

Impact of Social Networking Addiction on General belongingness, Inferiority & Insecurity among College Students

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ABSTRACT

An excessive and obsessive need to use Social Networking websites and applications, which frequently interferes with everyday life and personal obligations, is referred to as Social Networking. This study examines the impact of Social Networking addiction on the psychological dimensions of general belongingness, inferiority, and insecurity among college students. As Social Networking usage continues to surge, addiction to these platforms is becoming a prevalent concern, influencing students' mental health and interpersonal relationships. For this study total 115 college student who studying in various stream (Arts, Commerce and Science) whose age between 18 to 25 years from different cities of India sample collected through the google form and 115 (N=115) Male N = 51 and Female N = 64 individually included in the study. the sample further divided into 2 group, 1 is complete sample and 2 is addicted sample. The data analysis was done using SPSS version 27.0. In the data analysis descriptive statistics, Pearson r correlation and to check the impact linear regression were used. The result shown that Social Networking addiction is negatively correlated with general belongingness and no correlation found between Social Networking addiction and inferiority and insecurity. Furthermore, the variables inferiority & insecurity were negatively correlated with general belongingness and inferiority positively correlated with insecurity.

Keywords: *Social Networking addiction, general belongingness, inferiority, insecurity*

Social Networking has become a ubiquitous force in an era of digital connection, changing how people interact, communicate, and view themselves. Despite the fact that these platforms provide chances for self-expression and interaction, over usage of them has resulted in the worrying issue of Social Networking addiction. The excessive and obsessive use of online platforms that characterizes Social Networking addiction is becoming more widely acknowledged as a behavioral problem with significant psychological ramifications.

Addiction's effects go beyond simple distraction for college students, a group that is especially vulnerable to Social Networking 's appeal. Digital contacts are increasingly mediating general belongingness, which is described as an intrinsic human drive to build

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meaningful relationships. But ironically, a sense of real-world belonging can be undermined by an over dependence on virtual relationships. Similarly, when people compare themselves to impossible standards, the meticulously chosen and often glorified information on Social Networking can intensify feelings of inadequacy. This increased feeling of inadequacy frequently contributes to insecurity, which further damages mental health and self-worth.

Social Networking Addiction Among College Students

Social networking sites have become an essential aspect of daily life in the digital era, especially for college students. Students are using social media more and more to interact with classmates, remain connected, and share experiences as cellphones and internet access become more widespread. However, the possibility for addiction has been questioned due to this continuous engagement with social networking sites. Compulsive usage and an excessive dependence on social networking sites are hallmarks of social networking addiction, which can have detrimental effects on social connections, academic achievement, and mental health.

Concern over the incidence of social networking addiction has grown, especially among college students who are juggling social, academic, and personal obligations at this time in their lives. According to studies, a sizable percentage of pupils display traits linked to social media addiction. A research by Kuss & Griffiths (2017) found that between 30 and 40 percent of college students said they spent too much time on social media, interfering with their daily routines that included studying, working out, and interacting with people in person. Given that excessive social media use can result in negative effects including anxiety, sadness, and poor self-esteem, this development is concerning (Gámez-Guadix et al., 2013).

According to a survey by Bányai et al. (2017), about 20% of the students in their sample engaged in social media-related addictive behaviors, indicating that the issue is pervasive. According to Wang et al. (2019), students frequently experience social pressure to be active on these platforms, which adds to the addictive nature of their use. Students who are addicted to social media may become distracted from their studies, which can lead to subpar academic performance.

To learn more about the prevalence and consequences of social networking addiction among college students, several research have been carried out. Peer pressure, the need for social approval, and the continual accessibility of social media via mobile devices are some of the variables that researchers have found to be involved in the addiction. For example, a research by Lin et al. (2016) discovered that students who felt lonely or had poor self-esteem were more likely to engage in social networking-related addictive behaviors.

Furthermore, studies by Papacharissi & Mendelson (2011) showed that using social networking sites may provide users a sense of acceptance and approval, which can be very beneficial for students, particularly those juggling the social demands of college life. These studies highlight the delicate balance between responsible use and problematic reliance, even though social media offers many advantages, including information access and social interaction chances.

Even while a lot of study has been done on social media addiction, less is known about its long-term implications, particularly when it comes to certain demographic groups like

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college students. Numerous research have concentrated on cross-sectional data, which makes it more difficult to establish a causal link between poor outcomes and social media use (Elhai et al., 2016). Additionally, as various social media platforms may have varying effects on users, additional study is required to examine the function of these platforms and their distinct addictive potential (Kuss & Griffiths, 2017).

Furthermore, there hasn't been much research done on how social networking addiction interacts with other mental health issues like anxiety and depression. Research frequently ignores how the addiction cycle exacerbates students' pre-existing mental health conditions and prolongs unpleasant emotional states. Additionally, research on the efficacy of intervention techniques meant to lessen social media addiction in academic settings is lacking.

Future research should therefore try to close these gaps by carrying out longitudinal studies, examining the varying impacts of particular social media platforms, and looking into the possibility of focused interventions that can assist students in striking a balance between their use of social media and their academic and personal well-being.

Lack of Belongingness Among College Students

One fundamental psychological need that has a big influence on a person's emotional, social, and intellectual growth is a sense of belonging. In the context of higher education, a student's sense of belonging refers to feeling accepted, valued, and included by peers, faculty, and the campus community (Strayhorn, 2012). However, recent studies indicate that a growing number of college students experience a lack of belongingness, leading to feelings of isolation, loneliness, decreased academic motivation, and mental health issues.

A common problem in educational institutions across the world is college students' lack of belonging. Over 60% of American college students reported feeling "very lonely" at some time during the academic year, according to the American College Health Association (ACHA, 2022). According to the Higher Education Policy Institute (HEPI, 2021), 27% of college students in the UK said they felt socially isolated.

According to a National Institute of Mental Health and Neurosciences research (NIMHANS, 2021), over 35% of college students in India suffer from moderate to severe social disconnection, which is frequently accompanied by anxiety and depressive symptoms. These problems have been exacerbated by the epidemic; students feel more alienated as a result of the decrease in human relationships caused by online learning (Kapasias et al., 2020).

Numerous academics have studied how belongingness affects students' academic performance and psychological well-being in higher education. According to Baumeister and Leary (1995), a basic human motive that is necessary for psychological health is the urge to fit in. According to their argument, ongoing social isolation can result in negative mental health consequences, such as stress, sadness, and even thoughts of suicide.

In a thorough examination of the connection between belongingness and academic achievement, Strayhorn (2012) made the case that students who feel like they fit in at college are more likely to engage in class, ask for assistance when necessary, and persevere through difficult coursework. Similarly, Goodenow (1993) discovered that peer support and

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inclusive teaching methods have a good impact on students' sense of belonging, especially for first-generation and minority students.

But the majority of these research concentrate on people in the West. There is a need for more contextually relevant research since the cultural, socioeconomic, and institutional variations in emerging nations like India are frequently disregarded.

Despite the growing body of research on student belongingness, there are still a number of unanswered questions: **Absence of Longitudinal Studies:** The majority of current research is cross-sectional, providing a moment in time view of the experiences of students. Longitudinal studies are necessary to comprehend how a student's sense of belonging changes over their academic career (Walton & Cohen, 2011). **Insufficient Attention to Marginalized Groups:** Students from underprivileged backgrounds, such as those from rural regions, religious minorities, LGBTQIA+ populations, or students with disabilities, who may experience more severe difficulties in feeling like they belong, are rarely the subject of studies (Vaccaro & Newman, 2016). **Cultural and Institutional Context:** A large portion of the literature currently in publication is centered in Western settings, and there aren't many studies that look at how cultural norms, family expectations, and educational systems in non-Western nations like India influence a person's sense of belonging (Gupta & Agrawal, 2020). **Absence of Intervention-Based Research:** Although the causes and effects are widely known, there aren't many research that look at successful institutional procedures or intervention techniques that help promote a stronger feeling of community and inclusion on campus.

College students' lack of belongingness is a serious issue that has a profound impact on their social growth, emotional well-being, and academic achievement. Even though the amount of study on this topic is increasing, more research is urgently needed, particularly in underrepresented populations and cultural contexts like India. In order to help educators, counselors, and legislators create more welcoming and encouraging learning environments, future research should concentrate on longitudinal, inclusive, and interventional studies.

Inferiority and Insecurity Among College Students:

Many people view college as a time for personal development, freedom, and self-discovery. But for a lot of students, the move from high school to college can also result in increased feelings of inadequacy and insecurity. A student's social interactions, self-esteem, and mental health can all be greatly impacted by these feelings. While insecurity is a lack of confidence and an underlying worry of not being good enough, inferiority is often characterized as the impression of being less capable or inferior to others. Both emotions are quite common among college students and can negatively affect their general well-being, mental health, and academic achievement.

College students are far more likely to experience emotions of insecurity and inadequacy, which are frequently brought on by a range of social, academic, and personal circumstances. Students are frequently more prone to feeling these emotions due to the high levels of academic pressure, social comparisons, and the need to fit in. About 30–40% of college students report feeling inferior, especially when comparing themselves to their classmates in terms of social standing or academic accomplishments, according to research by Stevenson & McKenna (2017). In competitive settings, where students believe they are slipping behind

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their peers or not living up to expectations, this sense of inadequacy is frequently made worse.

According to Festinger's (1954) social comparison theory, people assess their own value and skills by contrasting them with those of others. This kind of comparison is common among college students in particular, and it frequently results in feelings of inadequacy. Comparing one's academic achievement, social life, or physical attractiveness to that of others, for example, can exacerbate feelings of insecurity and inadequacy. Indeed, a research by McLean et al. (2015) revealed that more than half of students said they felt uneasy about their academic performance, social connections, or self-image. This highlights how common these feelings are.

Furthermore, the emergence of social media has made feelings of inadequacy and inferiority even more common. Students are continuously exposed to well edited, romanticized depictions of their friends' life on social media sites. According to a 2019 study by Fardouly et al., people who use social media platforms regularly are more likely to encounter unfavorable comparisons and a warped perception of who they are, which subsequently contributes to feelings of uneasiness. Students are more likely to experience social disengagement, melancholy, and anxiety when they are constantly exposed to seemingly ideal lives, which can intensify feelings of inadequacy.

The connection between college students' mental health outcomes and feelings of inadequacy and insecurity has been the subject of several research. Harter's (2012) theory of self-esteem is among the most important models for comprehending these feelings. Harter contends that people's perceptions of their own skills and selves are greatly influenced by their level of self-esteem. Low self-esteem increases the likelihood that students may feel inferior to others, which can create a vicious cycle of insecurity and self-doubt. Due to their tendency to view themselves as less capable or valued than their peers, these students may also struggle to manage the demands of their studies and form positive social bonds.

Additionally, a substantial amount of research has connected students' emotions of insecurity to increased levels of stress, anxiety, and depression. Students who express higher degrees of insecurity are more likely to have mental health problems, such as depression, general anxiety, and social anxiety, according to research by O'Shea & Lydon (2014). The pressure to do well in school and in social situations exacerbates these emotional difficulties even more. Feelings of helplessness, loneliness, and hopelessness are common among students who feel inadequate or insecure, and they all contribute to the decline of their mental health.

Students' social connections are also greatly impacted by feelings of insecurity and inadequacy. Students who feel inadequate may shy away from social settings or find it difficult to form deep connections, claim Gorrell & Gorrell (2014). A vicious cycle may result from this social disengagement, as students grow increasingly alone and their feelings of inadequacy are exacerbated. Social support is crucial for preserving mental health during college, and insecure individuals may not experience the emotional rewards of healthy social relationships, which can increase their misery.

Furthermore, studies by Orth et al. (2016) show that students' academic performance and future employment opportunities may be negatively impacted for a long time by inferiority

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complexes. Because they may be afraid of failing or being judged, students who lack confidence are less inclined to take chances in their academic or professional pursuits. This hesitation might make it more difficult for them to take advantage of chances for both academic and personal development, which feeds the vicious cycle of fear and inferiority.

Although previous research offers important insights into the frequency and effects of insecurity and inferiority among college students, there are a number of gaps in the literature that require attention. The incomplete knowledge of how sociocultural elements, including gender, race, and socioeconomic position, impact feelings of inadequacy and insecurity is one significant gap. Numerous research have mostly concentrated on personal psychological aspects, ignoring how cultural norms and expectations influence how pupils view themselves and other people. Students from marginalized populations, for instance, could face particular identity-related pressures and difficulties, which could lead to sentiments of fear and inferiority that are different from those of their classmates. Future studies should delve deeper into these intersections, acknowledging that different facets of identity may have an impact on feelings of inadequacy and inferiority.

The paucity of longitudinal studies that look at the long-term impacts of insecurity and inferiority on students' mental health and academic performance is another important research gap. Although cross-sectional studies have yielded useful information on the frequency of these emotions, further study is required to monitor the evolution of sentiments of insecurity and inferiority over time and their potential effects on students' wellbeing in the years after graduation. A more thorough grasp of the long-term impacts of these emotions and information on the best therapies may be obtained through longitudinal research.

Furthermore, although some studies have looked at intervention techniques meant to lessen inferiority and insecurity, further study is required to pinpoint precise and successful methods. In order to address these emotional difficulties, programs that boost emotional resilience, foster healthy social relationships, and increase self-esteem may be quite important. Peer mentorship, counseling services, and courses on social comparison management may be useful resources for assisting students in overcoming their challenges.

Lastly, further research is needed to determine how social media in particular contributes to college students' feelings of inadequacy and insecurity. Although this topic has been mentioned in a few studies, additional investigation is needed to fully comprehend the ways in which social media affects students' self-esteem and fuels unfavorable comparisons. Since social media is so ingrained in students' life, it is crucial to comprehend how these sites affect their sense of self in order to create healthy coping mechanisms.

Rationale of the Study:

In the contemporary digital era, Social Networking has become a pervasive force, deeply influencing the lives of college students. While these platforms offer opportunities for communication, self-expression, and networking, excessive usage often leads to addiction, which can adversely affect emotional and psychological well-being. This study focuses on how Social Networking addiction affects college students' sentiments of insecurity, inferiority, and overall general belongingness. A basic human need, general belongingness is necessary for social growth and emotional stability.

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General belongingness is a fundamental human need, essential for emotional stability and social development. However, Social Networking addiction may distort interpersonal relationships, replacing genuine connections with virtual interactions, thereby eroding the sense of belonging (Dr. Rajeev Verma, & 2 Chitransh Panday - 2024). Additionally, the carefully constructed realities that are presented on Social Networking frequently result in comparisons, which feed emotions of inadequacy and inferiority (Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. - 2019). Students' ability to traverse their formative years might be complicated by the need to maintain an idealized online identity, which can intensify fears. (Imran Aslan, Hatice Polat - 2024).

Even though these problems are common, little scholarly study has been done on the relationship between Social Networking addiction and college students' psychological effects. By investigating how excessive Social Networking use affects their feeling of self-worth, emotional stability, and belonging, this study seeks to close this gap. By looking at these aspects, the study hopes to offer information that might guide treatments and tactics to lessen the negative consequences of Social Networking addiction and eventually encourage students to lead better lives.

METHODOLOGY

Objectives:

- **O1.** To investigate the relationship between Social Networking addiction and sense of general belongingness among college students.
- **O2.** To investigate the relationship between Social Networking addiction and feelings of inferiority among college students.
- **O3.** To investigate the relationship between Social Networking addiction and insecurity among college students.

Hypotheses:

- **H1:** There will be a negative correlation between Social Networking addiction and sense of general belongingness among college students.
- **H2:** There will be a positive correlation between Social Networking addiction and inferiority among college students.
- **H3:** There will be a positive correlation between Social Networking addiction and insecurity among college students.

Sample: 115 participants were taken who currently studying in various stream (Arts, Commerce and science) in college and whose age between 18 years to 25 years from different cities of India.

Variables:

- **Independent Variable:** Social Networking Addiction
- **Dependent Variables:** General belongingness, Inferiority & Insecurity.

Tools used in data collection:

The General belongingness Scale (GBS), developed by Malone, Pillow, & Osman (2012), was used to assess the achieved general belongingness of participants within the context of this study. GBS focuses specifically on the emotional and relational dimensions of general belongingness as opposed to more situational or trait-based assessments of belonging. The

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responses to the 12 items are scored on a scale from 1 to 7, with higher scores indicating a stronger sense of belonging. To calculate a participant's total belongingness score, the individual responses across all 12 items are summed, resulting in a possible total score ranging from 12 to 84. The General Belongingness Scale has demonstrated strong psychometric properties in multiple studies, with internal consistency (Cronbach's alpha) consistently reported to be high, often above 0.90, indicating excellent reliability. This suggests that the items on the GBS are highly correlated and consistently measure the same underlying construct of belongingness. The Social Networking Addiction Scale (SNAS) developed by M.G. Shahnawaz and Usama Rehman in 2020 this tool designed to assess the extent to which individuals experience addiction-like behaviours related to social networking sites (SNS). Compulsive and excessive usage of social networking sites that has detrimental effects on one's personal, academic, or professional life is referred to as social networking addiction. The scale was specifically developed to capture behaviours, emotions, and cognitive patterns that are indicative of problematic Social Networking use. The SNAS consists of 21 items that are rated on a 7-point Likert-type scale. This scale ranges from 1 (Strongly Disagree) to 7 (Strongly Agree), The SNAS has demonstrated strong reliability and validity in previous research. Internal consistency, as measured by Cronbach's alpha, has consistently been found to be high, typically exceeding 0.85, indicating that the scale's items are reliably measuring the construct of social networking addiction. The Inferiority & Insecurity Scale developed by Dr. G.C. Pati in 1976. This scale is designed to measure the psychological constructs of inferiority and insecurity, which have significant implications for individuals' emotional well-being and interpersonal relationships. This scale is 2-point Likert scale (Yes/No) for responses and incorporates negative marking for specific items, namely items 2, 6, and 15, to account for the nature of responses. The scale consists of 20 items. The overall Cronbach's alpha for the full scale was 0.88, indicating good internal consistency. The reliability for the Inferiority subscale was 0.85, and the reliability for the Insecurity subscale was 0.86, both indicating satisfactory internal consistency.

Statistical Analysis:

The analysis of data was done using Statistical Package of Social Sciences (SPSS) version 27.0. For the check correlation of Social Networking addiction, general belongingness, inferiority and insecurity used person correlation and check the impact used the liner regression.

Procedure:

115 Data was collected from 18- to 25-year-old college student all-over India by google form. By using the social networking addiction scale, general belongingness scale and The Inferiority & Insecurity Scale after that for see correlation used the persons correlation and see the impact used linear regression.

RESULT

The following table provides descriptive statistic regarding the 4 variables which are Social Networking addiction, General belongingness, Inferiority & Insecurity. Each Variable has been divided into the complete sample group and the Social Networking addicted group.

The Social Networking addicted group are categorized criteria is if social networking addiction score is above 84 then it comes in Social Networking addicted group.

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Table 1: Mean And Standard Deviation of Social Networking Addiction, General belongingness, Inferiority and Insecurity.

Variable	Group	N	Mean	SD
Social Networking Addiction	Complete Sample	115	76.60	26.645
	Addicted Sample	44	104.41	13.93
General belongingness	Complete Sample	115	58.61	12.83
	Addicted Sample	44	57.16	12.41
Inferiority	Complete Sample	115	54.765	16.21
	Addicted Sample	44	58.94	13.28
Insecurity	Complete Sample	115	41.54	23.09
	Addicted Sample	44	46.85	19.15

This table shown the mean and standard deviation and Standard error of the variables. The sample taken was 115. In the Social Networking addiction variable Complete Sample Mean is 76.60 and Addicted sample mean is 104.41, Complete Sample Standard Deviation is 26.645 and Addiction sample standard deviation is 13.93. In the General belongingness Variable Complete Sample mean is 58.61 and addicted Sample Mean is 57.16, Complete Sample Standard Deviation is 12.83 and addicted sample standard deviation is 12.41. In the Inferiority Complete Sample Mean is 54.765 and addicted Sample mean is 58.94, Complete Sample standard deviation is 16.21 and Addicted Sample Standard Deviation is 13.28. In the Insecurity Variable Complete Sample Mean is 41.54 and addicted Sample Mean is 23.09, Complete sample Standard Deviation is 46.85 and Addicted sample Standard Deviation is 19.15.

Table 2: Correlation between Social Networking Addiction, General belongingness, Inferiority and Insecurity in complete sample.

		SNA_SCORE	GBS_SCORE	INF_SCORE	INS_SCORE
SNA_SCORE	Pearson Correlation	1	-.227*	0.136	0.165
	Sig. (2-tailed)		0.015	0.148	0.079
	N	115	115	115	115
GBS_SCORE	Pearson Correlation	-.227*	1	-.333**	-.552**
	Sig. (2-tailed)	0.015		0.000	0.000
	N	115	115	115	115
INF_SCORE	Pearson Correlation	0.136	-.333**	1	.832**
	Sig. (2-tailed)	0.148	0.000		0.000
	N	115	115	115	115
INS_SCORE	Pearson Correlation	0.165	-.552**	.832**	1
	Sig. (2-tailed)	0.079	0.000	0.000	
	N	115	115	115	115
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

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Upon analysing complete sample to Pearson's correlation, it was found that Social Networking addiction was correlated through general belongingness but not to inferiority & Insecurity. The correlation between Social Networking addiction and general belongingness was negative which means if one variable score increases, the others variable score is go down. The correlation value between Social Networking addiction and general belongingness is $r = -.227$, $p = 0.015$. the correlation between inferiority and general belongingness was negative that means if one variable score increases, the other variables is gone down. The correlation value between inferiority and general belongingness is $r = -.333$, $p < 0.1$. the correlation between insecurity and general belongingness was negative that means if one variable score increases, the other variables is gone down. The correlation value between inferiority and general belongingness is $r = -.552$, $p < 0.1$. the correlation between insecurity and inferiority was positively that means if one variable score increases, the other variables is also increases. The correlation value between insecurity and inferiority is $r = .832$, $p < 0.1$.

Table 3: Correlation between Social Networking Addiction, General belongingness, Inferiority and Insecurity in addicted sample.

		SNA_SCORE	GBS_SCORE	INF_SCORE	INS_SCORE
SNA_SCORE	Pearson Correlation	1	-0.282	0.099	0.246
	Sig. (2-tailed)		0.063	0.521	0.108
	N	44	44	44	44
GBS_SCORE	Pearson Correlation	-0.282	1	-0.174	-.533**
	Sig. (2-tailed)	0.063		0.260	0.000
	N	44	44	44	44
INF_SCORE	Pearson Correlation	0.099	-0.174	1	.713**
	Sig. (2-tailed)	0.521	0.260		0.000
	N	44	44	44	44
INS_SCORE	Pearson Correlation	0.246	-.533**	.713**	1
	Sig. (2-tailed)	0.108	0.000	0.000	
	N	44	44	44	44

** . Correlation is significant at the 0.01 level (2-tailed).

Using persons correlation, it was found that in the addicted sample Social Networking addiction was not correlated with any of the variables. Among the other variables insecurity and general belongingness were negatively correlated. The correlation value is $r = -.533$, $p < 0.01$. insecurity was positively correlated with inferiority. The correlation value is $r = .713$, $p < 0.01$.

DISCUSSION

Children and young people have been using Social Networking more excessively and compulsively in recent years, which can lead to Social Networking addiction. Addiction to Social Networking affects a person's everyday life as well as their mental health. In 2020, an American survey revealed that people spend up to 17 hours a day in front of a screen, with a

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significant portion of their time being spent on Social Networking. This survey also revealed that Social Networking addiction is on the rise among Indian college students, with 44 out of 115 students reporting an addiction, or 38.26% of all college students. Cyberbullying and inappropriate Social Networking use are correlated with a sense of belonging and social connectivity. (Kırcaburun, K., Kokkinos, C.M., Demetrovics, Z. et.al - 2019).

Social Networking addiction also correlated with inferiority complex and life satisfaction and that also affected persona's life. According to Saurav Uniyal, Deepak Singh, Sidhant Chaudhry (2023) Social Networking usage was positively correlated to inferiority complex. subscales of Social Networking usage all presented significant predictors for the inferiority complex. Overall show that problematic Social Networking users run the threat of experiencing particular and enduring psychological problems, which can have a harmful impact on mental health and lead to the emergence of inferiority complexes.

The purpose of this research paper is to examine how Social Networking addiction affects continuing college students, ages 18 to 25, in terms of feelings of insecurity, inferiority, and general belongingness. According to the study's findings, Social Networking addiction and general belongingness have a negative association, meaning that when one variable score rises, the other variable scores fall. Addiction to Social Networking and general belongingness had a link of $r = .227$, $p = 0.015$. Therefore, the **hypothesis 1** that Social Networking addiction and a sense of general belongingness are negatively correlated was accepted. Another result correlation of the general belongingness, inferiority and insecurity with each other. It was found that the correlation between inferiority and general belongingness was negative that means if one variable score increases, the other variables is gone down. The correlation value between inferiority and general belongingness is $r = -.333$, $p < 0.1$. the correlation between insecurity and general belongingness was negative that means if one variable score increases, the other variables is gone down. The correlation value between inferiority and general belongingness is $r = -.552$, $p < 0.1$. the correlation between insecurity and inferiority was positively that means if one variable score increases, the other variables is also increases. The correlation value between insecurity and inferiority is $r = .832$, $p < 0.1$. in short general belongingness were negatively correlate with inferiority and insecurity and inferiority positively correlated with insecurity.

Furthermore, Social Networking addiction and inferiority variable value $r = 0.136$, $p = 0.148$ and Social Networking addiction and insecurity value $r = 0.246$, $p = 0.079$ in complete sample. Although also not any correlation found in addicted sample, in addicted sample Social Networking addiction and inferiority value $r = 0.099$, $p = 0.521$ and Social Networking addiction and insecurity value $r = 0.246$, $p = 0.108$. so hence **H2** and **H3** was rejected in my research.

Limitations and Implication

A bigger and more varied sample might improve the findings' generalizability, which is this paper's shortcoming. Using qualitative approaches may help shed more light on the subtleties of Social Networking addiction and its effects on the mind. Data for the study is collected at a single moment in time using a cross-sectional approach. This method restricts the investigation of the ways in which Social Networking addiction and its psychological impacts change over time.

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This paper's future implications include discussing the psychological impacts of Social Networking addiction, especially as it relates to the mental health of college students. The established links between Social Networking addiction and traits like insecurity, inferiority, and general belongingness highlight the necessity of treatments meant to encourage better digital practices. Future research can build on this foundation by exploring longitudinal effects, as understanding how these psychological dimensions evolve over time in response to Social Networking usage can offer deeper insights into its long-term impact.

CONCLUSION

The study emphasized how Social Networking addiction affected continuing college students between the ages of 18 and 25 in terms of feelings of insecurity, inadequacy, and general belongingness. The findings imply that there is a negative correlation between Social Networking addiction and overall general belongingness. General belongingness decreased if Social Networking addiction increased. Additionally, this study discovered no link between Social Networking addiction and feelings of insecurity or inferiority.

through this paper the role of general belongingness, inferiority and insecurity on college student in overall growth were also highlighted. It's also providing the correlation between Social Networking addiction and general belongingness, correlation between general belongingness and inferiority and insecurity.

Additionally, the study highlights the importance of fostering emotional resilience among college students. Educational institutions and mental health professionals could use the insights gained to develop targeted programs that address insecurity and inferiority, empowering students to navigate the challenges posed by Social Networking. By focusing on the interplay between psychological vulnerabilities and addiction, future efforts can aim to create environments that enhance students' sense of general belongingness and reduce feelings of isolation and self-doubt.

It was concluded that the study highlights the profound and often adverse impact of Social Networking addiction on college students' psychological well-being. By illuminating the intricate relationships between Social Networking behaviour and emotional dimensions like general belongingness, inferiority, and insecurity, the research provides valuable insights for promoting healthier digital habits and fostering emotional resilience among young adults.

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Conflict of Interest

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