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IMPACT OF SOCIAL MEDIA USAGE ON STUDENTS' MENTAL HEALTH AND OVERALL WELL-BEING OF UNIVERSITY UNDERGRADUATE STUDENTS

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ABSTRACT

The function of social media was substantial and its advancement had impacted different spheres of people's lives, the leading change being in terms of cognitive processes and corresponding daily routines, interpersonal communication, knowledge acquisition, self-identification, and ways of perceiving environment. This study investigated the link between social media usage and the mental health and well-being of university students. Study included variables of social media usage, stress level, constant thinking, self-esteem, sleep schedule, emotional well-being, and daily routine. The main motive of the study was to examine the effect of digital media on student's mental health and well-being of undergraduate's university students and to explore the demographic differences like gender on the influence of social media usage on the mental health and well-being of university undergraduate students through survey research method. The research methodology was used in this study quantitative and descriptive type nature research. The data were collected from 250 students from the undergraduates' students of University of Sargodha through Convenient sampling technique. The research instrument for this study was self-developed by the researcher. In this present study independent sample T-Test was used to check the demographic difference and Pearson Correlation was used for checking the link between social media and mental health. Study revealed a significant positive relationship between social media usage and mental well-being indicating that expanded social media usage was associated with improved mental well-being. In this study no notable gender gap were discovered in the relationship between social media usage and mental health outcomes. Findings suggested that social media usage may had a beneficial impact on mental well-being among university students.

Keywords: Social media usage; Cognitive thinking process; Mental health; Emotional wellbeing; Self-esteem.

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INTRODUCTION

Social media had changed how people communicate, altering how they connect, interact, and share information in the digital era, it involves online platforms enabling users to generate, share, and exchange content in global village, a crucial aspect of everyday life for people worldwide, especially college students (Appel et al., 2020). This paper defines social media as 'a collection of Internet applications that derive from the ideological and technological concepts of Web 2.0 to enable the generation and exchange of content between users (Kaplan & Haenlein, 2010) There were early concerns about the amount of time that young people were spending on social media, although social media was argued to be just a new form of communication and connectivity (Baker & Moore, 2008) Internet use was seemingly connected with decreased face-to-face communication, isolation stress, depression, and lesser sleep (Kraut et al., 1998).

There was also anecdotal evidence that it enables aggressive and otherwise abusive conduct, which can hardly be wholesome to one's well-being, indeed the mental health of the user (Mesch, 2009). As of 2022, the global population was 7.91 billion; 4.62 billion active social media users; average time internet users spent were 6 hours 58 minutes daily, including an average time spent on social media sites was 2 hours 27 minutes. Albeit the social media presence in people's life is growing day by day and offer countless opportunities for direct communication with people, several examining the negative effects of social media (Latikka et al., 2022). The formative enjoyment of the continuous scroll, the sting of fake news and knowledge, and the blend of scholarly and recreational features had a negative impact on the learners who intend on excelling (Abbas et al., 2019). To comprehend the role of social media in undergraduate students' mental health and education, it was particularly important doing research with empirical data to test out the complexity of this relationship sites, along with stress, further affected students' anxiety, leading to depression. This study aims to unravel the complexities and analyze the social media usage influences students' mental health and educational journey. The findings would help create interventions to encourage positive online behaviors and enhance students' overall growth in the modern digital era. Moreover, it was essential to comprehend the importance of well-being in this scenario. The goal of the current study was to create a supportive environment for students to succeed academically, emotionally, and socially in the presence of social media. In the present day, the use of the social media was very vital part of daily life. Research conducted in 2021 also confirmed that there were in total 4.2 billion active social media users worldwide according to Statista (2021). In addition, specialists regard this magnitude numbers as experience an annual increase in users (Hootsuite, 2019). However, social media had both positive and more specifically, they stated some of the negative effects of using the technology for its users. Another element that proved to be positive in this case is that one game provides the Opportunity of bridging and creation of relations and communities. Nevertheless, social media also promotes risk such as bullying, and unfavorable social comparisons (Martinet al., 2018). Nonetheless, usage with such intensity was relatively new in the society and as much as people engage in social media often, there exists a gap in researching about it (Valkenburg et al., 2022). Furthermore, the present study uncovers that perceived physical attractiveness of the peers for the self and their friends also leads to social comparison with these attractive peer's harm self-image more than when one was comparing them with celebrities. Individuals were not selecting celebrities as the comparison group in this case because they were used in creating a feel of perceived dissimilarity. Further, comparisons with other people were usually more thoroughly done and had a greater impact of self-estimations and Social consequences (Luzius, 2014, p 38; Scully et al., 2020). The brain however cannot differentiate between originals and modifications concerning peer pictures (Grogan, 2021). Thus, the problem with was that representation can be managed in such a way that people create an online personality as they want it to influence desirable traits (Saiphoo & Vahedi, 2019). However, in real-life scenarios, such comparisons cannot be done with the level of contemplation and flexibility as were seen in the research studies (Cohen et al., 2018). In conclusion, people appeared to be comparing themselves to the 'best version' of themselves as presented by the other users of the social media platform (Vogel et al., 2014). This may lead to reduced body image (Cohen et al., 2018; Saiphoo & Vahedi, 2019). Cross-sectional results revealed that technological dependencies, namely, dependencies on Internet and social networking sites were positively related to depression, negatively related to life satisfaction as well as academic achievement.

LITERATURE REVIEW

During the past years, there had been a slew of studies whose findings illuminated the complicated connection between social media utilization and mental health Conditions, among university and college students. Nazari and his team did a cross-sectional study during the Covid-19 pandemic, which was the crisis, to explore more thoroughly the link between physical activity and depression, which is particularly relevant in the austere times. Their research, which included 781 university students, analyzed the impact of problematic social media use on mental health. Thus, it was essential to emphasize that the

investigations revealed a robust connection between frequency of social media exposure and patients' diminishing mental health ratings in the patients studied. In the same range as what Nazari et al. (2020) express, an article in *Current Psychiatry Reports* (2021) pinpoints the damaging role that social media had on many aspects of mental health. The study of Jones and associates (2020) reveals the intricate link between the use of digital media and the risk of developing mental health disorders in students. According to Kamal et al. (2015), a major criticism of the internet was that students were bound to prefer social networking sites more than books, so they were going to spend more time on these sites than on their studies. These students would cause late act and skipping of class in the morning as they battle inadequate sleep in the night due to excessive use of social media. As proposed by The World Bank 2011 Global Education report, the major reason for social media use of adolescents and young adults aged 15-25 is entertainment. About the men percentage of students, who use social media platforms in order to access information, was over 60%. To add on, a majority of undergraduate students were fans of social media for fun and amusement reasons.

Social Media Usages in Pakistan

The social media setting makes it possible to inspect the 'inner picture' of youth that was publicly displayed on Facebook through their users' attitude of the society A. Basit, 2013. It exposes in any people the inherent features, which can be positive or negative. Dr. Basit made a pertinent remark that today it was less interesting for the youth to carry research and they rather intake information passively on online social media. They see the phenomenon of the dissemination of doubtful facts being the message without verifying their reliability on numerous social media that end with misleading when shared by various groups against their political enemies. Besides the obvious fact that intolerance as well as the sectarianism hinder development and peace in this regard, Dr. Basit pointed it out According to Kamal et al. (2015), a major criticism of the internet was that students were bound to prefer social networking sites more than books, so they were going to spend more time on these sites than on their studies. These students would cause late act and skipping of class in the morning as they battle inadequate sleep in the night due to excessive use of social media. It had been observed that the trend of just using social media for no goal contributes to less probability for students to be attracted to education. Besides, the report had shown that university students' social media usage might put their academic performance at risk. The exposure revealed social media's impact on students as the social interactions are more emphasized, except for conversations and music, academic work and responsibilities are undermined, and they are ignored. According to the advocate thesis of Gilani (2014), the social media use in Pakistan had been increasing rapidly in the current period. A significant majority of these social media users in Pakistan includes youth. The dominant power structure of social and politics in Pakistan, prior to the online movements and social networking groups had now changed towards the latter due to the formalization of social media and relationship building via the internet. As proposed by The World Bank 2011 Global Education report, the major reason for social media use of adolescents and young adults aged 15-25 was entertainment. About the men percentage of students, who use social media platforms in order to access information, was over 60%. To add on, a majority of undergraduate students were fans of social media for fun and amusement reasons.

Social Media and Access to Information

Social media platforms can facilitate collaborative learning, peer-to-peer interactions, and access to educational resources, enhancing the learning experience (Junco et al., 2011) incorporating social media into educational practices, educators can increase student engagement, motivation, and participation in learning activities (Hew, 2011). The social media enables students and educators to connect globally, fostering cross-cultural exchanges, sharing of ideas, and diverse perspectives (Greenhow et al., 2009). It allows for the easy sharing of educational materials, articles, and research, promoting knowledge dissemination and academic collaboration (Veletsianos & Kimmons, 2012). Educators can use social media for professional development, networking with peers, attending virtual conferences, and staying updated

on educational trends (Trust et al., 2016). Social media was a kind of a connective tissue, which links young people with the members of their family or acquaintances. In general, online contacts between people in a special training environment that was often very tough and alone, proffer an emotional support and a feeling of a belonging. No matter if it was about friendship or family, social media, with its ability to create bonds, support each other, and share a smile, was a great cure for loneliness (Chen & Xiao, 2020). Pinterest, Instagram and Facebook provide the ability to subscribe to owed groups or persons that was older or could have gained more information on a number of topics that was interested.

Resource Access

The digital ground had a number of resources to offer which were very difficult to get some time ago and the social media plays a great role in making this more accessible. College students can access relevant information, aid in mental health issues, and Survivor groups through the web. Messages on Twitter, Instagram or Facebook were not only informational, but also include practical advice on how to act with impressions of the famous (Peco et al., 2023). Most of the youths agreed that through the various social media networks; they find enhanced awareness of existing, participate in social media posts occasioned by events, seek out opportunities to connect with others, gain information about or become a member of a minority organizations, make and join communities for cooperation and get knowledge about a healthy lifestyle or personal interests as these authors stated and analyzed, self- reported by Chassiakos et al., (2016). In this case the social media enhancements were employed to stay connected to Point out relation with the family and friends as w was not debatable: connection with others was still possible. People that join different soc ell as making new relations to people with common interests. At least one aspect of social media ial media platforms, can communicate with other people with similar concepts, entertainments, predicament or passion, diversification and club without prejudice of condemnation or eradicating human attributes or making them appear as though they were not human, also termed dehumanized (Dickins, Feldman, & Thomas, 2016). Members of online communities can establish an opportunity to form an intellectual, emotional and even a tangible support structure can be applied to real life situations and additional tasks (Dickins et al., 2016). Hausman et al. Sam (2017) pointed out that based on their findings, the primary purposes of social media posting were mainly for advice and support especially on health issues. Emotional support was the most widely experienced type of support and provided by users on the social media facilities through the wearing of this technology device together with a quoted recognition of the platforms that allow the use of emotion. convey support for choices, by means of emojis and comments (Pornsakul vanich, 2017) Social Networking systems can assist teens to be able to establish an identity since from the above analysis it was clear that networking systems can assist teens to be able to choose Which resources they had in common and how to assist them to create networks of interaction (Shafer, 2017). Although there was not definitive evidence to mark causation relationship may be there as for those people with positive offline relationship, find better satisfaction of online relationships (Shapiro & Margolin, 2014). Social media provides teens more opportunities to interact with others and more chances for self- disclosure and the perusing of opportunities for which can be beneficial to teens in looking to build their relationships search for meaning or narrative from support or relationship distress or as a result of adverse circumstances (Shapiro & Margolin, 2014).. This sense of social had the capability of reducing perceived loneliness and hopelessness as well as making people had positive moods and a good state of mind. Beside social media had the capability to raise awareness, meet new people in the world, and even share brief instances of beauty that can be loud and can also help one to have strength” (Shafer, 2017).

Impact of Social Media on Students' Mental Health

Previous researches established that increased engagement in social media was associated with more anxiety, depression and feelings of loneliness among the learners (Primack et al., 2017). Impact of Social Networks on a Mental State were able to get information from Twenge et al. (2017) and Shafer (2017) indicating that there was an increased number of teenagers who felt useless, joyless, lonely and some of whom displayed sign of depressive illness thus their stressors that were derived from African American

ladies were positively associated with the increase in the number of people owning smart phones while controlling for economic, school work and Social media use was correlated to other unfavorable perceptions to mental health which included direct personal contact and lack of exercise, two of the preventive measures stigma towards mental health illness (Strickland, 2017). In the same study, Strickland (2017) found out that the cyber use in the context of chat rooms and gaming SNSs reduced the risk of depressive symptoms while other SNSs that encouraged. The sharing of image was found to have an effect of escalating self-obsession which was some of the causes of mental health disorders. Time spent on the social media websites had been revealed to be significantly and positively associated to the frequency of the more depressive symptoms a social media user had and anxiety levels a social media user perceives. This means that the more the number or level of organizational structure, the more difficult would be to evolve. It was determined that the longer the individual spends on social media, they experienced higher depressive symptoms and increased levels of anxiety. Convenience to social media had also been a moderator for self-reports of anxiety signs among the teenagers; where access to social media including texting was removed, teens indicated increased collective levels of anxiety. (Woods, 2016). Weinstein (2017) source show that; The results which showed that the youths with negative pre-browsing well-being were indicated to have had significantly poor post-browsing well-being was retrieved from other studies indicating different of negative feelings about themselves and negative compares of themselves with of other indicators of quality of life, outside the social network's usage. Strickland (2014) identified from various sources; the level of Facebook addiction, or the levels Reducing Facebook participation taken together for 1 week was positively associated with well-being for both, heavy and passive users (Tromholt, 2016).

Cyber bullying

Through social media, different forms of bullying such as cyber bullying surface hence causing a negative impact such as psychological distress, low self- esteem and the students were emotionally harmed (Kowalski et al., 2014). The second potential impact of the subject may be the students' involvement in bullying through the help of social networks or any other type of internet source. Confident that some hypotheses postulated concerning the correlations between the time people spend on the Internet and cyberbullying all networks especially in social networks (Sampasa-Kanyinga, Roumeliotis & Xu, 2014). Some of the similarities in the features of cyberbullying were as follows; it was intentional and consistent action that was committed for a targeted person or a set of people by one person or several other persons the isolated individual who finds it quite hard to stand up for him or herself and both the types were considered as the act or behavior that was aggressive (Chassiakos et al., 2016; Sanfilippo, 2015). A definition of cyber bullying remains to encompass the deliberate use of the social networking sites to send to a person, information that was untruthful, embarrassing or provocative or a picture of the other person that may happen on gadgets such as computers, cell phones, smart phones, tablets or use of other online technologies such as email and website (Chapin & Coleman, 2017; Sanfilippo, 2015).

Fear of Missing Out (FOMO)

In a similar way, students were usually behind their smart screens receiving endless curation and edgy encouragement of other individuals' lives through social media networks that make students feel inadequate and anxious they were missing out (FOMO) (Przybylski et al., 2013). Despite this, that, social networks represent a scene of friending and networking they also produce a particular type of anxiety known as the fear of missing out or FOMO. FOMO means, an ongoing fear, that people around us may well be enjoying themselves or getting benefits situations which you were not supposed to be in, for which you cannot be a part of or situations you know nothing about, and in the case for example, there was a need to be always in touch with what others are doing (Beyens & Eggermont, 2016) FOMO can thus create feelings of, as Strickland (2017) pointed out. It was also established that perceived social support was perceived less and exclusion and upward comparison arose as effects of social comparison leading to less happiness, higher perceived signs that they feel life was not fair, and emotions bullying, especially, on Instagram and

Facebook This makes some of the adolescents to log into their social media sites as frequently as fifteen minutes apart, and the level.

Sleep Disturbances

This mostly applies to students who were always active on social media or even browse through social media sites before going to bed because it leads to poor sleep quality, reduced vigor and reduced academic performance (Levenson et al., 2016). It had also been established that technology use causes some form of disruption of the sleep among the adolescents. As affirmed by the two researches of Bauducco et al., (2016) and Woods (2016), carotenoids had the ability to replenish and obtain antioxidant capacity at a much faster rate as compared to the other antioxidants. As pointed by the National Sleep Foundation (n. d.) Everyone was supposed to sleep for eight to ten hours per day to be strong enough for the following day's tasks. In the sample more than 70% of the teen-agers-ranked least population density as the least important factor in their decision to migrate. Americans were sleeping less than eight hours a night with 15 percent sleeping less than six hours. UBS estimates indicate that an average employee spends six hours at the workplace every day (Weaver et al., 2018). By the end of the day, it was not a secret that the sleep or the lack of sleep was in fact related to the health of the mental.

Comparison and Self-Esteem Issues

Social media or networks can politely contribute to increase self-esteem via affordances of positive networks. As those net worth creations, affirm and celebrate social media users' success with validation, encouragement and praise, it boosts confidence levels. Whether it was a comment of support which appeared on a particular post or perhaps a recognition, these were critical to stress-free image and general psychological well-being (Jan et al., 2017). Thereby it wears down the self-esteem of students and may cause poor self-image and body image (Fardouly et al., 2015) Adolescence was the stage when personality development was initiated and social identification and comparison could be a part of personality development, (Weinstein, 2017). Self-comparison in the two platforms, Instagram and or Facebook begins from the initial point where a user posts a picture that indicates how many friends or followers had (Fox, & Moreland, 2015) such was an online popularity contest. Teenagers use either of the two forms of comparisons on social media: upward comparer, view themselves as inferior to compared up or with upward comparison, awareness of one's detriment or being worse off in comparison to the others (Wickham & Acitelli, 2005). Nevertheless, it was the upward comparisons that are desirable because although downward comparisons were associated with positivity and lower levels of anxiety it was the upward comparisons that were beneficial. They have had associated with the higher degree of the symptoms of depression and lower level of self-esteem (Burrow & Rainone, 2017; Steers et al., 2005). Stalking or just randomly going through friends' pictures and updates and posts was presented in the literature review section regarding a positive or negative self-image depending on the duration spent on the social network, but it was specifically oriented to the Facebook Using such concept may show how a social media consumer captive, effective in the process of positive self-image formation from the vulgarization of a pathological culture (Walsh, 2017).

Digital Distractions

Effects of Social Networking and Technology Interference was replacing the time they spend on other activities, knowing that social media usage amongst teenagers was on the rise. The youth were spending less time reading books, magazines and other printed material due to social media. Newspapers, television, performing non-recreational activities, and talking. to other individuals directly via face-to-face communication (Twenge et al., 2017). It seems that current generation had almost uninterrupted connection with social media. Through their possession and usage of smartphones, digital distraction had come to be a field of study for students. It had been seen in the study of Tuoma & Hyry (2018) that technology was killing moments they had in face-to-face conversations. Participants holding their mobile phones in their hands while their devices remain with their screens facing the table during a participants

reported reduced pleasure and bonding with a friend or family member during a meal. In addition to the fact that participant's scores were significantly higher in the level of boredom and distractions as compared to the participants of the second group those who typed. Another similar study was done by Berdik (2018) where college students in the class, taking the necessary measures to monitor attention span and memory recall among students. As they were with and without technology in front of them. Students who had their phones touching the table Television and silenced on their desk showed poorer results in the tests that assessed the ability to pay attention and cognitive work than the students who take their phones with them, particularly those having their phones in their backpacks, the difference being observed in students who likely expressed a high degree of dependency on their devices (Berdik, 2018). The students who multitask with technology at higher levels had a negative effect on lower grades as the case with this particular school, Dominguez Hills, was seen. For a partial ban on technology prohibiting the use of computers, laptops and even banning the use of cell mobile phones in the classroom (Berdik, 2018). Social media usage intensive enough had rapidly reduce the quality of academic performance. This was because social media, especially Facebook and Twitter, can steer away the attention of the students towards them for hours which shrinks their study time.

Theoretical Framework

The two theories were provided the theoretical foundation to this study. One was Leon Festinger's Social Comparison theory leads that humans self-evaluate their own tendencies, decisions, and achievements by the way they compare them to what others' have. Social media networks provide an unlimited supply of mirrors and therefore people can see other people's lives hovering all around (Festinger, 1954). This minefield process becomes modified with time and might lead to low self-esteem and depression. When students frequently get a close look at the achievements, successes and seemingly flawless lifestyles of those around them on social media, this may result in a sense of insecurity or inferiority. Furthermore, the frequent Facebook and Instagram posts did not reflect real life, where only the positive and happy moments that they want to share were featured. It forms a warped view of reality besides, it may intensify negative self-related feelings and thoughts among the students (Chen & Xio, 2022). Secondly, the Gratifications Theory (Katz and Bulmer, 1974) stated that people tend to use media like social networking platforms to get the satisfaction they need for their inner thoughts or feelings. They may had some requirements such as exploration or games, pursuit of friendships, or confirmations (Whiting & Williams, 2013). It is imperative to identify students' reasons for using social media, which would offer necessary data for better understanding its influence on their mental health welfare (Karimi et al., 2014). Using social media sites, students can get up-to-date information on events, new or any other academic information. Social media was laden or full of a multitude of fun things like memes, video clips and games which can thus be used as a form of a detour or a distraction from academic pressure.

METHODOLOGY

A quantitative survey methodology was used for this current research. The study was used quantitative (survey research design) to measure the associations between given variables of interest. Survey design method makes it possible for researchers to explore a wide range of research by asking questions and in some cases to obtain the data in which systematic observation cannot be done (Baş, 2008). This study was designed to determine the influence of social media usage on the mental health and overall wellness of undergraduate university students. The population of this study was all undergraduate students of university of Sargodha. The sample of the study was selected 250 undergraduates' students from the three faculties of the University of Sargodha including faculty of natural sciences, faculty of social sciences, and faculty of arts and humanities through convenient sampling technique.

Research Instruments

The research tool was a questionnaire. The research tool for this study was personally developed by the researcher through extensive literature review. The reliability was measured through Cronbach Alpha. The

result of Cronbach Alpha indicated that the reliability of tool was .70. It was a good reliable tool for data collection. The tool was developed to assess the influence of social media usage on mental health outcomes and well-being, on a population of university students. The five point Likert scale was used which were ranging from 1 (Never) to 5 (Always). The questionnaire consists of 32 statements divided into seven subscales: Social Media Usage (items 1-8), Stress Level (items 9-12), Self-Esteem (items 13-17), Sleep Schedule (items 18-20), Constant Thinking (items 21-24), Emotional Well-being (items 25-28), and Daily Routine (items 29-32). Furthermore, a subscale, Overall Mental Health (items 1-32), measures the broader psychological impact of social media, additionally all of its subscales showed consistent Cronbach Alpha reliability more than .70. The tool was adequate.

RESULTS AND DISCUSSION

In the present study the Data was analyzed through statistical package for the social sciences (SPSS) version 20. In this analysis: the following types of analysis were done descriptive and inferential analysis.

Table 1. Reliability statistics.

Cronbach's Alpha	No of items
.943	32

Table 1 indicates that the through cronbach's Alpha reliability test was conducted. The overall reliability score is .943.

Table 2. Analysis of demographic Information.

Variables	Frequency	Percentages
Gender	Men	125
	Women	125
	Total	250

Table 2 indicates that the out of 250 samples, the numbers of Men were 125 (50.0%) and the number of Women were 125 (50.0%).

Table 3. Independent Sample Test.

Variables	Men		Women		t	P (248)
	M	SD	M	SD		
Social media usage	26.7840	6.94864	22.6800	7.12628	4.10400	0.000
Stress level	10.5120	3.85758	9.8560	3.27676	0.65600	0.149
Self-esteem	12.6080	4.76360	10.9280	4.02247	1.68000	0.003
Sleep schedules	9.1200	2.90606	8.1840	2.84657	0.93600	0.011
Constant thinking	11.2960	3.54242	9.8800	4.00926	1.41600	0.003
Emotional well-being	10.5040	3.45857	9.3600	3.18616	1.14400	0.007
Daily routine	12.5840	3.59925	12.1920	3.55305	0.39200	0.387

This table revealed that the independent sample t-test was performed to find the difference between the social media usage scores or men and women .It can be noticed from the Table revealed that the results of social media usage depicted that the men students had the more mean score (M= 26.784, S.D 6.948) than the mean score of women students (M= 22.68, S.D= 7.126), with DF (248) $t = 4.610$, $p = .000$ but the average difference was very high. So, the outcomes shown that there was notable difference in scores for men and

for women. As p-value was smaller than 0.05, so the null hypothesis was denied. It means there was notable difference among the scores of men and women of social media usage.

But the results regarding the Stress Level depicted that the men students had the greater mean score ($M = 10.5120$, $S.D = 3.857$) than the mean score of women students ($M = 9.8560$, $S.D = 3.2767$), with $df (248) t = 1.449$ $P = .149$. So, the results disclosed that there was no considerable difference between the scores of men and women. But the average difference between two groups was very low. As p-value is greater than 0.05, so the null hypothesis was approved. It means there was no significant difference between the scores of men and women of stress level. It can be noticed that table reflected that the results of Self-esteem depicted that the men students had the more mean scores ($M = 12.6080$, $S.D = 4.76360$) than the mean score of women students ($M = 10.9280$, $S.D = 4.02836$), with $df (248) t = 3.013$, $p = .003$. So, the results exposed that there was notable difference in scores of men and women of Self- Esteem. As p-value was less than 0.05, so the null hypothesis was refused. It means there was notable difference between the scores of men and women of self-Esteem. Similarly, this table also disclosed that the independent sample t-test was conducted to contrast or to find the difference between the sleep schedules scores for men and women. It can be noticed from the table that the results of sleep schedule depicted that the men students had the more mean score ($M = 9.12001$, $S.D = 2.90606$) than the mean score of women students ($M = 8.1840$, $S.D = 2.84657$), with $DF (248) t = 2.573$, $p = .011$. So, the results shown that there was considerable difference in scores of men and women of Sleep schedule. As p-value was smaller than 0.05, so the null hypothesis was denied. It means there was remarkable difference between the scores of men and women of sleep schedule. It can be noticed from the table that the results of constant Thinking depicted that the men students had the more mean score ($M = 11.2960$, $S.D = 3.54242$) than the mean score of women students ($M = 9.8800$, $S.D = 4.00926$), with $DF (248) t = 2.959$, $p = .003$. So, the results indicates that there was significant difference in scores of men and women of constant Thinking As p-value is smaller than 0.05, so the null hypothesis was rejected. It means there was notable difference between the scores of men and women of constant Thinking. It can be noticed from the table that the results of Emotional well-being depicted that the men students had the more mean score ($M = 10.5040$, $S.D = 3.45857$) than the mean score of women students ($M = 9.8800$, $S.D = 4.00926$), with $DF (248) t = 2.720$, $p = .007$. So, the results exposed that there was no notable difference in scores of men and women of Emotional well-being as P-value was greater than 0.05, so the null hypothesis was approved. It means there was no considerable difference between the scores of men and women of Emotional well-being. This table also shows that the average difference between men and women students of daily Routine. This table also demonstrated that the men students had the more mean score ($M = 12.5840$, $S.D = 3.59925$) than the mean score of women students ($M = 12.1920$, $S.D = 3.55305$), with $df (248) t = .867$, $p = .387$. So, the results disclosed that there was no notable difference in scores of men and women of Daily Routine As P-value was greater than 0.05, so the null hypothesis was approved.

Table 4. Pearson Correlations Table.

Variables	1	2	3	4	5	6	7
1. Social media usage	1						
2. Stress level	.45**	1					
3. Self-esteem	.60**	.56**	1				
4. Sleep schedules	.38**	.48**	.42**	1			
5. Constant thinking	.60**	.57**	.54**	.47**	1		
6. Emotional well-being	.44**	.50**	.63**	.37**	.58**	1	
7. Daily routine	.30**	.41**	.35**	.48**	.31**	.32**	1

Table 4 revealed that Social Media Usage (SMU) had a notable positive correlation with Self-Esteem (SE) ($r = .600$, $p < .01$) and Constant Thinking (CT) ($r = .600$, $p < .01$). It also had a considerable positive link with Stress Level (SL) ($r = .459$, $p < .01$), Emotional Well-Being (EWB) ($r = .443$, $p < .01$), Sleep Schedules

(SS) ($r = .380, p < .01$), and Daily Routine (DR) ($r = .306, p < .01$). Additionally, Stress Level (SL) was notably positively interconnected with Self-Esteem (SE) ($r = .569, p < .01$), Sleep Schedules (SS) ($r = .485, p < .01$), Constant Thinking (CT) ($r = .572, p < .01$), Emotional Well-Being (EWB) ($r = .506, p < .01$), and Daily Routine (DR) ($r = .415, p < .01$). Self-Esteem (SE) shows significant positive correlations with Sleep Schedules (SS) ($r = .422, p < .01$), Constant Thinking (CT) ($r = .541, p < .01$), Emotional Well-Being (EWB) ($r = .635, p < .01$), and Daily Routine (DR) ($r = .352, p < .01$). Constant Thinking (CT) had significant positive correlations with Sleep Schedules (SS) ($r = .473, p < .01$) and Emotional Well-Being (EWB) ($r = .580, p < .01$), and a moderate correlation with Daily Routine (DR) ($r = .311, p < .01$). Emotional Well-being or EWB also proved to have positive and significant relationship with Sleep Schedules, SS, which is $r = .376, p < .01$ and with Daily Routine, DR $r = .325, p < .01$. Last and foremost, Sleep Schedules (SS) is positively related and had a closer relationship to Daily Routine (DR) which was equal to $r = .481$ at $p < .01$.

Discussion

In the present study, the major aim of the research was to establish the influence of social media on the mental health and emotional wellbeing of students. The T test used to measure the gender difference and results indicated that there were no gender differences observed in the roles of social media usage regarding mental health status and emotional wellbeing of university students. While the Pearson correlation test used to measure the relationship and results revealed that having strong relationships exist among mental health and emotional wellbeing of students and its sub variables. The survey results into averages, it was possible to establish a strong correlation between the existence of Mental Well-being and its components and the use of Social Media channels among the sample participants. These results were supported by few researches, which proved that using social networks can be effective for the treatment of certain mental disorders. Contradictorily, Berryman et al. (2018) study examined the connection between depression and that of social media users' experience better social connection and support hence better mental health than the non-users. Consequently, Primack et al. (2020) stated that positive activities on the website contribute to greater self-esteem, as well as decreased stress. This means that random or deliberate positive uses of social media would improve the psychological health of the users. However, in order to emphasize the positive outcomes of social media as a tool, it was vital to note that negative impacts can also be achieved based on the improper utilization of the resource. The probable negative consequences might be; cyberbullying, addiction or anxiety among the users. Specifically, cyber bullying had been documented as one of the most concerning problems within the sphere of social networks. According to the study done by Kowalski and others in 2019 it had been established that the targets of cyberbullying tend to experience more depression and anxiety. Furthermore, Vogel et al. (2015) investigated that upward social comparison that is comparing oneself with those individuals who were considered to be better off on social networking sites were correlated with reduced level of self-esteem and increased level of depressive signs. Social media also leads to what was referred to as fear of missing out (FOMO) which also causes anxiety and dissatisfaction with one's life. Disrupted sleeping patterns, reduced physical activities, less face-to-face communications, which was all provided in the article by Kircaburun et al. (2018). In addition to this, the pressure of looking good and constantly comparing oneself to others on such platforms as Facebook, Tik Tok, Instagram, WhatsApp etc. can lead to more and more feelings of low self-esteem and inadequacy. In addition to this, Valkenburg et al. (2022) performed a comprehensive literature analysis and concluded that the impact of social media on well-being was gender non-significant, suggesting the moderator's role of purposeful vs aimless use and social context while the strong relationship exists among social media usage on mental health and emotional well-being of undergraduate students of university. Moreover, stress resulting from the necessity of maintaining some image and constant comparison with other people on social media platforms was likely to increase the intensity of insufficient self-acceptance and low self-esteem. Analyzing the results of a research carried out by Vogel et al in 2015, the authors found out that the upward social comparisons on social media, where people compare themselves to other people who were considered to have a better life, they, were

connected with the lowered level of self-esteem and increased level of depression. Social media application results in anxiety and dissatisfaction with the life through the phenomenon of FOMO. However, the factors that the present research unveiled might be appreciated on the basis of the distinctive attributes of the subjects, who apparently reaped more benefits out of using social media. This concurs with Valkenburg et al., 2021 who found out that the influence of social media on mental health depend with the use and users' characteristics. Those who use social networks only for mainly positive purposes such as communication with friends and relatives will understand the benefits of receiving more social support and having better mental health.

CONCLUSIONS AND RECOMMENDATIONS

The current research provided the important understanding of how social media usage affects mental health and wellbeing in university students. The following conclusion were drawn in the light of results and findings of the study. The results revealed that the Social Media Usage (SMU) had a significant positive relationship with Mental Well-Being (MWB) and their all sub variables such as stress level, constant thinking, self- esteem, sleep schedule, emotional well-being, and daily routine of university students. Positive correlations were found between social media usage and self-esteem, stress levels, daily routine and emotional health. Social media usage was associated with improved mental health outcomes. It was also noted that there was no gender gap observed in the roles that social media playing in the indicating mental health status. It was concluded that the social media usage had significant relationship among mental health and well-being of under graduate students of university. It was also concluded that the social media usage had no gender wise difference exist among mental health and wellbeing and their sub variables such as stress level, constant thinking, self- esteem, sleep schedule, emotional well-being and daily routine of university students.

The some recommendations were made on the bases of results and findings of this study. It was recommended that it was needed to address excessive usage of social media and negative interactions by encouraging meaningful talk, support, and positive content. Promote positive interaction between users, exchange of resources and willingness to assist one another. The engaging the user with positive content in form of articles, videos, uplifting, inspiring or educational. It was also recommended that develop digital citizen competence programs that cover recognizing fake news, privacy measures, effects of online conduct, and time management. Introduce competencies coupled with apposite exercises for digital citizenship and educate the audience about moderation and offline activity as well as about time spent within the online world. It was also recommended that promote a healthier lifestyle balance between online and offline activities, exercise, and face-to-face interactions. Engage in the establishment of online support groups, communities, and informative outlets with themes as mental health, wellbeing, and self-care. Furthermore, counseling services in the form of resources, tools and support to bolster the students' mental health, resilience and coping mechanisms. Moreover, it was also recommended that the collaboration between universities mental health organizations and in social networking sites to design healthy user interactions and feature a collective effort should be made which will involve students in physical healthy activities.

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