Research Article

An Evaluative Study on the Impact of Mobile Devices and Social Media Sites on Students' Mental Health

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ABSTRACT
The article explores the growing use of mobile devices and social media among students and their repercussions on their mental health. This paper reviews numerous psychological theories, such as Social Comparison Theory, Cognitive Behavioural Theory, and Uses and Gratifications Theory, detailing the interconnecting dynamics between the influence of usage of social media and the outcomes related to mental health in students. Since then, Facebook, Instagram, TikTok, and Snapchat have become the central podium of communication as well as a platform for many resources that help students in their education. However, on the flip side, highly raised utilization of these applications has been proven to result in increased anxiety, depression, and loss of self-esteem, especially in social comparison, Fear of missing out and cyberbullying. The article also gives a pointer on mobile addiction that affects sleep and, most important, academic performance and social relations among affected students. Some of the studies referenced here associate heavy use of social media with mental illnesses, but some also report positive results, including social support and affective connection. Overuse is still a critical determinant of positive use. This will create an initiative involving the students, parents, teachers and social media involved such that the said risks can be alleviated. That is why the proper understanding of the dual aspect of mobile and social media use will better help all stakeholders promote healthier digital habits and protect the well-being of students' mental health.

Key Words: Mobile Devices, Social Media Sites, Mental Health, Students, Social Comparison, Anxiety and Depression, Cyberbullying.

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INTRODUCTION

This allows not only mobile equipment but also social media to grow at a fast rate that changes the way students perceive, think, and interact. Social applications like Instagram, TikTok, Snapchat, and Facebook become part of the daily lives of every student since every young adult has a mobile phone in his or her pocket. According to the Pew Research Center (2020) younger adults aged between 18 and 29 are more likely to access the internet than older adults. Around 45% of people in India use the internet, which is highly skewed towards the younger population (Pew Research Center, 2020). This increased usage raised very important concerns about the effects of mobile and social media on the mental health of students. However, despite all the usefulness in communication easing, access to educational resources among others, there is a risk attached to these. Other social media risks include an increase in cases of anxiety, depression, and low self-confidence among vulnerable people such as students. Psychological theories present a discussion on the theoretical implications of mobile and social media use on mental health of students. Social Comparison Theory, for example, which theorizes how individuals develop a low opinion of themselves by comparing self-concept against idealized information from social media. And then, of course, there is Cognitive Behavioural.

Theory, which explains the process by which repeated exposure to abusive content online may imprint and even reinforce destructive thought patterns and behaviours in people. The Uses and Gratifications Theory will, therefore, be handy for further explaining why students are attracted to mobile and social media platforms whose benefits and risks are common in digital consumption. Understanding the mental health effects of mobile and social media on students is an especially important topic in today's digital world. Students are one of the biggest and most active populations online. Social media fosters positive interaction but at the same time gives a voice to speak out and solicit interpersonal support yet aggravates mental health issues in its turn. Thus, for example, constant exposure to social media has been linked to increased risks of anxiety and depression, but others also confirmed that such urge in virtual settings for that perfect picture just for the record led feelings of inadequacy and low self-esteem Vannucci, Flannery, & Ohannessian, 2017). Moreover, the social media sites may be used as a platform for cyberbullying, which has been related to significant negative psychological outcomes, such as suicidal ideation of the students (Kowalski et al., 2014).

Other fear associated with the use of mobile devices was addiction that students developed in the use of mobile devices, compulsive behaviour of checking smartphones constantly, which influences academic performance, sleep and interpersonal relationships. Heavy screen use, but especially mobile screen use, is known to interfere with sleeping patterns, and it is related to further interactions that positively correlate with a possibility of developing mental disorders and, more specifically, anxiety and depression (Levenson et al., 2016). In the increasing dominance of mobile devices and social media in the lives of students, it has become very crucial to take a critical view of this consumption of digital gadgets. Understanding possible positive and negative effects will enable educators, parents, and policy-makers to minimize the harms associated with and promote healthier digital habits among students. Such an unfolding of the digital world balanced by approach toward mobile and social media would be critical in maintaining the wellbeing of the next generation.

THEORETICAL FRAMEWORK

A steadily steeper usage trend for mobile devices and social media, particularly among the youth, has culminated in a growing interest to understand the impact it has on mental health. Some of the foremost psychological theories shed light into the understanding of effects of digital social media upon emotional well-being. There are several major relevant theories in psychology including Social Comparison Theory, Cognitive Behavioural Theory and Uses and Gratifications Theory. But it is important to know how these theoretical models help in understanding the influence of mobile and social media on students' mental health.

1. Social Comparison Theory

Social comparison theory by Festinger in 1954 states that people evaluate their self-worth and success in comparison to others. It is of high relevance within the framework of social media sites because users constantly observe and compare to the curated idealized life of others. Students are the most affected by social comparison; they are frequent social media users and they lie in the stage at which identity formation and self-esteem are the most pliable. For instance, through Facebook, Instagram and TikTok platforms, content appears that displays peers' academics achievements, their social life and physical appearance. The comparisons lead to feelings of inadequacy, envy and frustration as students perceive that they are not living up to the idealized images (Vogel, Rose, Roberts, & Eckles, 2014). Upward social comparison on social media-an activity in which one compares themselves to someone who seems better ones that could be connected to higher levels of depression, anxiety and body dissatisfaction (Fardouly, Diedrichs, Vartanian, & Halliwell, 2015). In addition, the fear of missing out (FOMO) is also very common among those people who are social media users. FOMO is a phenomenon that is related to social comparison, which can be termed as anxiety caused by others who appear to enjoy more than a person. The outcome of this phenomenon would result in compulsive checking of the social media to stay updated (Przybylski et al., 2013). This fear can increase loneliness, exclusion and anxiety for students while using social media, which negatively affects their mental health.

2. Cognitive Behavioural Theory

Cognitive Behavioural Theory (CBT) focuses on the relation between cognition, emotion and behaviour. According to this theory, painful emotions and poor behaviours result from negative patterns of thought. With regards to social media, students would then develop overgeneralization and catastrophizing as their distorted cognitive processes. This can be connected with challenges for their mental health, including anxiety and depression (Elhai et al., 2016). A student who is given negative feedback or victimized in cyberbullying in social media can start generalizing by concluding that everyone hates them, which automatically makes one conclude and feel worthless. Exposure to distressing content on a daily basis, for instance, images of perfection or success, might just reinforce unrealistic expectations about oneself, hence cognitive

distortions. CBT asserts that such negative thought patterns would forever repeat themselves in perpetuating emotional and psychological suffering. CBT also gives an explanation model for problematic mobile and social media use, like the compulsive urge to check devices and platforms. Such excessive use might prolong avoidance behaviours in which students may temporarily escape from academic pressure or personal dilemmas by entering into social media.

3. Uses and Gratifications Theory

The Uses and Gratifications Theory of Katz, Blumler, & Gurevitch, 1973 is useful in explaining why students would and do engage with mobile devices and social media platforms. It posits that the individual deliberately seeks out media to fulfil a range of psychological needs including entertainment, social contact, information and self-presentation. This theory explains the positive and negative effects that occur from mobile and social media use on students' mental health. Positive: There is a possibility of using social media to relate with friends or seeking online emotional support through communities which have helped them cope with different academic or personal challenges they face (Griffiths, 2021). For instance, those who are suffering from mental health issues might find comfort in the embrace of a mental awareness program or peer support groups on social media, like Reddit or Facebook. In this theory, by satisfying social needs in regard to support, social media can be said to improve well-being. The Uses and Gratifications Theory, however, also carries a risk of overuse. Relying on social media to meet emotional or social needs might impact the student, reducing essential social face-to-face interactions that lead to isolation and dependence on validation derived from online sources (Chou & Edge, 2012).

4. Literature and Studies on Social Media and Mental Health

Recent studies had explored the intricate relationship between mobile/social media use and its correlation with students' mental health outcomes. For instance, "research has shown that heavy social media use is associated with higher levels of anxiety, depression, and sleep disturbances" (Levenson et al., 2016). This phenomenon of "social media fatigue" causes learners to be overwhelmed by this constant inflow of information and social interactions that may cause emotional burnout and increased stress levels (Bright, Kleiser, & Grau, 2015). On the other hand, not all social media use is detrimental to mental health. Research has indicated that the manner in which students use these technologies whether passively or actively is contingent on the effects of using social media on mental well-being. Passive use corresponds to scrolling through feeds without taking actions or engaging, which is usually linked to negative outcomes, such as envy and loneliness (Verduyn et al., 2017). Active use on the other hand, such as when one is messaging friends or writing content, tends to strengthen social support and improve mental well-being. Decreasing the scope of mobile and social media use also forms a beneficial scope brought about by this growing body of research on digital detox. According to studies, students who take digital detoxes report fewer levels of stress in their academic life and improved mental health as they have found better focus for real-life interactions and their classwork (Doffman, 2020).

PREVALENCE OF MOBILE AND SOCIAL MEDIA USE AMONG STUDENTS

The pervasiveness of mobile and social media platforms in daily life has transformed the social landscape around the world for students. While the new social media has revolutionized communication, entertainment, and education, application in the educational setting is important in itself. The prevalence of mobile and social media use among students may be better seen by looking into whether it influences mental health problems. It necessary to review statistics and trends in mobile and social media adoption, popular applications and usage of mobile within the educational and societal environments.

1. Statistics and Trends

Recent research reflects a record level of both mobile and social media use among students. According to the Pew Research Centre (2021), nearly 95% of teenagers in the United States own a smartphone, with around 90% reporting using social media regularly. More recently, Global Web Index (2023) reported that over 60% of young adults in most countries use more than one social media site, averaging 3.5 hours per day on these sites. According to Statista (2023), about 77% of internet users in India access social media. High penetration is seen among the 18-29 age group, and more usage takes place through YouTube, Instagram, and Facebook (Statista, 2023). According to DataReportal (2023), more than 467 million Indians access social media, spending approximately 2.36 hours a day on the same. Most of them belong to the age group of 18 to 29 years (DataReportal, 2023).The major trend that was unveiled by the new research is a shift in users from legacy applications, such as Facebook, into newer and more visually image-based applications, including Instagram, Snapchat, and TikTok. For example, Datareportal noted in 2023 that Instagram has more than 1 billion active users; about 67% of these users are aged 18-29. In this context, with the user base of 60% falling in the age group of 16-24, it gets extreme popularity (Statista, 2023). Most importantly, it also points to changed trends in consumption regarding visual-oriented platforms, instant gratification and short forms, which is traditional for students. The same pattern can also be seen in the regional data. For example, in areas like Southeast Asia, mobile internet penetration has already reached as high as 89%. Interestingly, social media engagement directly contributes to this figure (We Are Social & Hootsuite, 2023). Mobile technology has dramatically changed how people communicate; socialize; even learn and do work or school, everywhere in the world.

2. General Sites and Specific Attributes

Students are more and more herded into specific sites according to their interests, needs, and lifestyles.

Instagram: It is a social app for photo and video-sharing where it enables its users to share photograph- and video-rich content with friends, influencers and brands. Such features as stories, reels and IGTV allow different formats for content creation. Students would be interested in forms of expression and interactions.

TikTok: This platform has stormed its platform with the shortest video structures. The features of trends, challenges and music incorporation have been major drivers toward encouraging originality. Though its algorithm-driven

mechanism for surfing content makes it add on to users' screen time considerably, it is indeed proven to increase that among students.

Snapchat: Since Snapchat emphasis its content is perceived to be ephemeral in nature, holds much attraction towards students who desire non-authentic, informal communication. Unique features of the application, Stories and filters, tend to generate self-expression and interaction among users and in that way, make the social media experience pretty relaxed.

Facebook: Although it may not be as dominant in usage for the younger generation, Facebook still represents some significant importance for the platform and activity of event planning. Most of the student organizations and university groups are still using Facebook for communication and sharing information.

The above mentioned applications have their relative functionalities that appeal to the desires of students regarding interconnectivity, creative expression and knowledge sourcing. On the other hand, it has this engaging nature that also presents issues like overuse, distraction and even the psychological implications.

3. Cell Phones in Education and Social Practices

Mobile cell phones are of great importance to students in their educational as well as social lives. In education practices, mobile phones enable the cell users to access online resources, learning platforms, and educational applications. According to Fischer et al. (2020), "approximately 70% of students use their smartphones for schoolwork; interacting with other classmates on their course materials or participating in online forums". Educational apps such as Google Classroom, Khan Academy, Duolingo, Udemy, Babbel and Quizlet etc. have made learning experiences more interactive to enhance student engagement in various aspects of the learning process. One major challenge is limiting academic usage when other entertainment apps or social media notifications demand complete undivided attention. With mobile technology, students can now interact with fellow peers, share their experiences, get support, and be able to interact with their peers outside the classroom environment. This may be especially significant as an outlet of the opinions of marginalized or lone students because virtual communities are often those to which people feel they belong. However, the ubiquity of mobile technology has been more related to social isolation, as students could avoid any form of face-to-face interaction by utilizing mobile devices for communication. Observations indicate that loneliness and depression caused due to unfavourable social comparisons or cyberbullying experienced via these modes of communication can further dependence on digital means of communication (Woods & Scott, 2016).

IMPACT OF MOBILE AND SOCIAL MEDIA ON STUDENTS' MENTAL HEALTH

While mobile devices and social media platforms have brought tremendous benefits for students, they come with huge risks on mental health. There have been a number of psychological issues attributed to the development of these technologies: on the one hand, it includes social comparison, anxiety due to fear of missing out (FOMO), and cyberbullying, while on the other hand, there is addiction and an increase in mental health disorders.

1. Social Comparison and Self-Esteem Issues

In fact, students are continuously exposed to ideal images of some social networking activities keeps making them more and more self-comparison-sustained, which hits their low self-esteem and body image.

i. Highlight Reels and Poor Self-Compared Identification

The use of social media promotes a tremendous amount of social comparison among the users. For example, from Instagram to Facebook, nearly all the sites display people's lives, which is the "highlight reels" of life so idealized. The idealized views make students not fare well in comparisons with others, thus causing them to have low self-worth and feel not good enough for life (Vogel et al., 2014). However, in a study by Tiggemann and Slater (2013), it was concluded that the exposure to idealized images on social media was positively associated with body dissatisfaction and negative self-evaluation among young women.

ii. Filtered and Curated Content Affects Body Image and Self-Esteem

Filtered and curated content reaches another level to influence the body image and self-esteem. It has been observed from research that exposure to social media can create an altered reality in terms of the body image and unhealthy comparisons among the adolescents (Perloff, 2014). The constant pervasiveness of beauty standards is further exacerbated by photo-editing and influencer marketing, which contributes to eating disorders and body image issues in learners (Tiggemann & Slater, 2014). Internalization by the learner can cause some serious dent in the self-esteem of the learner, affecting the student's overall mental health.

2. Fear of Missing Out (FOMO)

Continuous updating through social media creates anxiety and dissatisfaction among the students who feel that their classmates are missing out on social events.

i. Anxiety and Dissatisfaction due to Constant Exposure

The most common problem students and social media users face is the 'Fear of Missing Out' (FOMO). Perpetual exposure to others' experiences through a party or an event can become a source of anxiety and dissatisfaction (Przybylski et al., 2013). The more that students compare their experiences to those presented online, the more inadequate and disconnected from society they can feel.

ii. Psychological implications of being left behind

The psychological effects of FOMO can be deep. According to Baker et al. (2020), students who have high levels of FOMO reported experiencing higher anxiety, depression, and life dissatisfaction. Social media fosters endless comparisons between one's life and the lives of others portrayed as seemingly perfect, thus fuelling feelings of loneliness and inadequacy, even among students who are connected to peers online.

3. Cyberbullying and Online Harassment

The internet anonymity fosters cyberbullying and so, cyberbullying victims are subjected to more frequent cases of depression, anxiety and trauma.

i. Increasing Cases of Cyberbullying

Cyberbullying is one of the major issues that have garnered much attention with regard to the usage of social media among students. This cyberbullying, by assuming an anonymous

character and the ease with which one can easily perpetrate online aggression, has made it easier for people to perpetrate harmful acts without directly facing the consequences. According to a fact sheet from Pew Research Center (2018), almost 59% of teens in the U.S. have been through cyberbullying or online harassment. Cyberbullying has devastating effects on victims and they are likely to face high rates of depression, anxiety and even Post-Traumatic Stress Disorder (PTSD) upon being bullied online (Kowalski et al., 2014). Thus, the psychological effects of cyberbullying cannot be confined in the virtual space as they may haunt students' lives with poor academic performance and weak social interactions off campus. Victims become socially isolated, which worsens their mental health.

4. Addiction and Dependency
Social media addiction and dependency on cell phones lead to sleep disorders, loss of concentration, and decreased performance in academic studies too.

i. Mobile and Social Media Addiction
Mobile and social media addiction is another problem the student faces. In these digital devices, the design creates compulsive checking, causes more screen time and a high need for validation through likes or comments by the user (Kuss & Griffiths, 2017). Research findings demonstrate that appetite for social media valuing leads to dependency, where a student feels he should regularly check his device even in inappropriate contexts (Andreassen, 2015).

ii. Links to Sleep Disturbances and Attention Issues
Mobile technology addiction can lead to sleep loss, attention difficulties and a lowering of academic performance. Studies have indicated that an increased duration of screen time, especially before sleeping time, is associated with poor sleep quality and increased daytime sleepiness (Hale & Guan, 2015). The lack of ability for students to concentrate on academic work due to continuous distractions from the notifications will affect their academic performance and thus become stressful and anxious.

5. Mental Health Disorders
Prolonged exposure to social media has been found to increase the cases of anxiety, depression and loneliness in individuals as virtual relationships do not cater for the emotional needs.

i. Increasing Rates of Anxiety and Depression:
The use of social media and mental health disorders clearly continues to gain more and more evidence. Many reports indicate that frequent social media use relates to increasing rates of anxiety, depression, and loneliness among students (Twenge et al., 2018). Despite the perception of being connected, most students also feel lonely and disconnected due to brief online connections.

ii. Social Isolation despite Online Connectivity:
Social media are created to mainly bring people together, yet may only aggravate social isolation in the long run. Online student communications often push face-to-face relationships into the background and, therefore continue to undermine social bonds while deepening a person's sense of loneliness (Primack et al., 2017). That paradox makes the importance of nurturing relations and balance between online engagement and real-life relationships crucial for reducing any kind of negative impact on mental wellbeing caused by social media.

FACTORS INFLUENCING THE MENTAL HEALTH IMPACT
Mobile and social media significantly and negatively influence the mental health of students because of their various factors of influence. These require a deep understanding for developing effective strategies for mitigating adverse effects and promoting welfare. This section delimits many variables that may affect mental health outcomes of the usage of social media among students such as personality, type of social media usage, hours spent online, influence of friends and family, and culture and societal influences.

i. Personality Traits (Individual Difference):
The personality factor in students has contributed to how students respond to the impacts of social media. Academic research suggests that introverts have a varied response to the impacts of social media than extroverts. Introverts are generally less social and less visible while trying to enlarge their networks, thus being lonelier while connecting with their social media. They have a tendency to scroll passively, which might make the feelings of isolation worse because they are comparing their real life away from the computer with idealized presentations that others post online (Woods & Scott, 2016). Introverts, on the other hand, are often in need of social interactions and generally use social media for connection and validation. Even if they have fun in the social interaction of the platform, anxiety and stress will arise when the expectation of their social online interaction does not meet expectations (Gonzales & Hancock, 2011). Personality can modulate the severity of mental health effects of social media, and some introverts might experience detrimental results more than extroverts.

ii. Social Media Usage (Passive vs. Active):
The impact style in which students use social media has on mental health is significant. Research has revealed that passive use of social media, as in scrolling through feeds with no interaction, leads to the generation of negative emotions and user dissatisfaction. Passive users are subjected to "highlight reels" of others, which pose dangerous social comparisons, yielding a decrease in esteem and increasing feelings of inadequacy. On the contrary, active engagement in the form of posting, commenting, and peer-peer interactions can increase a sense of community and belonging. More social support goes to users who are actively engaged; this most likely can ameliorate the feelings of loneliness and anxiety (Burrow & Rainone, 2017). However, overactive engagement can also create stress on the user if he or she perceives that he or she is always compelled to present an idealized online presence or is faced with negative criticism from peers. Therefore, whether social media use is passive or active becomes crucially important for the psychological outcome for students. Thus, it becomes the nature of social media usage-they are either passive or active-which plays a critical role in helping shape the psychological outcomes for the students.

iii. Time Spent on Social Media:

Another key variable influencing the mental health of the students is the hours spent on social media. Previous research has increasingly indicated that there is a relationship between excessive exposure to screens and mental illness. For instance, Twenge et al. (2018) have noted that students who spend more than three hours a day accessing social media are likely to experience anxiety, depression, and suicidal thoughts. Long hours on a computer screen can also affect sleep, which leads to more mental health issues. Sleep disorders are commonly associated with higher incidences of anxiety and depression; the situation may become vicious as poor sleep associated with social media use fosters poor quality of rest, while other underlying mental health issues are precipitated (Hale & Guan, 2015). As students spend more time using their devices for entertainment and relationships, their screen time must be checked and monitored to ensure their mental health is preserved.

iv. Peer and Family Influence:

Peer and family dynamics are the other essential influence factors. Parental monitoring and involvement are some protective factors that minimize the negative impact of social media. Children whose parents talk to them and establish rules about the use of social media show a lower number of adverse experiences, like cyberbullying or unhealthy social comparisons. On the contrary, lack of parent supervision carries a risk of increased exposure of a student to risks that relate to social media, that is risky interactions or content. It is in peer interactions that students also experience great variations in experiences of social media; for example, in the case of a student who hangs out with a peer group that encourages certain harmful practices, such as cyberbullying, the likelihood of a student being anxious and exhibiting low self-esteem can be pronounced. Understanding all these dynamics will better enable parents and educators to support children as they travel through the cyber world.

v. Cultural and Social Differences:

Social and cultural factors also determine the extent to which social media may impact psychological effects. In collectivistic societies, where human being's relationships and community ties are valued most, social media might serve as a means to an end of maintaining close relationships and feelings of belonging (Kumar & Prakash, 2020). Under these factors, social media is expected to have an effective positive impact on mental health as it increases social support and communication. In countries where individualism is respected, developing one's success and self-marketing goes hand-in-hand with augmented social comparison and mental illness. Research suggests that students are more likely to experience anxiety and depression as they now have to deal with the stress of keeping up a perfect online persona (Chen et al., 2021). In short, the cultural environment itself would play a very paramount role in determining how psychological consequences of social media are entailed. This again calls for the use of culturally appropriate interventions in addressing these issues.

STRATEGIES TO MINIMIZE NEGATIVE IMPACTS

Though the mobile and social media are increasing their usage in students, it really demands the need to strategize with these technologies' effects on the mentally deteriorating students. The strategies must need collaboration from both sides-the students, the parents, the educators and the social media sites. This chapter looks into several major strategies: promoting digital literacy, implementing mental health interventions, outlining roles for parents and institutes and recognizing the responsibility of the social media platforms.

1. Digital Literacy

Digital literacy has been integral part of each one's life today as technology interventions growing day-by-day and integrating with life activities.

i. Education of Students to Safe Use:

Improving the digital literacy of students may be among the best antidotes against the negative impacts of mobile and social media. Such should include teaching kids how not to misuse social media by intending to take into account implications from their online behaviours and content download online. Mindfulness makes the students more sensitive to how social media affects their emotional and wellbeing lives, thereby making them make better decisions regarding their online behaviours (Bennett et al., 2020).

ii. Privacy and Curating Content:

This is also learning to shape privacy settings and content moderation among the students. Students must be motivated to shape their feeds in such a way that they have positive and uplifting content while they unfollow accounts that provoke negative feelings or unhealthy comparisons. It goes in line with research indicating that one may also control exposure to the negative influences through online environment curating (Dunn & Rachid, 2021).

iii. Balance between Online and Offline Life:

Online and offline lifestyles must be balanced. Students need to be encouraged to lead an active life in the offline world, which includes sports, hobbies, and personal contact with persons in their lives. These virtues can be supported by teachers and parents through assembling the school for technology-free activities and encouraging participation in local, community-related issues that find direct application in real life (Hale & Guan, 2015).

2. Mental Health Interventions and Support

Children and specially students should be provided mental health support in the fast technological world.

i. In School-Based Programs:

Schools offer critical sites that can foster mental wellness among children. School-based interventions that focus on creating emotional resilience and coping can enhance the abilities of students to manage their mental health effectively. Some examples include SEL programs, which have been reported to promote the emotional well-being of students, reduce their stress levels, and improve academic performance (Durlak et al., 2011).

ii. Online Mental Health Services:

Apart from face-to-face programs, schools should provide access to online-based mental health services. Due to the broad

acceptance of online services, many students may be easily convinced to opt for the treatment online. Online counselling services and mental health applications can thus offer real-time support and resource for students with mental health concerns, thereby providing them access to help at their own convenience (Hollis et al., 2015).

3. Parental and Institutional Roles
Parents play a crucial role in the life of children and their parenting and guidance do affect the lifestyle of children.

i. Parents Guidelines:
Parents have the mandate to enforce better control of their children's mobile and social media. The establishment of clear guidelines on screen time, consumption of content, and online interactions can lead to a healthy digital life. Open communication must exist between the parent and the child in their regard for experiences online, allowing children to communicate any concerns or negative experiences they may have about things that come up online (Stiglic & Viner, 2019).

ii. Role of Schools and Universities:
Educational institutions must also supervise and regulate students' behaviour online. Schools should, therefore come up with policies that guarantee responsible and respectful behaviour in safe cyberspace. Teachers should be coached to recognize cyberbullying signs and mental health issues, thus enabling timely intervention and action (Kowalski et al., 2014).

4. Social Media Platforms' Responsibility
It also an important responsibility to the social media platforms to think about mental health of children and youth generation.

i. Technological Companies Responsibilities:
Social media should take up the responsibility of curbing negative contents and cyberbullying. Technology corporations should take its users' safety to the top of their agenda that entails designing policies on adverse behaviours and positive communication. This includes features allowing people to report harassments and block abusive accounts.

ii. Policies and Features on Safe Use:
Above all, reporting mechanisms can be paired with features that promote responsible use. Social media can incorporate features such as time management reminding users to take a break or limit their screen time. Some forms of content warnings are potential triggers and enable individuals to make informed decisions on their online consumption (Gonzales & Hancock, 2011).

CONCLUSION
Mobile and social media influence on students' mental health portrays the multidimensional and complex aspects, reflecting both positive and negative features. On one hand, these digital platforms have more advantages, such as greater social connectivity, access to resources in mental health, and educational benefits. With the help of social media, students are able to maintain their relationships and seek communities online where they can look for support and valuable learning content, which will presumably help with their emotional wellness as well as academic success. More importantly, the use of social media has become a popular instrument not only in educating people in matters related to mental health but also in providing some resources that help reduce stigma about the mental health issues among young people. But, at the same time, the effects of mobile and social media use on students cannot be ignored. A few of them are social comparison, the fear of missing out, cyberbullying, and addiction, which are damaging to the students' mental health and have caused rising anxiety, depression, and disconnection in them. This then perpetuates low self-esteem due to primarily filtered and curated content creating an environment where students are incompetent in relation to idealized portrayals of peers. As such, the dual nature of social media usage necessitates a critical examination of how these platforms influence students' mental health. Teaching students how to responsibly and mindfully use social media and educating them on resources that suggest positive relations outside cyberspace help protect their mental health. Though mobile and social media can be very effective means of connection and support, it is of utmost importance to be vigilant about their potential harms. Balancing digital engagement with mental health is crucial to fostering resilience and well-being among students. While implementing strategies that might reduce the adverse effects of technology and boost its benefits can help a student to navigate his or her digital lives in a manner that supports their overall mental health and well-being, there are also other steps that might be taken.

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