# The Impact of Social Media Reels on 12th-Grade Girls students: A Comprehensive Psychological Study

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## Abstract

In today's digital age, social media has become an integral part of our lives. Platforms like Instagram, facebook, youtube, sharechat etc. with features such as "Reels," have gained immense popularity, especially among the younger generation. While social media offers various opportunities for self-expression and creativity, it also brings along potential distractions that can have a detrimental impact on students.

This research delves into the darker side of this phenomenon, particularly regarding the detrimental effects experienced by girls students of 12th standard. It explores the impact of excessive engagement with social media reels on various facets of their lives, including time management, academic performance, productivity, and overall physical and mental well-being.

*Keywords:- Instagram, facebook, youtube, sharechat , Social media reels, digital Media , Girls students and reels.*

Social media reels are short, engaging video clips that are commonly set to music or audio. They have become a popular feature on various social media platforms like facebook, Instagram and tiktok and youtube. Social media reels typically last from 15 seconds to one minute and allow users to create and share creative, visually appealing content in a concise format.

Social media reels have become exceptionally popular among teenagers .Reels are designed to capture attention quickly and hold it for a short duration. Their brevity makes them easily consumable, which aligns with the short attention spans of many teenagers. Reels also provide a creative outlet for teenagers to showcase their talents, interests, and personality. They can express themselves through music, dance, humour, fashion, or any other medium that resonates with them. Reels often involve trends, challenges, and collaborations, allowing teenagers to engage with their peers and a broader online community. This fosters a sense of belonging and social interaction, which is especially important for this age group. The visual and auditory elements of reels, combined with quick and dynamic editing techniques, make them visually stimulating and engaging. Teenagers are drawn to this form of multimedia content.

Many teenagers find it relatively simple to create and edit reels using their smartphones, making it an accessible and enjoyable activity. User-friendly editing tools are often available

on social media platforms. Reels often incorporate popular trends, challenges, and hashtags, which motivates teenagers to participate and create their versions of trending content. The potential for their content to go viral and gain recognition and money is a strong motivator for teenagers to engage with reels.

Girls students under the age of 18 are actively involved in both consuming and producing social media reels. This trend has both positive and negative aspects. On the positive side, it allows for creative expression, skill development, and a sense of belonging in the online community. It also helps build digital literacy and can even offer opportunities for recognition and success.

However, there are concerns as well. Excessive time spent on social media reels can lead to distractions from academics and physical activities. It also exposes young girls to unrealistic beauty standards and cyber bullying.

**Methodology**

The primary objective of this research was to gain a better understanding of how girls aged 16 to 18 years who are currently enrolled in the 12th standard use social media reels, both as consumers and creators, and to identify any potential trends or issues related to this age group's social media behaviour.

The researcher developed a questionnaire as the data collection instrument. The questionnaire was tailored to gather data related to the consumption and creation of social media reels and its positive and negative aspects.

The sample for this study consisted of 100 girls aged 16 to 18 who are currently enrolled in the 12th standard. The selection of the sample was done randomly, which means that each member of the population has an equal chance of being included in the study. This random selection ensures that the findings are representative of the broader population of girls in this demographic.

The questionnaire was carefully designed to include questions that would help answer the research questions effectively. The questionnaires were distributed to the selected respondents, and data was collected through their responses.

**Technique applied in Data analysis**

For this study, the author used a simple percentage method instead of advanced statistical tools because the questions were simple, objective and open ended . Response choices consisted of only two options: " yes" and "No".

No incentive was given to participants for the survey. The girls students were assured that their feedback  would not be shared with other girls students in class so that they can provide their feedback confidently.

**Results**

*Girls students 0f 12th standard Watching   reels on social media*

1. Do you watch Reels on social media?
   (1) Yes  - 93 %          (2) No- 7%

2. Why do you watch Reels?

 (1) Entertainment - 100%  (2) Educational-0%

3. Do you believe that watching Reels wastes your time?
   (1) Yes  - 100%          (2) No-0%

4. Do you think watching Reels has a negative impact on your studies?
  (1) Yes - 100%          (2) No

5. Do you often watch Reels late at night, affecting your sleep?
  (1) Yes - 82%          (2) No-18%

6. Do you compare yourself to the people shown in Reels while watching them?
  (1) Yes- 84%          (2) No- 16%

7. Do you want to stop watching Reels?
  (1) Yes  - 60          (2) No- 40

8. In your opinion, is watching Reels a bad habit?
  (1) Yes -30          (2) No- 70

9.Do  you think that watching reels on social media is an addiction ?
 (1) Yes - 95          (2) No-5

10. Would you like your younger siblings to watch Reels?
 (1) Yes  - 0          (2) No-100

### *Girls students 0f 12th standard Creating reels for social media*

1. Do you create Reels for social media ?
  (1) Yes - 30          (2) No -70

2. Why do you create Reels?

 (1) For fame and earning money - 95          (2) For creativity - 5

3. Do you believe that creating Reels enhances your creativity and self-confidence?
  (1) Yes- 30          (2) No-70

4. Do you believe that creating Reels is a waste of your time?
  (1) Yes-90          (2) No-10

5. Do you think creating Reels has a negative impact on your studies?
  (1) Yes -90          (2) No-10

6. Do you feel sad when your Reels don't receive as many likes as you expected?
  (1) Yes - 100          (2) No

7. Does your self-confidence decrease when your Reels don't receive as many likes as you expected?
  (1) Yes -100          (2) No

8. Have you ever experienced cyberbullying based on the Reels you created?
  (1) Yes -100          (2) No

9. Do you want to stop creating Reels?

(1) Yes-10　　　　(2) No-90

10. In your opinion, is creating Reels a bad habit?
   (1) Yes   -30　　　(2) No- 70

11. Would you like your younger siblings to create Reels?
   (1) Yes　　　(2) No-100

12. Do you believe that girls under the age of 18 should be prohibited from creating and watching Reels?
   (1) Yes  100　　　(2) No

## Discussions

The survey commenced with an exploration of the viewing habits of 12th-grade girls. A striking 93% of the respondents confirmed that they watch social media reels. Their reasons for watching are predominantly centered around entertainment, with 100% of respondents citing this as their primary motivation. This highlights the pivotal role of social media reels as sources of amusement in the lives of these teenagers.

The survey also revealed some alarming concerns. Every single respondent believed that watching reels on social media wasted their time, and a unanimous 100% agreed that it had a negative impact on their studies. These findings underscore the potential distractions and detriments that social media reels can pose to academic pursuits.

A noteworthy 82% of the respondents admitted to watching reels late at night, affecting their sleep patterns. This highlights the risk of disrupted sleep schedules, with potential repercussions on physical and mental health.

Moreover, 84% of the surveyed girls disclosed that they compare themselves to the individuals portrayed in reels. This reveals a concerning impact on self-esteem and body image, emphasizing the importance of fostering healthy self-perception in the digital age.

Intriguingly, 60% expressed a desire to stop watching reels, while 40% did not feel the same inclination. The conflicted views signify the challenge of breaking away from this form of entertainment.

While 30% considered watching reels a bad habit, a majority (70%) did not share this view, highlighting differing perspectives on this digital medium. Additionally, a substantial 95% of the respondents deemed it an addiction, indicating the potent allure that reels can have on teenagers.

Strikingly, none of the respondents wished for their younger siblings to watch reels, demonstrating a sense of protectiveness over the digital content their siblings consume. Furthermore, all 100% agreed that girls under 18 should be prohibited from creating and watching reels, suggesting a belief in age-related restrictions.

Shifting to the realm of reel creation, the survey found that 30% of the 12th-grade girls create social media reels. The overwhelming majority (95%) of these creators are driven by the aspiration for fame and earning money, reflecting the allure of social media platforms as potential sources of recognition and income.

Disconcertingly, only 30% believed that creating reels enhanced their creativity and self-confidence, revealing a discrepancy between their motivations and the perceived benefits of their actions. This suggests that while they seek fame and income, the creative aspect may not always be rewarding.

The survey unveiled that a substantial 90% of creators considered creating reels a waste of their time, with an equally significant percentage (90%) believing it had a negative impact on their studies. These findings emphasize the potential negative consequences of this digital activity, particularly in terms of time management and academic performance.

The emotional impact on creators was evident, as 100% expressed sadness when their reels received fewer likes than expected, leading to a subsequent decrease in self-confidence. This demonstrates the emotional vulnerability that can stem from online engagement.

Alarming findings showed that all creators (100%) had experienced cyberbullying related to the reels they created, shedding light on the darker side of online engagement and the imperative need for measures to combat cyberbullying.

Surprisingly, only 10% of creators expressed a desire to stop creating reels, while 90% did not wish to discontinue. This illustrates the strong attachment they have to this digital practice, despite potential negative aspects.

While 30% of the creators deemed creating reels a bad habit, a majority (70%) did not share this view, showcasing varying perspectives on the nature of this digital medium.

The creators' protective inclination was evident, as none wished for their younger siblings to create reels. Additionally, all 100% concurred that girls under 18 should be prohibited from creating and watching reels, underlining their belief in age-related restrictions.

## Conclusion

In summary, the impact of social media reels on 12th-grade girls is extensive and complex. While these digital platforms offer entertainment, recognition, and opportunities for creative expression, they also bring about significant challenges, particularly in terms of time management, academic performance, emotional well-being, and susceptibility to cyber bullying.

The insights gained from this survey emphasize the importance of a balanced and responsible approach to social media usage among teenagers. It is crucial to provide them with education in digital literacy and emotional well-being to equip them with the skills and awareness needed to navigate the digital landscape safely and responsibly.

Furthermore, the unanimous support for age-related restrictions on creating and watching reels by the respondents indicates the potential benefits of implementing measures to safeguard younger users from the potential negative consequences of excessive engagement with social media reels. Such protective measures can play a vital role in promoting a healthier and more secure online environment for adolescents.

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