in USA. Nationwide survey was done to compare 830 mothers and their children regarding their outdoor play experiences. Mothers were asked their experiences on play during their childhood days and their children’s play activities at present. Findings indicate today’s younger generation spending less time on outdoor play activities compared to their mothers. Reasons for spending less time on outdoor play activities are TV and digital media. After reviewing this study we come to know children are declining in playing out door games from generation to generation. As USA is fast moving country and has its own influence on other countries too, hence this study has been considered.

Marny R. Hauge & Douglas A. (2003) study aimed at analysing Video Game addiction among adolescents with relevance to academic Performance and aggression, surveyed 607 school students involving 2 groups adductors and non adductors who were assessed based on addiction scale. The results indicated that those students who were addicted to video game exhibited a aggressive behaviour such as physical abuse of friends, arguing with friends and teachers and were also reported to get low scores in their examination. This review helped to understand the behavioural problems associated with video game addiction which indirectly asserts the adjustment problems related to online game addiction.
Durkin and Barber (2002) studied the relationship between game play, adjustment and risk taking measures among 16 years old high school adolescents. Obtained findings did not show negative outcomes on several measures including family closeness, activity involvement, positive school engagement, positive mental health, substance use, self-concept, friendship network, and disobedience to parents among game players. Game players scored more favourably than peers who never played computer games. Findings conclude that playing computer games has a positive impact on adolescent’s development.

Subramanyam, Kraut, Greenfield and Gross (2000) made an overview of limited research available on use of home computer and its effect on children’s physical, cognitive and social development. Initial research findings states children are spending more time on TV and computers at the expenses of other physical activities which are putting them at risk for obesity From cognitive view of development research shows children’s use of computers for gaming help better literacy and enhances the ability to read and visualize images in three dimensional space and multi images simultaneously. However research findings are mixed for social aspect of development for children. Few research indicates moderate use of computer gaming having negative impact on their relationship with friends and family members. Recent research findings indicate children experiencing loneliness and depression with more internet usage. There is evidence of children becoming more aggressive and desensitized to sufferings, among those who are playing violent computer games and also affecting/diminishing their ability in distinguishing real things from simulation. Thus indicating playing games online or offline has both negative as well as positive impact on adolescents.
Sum-up

This chapter provided literature on the recent social network usage reports, pattern of SNS usage, SNS addiction. It discussed the positive as well as negative association of SNS use and emotional maturity, the contradictory findings observed in the variable Academic performance due to the use of social network sites, the influence of creativity due to the application of social network sites and play activity preferences of adolescents. The next chapter will provide the development of Social network sites Scale and Play activity scale standardized in the present study.