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Relationship Between Social Media Addiction and Students' Mental Health at University Level

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Abstract

Social media has been extremely popular over the last decade. Social media platforms are even more accessible to users which then lead to excessive usage named as social media addiction. Thus, the objectives of present study were to explore association of social media addiction among students with their mental. The aim of the research was to find out the level of addiction of students about social media use a) c) link between social media addiction and mental health of university students Method: The current study has a correlational design. Under-graduate students were used as a sample. The studies sample size was 385 It was stratified proportionate sampling technique. SPSS was used for analysis of quantitative data and the percentage was calculated using the descriptive statistics. The relation between mental health and social media addiction was analyzed using Person Product-Moment Correlation Coefficient. Positive correlation between social media addiction and mental health of students.

Keywords: Social media addiction, Relationship, Mental Health, Under-graduate students, Quantitative data.



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Introduction

As information and communication technology developed, so is the social media use in societies culture and lifestyle. The types of respondents from research stated that the largest social media users online are teenagers, college and university students because they are linked continuously with the social networking sites (Oueder & Abousaber, 2018). The easy access of smartphones and technological devices in Pakistan bound everyone to be the victim of social media addiction among the students under any circumstances. Industry Specific: How Social Media Positively And Negatively Affect Students. On the one hand, this factor helps students exchange and share knowledge with one another in any place and at any time they prefer (Mukhtar et al., 2018). But, indeed, such social media use must relate for the lives of students as-written on mental health.

Background and context of the study

For the last few years, the era of digital media and information communication technology the mode of communication and communication process has been transformed entirely. In this regard, existing Internet-related applications like social media (such as YouTube, WhatsApp, Facebook, Twitter or Instagram) have been an essential facilitator (Stone & Wang, 2018). With the accelerated growth of IT industry, it will become social media, which has started to take the place of human daily life recently. Social media is anything that allows the people to interact with people around the globe and communicate and share ideas and emotions on variety of issues through the websites or networks with this kind of objective (O'Keefe & Clarke-Pearson, 2014). Social media have been described to encompass social networking sites (e.g. Facebook, WhatsApp), photo/video sharing sites (e.g. YouTube, Twitter, Instagram), blogging sites (e.g. Blogger), interactive video gaming Apps (e.g. World of Warcraft, PUB G), messaging Apps (e.g. Messenger), discussion forums, and email (Subrahmanyam & Greenfield, 2015). The studies show that social media is one of the new and most famous Internet services, social media has resulted in big improvement of the social systems of the various international locations in the contemporary years. (Lebni., etal, 2020) There are so many people using the internet that it has become common for people not to facilitate its use and these people can no longer survive without it (Huang CJC,2017). The prospect of rapid immediate communication, access to a plethora of information, and a broad transmission has drawn tens of millions of individuals worldwide to use social media [Azizi & amp; Surosh, 2019). The most popular media Fb, WhatsApp, Instagram and Twitter that have interesting and various areas of online communication among users, especially the younger generation (Chao and hasiao, 2016). Studies show that as least 55% of the world population used social media in 2022 (Andreassen and Pallen, 2014). Data from Iran also show that seventy-eight. A fifth of human population has used social media at least one time. WhatsApp, with seventy-one. Instagram is: zero.49 percent of users. Telegram being 31.6% of the most popular social media amongst Iranians (O'Keefe & Clarke-Pearson, 2014), 4%. It was due to the foundation of the COVID-19 pandemic that the use of social media has soared in all age categories. It impacted younger human beings, especially students, in academic and other spheres of existence (Lamia, 2018). As a normal outcome of sudden onset of COVID-19, Educational establishments and beginners needed to take delivery of eLearning as the most reliable training mode (Mukhtar et al., 2018). This rapid transition into the world of E-mastering has brought plenty of challenges that can produce both great and disastrous results. Social media differs from traditional media, wherein customers are passive, because it affords a platform for humans to create and proportion content material with other individuals of a targeted audience; therefore, it has grow to be increasingly used as a device for social interaction (Siddiqi & Singh, 2016). the choice to choose in to the employer of buddies, anonymity, moderation, encouragement this loose change of emotions., and

community interactions without bodily presence and the incidences of the actual interaction are of the most important that impact the users' continued involvement in social media. Social media allows people to interact and maintain connections, meet new friends and learn more about the people they know in real life (Mahmood et al., 2020). But this popularity has resulted in big changes of way of life, as nicely as planned or unplanned modifications in diverse elements of human lives.

Given this, investigators usually find the association between social media addiction and mental health among university students. Some of the pointers to understand a student's mental health would be impotency, lack of sleep or disturbed sleep schedule, pressure, online harassment, loneliness, fear of losing out, and self-confidence.

Problem Statement

The usage of the social media, the most powerful tool of interaction and information today, its ever expanding arena amongst the students can not be underestimated. During the pandemic, students had the opportunity to use the internet freely — they did not need anyone's permission to check social media or be exposed to social media activities that can lead to social media addiction. Compulsion to use social media defines social media addiction and actually incites it. Social media addiction: An emerging epidemic among university students Without supervision and self-regulation, their mental health is negatively impacted. Background: There is growing recognition of social media addiction, but there is still relatively little research on this notion. The association of social media addiction and student's mental health should not only be found by medical specialists or health practitioners but the educator too need to be aware regarding the relationship between social media addiction and student's mental health. Students should be made aware of social media addiction, so some solution should be work for it. That was the reason why this study was conducted, to examine the association of mental health and social media addiction among university students.

Significance of the study

Parents, students and teachers will get benefited from this study. The study will be helpful for teachers because they will gain detailed knowledge about connection of social media addiction with psychological wellbeing and degree of addiction among students; hence, they will be able to inspire students for good use of social media regarding their learning and useful information. This study may serve as a starting point for future researcher to carry out research on total impacts of social media addiction on student's mental health. They can recognize more components of the social media addiction for instance comparing addictiveness of sex Male and female, cause through social media addiction and how it may be reduced.

Objectives of the study

The objectives of the study were

1. To determine students' level of social media addiction to social media usage.
2. To explore students' mental health at university level.
3. To find out relationship between Social media addiction and students' mental health.

Research Hypothesis

Ho1: There is a significant relationship between social media addiction and Sleep deprivation.

Ho2: There is a significant relationship between social media addiction and Cyber bullying.

Ho3: There is a significant relationship between social media addiction and Fear of Missing out.

Ho4: There is a significant relationship between social media addiction and Feelings of inadequacy.

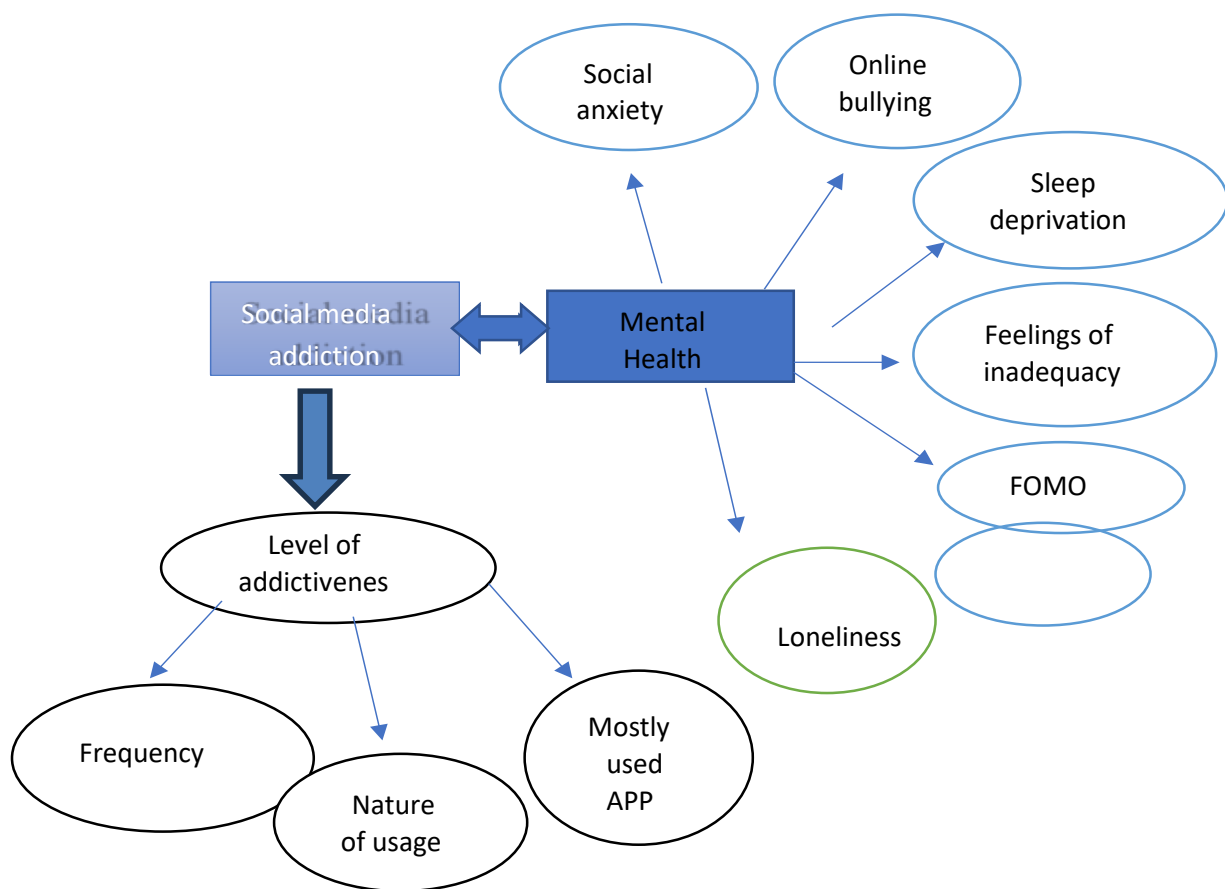
Ho5: There is a significant relationship between social media addiction social anxiety.

Ho6: There is a significant relationship between social media addiction and Loneliness.

Ho7: There is a significant relationship between social media addiction and stress.

Conceptual Framework /Theoretical Framework

Figure 1.1: *Conceptual Framework*



Literature Review

Review of Related Literature

Social media can be helped to connect with relatives or friends who are across the country. This is a helpful tool for many of us to connect with family or friends that live across USA. or to explore new things, it is not as beneficial when youngsters are glued to whatever is on their screen, using their social media as an escape mechanism from emotions, specific emotions or avoiding homework. Spending more than three hours a day online is associated with reduced social skills,

creativity, concentration, and mental health (George et al., 2018). Using online platforms George and the group also find that teenagers spend significantly less time face-to-face with friends but compensate for it with corresponding time spent with peers online. In this conspicuously virtual world, not only is the generation running without pause, making it just about not possible to unplug however it is miles abundantly clear then many psychological problems can be triggered or aggravated with the aid of such generation as noted with the aid of Valley and Simecka (2016). This continual connectedness may also lead to higher levels of anxiety and dependency associated with these technologies.

Concept of Social Media Addiction

Assembled before, a genetic way of thinking remains a logical show of the idea of habit, which communicates a rudimentary and undue level of Physical or Mental craving and dedication to a physical thing. However, researchers say addiction should be expanded to cover broader behavioral areas, include both social and mental behaviors (Shaffer, 2014).

Technology Addiction

In this backdrop, Griffiths (2013) introduced the concept of technology dependency. He has called generation addiction because the behaviors that are non-chemical but behavioral, and involve excessive human-device interaction. Not solely that, it describes era addiction as a passive pastime such as watching television, gambling an online game, chatting online. Technology dependency is Internet addiction which is a special type.

Concept of Mental Health

WHO defines mental health as the ability for a person to communicate with each other. Mental health is defined as the ability to cope and live up to one potential and to contribute to community (Jorm, 2019). The largest proportion of the least happy members of the population are people suffering from mental health problems Lack of sleep, failure, pressure, cyberbullying are the reasons that make mental health problems. Mental health is a state of psychological and emotional well-being that imparts to the individual the requisite capacity to cope with the daily stressors of life and to engage in productive activities (Pilgrim, 2022). Being receptive to what is happening now, the ability to adapt to changes, the ability to have both positive and negative emotions, and the ability to maintain relationships are signs of good mental health. It encompasses an individual's ability to nurture their unique gifts and talents, meet their full potential, and serve effectively in the community (Raghavan et al., 2019). Mental health has recently come a global issue.

This includes the often cited definition from the World Health Organization (WHO, 2004): Mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her community. Stress, anxiety and sadness are prevalent symptoms of mental health during this time (Abi-Jaoude et al., 2020).

Social Media Addiction and Student's Mental Health

As per Mental Health of America (2018) there are more than 44 million people with diagnosable poor Mental health in America. Data (Mental Health America, 2018) indicate that mental health issues such as major depressive disorder in young persons are becoming increasingly common. It is also the two biggest rising rates within the USA, mental illness and social media usage. To review, Zhong et al. According to a survey by (2021)28% of the time online for Americans is spent engaging in social media.

Studies have shown correlations between heavy social media use and adverse mental health effects. In other words, because social media content and the relationships taking place on these sites are genuine, the effects on student well-being are immediate. Although most studies have primarily assessed children and adolescents, considerable social media use has also been associated with more frequent mental health symptoms among adults. According to Ashford (2018), social media utilization coincides with heightened feelings of loneliness, depression, insecurity, jealousy and low self-esteem. While viewing the content of others, some users might experience cognitive distortions that can cause depression and discontent. These include comparing followers and likes count on social media with other users, feeling excluded from social functions, and comparing photos of oneself to pictures of others. So, people having mental health illnesses or who might be able to stimulate mental health symptoms are more at risk for their social media use to be harmful (Deepa & Priya, 2020).

But with social media, students can communicate with literally anyone, anywhere in the world, at any time. The availability of social media has also led to the creation of new forms of bullying including cyberbullying. In extreme cases of this crime the victim considers committing suicide. Cyberbullying can have monumental consequences. The studies done by Lowry et al. Cyberbullying of any kind, as (2016) noted, can lead to irreversible negative outcomes and even death. Cyberbullying primarily affects adolescents, but it could also affect adults (Koehler & Parrell, 2020). Using social media to investigate workplace cyberbullying, Giumetti and Kowalski (2022) found that 30% of 3,666 respondents reported that they had experienced workplace bullying.

Social Media & Anxiety

Various writings have indicated a correlation between the utilization of social sites and compulsive behavior. Research shows that 45% of adults in Britain become anxious when not able to access social media (Anxiety 2012). According to Rosen et al., the Virtual generation (Net & iGeneration) often check messages on their social networking apps. (2013). Moreover, even the restlessness that the young get if he/she cannot read the messages of the social networking accounts without the knowledge of the peers was found to be a risk of Phantom vibration syndrome (PVS). Just a junkie reading his phones vibrations (Drouin et al, 2012). This phone-induced insecurity can be seen in any PVS sufferer with an obsession with checking social media constantly.

Social Media Addiction and Cyberbullying

Cyberbullying (Giumetti & Kowalski, 2022) is bullying conducted through electronic means such as the Internet or mobile phones. Cyberbullying is also defined as deliberate, recurrent and aggravated behavior intended to hurt a person through electronic interaction [6]. Most research on cyberbullying has been done in regard to youth and related it to other more traditional bullying behaviors. An increasing amount of data indicates that the incidence rate of cyberbullying among youth is increasing.

Social media addiction and sleep deprivation

There are many facets of social media use and sleep that have been investigated (Xanidis & Brignell, 2016). These were using social media during the day, using technology, light levels, using technology at night, and the effects of insufficient sleep. Cain and Gradisar (2010) provided a summary of research literature on the association between the use of electronic devices and sleep quality for 36 articles with children ages 5–17 years. Longer time on social media can translate to addictive patterns which leads to overuse at the cost of sleep. According to Research from Chou

et al. According to (2014) people who spend more time in social media networks are likely to experience symptoms of sleep deprivation.

Research Methodology

Research Paradigm /Research Design

The study was quantitative and fell under positivist paradigm. Correlational design was applied in the study.

Population and Sample of the study

Stratified proportionate sampling technique was used to select sample of the study.

Table 1: Total population and sample of the study

Population	Sample
4471	385

Research Instrument

The students' level of Monday addictiveness to social media usage was measured with the Social Media Addiction Scale -Student Form (SMAS-SF) developed by Sahin 2018. The SMAS_SF had 29 items. On the basis of Addiction Level was classified as a) Low addicted ranges from 20 to 30%, b) Medium addicted ranges from 30% to 50%, c) high addicted ranges from 55%. In order to better understand the mental health of students, questionnaire was adapted. In terms of exploring students schooling mental health to lack of sleep, Loneliness, Cyberbullying, including deficiency awareness, FOMO, Social anxiety.

Procedure (Validity)

Validation of instrument was checked by social sciences experts from international Islamic University Female campus. They looked at the language, the form of the professions and the grammar of the instruments. They suggested their improvement and according to their suggestion researcher reshuffled the statements.

Reliability

Reliability Statistics	
Cronbach Alpha coefficient score	No. Of Items
0.789 (Reliable)	98

A Cronbach's alpha coefficient score of 0.789 indicated that the questionnaire was reliable.

Data Collection

Data was collected by the personal visit of researcher to the students' of IIUI. Quantitative data was collected through questionnaires from the students. Researcher personally distributed the questionnaires to all the selected students and before collecting data researcher took permission from the Department head.

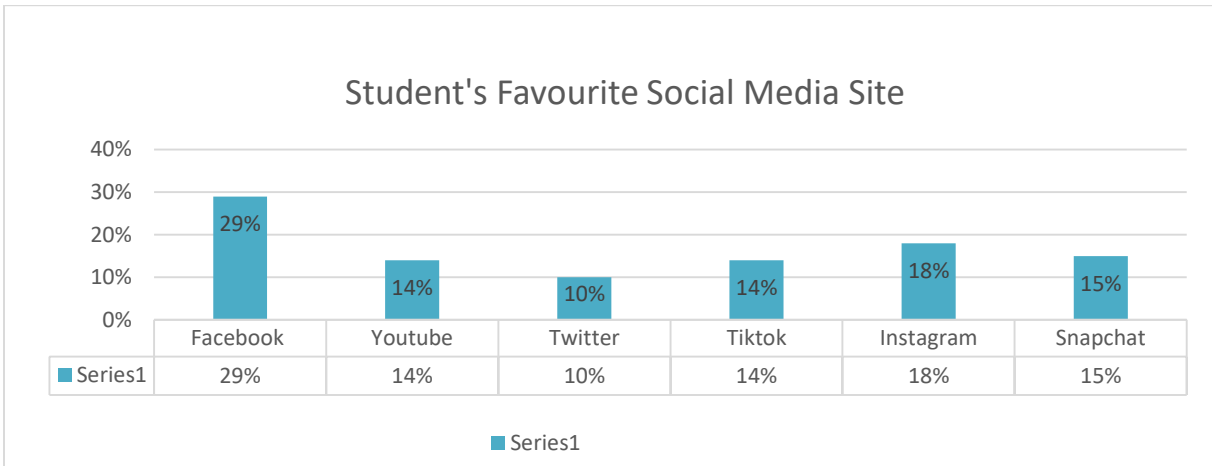
Data Analysis

Descriptive statistic was used for analysis of quantitative data and the mean and percentages were calculated using SPSS. Pearson Product-Moment Correlation was used to determine the relationship of social media addiction and mental health of the students.

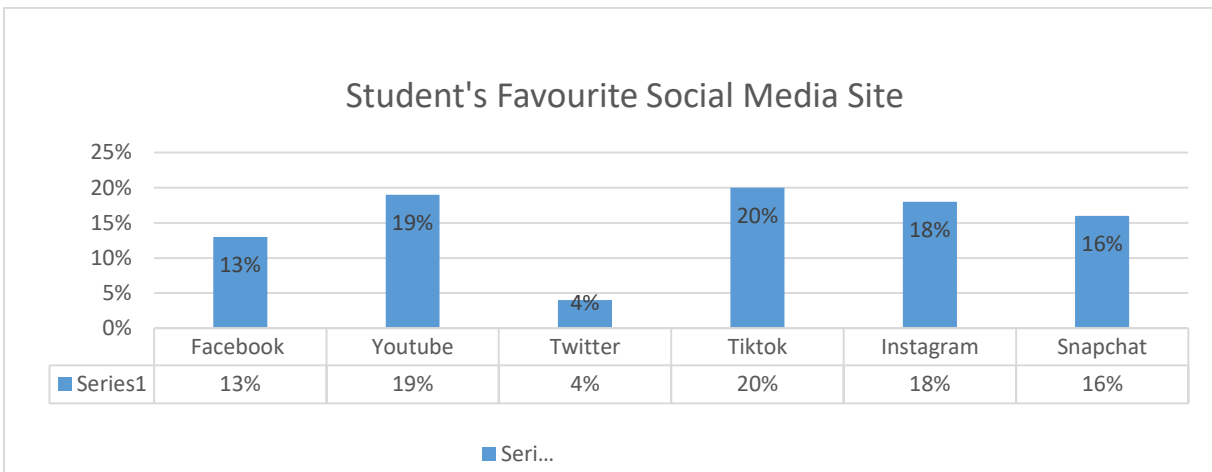
Data Analysis and Interpretation

Graphical Representations

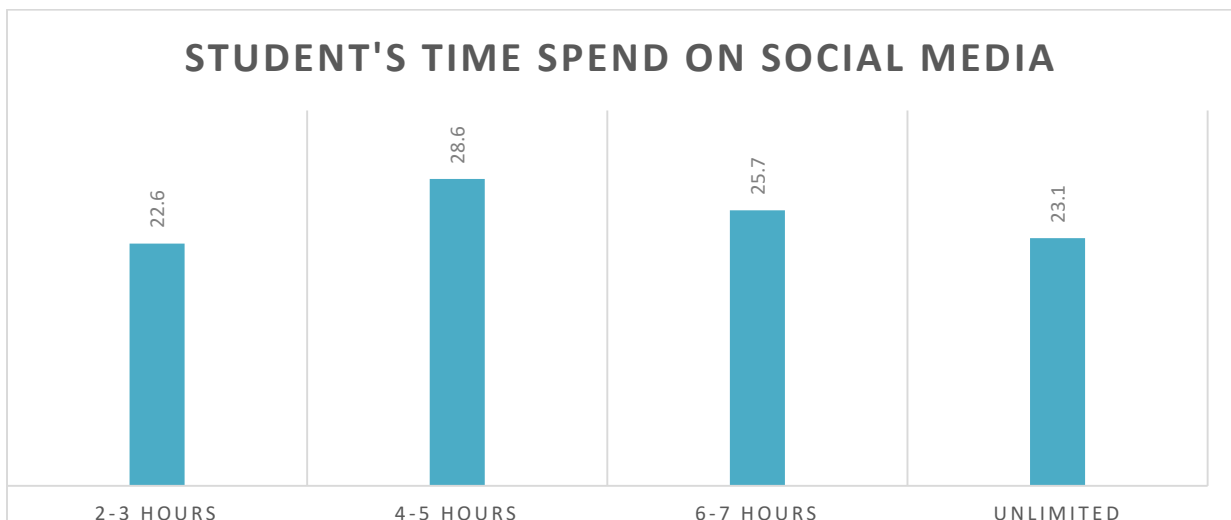
Favorite social media site of students of age group 18-20 years



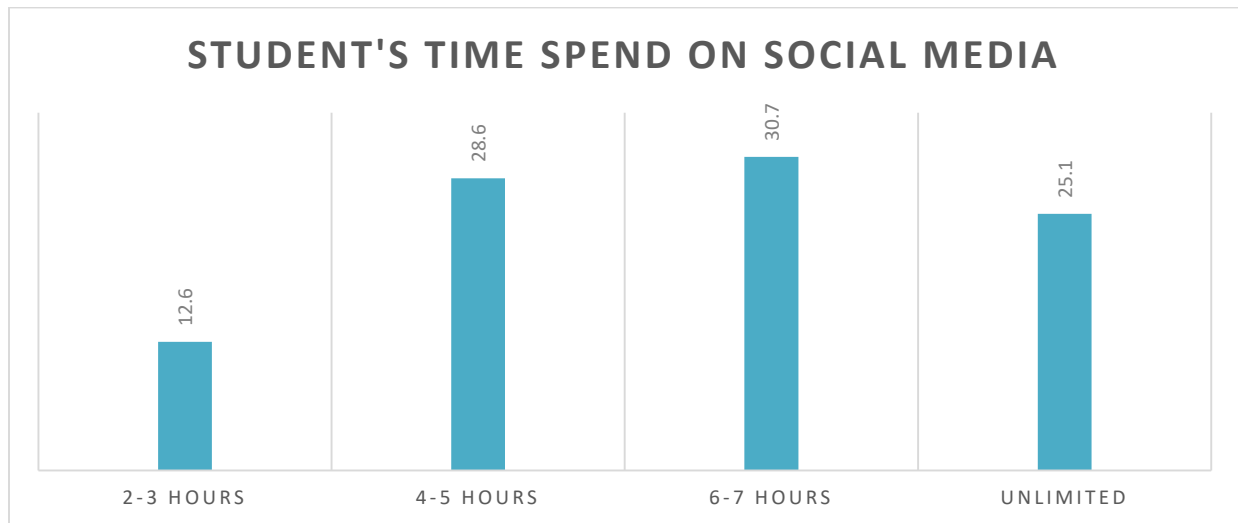
Favorite social media site of students of age group 21-24 years



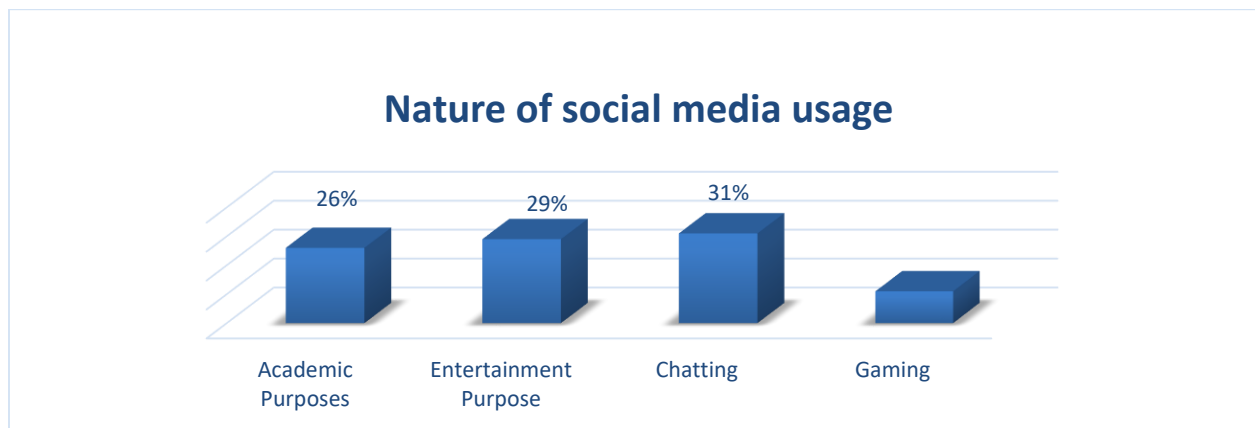
Amount of time spend on social media (18-20years)



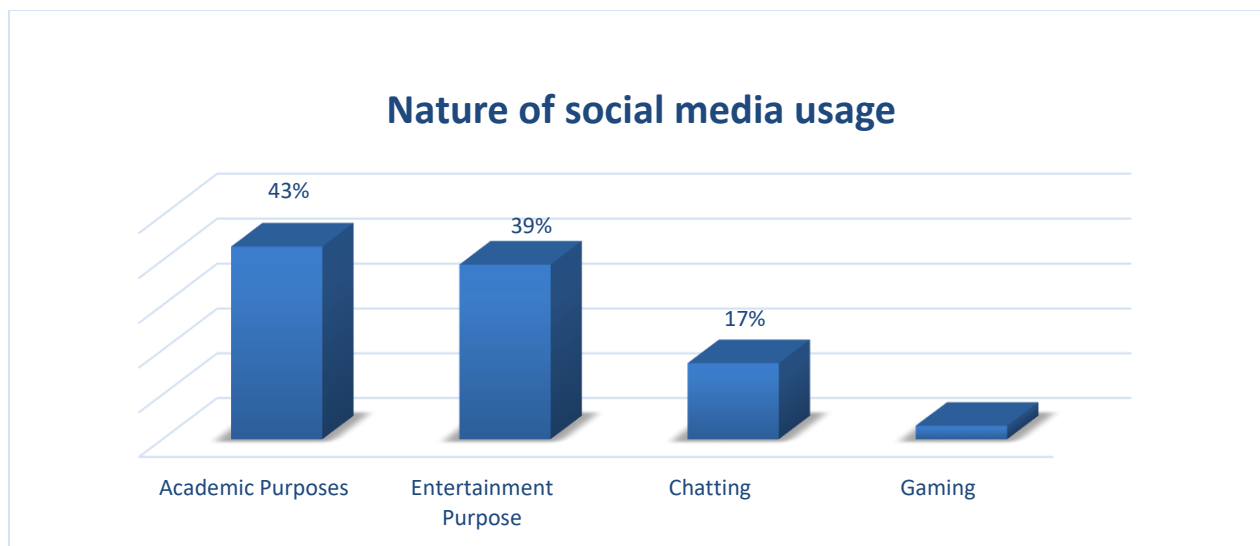
Amount of time spend on social media (21-24years)



.4.1.3 Nature of social media usage (18-20) years



.4.1.5 Nature of social media usage(21-24 years)



Descriptive Statistics

To determine students' level of addiction to social media usage.

Table 1: *Level of social media addiction among students of first four semesters.*

Semester	Age Group	Addiction Level	Frequency	Percentage
1 st to 4 th semester	10-20 Students	Slightly addicted	50	28.91%
		Moderately addicted	78	45.08%
		Highly addicted	45	26.01%

Table 2: *Level of social media addiction among students of 5th to 8th semester.*

Semester	Age Group	Addiction Level	Frequency	Percentage
4 th to 8 th semester	21-23 Age Students	Slightly addicted	0	0
		Moderately addicted	50	28.91%
		Highly addicted	123	72.58%

Objective 2: To explore Students' Mental Health at university level

4.2.1 Sleep Deprivation

Table 3:

Frequency of "Sleep hours during night"		
	Frequency	Percent
9- 10 Hours	94	24.4
8-9 Hours	86	22.3
6-7 Hours	93	24.2
Less than 5 Hours	112	29.1
Total	347	100.0

Table 4:

Frequency of "Spend time social media after going to bed"		
	Frequency	Percent
5-10 mints	74	19.2
20-30 mints	75	19.5
40 to 1 Hour	78	20.3
More than 2 Hours	90	23.4
I don't use technology on bed	68	17.6
Total	347	100.0

Table 5:

Frequency of “Responding anything on Social media at night”		
	Frequency	Percent
Yes Frequently	110	28.6
Yes, occasionally	103	26.8
Very Rarely	82	21.3
Not Ever	90	23.4
Total	347	100.0

Table 6:

Frequency of “Symptoms of sleep deprivation during day”		
	Frequency	Percent
I felt sleepy during class	75	19.5
I yawned more than once	82	21.3
I fall asleep in class	73	19
I feel confused and my mind is foggy	72	18.7
No, I am not aware of any symptoms	83	21.6
Total	347	100.0

Table 7:

Frequency of “ Lack of healthy sleep” The		
	Frequency	Percentage
Mental Stress	108	28.1
Academics	102	26.5
Relationship	88	22.9
No, I am getting enough sleep	87	22.6
Total	347	100.0

2: Sleep Deprivation

Table 8:

Sleep Deprivation						
S. No	Items	SA	A	UD	DA	SDA
1	Lack of sleep creates difficulty in coping with daily life.	100 (29.3)	95 (27.9)	45 (13.2)	50 (14.7)	51 (15.0)
2	Sleep deprivation make me to lose interest in work.	90 (26.4)	85 (24.9)	48 (14.1)	55 (16.1)	63 (18.5)
3	I feel tired and exhausted in class when I did not have enough sleep.	85 (24.9)	80 (23.5)	55 (16.1)	60 (17.6)	61 (17.9)
4	Lack of sleep quality makes me stressed the whole day.	80 (23.5)	78 (22.9)	58 (17.0)	65 (19.1)	60 (17.6)
5	Sleep deprivation makes me anxious and forget things easily.	90 (26.4)	88 (25.8)	55 (16.1)	50 (14.7)	58 (17.0)
6	I wake up in the morning well rested.	50 (14.7)	45 (13.2)	75 (22.0)	70 (20.5)	101 (29.6)
7	I wake up in the morning quite tired	60 (17.6)	68 (19.9)	55 (16.1)	70 (20.5)	88 (25.8)

3: Feeling of Inadequacy

Table 10:

S. No	Items	SA	A	UD	DA	SDA
1	I compare my life to others on social media.	70 (20.5)	104 (34.6)	55 (16.1)	20 (5.2)	71 (20.8)
2	Viewing others posts on social media makes me feel insecure about how I look and what's going on in my life.	80 (23.5)	68 (19.9)	51 (14.9)	47 (13.8)	47 (13.8)
3	I lose my confidence when I compare myself with others.	70 (20.5)	65 (19.1)	58 (17.0)	50 (14.7)	58 (17.0)
4	I cannot focus on building my own identity while looking for others.	60 (17.6)	58 (17.0)	55 (16.1)	68 (19.9)	60 (17.6)
5	I am not satisfied with my progress.	75 (22.0)	70 (20.5)	47 (13.8)	60 (17.6)	54 (15.8)
6	Feeling of inadequacy leads me to use social media more to know about others.	70 (20.5)	60 (17.6)	63 (18.5)	50 (14.7)	58 (17.0)
7	I feel disappointed at the times in my present accomplishments and think I should have accomplished much more.	68 (19.9)	78 (22.9)	50 (14.7)	55 (16.1)	45 (13.2)
8	I compare my abilities to those around me and think them as more intelligent than me.	60 (17.6)	65 (19.1)	55 (16.1)	70 (20.5)	66 (19.3)
9	I feel discouraged if I am not best in the situation that involves achievements.	55 (16.1)	50 (14.7)	70 (20.5)	75 (22.0)	71 (20.8)
10	I wonder why I have these problems and others do not.	47 (13.8)	48 (14.1)	55 (16.1)	68 (19.9)	75 (22.0)
11	I am afraid that people may find out as I am not capable as they think of me.	58 (17.0)	60 (17.6)	58 (17.0)	65 (19.1)	60 (17.6)
12	I have a hard time acknowledging my success and accomplishments.	55 (16.1)	47 (13.8)	65 (19.1)	70 (20.5)	74 (21.7)
13	I frequently question my worth and value as a person.	60 (17.6)	55 (16.1)	68 (19.9)	70 (20.5)	68 (19.9)

4: Online Bulling

Table 11:

Frequency of “Victim of Cyber Bulling”		
	Frequency	Percent (%)
Once or twice	113	33.14
Several Times	102	29.91
Never became victims	126	36.95
Total	347	100.0

Table 12:

Frequency of “Status of Victimization”		
	Frequency	Percent
Threatening messages	80	23.45
Sending of inappropriate pictures and videos	80	23.45
Embarrassing and hurtful comments	91	26.69
Using your identity	90	26.41
Total	347	100.0

Table 13:

Online Bulling						
S. No	Items	SA	A	UD	DA	SDA
1	Online bullying is on rise at university level.	94 (27.6)	81 (23.8)	60 (17.6)	50 (14.7)	56 (16.4)
2	Online bullying made me stressed and anxious.	85 (24.9)	70 (20.5)	65 (19.1)	50 (14.7)	51 (14.9)
3	Bullying victimization made me lost concentration in classroom and other activities.	90 (26.4)	78 (22.9)	63 (18.5)	49 (14.4)	61 (17.9)
4	I share my problems with my teachers and friends to seek help.	88 (25.8)	75 (22.0)	59 (17.3)	55 (16.1)	64 (18.8)
5	I inform my parents of being bullying victimization.	85 (24.9)	80 (23.5)	62 (18.2)	58 (17.0)	56 (16.4)
6	Online bullying increases over thinking and results in headache.	78 (22.9)	70 (20.5)	68 (19.9)	60 (17.6)	62 (18.2)

Table 14:

Fear of Missing Out (FOMO)						
S. No	Items	SA	A	UD	DA	SDA
1	I feel anxious when I am not aware of events and opportunities.	90 (26.4)	80 (23.5)	65 (19.1)	58 (17.0)	48 (14.1)
2	I feel sad for myself when I miss events.	80 (23.5)	75 (22.0)	68 (19.9)	55 (16.1)	63 (18.5)
3	I feel uneasy and stressed when I do notice the opportunities I could take advantage of.	85 (24.9)	78 (22.9)	60 (17.6)	59 (17.3)	59 (17.3)
4	When I decide on one of attractive opportunities, I regret choosing the other.	78 (22.9)	74 (21.7)	67 (19.6)	65 (19.1)	57 (16.7)
5	I feel deeply lonely when others attend event without me.	87 (25.5)	79 (23.2)	61 (17.9)	58 (17.0)	56 (16.4)
6	I feel ignored and forgotten by my friends attend social activities without me.	89 (26.1)	80 (23.5)	63 (18.5)	57 (16.7)	52 (15.2)
7	I get anxious when I cannot keep up keep up with my friends plans.	78 (22.9)	70 (20.5)	70 (20.5)	63 (18.5)	60 (17.6)
8	I fear others have more rewarding experience than me.	90 (26.4)	79 (23.2)	66 (19.3)	61 (17.9)	45 (13.2)
9	I feel embarrassed even if I decline an invitation due to compelling reasons.	85 (24.9)	72 (21.1)	65 (19.1)	62 (18.2)	57 (16.7)
10	I feel outcast from my social groups when I decline an invitation.	78 (22.9)	70 (20.5)	68 (19.9)	64 (18.8)	61 (17.9)
13	I feel regretful when I miss opportunities.	92 (26.9)	85 (24.9)	63 (18.5)	59 (17.3)	52 (15.2)
14	I feel uneasy when I don't notice opportunities I could take advantage of.	80 (23.5)	75 (22.0)	72 (21.1)	66 (19.3)	48 (14.1)

6: Social Anxiety

Table 15:

Social Anxiety						
S. No	Items	SA	A	UD	DA	SDA
1	I fear about what others think of me.	90 (26.4)	75 (22.0)	65 (19.1)	60 (17.6)	51 (14.9)
2	I am afraid that others will not like me.	88 (25.8)	76 (22.3)	70 (20.5)	59 (17.3)	48 (14.1)
3	I feel shy around people I don't know.	85 (24.9)	70 (20.5)	68 (19.9)	63 (18.5)	55 (16.1)
4	I feel nervous when I talk to peers I don't know.	92 (26.9)	80 (23.5)	60 (17.6)	55 (16.1)	54 (15.8)
5	I hesitate and remain quiet when I interact with new people.	94 (27.6)	78 (22.9)	62 (18.2)	55 (16.1)	52 (15.2)
6	I am afraid to invite others to do things with me because they might say no.	86 (25.2)	79 (23.2)	65 (19.1)	61 (17.9)	50 (14.7)
7	I maintain avoidance behavior in interactive sessions or gatherings.	95 (27.9)	85 (24.9)	60 (17.6)	50 (14.7)	51 (14.9)
8	I fear of others negative evaluation about me.	90 (26.4)	82 (24.0)	66 (19.3)	58 (17.0)	45 (13.2)
9	I feel happy doing things alone	60 (17.6)	75 (22.0)	75 (22.0)	70 (20.5)	61 (17.9)
10	I avoid speaking up or socializing in groups due to fear of embarrassment.	80 (23.5)	68 (19.9)	70 (20.5)	70 (20.5)	53 (15.5)

7: Loneliness

Table 16:

Loneliness						
S. No	Items	SA	A	UD	DA	SDA
1	I experience a sense of emptiness	82 (24.0)	89 (29.5)	48 (10.9)	63 (18.5)	58 (17.0)
2	There are plenty of people I can rely on when I have problems.	60 (17.6)	75 (22.0)	78 (22.9)	70 (20.5)	58 (17.0)
3	There are many people I feel close to.	65 (19.1)	74 (21.7)	75 (22.0)	66 (19.3)	61 (17.9)
4	I miss having people around me.	90 (26.4)	78 (22.9)	70 (20.5)	63 (18.5)	40 (11.7)
5	I feel unhappy doing things alone.	84 (24.6)	79 (23.2)	68 (19.9)	65 (19.1)	45 (13.2)
6	I feel myself waiting for people to call or write.	75 (22.0)	65 (19.1)	72 (21.1)	70 (20.5)	59 (17.3)
7	I am satisfied with my social relationships.	60 (17.6)	65 (19.1)	74 (21.7)	80 (23.5)	62 (18.2)
8	I feel isolated from other.	85 (24.9)	78 (22.9)	70 (20.5)	66 (19.3)	42 (12.3)
9	I happily spent time happily with my family every day.	60 (17.6)	78 (22.9)	80 (23.5)	70 (20.5)	53 (15.5)
10	I am satisfied with my social relationships and social life.	58 (17.0)	170 (28.1)	75 (22.0)	34 (5.6)	59 (17.3)
11	There is always someone I talk about day to day problems.	62 (18.2)	68 (19.9)	74 (21.7)	80 (23.5)	57 (16.7)
12	I use social media more than communicating with people around me.	65 (19.1)	78 (22.9)	80 (23.5)	68 (19.9)	50 (14.7)
13	I prefer to sit alone rather than participating in group activities.	90 (26.4)	75 (22.0)	65 (19.1)	60 (17.6)	51 (14.9)

Objective 3: To find out relationship between social media addiction and students' mental health.

4.3.1 Correlation of social media addiction and sleep deprivation

Variables (N)	No. of Participants Coefficient (r)	Pearson	<i>p</i> -value
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Social media addiction	347	0.356	0.002
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Sleep deprivation

A correlation of 0.356 indicates a moderate positive relationship between social media addiction and sleep deprivation, which means that the more addicted a student is to social media platforms, the less sleep they are likely to get.

4.3.2 Correlation of social media addiction and feelings of inadequacy

Variables (N)	No. of Participants Coefficient (r)	Pearson	<i>p</i> -value
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Social media addiction	347	0.457	0.005
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Feelings of inadequacy

A correlation of 0.457 indicates a positive relationship between social media addiction and a feeling of inadequacy, which means that the more addicted a student, is to social media, the more likely they are to feel inadequate.

4.3.3 Correlation of social media addiction and Cyber bullying.

Variables (N)	No. of Participants Coefficient (r)	Pearson	<i>p</i> -value
Social media addiction	347	0.25	0.015
Cyberbullying			

A correlation of 0.25 indicates a weak positive relationship between social media addiction and online bullying, which means that the more addicted a student is to social media, the more likely they are to be bullied online.

4.3.4 Correlation of social media addiction and Fear of Missing out.

Variables (N)	No. of Participants Coefficient (r)	Pearson	<i>p</i> -value
Social media addiction	347	0.385	0.003
Fear of missing out			

4.3.5 Correlation of social media addiction and social anxiety.

Variables (N)	No. of Participants Coefficient (r)	Pearson	<i>p</i> -value
Social media addiction	347	0.408.	0.004
Social anxiety			

A correlation of 0.385 indicates a positive relationship between social media addiction and social anxiety, which means that the more addicted a student, is to social media, the more likely they are to have a fear of missing out on what their peers are doing.

4.3.6 Correlation of Social media addiction and Loneliness

Variables (N)	No. of Participants Coefficient (r)	Pearson	p-value
Social media addiction	347	0.401	0.001
Loneliness			

A 0.401 correlation were considered moderate positive relationship between social media addiction and loneliness. So it indicates a fair level of correlation between the 2 variables. This means that students who are more addicted to social media are one step ahead in loneliness sense.

Findings Conclusion and Recommendations

Findings

1. The study revealed that most students' favorite social media site (18-20 years) is "Facebook" with 29% of the students choosing it as their favorite.
2. The study revealed that most students' favorite social media site (21-24 years) is "Facebook" with 23% of the students choosing it as their favorite.
3. It was noted that 26.1% of students between 18-20 years are using social media for academic purposes whereas 28.8% of the students are using social media for entertainment purposes. 24.2% of students used social media for chatting while 11% of students used social media for gaming.
4. Of the 43.1% of students who use social media for academic and 39.8% of the students who use social media for entertainment purpose (21-24 years) as shown by the study. Only 17% of students use social media for chat purpose and 3% of students social media for gaming purpose use.
5. The result in amount of students time spent on social media daily in the age group of 21-24 years. Show that about 12.6% students spend 2-3 hours every day on social media, 28.6% of student spent 4-5 hours per day on social media, 30.7% students spend time 6-7 hours every day on social and 25.1% students unlimited spend time on social media.
6. Among age group 18 - 20 years, the frequency of slightly addicted level of social media addiction was 50 and the percentage was 28.91%, as per the study finding. Moderate level of social media addiction was found as 78 with percentage of 45.08%. The proportion of social media addiction oriented at highly addicted level was 26.01%. Most of the students of age group 18-20 years are moderate addicted to social media, is also shown in this table.

7. They also observed did not observe slight addiction in different levels of social media addiction, in age group 21 - 24 years was 0. Social media addiction was moderate (n=50, 28.91%. Count of social media addiction with highly addicted level was 123 and percent was 72.58%. It is clear from this table that maximum number of students of age of 21 to 24 are completely addicted towards and to social media usage.
8. The study indicated that 22.3% of the students sleep for 9-10 hours per night. Also, 4.4% of the students sleep for 8-9 hours per night.
9. According to this study, 19.2% of students spend 5-10 minutes on social media after going to bed.
10. The study revealed that 28.6% of students wake up frequently to respond to social media at night.
11. The study found that about 19.5% of students feel sleepy during class, 21.3% of students yawn more than once during the day, 19% of students fall asleep in class, 18.7% of students feel confused and their mind foggy during the day and 21.6% of students are not aware of any symptoms of sleep deprivation.
12. The study indicated the frequency of cyber bullying victimization among university students. The data showed that 33.2% of students were cyber bullied once or twice, 29.9% were cyber bullied several times, and 36.9% were never cyber bullied.
13. The study revealed the status of victimization of university students who were cyber bullied. The survey results showed that the most common form of cyber bullying was sending inappropriate pictures and videos (23.4%), in which images or videos can be used to humiliate or embarrass the victim.
14. There was, indeed, a positive correlation of 0.356 between social media addiction and sleep deprivation, which meant that the more addicted a student became to social media platforms, the less sleep he or she was likely to get. Therefore, Alternate hypothesis was accepted.
15. Social media addiction and inadequacy were found to have a positive correlation of 0.457, suggesting that as the addiction of the student, to social media increases, the feeling of inadequacy also increases. Because of that, Alternate hypothesis was accepted.
16. A 0.25 correlation is indicative of a weak positive (but significant) relationship between social media addiction and online bullying. Therefore, Alternate Hypothesis was accepted.
17. The positive relation ($r = 0.556$) between social media addiction and stress signifies that as the use of social media in students increase then the chances of stress also increase. As a result, Accepting Alternate Hypothesis.
18. There was a positive correlation at 0.385 which means the more addicted the social media, the more likely they are to have fear of missing out from what their peers do. For this reason, we had to accept Alternate Hypothesis.
19. Social Media Addiction Loneliness $N = 0.401$ $P < 0.01$ (2-tailed) $r = r_P$ Therefore, there was a moderate positive correlation between social media addiction and loneliness. This suggests that the relationship between the two variables is moderate Students whose social media addiction is higher will more often feel isolated. Therefore, we accepted Alternate Hypothesis.

Conclusion

This study is one of the very few to make a significant contribution to the understanding of the impact of social media addiction on mental health problems among university students. Evidently, the effects of addiction to social media as a result of excessive use are reflected with undesirable changes in mental health, mostly in terms of sleep deprivation, inadequacy, stress, and missing out. Based on the research findings these conclusions can be drawn:

1. It is concluded that most students' favorite social media site (18-20 years) is "Facebook" with 29% of the students choosing it as their favorite. The least favorite social media site among the students was Twitter, chosen by 10.2% of students as their social media site of choice.
2. It is concluded that most students' favorite social media site (21-24 years) is "Facebook" with 23% of the students choosing it as their favorite. Twitter is the least popular social media site of choice, with only 44% of students picking it for their first preference.
3. In another estimate it is concluded that 26.1% of students (18-20 years) use social media for academic purposes and 28.8% of the students use social media for entertainment purposes. Social media for chatting purpose utilized by 24.2% students and social media for gaming purpose used by 11% students.
4. It is concluded that 43.1% of students (21-24 years) use social media for academic purposes, 39.8% of the students use social media for entertainment purposes. 17% of the students use social media for chatting purposes and 3% of the students use social media for gaming purposes.
5. Negative impact of time spent on social media by students daily. Age group 21-24 years, $\alpha = 0.05$. About 12.6% of student spend 2-3 hours in a day on social media, 28.6% of student's time spend 4-5 hours on social media in a day, 30.7% of students spend time on social media for 6-7 hours in a day and 25.1% students spend unlimited time on social media in a day.
6. Results – The frequency of slightly addicted level of social media addiction in age group 18 – 20 years was 50 and Percentage was 28.91% Moderate level of social media addiction was 78 and its frequency and percentage was 45.08%. Third, the frequency range of a very highly addicted level of social media addiction was 26.01%. Results revealed that most of the students of age group 18_20 years are Moderately addicted to Social Media.
7. The frequency of social media addiction in slightly addicted level among age group 21 - 24 years also was found to be 0 as well (16,17). Moderate level of social media addiction was 50 and percentage was 28.91%. High level of social media addiction was 123 and % was 72.58%. The study reveals that most of the students in the age group 21_24 years are highly dependent on social media.
8. It is concluded that 22.3% of the students sleep for 9-10 hours per night. Also, 4.4% of the students sleep for 8-9 hours per night. Similarly, 24.2% of the students sleep for 6-7 hours per night. Finally, 49.1% of the students sleep for less than 5 hours per night. This is considered to be a significant amount of sleep deprivation and can lead to a number of health problems, such as fatigue, irritability, and difficulty concentrating. The study suggested that most students sleep less than 5 hours at night
9. It is concluded that 19.2% of students spend 5-10 minutes on social media after going to bed.
10. It is concluded that 28.6% of students wake up frequently to respond to social media at night, 26.8% of students wake up occasionally to respond to social media, 21.3% of students wake

up very rarely to respond to social media and 23.4% of students never wake up to respond to social media.

11. It is also concluded that about 19.5% of students feel sleepy during class, 21.3% of students yawn more than once during the day, 19% of students fall asleep in class, 18.7% of students feel confused and their mind foggy during the day and 21.6% of students are not aware of any symptoms of sleep deprivation.
12. It is also understood the how like university students have frequency of cyber bullying victimization. According to the data, 33.2% of students were occasionally cyber bullied (once or twice), 29.9% of students were often cyber bullied (multiple times) and 36.9% of students were never cyber bullied. Social media or other sites — students who have an addictive personality toward social media and online experiences can feel compelled to post personal information about them online making them an easy target for attack. Moreover, a student addicted to social media may also be a cyber-bully themselves engaging in other risky behavior.
13. It is concluded that social media addiction is linked with poorer mental health.

Discussion

This research was aimed to investigate the social media addiction and mental health of students at university level. The objective of this research was to identify the prevalence of social media addiction among university students (Frequency of social media usage, nature of social media usage and Favorite social media site), investigate students mental health at university level (mental health indicators included were sleep deprivation, feelings of inadequacy, Fear of missing out, Online bullying, stress, Social anxiety and Loneliness), and to identify the association between social media addiction and students mental health.

In this study, social media addiction and students' mental health were the two variables. Literature has several research studies on these two variable but in different context. Lamia and Farrag (2018) explored social media overuse and psychological well-being in college students. Results from the study showed that 59% of the social media users were between the ages of 18 to 29. They devote minimum 40 minutes of their whole day on social media. The study reported social media addiction was moderate in the half of sample taken. The research also showed the negative relationship between too social media and psychological wellbeing.

In addition, earlier research mainly reveals the links between internet addiction and anxiety, stress and self-esteem. Most studies, however, looked at grade of dependency among male and female patients and psychological health. Parmar (2016) Health (2016), social media use and it is association with mental health concluded the Positive association between social media use and Associated Depression, Anxiety and Loneliness. It suggested that heavy social media use is associated with worse mental health. All the archaeological studies were performed on the correlation of social media addiction and the mental health but the present analysis is distinctive in both design and paradigm. This study explored the student's mental health at university level, using different mental health indicators. Sample Since the present work is based on the data of university students; it is taking sample.

Recommendations

According to the findings and conclusion of the study following recommendations were formulated.

1. Universities might run seminars/workshops on social media addiction and Mental health outcomes to raise awareness. This session may help students to understand social media addiction and tips on how to combat it.
2. It is recommended that Faculty may be educated about the potential impact of social media addiction and Mental health outcomes. They may be encouraged to create an open and supportive environment where students can discuss their concerns and seek guidance without judgement.
3. It is recommended to the students to set specific time limits to use social media each day, check notifications at specific time rather than reacting to every notification.

Recommendations for Future Researchers

Future recommendations were made to further explore the social media addiction and student's mental health:

- This study relied exclusively on self-report data from a single university. Additional research may replicate these findings with larger, more diverse samples.

Qualitative data may provide richer insights into students' complex social media experiences.

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