Usage of Social Media Applications and Social Interaction Patterns among Teenagers

Abstract: The present finding aimed at studying “Usage of Social Media Applications and Social Interaction Patterns among Teenagers”. Keeping in view the major concepts of the study, Uses and Gratification theory and Dependency theory is applied. In the current study, data were collected from the students of schools and colleges through the survey research method. A well-designed questionnaire is used for data collection. A purposive convenient sampling technique is used. A sample of 400 students is selected. The analysis of findings reveals that teenagers more frequently use WhatsApp (81%). Teenagers like Education-related content on social media applications (66%). The findings also reveal that teenagers agree that the use of social media applications has reduced Indoor Activities (79%). A correlation test is applied. The hypothesis of the study is that there is a negative relationship between times of using social media applications with content liking on social media applications. Times of using social media applications are negatively correlated with the reduction of Indoor Activities, Offline Friendship, Outdoor Activities and Sports.

Key Words: Social media applications, Social Interaction Patterns, Teenagers, Uses and Gratification Theory and Media Dependency Theory.

Introduction

Social Media Applications always has a part of our civilization, and it is also a part of our faith, and it is a method of spreading our networks by making links to each other (Sawyer and Chen, 2012). The effect of these Applications and the research on modern sociology has totally altered...
the background of social links from facing to the online network. The beginning of these applications and the rising use of these applications, for example, Facebook, Instagram, Tiktok, Whatsapp and Youtube, have become a worldwide fact of the last century and have totally changed the methods of Communication (Bargh and McKenna and Fitzsimons, 2002).

As regards as the influence of Social Media Applications are connected, yet they have put their cooperation in lowering the space between friends and families, their negative consequences just like Promotion to unnecessary contacts, offensive messages, molestation, Chasing, Intimidation, easy approachability to private information, and their time-spending nature should not be brush aside (Ellison and Steinfield and Lampe, 2007).

Teenagers have enclosed these applications much more than the elder people so that they get in touch with their companions; they tell their information, they reincarnate their nature, and show their lives as socially (Guedes and Nardi and Guimarães and Machado and King, 2018).

The teenagers pass their free time by working on computers, and they are unable to tell their emotions to their parents and companions; in fact, they upload their feelings on their status. And in this way, they have no idea what’s happening around the globe. When these things are not present, they start to languish for it, and sometimes they become the victims of the unethical enterprise (Kshirsagar and Kulkarni, 2015).

Amid the huge range of networked gadget which is convenient for contacts, social media applications like Facebook, Instagram, Tiktok, Whatsapp and Youtube are the most current and interesting gadgets for linking people throughout the globe (Aghazamani, 2010).

Facebook is one of the biggest social media applications, and it became so popular, especially among teenagers, that it depicted many other traditional characteristics of the community. Teenagers who are the heaviest users of Facebook can upload their ideas, messages and images and tag them to their friends and family. The teenagers use Facebook to do contact their old schoolfellows. Teenagers make new relations and make new friends, or it also creates a way to unroll the applications of Facebook, which include games and quizzes (Boyd & Ellison, 2007).

**Literature Review**

A literature review is thought to be the principal part of the examination fill in as it enables the specialist to get the important prior looks into about his exploration contemplate from the web and other significant sources. The critical purpose of the present examination was to decide “Usage of social media applications and social interaction patterns among teenagers of Sargodha city”.

According to Ali (2016), Social media applications are fastly getting a topic of debate from the education point of view across the whole world globe. The present study was designed to analyze the influences of social media applications on teenagers in current Pakistan, especially concentrate on the modification in family relationships. The quantitative research methodology is used in this study, and the investigators used the method of the survey in this study to gather
data. For data collection purpose, International Islamic University is selected because their students are huge users of these applications. In this research, the respondents are the students of Masters Level, and they are 175. The students were chosen by the method of Random sampling technique and stratified sampling technique. Their findings are that 94% of students admitted that the more use of these applications influences negatively on family relationships. They have observed that they feel loneliness, and they feel like strangers in relatives, friends and family, and also, they feel strangers from themselves. And this shows that they have shy and reserved personalities. With regards to the findings, it was observed that the excessive use of social media applications among teenagers is deducing the relationship of the teenagers with their family members, and they totally altered the values of the youth.

Saleem and Malik et al. (2014) researched that the use of social media applications affects teenagers Liaison with their real-life relations. The basic aim of this research is to explore if the more use of these applications produces loneliness between the teenagers from their close relations like family, friends, and colleagues etc. By raising their close connection with outsiders. For this purpose, the survey method was used. 306 Pakistani teenagers are selected for this purpose. The findings show that there is a strong link between the time spent on social media applications and loneliness. The people who more use social media applications feel more loneliness. Social media applications were used for the purpose of interaction for making strong relationships.

According to Vitak and Marie (2008), Teenagers have more access to internet usage, and they more use social media applications. As indicated by Lenhart et al. (2010), In the United States, people more use the internet, and they make their account on at least one social media application and those people who have an account on one social media application, they also made their account on other social media applications. The study has also shown that males and females have their own opinions about social media applications. The females are making their accounts on Facebook. And this is also verified that females more use social media applications than males.

As indicated by Berg et al. (2012), The more use of social media applications use occurs simultaneously with the biggest structural replacement towards that society which is based on the information level, and in which relationships are built socially, and they are made more powerful strengthened through the chain of egocentrism. Online communication has been laid more importance than offline communication.

**Theoretical Framework**

View the theoretical structure as a philosophical construct that provides a systemic context that directs the study. This offers the context for your analysis and provides the reader with a rationale for your examination of a particular research issue.

**Uses and Gratifications Theory**

Mäntymäki and Islam (2016) say both optimistic and harmful effects on the usage of SNSs.
Mäntymäki and Islam (2016) used the U&G method to portray social improvement and emotional interaction as optimistic gratifications, while exhibitionism and voyeurism as derogatory gratifications for SNS usage. The best indicator of SNS usage is exhibitionism, interpersonal interaction and voyeurism, respectively, and the amount of SNS friends (Mäntymäki & Islam, 2016). Mäntymäki and Islam (2014) find that an ad that likes SNSs were correlated with various motives, respectively: voyeurism and exhibitionism.

**Media Dependency Theory**

A disciplined method to the study of the impact of social media on the people and the interactions between the social media, the people, and the community-based systems. The hypothesis was organized by American media scholars Sandra Ball-Rokeach and Melvin DeFleur in 1976 (Lin, 2008).

There is less public awareness about the everyday world, and they can use social media to provide more knowledge and satisfy their needs. Intense social media usage creates reliant viewer relationships. Media can, however, develop reliance relationships with selected viewers by utilizing its media power and influence to accomplish their objectives (Lin, 2008).

**Research Design**

Creswell and John W (2014) define research design as “A compilation of methods and procedures used to collect and evaluate the variables defined in the question research”. This present research study was designed to determine the usage of social media applications and social interaction patterns among teenagers of Sargodha city. Keeping in view nature and necessity of the study, the survey research process is embraced.

**Findings**

The present study is based on the Usage of Social Media Applications and Social Interaction Patterns among teenagers of Sargodha city. The major findings of the study are given below:

| Table 1. Frequency of Using Social Media Applications |
|-----------------------------------------------------|
| Frequency | Overall | 13-16 year's | 17-19 year's | Male | Female |
|------------|---------|--------------|--------------|------|--------|
| **Frequency of using Facebook** |     |       |       |       |       |
| Very Frequently | 16 | 14 | 16 | 13 | 18.6 |
| Frequently | 25 | 18 | 27 | 25 | 24.4 |
| Somewhat | 19 | 23 | 17 | 18 | 18.6 |
| Rarely | 22 | 21 | 22 | 26 | 16.3 |
| Not at all | 20 | 25 | 18 | 18 | 22.1 |
| **Frequency of using Instagram** |     |       |       |       |       |
| Very Frequently | 14 | 14 | 13 | 12 | 15.1 |
| Frequently | 18 | 16 | 19 | 16 | 21.5 |
| Somewhat | 10 | 9 | 10 | 11 | 8.1 |
| Frequency     | Overall | 13-16 year's | 17-19 year's | Male | Female |
|---------------|---------|--------------|--------------|------|--------|
| Rarely        | 16      | 20           | 15           | 15   | 17.4   |
| Not at all    | 43      | 42           | 43           | 46   | 37.8   |
| Very Frequently | 12  | 14           | 12           | 11   | 13.4   |
| Frequently    | 9       | 14           | 7            | 9    | 8.7    |
| Somewhat      | 12      | 13           | 12           | 13   | 11.0   |
| Rarely        | 14      | 14           | 14           | 12   | 16.9   |
| Not at all    | 53      | 47           | 55           | 55   | 50.0   |
| Very Frequently | 61  | 59           | 61           | 54   | 46     |
| Frequently    | 20      | 23           | 18           | 22   | 68.6   |
| Somewhat      | 6       | 3            | 6            | 7    | 16.3   |
| Rarely        | 7       | 8            | 7            | 8    | 6.4    |
| Not at all    | 7       | 6            | 8            | 9    | 5.2    |
| Very Frequently | 26  | 24           | 26           | 24   | 28.5   |
| Frequently    | 38      | 35           | 38           | 35   | 41.9   |
| Somewhat      | 17      | 14           | 18           | 19   | 14.0   |
| Rarely        | 10      | 18           | 8            | 9    | 11.0   |
| Not at all    | 10      | 9            | 10           | 14   | 4.7    |

*Figure shows percentage*

Table 1 shows the teenagers frequency of using social media applications. Empirical finding reveals that teenagers more frequently use Whatsapp (81%), as compared to Youtube (64%), Facebook (41%), Instagram (32%) and Tiktok (21%).

**Table 2. Time of Using Social Media Applications**

| Time of using Facebook               |       |       |       |       |       |
|--------------------------------------|-------|-------|-------|-------|-------|
| Not at all                           | 33    | 42    | 31    | 33    | 33.1  |
| Less than 1 hour                     | 39    | 40    | 38    | 40    | 37.2  |
| 1 to 2 hours                         | 16    | 10    | 18    | 17    | 14.5  |
| 3 to 4 hours                         | 6     | 6     | 6     | 6     | 6.4   |
| More than 4 hours                    | 6     | 2     | 7     | 4     | 8.7   |

| Time of using Instagram              |       |       |       |       |       |
|--------------------------------------|-------|-------|-------|-------|-------|
| Not at all                           | 53    | 54    | 53    | 56    | 49.4  |
| Less than 1 hour                     | 23    | 20    | 23    | 21    | 25.0  |
| 1 to 2 hours                         | 15    | 16    | 15    | 17    | 12.8  |
| 3 to 4 hours                         | 5     | 4     | 5     | 4     | 5.2   |
| More than 4 hours                    | 5     | 6     | 5     | 3     | 7.6   |

| Time of using Tiktok                 |       |       |       |       |       |
|--------------------------------------|-------|-------|-------|-------|-------|
| Not at all                           | 59    | 54    | 61    | 59    | 58.7  |
Table 2 shows the time spending of students on using social media applications. Empirical findings reveal that students frequently spend more time using WhatsApp (51%), as compared with youtube (25%), Facebook (12%), Instagram (10%) and Tiktok (9%).

| Time | Not at all | Less than 1 hour | 1 to 2 hours | 3 to 4 hours | More than 4 hours |
|------|------------|------------------|--------------|--------------|-------------------|
| Whatsapp | 10 | 6 | 11 | 13 | 5.2 |
| Youtube | 19 | 21 | 28 | 27 | 25 |

*Figure shows the percentage

Table 3. Purpose of Using Social Media Applications

| Purpose of Using Social Media Applications | Using Social Media Applications for Event Planning | Using Social Media Applications for Exchange Ideas | Using Social Media Applications for Exchange Information on Conflict |
|-------------------------------------------|-----------------------------------------------|-----------------------------------------------|-------------------------------------------------------------|
| Very Much                                  | 14 | 13 | 19 | 15 | 20 | 19 | 21 | 23 | 19 | 23 | 19 | 23 | 19 | 23 | 19 | 23 | 19 |
| Much                                      | 17 | 18 | 20 | 16 | 19 | 18 | 21 | 17 | 17 | 16 | 17 | 16 | 17 | 17 | 17 | 17 | 17 |
| Somewhat                                  | 22 | 19 | 23 | 17 | 20 | 18 | 21 | 17 | 17 | 16 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| Little                                    | 21 | 20 | 21 | 18 | 21 | 19 | 21 | 20 | 21 | 19 | 21 | 19 | 21 | 20 | 21 | 21 | 21 |
| Not at all                                | 26 | 31 | 25 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |

| Purpose of Using Social Media Applications | Using Social Media Applications for Event Planning | Using Social Media Applications for Exchange Ideas | Using Social Media Applications for Exchange Information on Conflict |
|-------------------------------------------|-----------------------------------------------|-----------------------------------------------|-------------------------------------------------------------|
| Very Much                                  | 19 | 15 | 20 | 21 | 23 | 19 | 21 | 23 | 19 | 23 | 19 | 23 | 19 | 23 | 19 | 23 | 19 |
| Much                                      | 33 | 38 | 32 | 29 | 32 | 29 | 32 | 29 | 32 | 29 | 32 | 29 | 32 | 29 | 32 | 29 | 32 |
| Somewhat                                  | 21 | 23 | 20 | 18 | 21 | 19 | 21 | 18 | 21 | 19 | 21 | 19 | 21 | 19 | 21 | 19 | 21 |
| Little                                    | 14 | 15 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| Not at all                                | 13 | 10 | 14 | 17 | 14 | 17 | 14 | 17 | 14 | 17 | 14 | 17 | 14 | 17 | 14 | 17 | 14 |

| Purpose of Using Social Media Applications | Using Social Media Applications for Event Planning | Using Social Media Applications for Exchange Ideas | Using Social Media Applications for Exchange Information on Conflict |
|-------------------------------------------|-----------------------------------------------|-----------------------------------------------|-------------------------------------------------------------|
| Very Much                                  | 21 | 16 | 23 | 19 | 21 | 19 | 23 | 19 | 23 | 19 | 23 | 19 | 23 | 19 | 23 | 19 | 23 |
| Much                                      | 27 | 21 | 28 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| Somewhat                                  | 19 | 23 | 17 | 21 | 19 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| Little       | 14 | 20 | 12 | 12 | 16.3 |
|-------------|----|----|----|----|------|
| Not at all  | 20 | 21 | 20 | 23 | 16.3 |

### Using Social Media Applications for Informal Learning

| Very Much | 24 | 19 | 25 | 22 | 25.0 |
|-----------|----|----|----|----|------|
| Much      | 33 | 36 | 32 | 34 | 32.0 |
| Somewhat  | 21 | 20 | 22 | 22 | 20.3 |
| Little    | 14 | 16 | 13 | 12 | 16.9 |
| Not at all| 8  | 9  | 8  | 10 | 5.8  |

### Using Social Media Applications for Keeping in Touch with Family

| Very Much | 41 | 42 | 41 | 39 | 43.0 |
|-----------|----|----|----|----|------|
| Much      | 24 | 31 | 22 | 23 | 26.2 |
| Somewhat  | 14 | 10 | 14 | 13 | 14.0 |
| Little    | 11 | 9  | 11 | 10 | 11.0 |
| Not at all| 11 | 7  | 12 | 14 | 5.8  |

### Using Social Media Applications for keeping in touch with Friends

| Very Much | 50 | 53 | 49 | 47 | 54.1 |
|-----------|----|----|----|----|------|
| Much      | 25 | 25 | 25 | 24 | 26.2 |
| Somewhat  | 11 | 9  | 12 | 10 | 12.2 |
| Little    | 7  | 7  | 6  | 9  | 3.5  |
| Not at all| 8  | 5  | 9  | 11 | 4.1  |

### Using Social Media Applications to Raise Awareness through Sharing

| Very Much | 30 | 29 | 30 | 28 | 33.1 |
|-----------|----|----|----|----|------|
| Much      | 26 | 23 | 27 | 29 | 20.9 |
| Somewhat  | 15 | 17 | 14 | 12 | 18.0 |
| Little    | 15 | 14 | 15 | 14 | 15.7 |
| Not at all| 15 | 18 | 14 | 17 | 12.2 |

### Using Social Media Applications to Build Cooperation

| Very Much | 16 | 18 | 15 | 14 | 17.4 |
|-----------|----|----|----|----|------|
| Much      | 31 | 33 | 30 | 29 | 33.1 |
| Somewhat  | 27 | 24 | 28 | 26 | 29.1 |
| Little    | 11 | 11 | 11 | 12 | 9.9  |
| Not at all| 15 | 14 | 15 | 18 | 10.5 |

### Using Social Media Applications to Compete with Others

| Very Much | 15 | 15 | 15 | 11 | 19.8 |
|-----------|----|----|----|----|------|
| Much      | 22 | 27 | 20 | 22 | 20.3 |
| Somewhat  | 18 | 17 | 18 | 15 | 21.5 |
| Little    | 16 | 9  | 17 | 17 | 14.0 |
| Not at all| 30 | 32 | 30 | 35 | 24.4 |
Table 3 shows the students' purpose of using social media applications. Empirical findings reveal that students more use social media applications for keeping in touch with friends (75%) as compared to find the Latest News (68%), Keeping in touch with family (65%), Informal learning (57%), Raise Awareness through Sharing (56%), Exchange Ideas (52%), Exchange Information on conflict (48%), To build cooperation (47%), To share your videos and photos (44%), To compete with Others (37%) and Event Planning (31%).

Table 4. Content Liking on Social Media Applications

| Liking of Advertisements on Social Media Applications |
|------------------------------------------------------|
| Very Much                                            |
| 20                                                   |
| 21                                                   |
| 19                                                   |
| 20                                                   |
| 18.6                                                 |
| Much                                                 |
| 23                                                   |
| 22                                                   |
| 23                                                   |
| 21                                                   |
| 25.6                                                 |
| Somewhat                                             |
| 16                                                   |
| 15                                                   |
| 16                                                   |
| 18                                                   |
| 12.8                                                 |
| Little                                               |
| 15                                                   |
| 18                                                   |
| 14                                                   |
| 16                                                   |
| 14.5                                                 |
| Not at all                                           |
| 27                                                   |
| 25                                                   |
| 27                                                   |
| 25                                                   |
| 28.5                                                 |

| Liking of Animated Movies on Social Media Applications |
|-------------------------------------------------------|
| Very Much                                            |
| 15                                                   |
| 17                                                   |
| 15                                                   |
| 14                                                   |
| 17.4                                                 |
| Much                                                 |
| 30                                                   |
| 28                                                   |
| 30                                                   |
| 29                                                   |
| 30.8                                                 |
| Somewhat                                             |
| 22                                                   |
| 23                                                   |
| 21                                                   |
| 22                                                   |
| 20.3                                                 |
| Little                                               |
| 16                                                   |
| 17                                                   |
| 15                                                   |
| 16                                                   |
| 15.1                                                 |
| Not at all                                           |
| 18                                                   |
| 16                                                   |
| 19                                                   |
| 19                                                   |
| 16.3                                                 |

| Liking of Education Related content on Social Media Applications |
|---------------------------------------------------------------|
| Very Much                                                    |
| 33                                                           |
| 32                                                           |
| 34                                                           |
| 36                                                           |
| 30.2                                                          |
| Much                                                         |
| 33                                                           |
| 34                                                           |
| 33                                                           |
| 33                                                           |
| 32.6                                                          |
| Somewhat                                                     |
| 18                                                           |
| 17                                                           |
| 19                                                           |
| 16                                                           |
| 21.5                                                          |
| Little                                                       |
| 11                                                           |
| 11                                                           |
| 11                                                           |
| 11                                                           |
| 11.0                                                          |
| Not at all                                                   |
| 5                                                            |
| 5                                                            |
| 5                                                            |
| 5                                                            |
| 4.7                                                           |

*Figure shows the percentage*
Table 4 shows teenagers liking of content on social media applications. Empirical findings reveal that teenagers like Education-related content on social media applications (66%) as compared to Music (65%), Pictures (64%), Games (49%), Animated Movies (45%), Advertisements (43%), and Infographics (40%).

Table 5. Reduced of Activities

| Social Media Applications Have Reduced the Indoor Activities | Very Much | Much | Somewhat | Little | Not at all |
|------------------------------------------------------------|-----------|------|----------|--------|-----------|
| Very Much                                                  | 57        | 58   | 57       | 57     | 57.6      |
| Much                                                       | 22        | 24   | 21       | 22     | 22.1      |
| Somewhat                                                   | 12        | 9    | 13       | 11     | 13.4      |
| Little                                                     | 4         | 4    | 3        | 4      | 2.3       |
| Not at all                                                 | 6         | 4    | 6        | 6      | 4.7       |

| Social Media Applications Have Reduced Offline Friendship  | Very Much | Much | Somewhat | Little | Not at all |
|------------------------------------------------------------|-----------|------|----------|--------|-----------|
| Very Much                                                  | 36        | 30   | 37       | 36     | 35.5      |

*Figure shows the percentage*
Table 5 shows that to what extent teenagers agree that the use of social media applications has reduced Indoor Activities, Offline Friendship, Outdoor Activities and Sports. The empirical finding reveals that teenagers agree that the use of social media applications has reduced Indoor Activities (79%) as compared to Offline Friendship (64%), Sports (60%) and Outdoor Activities (59%).

Statistical Analysis

Test Statistics: Correlation

| Frequency | Pearson Correlation | Effect on SIP | Affect of SM App | Bonding | Relationship Problems | Content Liking | Methods of Interaction | Preference for SM/TM | USM App | Reduced Activities |
|-----------|---------------------|---------------|------------------|---------|----------------------|----------------|----------------------|----------------------|---------|---------------------|
| USM App   | Sig. (2-tailed)     | .157**        | .188**           | .125**  | .263**               | .267**         | .325**               | .033                 | N       | .510                |
| N         | 399                 | 400           | 400              | 400     | 400                  | 400            | 400                  | 400                  | 400     | 400                 |
| Time USM App | Pearson Correlation | -.079         | -.203**          | -.096   | -.264**              | -.263**        | -.266**              | -.075                | N       | .135                |
| Sig. (2-tailed) | .113             | .000          | .054             | .000    | .000                 | .000           | .000                 | .135                 | N       | .135                |
| N         | 399                 | 400           | 400              | 400     | 400                  | 400            | 400                  | 400                  | 400     | 400                 |
| Purpose USM App | Pearson Correlation | .079          | .192**           | .171**  | .387**               | .234**         | .366**               | .055                 | N       | .273                |
| Sig. (2-tailed) | .115             | .000          | .001             | .000    | .000                 | .000           | .000                 | .000                 | N       | .273                |
| N         | 399                 | 400           | 400              | 400     | 400                  | 400            | 400                  | 400                  | 400     | 400                 |

*Figure shows the percentage

Statistical Analysis

Test Statistics: Correlation
Note. USM = using of social media applications, SIP = social interaction patterns, SM = social media, TM = traditional media

The result of the correlation test shows that there is a significant correlation between the frequency of using social media applications and the affect social interaction patterns of teenagers. The frequency of using social media applications and effects on bonding with family, relatives, peers and friends are highly correlated. There is a significant correlation between the frequency of using social media applications and the relationship problems face by spending more time using social media applications. The frequency of using social media applications and content liking on social media applications are highly correlated. While the frequency of using social media applications and methods to interact socially on social media applications are correlated. On the other hand frequency of using social media applications and preference of social media over traditional media is highly correlated. However, there is no significant correlation between the frequency of using social media applications and Indoor activities, Offline Friendship, Outdoor activities and sports, which are reduced by the use of social media applications.

Time of using social media applications is negatively correlated with effect on social interaction patterns of teenagers, with effects on bonding with family, relatives, peers and friends, with relationship problems face by spending more time on using social media applications, content liking on social media applications, methods to interact socially on social media applications, preference of social media over traditional media and the indoor activities, offline friendship, outdoor activities and sports.

The result of the correlation test shows that there is no significant correlation between the purposes of using social media applications and the affect social interaction patterns of teenagers. There is a significant correlation between the purposes of using social media applications and the effects on bonding with family, relatives, peers and friends. Purposes of using social media applications are highly correlated with relationship problems face by spending more time using social media applications. There is a significant correlation between the purposes of using social media applications and content liking on social media applications. Purposes of using social media applications and methods to interact socially on social media applications are significantly correlated. There is a significant correlation between the purposes of using social media applications and the preference for social media over traditional media. However, there is no significant correlation between the purposes of using social media applications and indoor activities, offline friendship, outdoor activities and sports, which are reduced by the use of social media applications.

Summary and Discussion

This study was designed to explore the Usage of Social Media Applications and Social Interaction Patterns among Teenagers. Usage of Social Media Applications, Time, Purpose, and Social Media Applications affects Social Interaction Patterns, Social Media Applications effects Bonding, Relationship Problems, Content Liking, Methods of Interact, Extent of Preference and Reduction
were major concepts of the study. A purposive convenient sampling technique was used, and four Hundred students were interviewed for data collection. Two hundred and twenty-eight students were male, and One hundred and seventy-two students were female.

The analysis of response to the question that how frequently you use the following social media applications revealed that the majority of the teenagers use Whatsapp as compared to Youtube, Facebook, Instagram and Tiktok (see Table 5.1). Among the age group, 13-16 year teenagers more frequently use Whatsapp as compared to17-19 year teenagers. It is also observed that females more use Whatsapp than male teenagers.

The analysis of response to the question that to what extent do you think you use social media applications for the following purposes revealed that the majority of the teenagers use social media applications for keeping in touch with friends (see Table 5.2). Among the age group, 13-16 year, teenagers use social media applications for keeping in touch with friends as compared to17-19 year teenagers. It is also observed that females more use social media applications for keeping in touch with friends than male teenagers.
References

Aghazamani, A. (2010). How do university students spend their time on Facebook? An exploratory study. *Journal of American Science, 6*(12), 730-735.

Ali, R. (2016). Social media and youth in Pakistan: Implications on family relations. *Global Media Journal*.

Bargh, J. A., McKenna, K. Y., & Fitzsimons, G. M. (2002). Can you see the real me? Activation and expression of the “true self” on the internet. *Journal of Social Issues, 58*(1), 33-48.

Bessiere, K., Kiesler, S., Kraut, R., & Boneva, B. S. (2008). Effects of Internet use and social resources on changes in depression. *Information, Community & Society, 11*(1), 47-70.

Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication, 13*(1), 210-230.

Duggan, M., & Smith, A. (2014). Pew research center: Social media update 2013.

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social network sites. *Journal of Computer-Mediated Communication, 12*(4), 1143-1168.

Flichy, P. (1997). Dynamics of Modern Communication: The Shaping and Impact of New Communication Technologies (Book Review). *Journalism and Mass Communication Quarterly, 73*(4), 998.

Guedes, E., Nardi, A. E., Guimarães, F. M. C. L., Machado, S., & King, A. L. S. (2016). Social networking, a new online addiction: a review of Facebook and other addiction disorders. *MedicalExpress, 3*(1).

Haythornthwaite, C. (2005). Social networks and Internet connectivity effects. *Information, Community & Society, 8*(2), 125-147.

Kaare, B. H., Brandtzæg, P. B., Heim, J., & Endestad, T. (2007). In the borderland between family orientation and peer culture: the use of communication technologies among Norwegian tweens. *New Media & Society, 9*(4), 603-624.

Kshirsagar, V. S., & Kulkarni, S. A. (2015). A study on effects of SNS as an educational tool on college students. *Int J Sci Res, 4*, 1814-6.

Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social Media & Mobile Internet Use among Teens and Young Adults. *Millennials: Pew Internet & American Life Project*.

Lin, Y. (2008). Media dependency theory. *Encyclopedia of Political Communication. http://www.britannica.com/topic/media-dependency-theory#info-article-history*.

Livingstone, S., & Bober, M. (2005). UK children go online: Final report of key project findings.

Mantymaki, M., & Islam, A. K. M. (2014). Voyeurism and exhibitionism as gratifications from prosuming social networking sites.

Mäntymäki, M., & Islam, A. N. (2016). The Janus face of Facebook: Positive and negative sides of social networking site use. *Computers in Human Behavior, 61*, 14-26.

Morimoto, S. A., & Friedland, L. A. (2011). The lifeworld of youth in the information society. *Youth & Society, 43*(2), 549-567.
Saleem, N., Ali, A., & Hanan, A. (2014). Influence of social networking sites on interaction patterns of youth: A Pakistan case. *Pakistan Vision, 15*(1), 40.

Sawyer, R., & Chen, G. M. (2012). The impact of social media on intercultural adaptation.

Vitak, J. (2008). *Facebook” Friends”: How Online Identities Impact Offline Relationships* (Doctoral dissertation).