

Social Media Usage in Relation to Self-Regulated Learning, Adjustment and Health Status Among School Students of Punjab

Dr. Navkiran Kaur

Principal, Baba Mangal Singh Institute of Education, Moga

Abstract: *The present study was undertaken to explore the relationship between social media usage, self-regulated learning, adjustment and health status among school students of Punjab. A stratified random sample comprised of 1200 male and female of standard of different government and private schools located in urban and rural areas of Punjab. Data was collected using social media usage scale constructed by investigator herself, Self-Regulated Learning Scale (2017), HOSOCES Adjustment Inventory (2002) and Health Status Questionnaire (1998). Data was analyzed by using different statistical techniques such as descriptive statistics, t-test, analysis of variance, coefficient of correlation and step-wise multiple regression. The results indicated that majority of school students possess an above average level of social media usage. The results revealed that significant differences exist in social media usage on the basis of gender and locale of school. Hence, females and urban students tended to have higher social media usage. However, no significant difference in social media usage based on age was observed. Further, a significant and positive correlation was found between social media usage and self-regulated learning of school students. On the other hand, a significant and negative correlation was found between social media usage and adjustment of school students. The results revealed that significant negative correlation between social media usage and health status of school students. The results of regression analysis revealed that self-regulated learning, adjustment and health status emerge as a significant predictor of social media usage among school students.*

Keywords: Social Media Usage, Self-regulated Learning, Adjustment, Health Status

1. Introduction

Today we are living in a revolutionary world of dots and coms and, within seconds, several new inventions are happening around the globe, media technology being one of them. Social media technology has changed our lives giving us the freedom to perform activities from the comfort zone of our homes (Bhatt & Raina, 2020). The revolution in new technologies turned the whole world into a global village where information is easily accessible with the push of a button (Masthi et al., 2018). Today each and every aspect of human life- is it living, working or learning are passing through an information technology invasion (Sharma, 2019). The evolving technology has a strong impact on an individual's life especially teenagers as they are vulnerable to change. The invention of the cell phone, appearance of computers, laptops, and Internet communication has become a vital link in communicating with others. It has become inseparable part of our life and it is everywhere and it is impossible to escape from them. Twenty first century is the world of technology and internet has grown leaps and bounds from the time of its origin to the present times globally. The level of popularity and use of social media has increased greatly over the years since its introduction. India has embraced the internet with open arms, and its digital population has been rapidly growing in the past decade with over 680 million active internet users. What started with simple email correspondences has expanded to a digital universe with social networking giants like Google, Facebook and Twitter becoming a part of everyday life for millions of Indians (Keelery, 2020). Teaching learning process has evolved with internet based technical tools such as blogs, wikipedia, blogs, twitter and Gmail which contribute in teaching-learning process. All of these tools are useful in content development, allows more than one or two

users to create, modify and change, and operate web-based page content in a collaborative learning environment (Rani, 2018).

2. Literature Review

Studies related to social media usage pattern and demographic differences related to it

Engti et al. (2022) investigated the impact of social media addiction on health status and its correlation with demographic variables among 434 school students in grades IX to XII in Surat city. The results highlighted that younger age groups (13-15 years) were more susceptible to social media addiction, and girls showed a significant association with this form of addiction.

Shanthamurthy (2023) examined the academic achievement of 756 higher secondary school students, considering their social media usage and accounting for gender and locale factors in the Chitradurga, Davanagere, and Bellary districts of Karnataka, India. The study findings revealed that female students in rural areas had a higher level of social media usage compared to their urban counterparts.

Studies related with Self-Regulated Learning

Junastikova (2023) conducted a review of the relationship between self-regulation of learning and modern technologies in higher education over the past decade, considering the periods before and after the Covid-19 pandemic. Grounded theory served as the framework, and data were collected and analyzed through reflective writing by participants. The findings highlighted a positive correlation between self-regulation of learning and modern technology, suggesting that self-regulatory strategies contribute to increased academic success.

Karakaya & Altinsoy (2023) examined the relationship between problematic internet use and academic procrastination, with the mediating effect of self-regulated online learning, among 498 university students in Turkey. The correlation analysis revealed a negative correlation between self-regulated online learning and problematic internet usage. Furthermore, the parallel mediation analysis demonstrated that internet addiction has a direct predictive effect on students' self-regulated online learning.

Studies related with Adjustment

Gohil (2022) investigated adjustment and psychological well-being among 400 internet addicts and non-internet addicts adolescents from Anand, Surendranagar districts, and surrounding villages in Gujarat. The results indicated that non-addicts had better adjustment than internet addicts, and internet addicts had higher satisfaction and psychological well-being than nonaddicts.

Fabris et al. (2023) evaluated the association between social media and psychological maladjustment and educational achievement in a sample of 698 adolescents. The results of the study indicated a negative direct association of social media usage with psychological maladjustment.

Studies related with Health Status

Bhati (2023) analyzed data from a recent national survey on social media and the mental health of adolescents, involving interviews with nearly 50,000 parents in India. The findings suggested that social media interaction is linked to higher risks of depression and anxiety among children, especially among youngsters aged 9 to 17 who spend more than three hours daily on social media or gaming platforms.

Lake et al. (2023) explored the interrelationship between social media usage, psychosocial well-being, and academic performance in 204 Polytechnic college students. Pearson correlation results indicated that students with a low level of social media usage exhibited better psychosocial well-being compared to those with moderate or high levels of media usage.

3. Statement of the Problem

Social media usage in relation to self-regulated learning, adjustment and health status among school students of Punjab

Objectives of the Study

Following objectives were set in the present study:

- 1) To study the nature of distribution of scores on variables namely social media usage and its dimensions self-regulated learning, adjustment and health status of school students.
- 2) To compare social media usage and its dimensions among school students on the basis of gender, age and locale of school.
- 3) To compare social media usage and its dimensions on the basis of high and low levels of self-regulated learning of male and female school students.

- 4) To compare social media usage and its dimensions on the basis of high and low levels of adjustment of male and female school students.
- 5) To compare social media usage and its dimensions on the basis of good and poor health status of male and female school students.
- 6) To find out the coefficient of correlation between social media usage along with its dimensions and self-regulated learning of school students.
- 7) To find out the coefficient of correlation between social media usage along with its dimensions and adjustment of school students.
- 8) To find out the coefficient of correlation between social media usage along with its dimensions and health status of school students.
- 9) To predict social media usage on the basis of self-regulated learning, adjustment and health status of school students.

Hypotheses of the study

In conformance with objectives, following hypotheses were framed for verification in the present study.

- 1) There is no significant difference in social media usage and its dimensions among school students on the basis of gender, age and locale of school.
- 2) There is no significant difference in social media usage and its dimensions on the basis of high and low levels of self-regulated learning of male and female school students.
- 3) There is no significant difference in social media usage and its dimensions on the basis of high and low levels of adjustment of male and female school students.
- 4) There is no significant difference in social media usage and its dimensions on the basis of good and poor health status of male and female school students.
- 5) There is no significant relationship of social media usage and its dimensions with self-regulated learning of school students.
- 6) There is no significant relationship of social media usage and its dimensions with adjustment of school students.
- 7) There is no significant relationship of social media usage and its dimensions with health status of school students.
- 8) Self-regulated learning, Adjustment and Health status are not significant predictors of social media usage.

4. Methodology

In the present study, descriptive method of research was employed to explore how social media usage in relation to self-regulated learning, adjustment and health status among senior secondary school students.

- 1) Sample: The population of the present study was school students studying in XIth standard in various government and private schools located in rural and urban areas of Punjab. A stratified random sample of 1200 school students from government and private schools located the selected districts of Punjab was taken for the conduct of the present study giving due weightage to gender and locale. Out of the 22 districts of Punjab, six districts were selected randomly on the basis of their literacy rate. The three groups were

formed – districts of high literacy rate, average literacy rate and low literacy rate. Out of these six districts, 47 schools were selected for the conduct of the present study. Out of the selected 47 schools, 1200 eleventh grade students, both male and female, were randomly selected for collection of data.

- 2) Description of Research Tool: For every type of research, we require certain research tools which act as means to gather factual information for exploring a new field. The relevant details of tools used in the present research is as follows: 1. Socio-demographic Sheet: It was prepared by the investigator herself to get information regarding the gender, age, locale of school, type of school, type of family and academic performance of school students. 2. Social Media Usage Scale was developed and standardized by investigator herself for senior secondary school students to assess students' social media usage and motives, beliefs, addiction and malfunction related to social media usage. It consisted of 41 items and was structured on a 5-point continuum ranging Five response categories i.e., Always, Mostly, Sometimes, Rarely and Never were taken. The positive items were scored as 5, 4, 3, 2, 1 respectively. On the contrary, the negative items were scored in completely reverse order. The scale has a total score ranging from 41 to 205 with the higher score on the scale reflecting the more use of social media. The reliability of the scale was calculated by using Cronbach Alpha (α) which came out to be 0.91, which may consider highly reliable. 3. Self-regulated Learning Scale by Dr. Madhu Gupta & Ms. Dimple Mehtani (2017) is a 48 items scale and was used to measure the level of self-regulated learning of the school students. 4. HOSOCES Adjustment Inventory by N.A. Nadeem (2002) is a 64 item inventory and was used to measure adjustment in the school going children. 5. General Health Questionnaire (GHQ-28) developed by Goldberg and Hillier (1998) and adapted by researcher is a 28 item questionnaire was used to assess general health and well-being of individuals.

Statistical Techniques Used

- 1) Descriptive statistics namely mean, median, mode, standard deviation, skewness, kurtosis, range and graphical representation of the scores of senior secondary school students were employed on the variables of social media usage, self-regulated learning, adjustment, and health status to study the nature of score distribution.
- 2) t-test and one-way analysis of variance (ANOVA) were employed to compare the social media usage of students on the basis of gender, age and locale of school.
- 3) Two-way analysis of variance (ANOVA) followed by post-hoc test was employed to compare the social media usage on the basis of high and low levels of self-regulated learning, adjustment and good and poor health status of male and female school students.
- 4) The Pearson's product moment correlation technique (r) was employed to ascertain the relationship of social media usage with self-regulated learning, adjustment and health status among school students.

- 5) The step-wise regression analysis was employed to predict social media usage on the basis of self-regulated learning, adjustment and health status of students.

5. Result And Discussion

Descriptive Analysis

Social media usage, self-regulated learning, adjustment and health status among school Students From descriptive analysis it can be concluded that all school students use social media but majority of the school student under study have high tendency to use social media and possess above average level of total social media usage along with its dimensions. Further selfregulated learning and adjustment scores reveal that majority of the school students have below average level of self-regulated learning and below to average level of adjustment. Most of the school students possesses above average level of health status.

Differential Analysis

Gender-wise differences in social media usage and its dimensions of school students talking about gender-wise differences in social media usage and its dimensions, there are significant gender differences observed in social media usage and its dimensions that are motives, beliefs, addiction, malfunction and total social media usage. The mean score of social media usage is high among female students as compared to male students. Results conclude that female school students possess more social media usage than their male counterparts.

Locale of school-wise differences in social media usage and its dimensions of school students

There are significant differences in social media usage along with its dimensions of school students on the basis of their locale of school. This concludes that social media usage of rural and urban school students are different. Furthermore, results reported that school students who belong to urban areas have higher level of social media usage as compared to school students who belong to rural areas.

Age-wise differences in social media usage and its dimensions of school students

No significant mean difference has been reported in social media usage along with its dimensions of school students on the basis of age. Hence, social media usage of school students was found to be independent of age indicating that the school students have similar social media usage irrespective of their age.

Inferential Analysis

Social media usage and its dimensions on the basis of high and low levels of self-regulated learning of male and female school students

The main effect of self-regulated learning of students on motive, belief, addiction, malfunction and total social media usage among school students are found to be significant. This concludes that the school students with high and low self-regulated learning were found significantly different in social media usage. The school students with high self-regulated learning were more prone to social media usage as compared to the students with low self-regulated

learning. Further, the significant main effect of gender also indicating that both— male and female students with high self-regulated learning tend to have high social media usage as compared to their counterparts with low self-regulated learning. Additionally, there is significant interaction effect of self-regulated— learning and gender on motive, belief, addiction, malfunction dimensions and total social media usage of school students observed. Hence self-regulated learning and gender are dependent upon each other to explain social media usage of school students. Therefore, it may be concluded that social media usage of school students was dependent upon the interaction between self-regulated learning and gender.

Social media usage and its dimensions on the basis of high and low levels of adjustment of male and female school students

The main effect of adjustment of students on motive, belief, addiction,— malfunction and total social media usage among school students are found to be significant. This concludes that the school students with high and low levels of adjustment differs from each other in terms of social media usage. Further the comparison of mean scores on social media usage of school students revealed that the students with low adjustment were more prone to social media usage as compared to the students with high adjustment. Furthermore, significant main effect of gender also reported that both— male and female students with low adjustment had high social media usage as compared to male and female students with high adjustment. The interactional effect of adjustment and gender on belief and total— social media usage of school students is found to be significant. Hence, gender and adjustment are dependent on each other to explain social media usage of school students. Therefore, it may be concluded that social media usage of school students was dependent upon the interaction between health status and gender.

Correlation Analysis

Relationship between social media usage and its dimensions with selfregulated learning, adjustment and health status of school students

There is positive and significant relationship between social media— usage and its dimensions with self- regulated learning among school students of Punjab. This concludes that if self-regulated learning of school students will increase than social media usage among school students will also increase and if the self-regulated learning of school students will decrease than social media usage among school students will also decrease. Moreover, it has been further observed that all the four dimensions of social media usage (motive, belief, addiction and malfunction) are found to have significant positive relationship with selfregulated learning which indicates that with the increase in motive, belief, addiction and malfunction of social media usage, the selfregulated learning of school students will also increase and vice versa.

There is negative and significant relationship between social media— usage and its dimensions with adjustment of school students of Punjab. This indicates that higher the adjustment of school students, lower is the social media usage of

students and vice versa. Moreover, it has been further observed that all the four dimensions of social media usage (motive, belief, addiction and malfunction) are found to have significant negative relationship with adjustment of school students which indicates that with the increase in motive, belief, addiction and malfunction of social media usage, the adjustment will decrease and vice versa.

There is negative and significant relationship between social media usage and its dimensions with health status among school students of Punjab. This concludes that if health status of school students will increase than social media usage among school students will decrease and if the health status of school students will decrease than social media usage among school students will increase. Moreover, it has been further observed that all the four dimensions of social media usage (motive, belief, addiction and malfunction) are found to have significant negative relationship with health status which indicates that with the increase in motive, belief, addiction and malfunction of social media usage, the health status of school students will also decrease and vice versa.

Regression Analysis

Predictors of social media usage among school students. The step-wise regression analysis of self-regulated learning,— adjustment, and health status on social media usage among school students reveals that self-regulated learning, adjustment, and health status significantly predict the social media usage. Self-regulated learning, adjustment, and health status of social media— usage among school students contributing 35%, 52.9% and 34.2% variance independently. Self-regulated learning, adjustment, and health status of social media usage among school students contributing 64.6% variance conjointly. It is also notable that among these predictors, adjustment is the most— effective predictor of social media usage with 52.9% variance.

6. Educational Implications

Educational Implications for Students

- 1) The results of the present study revealed that the school students in the sample possessed above average level of social media usage. It implies that student's social media usage is a cause of concern for everyone. This highlights the importance of monitoring students' social media habits and attitudes. Students need to be self-disciplined in using the social media with regard to time spent, time of access, and online activities (Thanuskodi, 2015). They channelize their free time in some kind of recreational work and avoid wasting their time on social media platforms.
- 2) The study found significant gender differences in social media usage, with higher in female school students. Female school going students should be self-aware about their usage. Further, setting reasonable time constraints and incorporating engaging home assignments can contribute to a balanced use of leisure time. They must learn valuable offline skills promoting both personal growth and the development.
- 3) The students belonging to urban areas spend more time on social media compared to their rural counterparts. Therefore, it is more important for school students

belonging to urban areas cautious about their social media usage because the excessive use of social media has various adverse effects on various aspects of one's life. There should be some skill-based and engaging assignments to urban students so that they get ample opportunity to work in developing their skills instead of wasting their time on social media (Kaur, 2017).

- 4) Further this study indicated that students with low adjustment tend to use social media excessively. When students feel maladjusted in the real world, it's recommended that they engage with their physical surroundings, spend time with real offline friends, and participate in outdoor activities to overcome feelings of detachment (Kaur, 2017). They need to develop the ability of critical thinking, which would help them understand the difference between fantasy and reality (Sharma, 2017). There is a need to create a learning community in the classroom where students would find themselves as community of learners rather than isolated individual.
- 5) The present study revealed poor health status leads to excessive social media usage. Students must adopt healthy lifestyles, build a strong support system, and engage in activities like outdoor and indoor games, sports, meditation and yoga that promote balance between the mind and body and keep themselves physically, mentally and socially healthy (Kaur, 2017; Saini & Kaur, 2019). Educational Implications for Parents
- 6) To avoid heavy usage of social media, parents should try to keep family environment healthy, supportive, stress-free, empathetic, affectionate and congenial so that children must feel connected with the family rather than switching into virtual world for search of virtual friends to seek warmth and support. As the world is getting digitalized, it is extremely important for them to bridge that gap by staying updated of their digital activity (Gupta & Sharma, 2021).
- 7) Parents should actively engage in conversations with their children about the positive and negative aspects of social media usage. Encouraging kids to share their thoughts, feelings, and experiences without fear of judgment helps them feel more comfortable in the real world rather than relying on virtual world to share their feelings. Parents can create a supportive environment where their children can develop healthy digital habits (Kaur, 2015).
- 8) As digitalization continues to shape the world, parents should take an interest in and be aware of their children's online activities (Sharma & Kumar, 2016; Kaur, 2018). This involvement bridges the generation gap and encourages a healthy understanding of digital behavior (Singh & Barmola, 2015; Sharma, 2017). They should keep an eye on what they do on the internet. 9
- 9) Parents should encourage their children to participate in activities beyond social media, such as indoor and outdoor games, reading, social work, and household chores. This helps strike a balance between virtual and real-life experiences (Singh & Barmola, 2015). 243
- 10) Parents should make clear cut rules and regulations to control the excessive non-essential usage of mobile by the students to control the negative impact of this obsession on their engagement in studies, adjustment and on their health status. Monitoring activities and encouraging gadget-free time at home can help maintain a healthy balance (Sheriff, 2017).
- 11) Children learn by observing their parents' behaviors and attitudes Parents themselves should also strictly abide by these rules and regulations regarding social media because parents are the role model for their children. By doing so, they guide their children towards healthy interactions, empathy, and self-confidence (Singh, 2015). Educational Implications for Teachers and School Authorities
- 12) The present study findings revealed a positive relationship between social media usage and self-regulated learning. Teachers should design activities that engage students in active learning experiences, fostering self-regulated learning and metacognition. To nurture one's engagement in studies, teacher should make strategies which help the students to involve more in the class room and enjoy learning statistics. Hence teachers should encourage using such social media apps that contains something new and helps adolescents to stimulate learning and improve their academic performance (Panicker & Sachdev, 2014).
- 13) Teachers can use digital content available on the social media for supplementing the textbook material. They can post assignments, project details, and deadlines on social media platforms, enhancing class communication and for interactive learning like polls, quizzes, and Q&A sessions, fostering engagement and immediate feedback (National Education Policy, 2020). Social media and ICT has an important role in mediating the teaching-learning process (National Education Policy, 2020).
- 14) Teachers should explore the methods to engage students, particularly girls and those in urban areas, in diverse productive activities. This approach aims to redirect their energies positively. 244
- 15) Schools can introduce life skills programs enhancing social skills and coping mechanisms of students. Teachers can help students in adopting healthy life-style an effective coping strategies by regular counseling for improving their physical as well as mental health (Bodhi, 2017). The teachers should encourage the students to maintain social relationships and organize various social activities like NSS camps, fairs, functions and celebrations through which students can develop social skills in themselves (Saini & Kaur, 2019).
- 16) Attention should be directed towards creating a stress-free learning environment in educational institutions to ensure the optimal development of the school-going population (Shah, 2016). The teachers should maintain healthy friendly relations with their students so that students may easily approach their teachers if they are undergoing any mental health problems, adjustment problems, stress and strains of any kind. Students must be taught cyber safety, the appropriate use of technology and the internet, and be educated about the disruptions caused by screens and handheld gadgets.
- 17) School authorities should provide adequate opportunities to students with variety of co-curricular activities and competitions of diverse nature, plan outdoor activities such as games, tours, excursions, surveys, field trips etc. for the adolescent students

which will contribute in bringing the adolescents close to the nature, enhance their health, improve their social skills at the same time protect them from the trap of media dependence (Saini & Kaur, 2019). They should be encourage participation of students in sports or healthy activities like practicing yoga, exercising, meditation in which students can interact with peers in person rather than online (Kaur, 2017).

- 18) School authorities should establish guidance and counseling cells in institutions and can help track students' development and behaviors, and offering guidance and counseling as needed. 245 Educational Implications for Counsellors
- 19) The counselors should have awareness about the sensitivity of the issue of excessive non-essential use of social media by people of all age group (Spraggins, 2009; Giota & Kleftras, 2013). They should provide assistance to the adolescents, parents and teachers whenever needed to protect the adolescents from the trap of problematic social media usage, health problems and social relations (Ahmad et al., 2014; Saini & Kaur, 2019). Seminars and conferences must be organized to highlight and hamper the negative consequences of problematic social media use (Singh, 2015).
- 20) Counselors should develop customized inventory and standardized tests to identify the problematic social media usage, health problems, physical health indexes and the adjustment inventories for the students of all age group in reference to the socio- cultural environment prevailing in India. The counselors should keep themselves aware about the recent researches concerning the impact of social media usage on the adolescent's overall growth and development. Educational Implications for Policy Makers and Curriculum Developers
- 21) The policy makers and curriculum developers should make clear and strict rules regarding the content available in social media apps, keeping in mind the safety and age appropriateness of the users. The curriculum being followed in the schools should also be revised with the scope of creativity, activity oriented, and student centered so that students do not feel monotonous and exhausted with their studies and rather enjoys their education and schooling and they may not feel the need of approaching the virtual world for entertainment.
- 22) The policy makers need to work in partnership with educational boards such as CBSE and NCERT to create and incorporate digital literacy programs in schools. Integrating technology into the curriculum at all levels of education, as outlined in the National Education Policy (2020), can empower students with the necessary skills to navigate social media platforms in a safe and responsible manner. 246
- 23) The policy makers should encourage the researches in the field of social media addiction and its adverse impacts on the overall growth and development by providing the suitable funds and, infrastructure and other supports systems required by the researchers (Wanajak, 2011). Policy makers should provide funds to the counselors and researchers to deal with the treatment of social media addiction. Moreover, funds should be raised to provide infrastructure for leisure

time activities, sports and recreational activities so that students enjoy sports activities and play with each other. It will provide students with more options for recreations other than social media and Internet.

- 24) The researcher has contributed a standardized social media usage scale which can be easily used by the students, teachers, parents, counselors and other stake holders to diagnose the social media usage of the school students and take timely steps to control the obsession of social media usage among school students. In nutshell, the role of social media in students' lives is undeniably significant, offering both remarkable opportunities and potential risks. Instead of putting efforts to refrain adolescents from social media usage, teachers and school authorities should take necessary steps to divert their attention towards productive aspects of social media usage. It may be recommended that for healthy development of adolescents that needs are satisfied and age specific developmental tasks are fulfilled. The school students should be provided with timely support and the counselling to have a sense of control over own activities and to boost their confidence level. Thus, the study also climaxes social media usage is beneficial for selfregulated learning but on the other side compulsive use of social media as one of the major etiology behind poor adjustment and poor health status of students. As the adolescents are the looming populaces, if the issues of adjustment are not resolved and health are not preserved, they will not be able to accomplish academic heights and will not be able to lead a worthy fruitful life. This mountainous popularity of social media demands proper attention before excessive social media usage becomes a serious health issue. This should be joint effort of teachers, parents and counselors. This study and its 247 results may help the teachers, parents, counselors, app designers and policy makers as a background to understand risk of compulsive social media usage. Such concerns should be addressed with patience and not with aggression and threats.

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