

Research Paper

Social Networking Sites Addiction and Psychological Well-Being

Bareera Nadeem Husain^{1*}, Dr. Anamika Rai², Dr. Suruchi Bhatia³

ABSTRACT

The virtual context in which young people are enmeshed must be considered in research on their well-being. The present study is designed and conducted keeping in mind that young people's cyber dialogue is increasing year after year, in which social networking sites play a significant role. The aim of the study is to understand social networking sites (SNS) addiction and its relationship with psychological well-being. The study is conducted on a sample of 84 undergraduate students (18-30 years, N= 42 SNS addicted, and N=42 non-addicted) drawn through convenience sampling. Social Networking Addiction Scale by Ghazi Shah Nawaz and Usama Rehman (2020) and Ryff's Psychological Well-Being Scale (2007) are used to gather the data. Descriptive and inferential statistics are used to analyze the data. The Independent sample t-test also shows a significant difference between the psychological well-being of addicted and non-addicted undergraduates ($p < 0.05$). Correlation analysis reveals a significant and negative correlation between social networking sites addiction and psychological well-being ($p < 0.01$) for the overall sample. These findings highlighted a high usage of social networking sites during the pandemic. Besides, it is comprehended that there are negative consequences of the addiction to social networking sites on the well-being of young adults. These findings can be helpful in raising awareness among university students to manage their engagement with social networks.

Keywords: *Social Networking Sites Addiction, Psychological Well-Being, Undergraduates*

As a consequence of social isolation and minimal contact with each other, substantial developments have taken place globally in terms of the proliferation of the internet, social networks, and the individuals who use them. Social networking presently has become a mainstream way to be using the internet. As the term "social" implies, it refers to how we communicate in our society, in which we encounter and spend time with people. A "network" is a collection of components connected in such a way that they can move or communicate with one another (Napoleon & Egedegbe, 2013). Social networking sites (SNS) in general are online communities where people can construct public profiles, interact, and connect with others who share common interests (Kuss & Griffiths, 2011). Social networking is used for social or business purposes, or both i.e., single click and connection to anyone from any part of the world; real-time news and discovery; business and entertainment- all present as a wide scope of these social networking sites. At the most

¹M.A. Applied Psychology, University of Delhi, New Delhi, India

²Assistant Professor, University of Delhi, New Delhi, India

³Associate Professor, University of Delhi, New Delhi, India

*Corresponding Author

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basic level, social networking sites help to construct virtual profiles or private homepages and thus, develop a virtual community. Along with their profile information, users can customize their page's appearance and include content such as pictures, videotapes, and audio files. Facebook, the leading company, was the very first social network to exceed one billion users and now has over 2.89 billion active users per month. The company now operates four of the largest social networking sites, all of which have more than a billion monthly active users: Facebook (the core platform), WhatsApp, Facebook Messenger, and Instagram (Statista Research Department, 2022).

It's critical to remember that social networking is primarily focused on human connection, which is not true of all social media applications. Thus, social networking is a subset of social media use; the two are not synonymous (Kuss & Griffiths, 2017). While social networking is one type of social media use, the behavior hereby is inherently eclectic due to the diversity of applications and services available; based on which it was reported that the utilization of social networking can encompass a broad range of user motivations and needs, ranging from friendly relationships to romantic endeavors, further establishing SNS' natural integration into numerous aspects of users' daily lives (Kuss et al., 2017). From the perspective of social networking addiction, this may be comparable to the research on Internet addiction, which frequently distinguishes between addictions to specific Internet applications (e.g., gaming, gambling, shopping, sex).

Among the numerous benefits of using SNS, some include the following: it fosters individual creativity, promotes increased social interaction via digital means, increases accessibility to information and sources of information, fosters a feeling of belongingness among users of the very same SNS, reduces barriers to collective communication and interaction such as distance and socioeconomic standing, and increases the technological expertise of frequent SNS users (Madaiah, Seshaiyengar, Suresh, Munipapanna & Sonnappa, 2016). Online social networking sites (e.g., Facebook, Myspace, Flickr, Twitter, and YouTube) have also emerged as the quickest route for college students to exchange personal and professional information (Guraya, S.Y, 2016). Apart from its enormous benefits, it has become a point of contention over whether it is a useful invention or a dangerous one. Nevertheless, when social networking sites use is improperly handled, it can have detrimental effects on both the individual and social levels such that it is found to be detrimental to physical and psychological health (Azizi, Soroush & Khatony, 2019; Xue., Luo, Mo, Dong, Zhang & Liang, 2018), and those who use SNS excessively have been found to have higher rates of anxiety and stress (Meena, Soni, Jain & Paliwal, 2015) and alongside, it is believed that those with poor mental health may be involved in greater use of SNS (Kanyinga & Lewis, 2015). In this aspect, social networking addiction is one of the repercussions that many users may face as an increased risk of their use of social networking sites (Andreassen & Pallesen, 2014).

Andreassen et al. (2014) define SNS addiction as "an excessive preoccupation with SNS, a strong motivation to log on to or be using the SNS, and a willingness to allocate far too much time and energy to SNS that it impairs other social activities, studies/job, personal relationships, and/or mental health and well-being". People engage in a variety of activities on the Internet, some of which may be addictive. Rather than developing an addiction to the medium itself, some users may develop an addiction to specific online activities (Griffiths, 2000). Perhaps more precisely, it has been argued that there are five distinct types of internet addiction (Young, 1999), including computer addiction (i.e., computer game addiction), information overload (i.e., web surfing addiction), net compulsions (i.e., online gambling or

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online shopping addiction), cyber sexual addiction (i.e., online pornography or online sex addiction), and cyber-relationship addiction (i.e., an addiction to online relationships). Social networking sites addiction (SNSA) pretty much fits into that last group, as the primary reason for using SNS is to develop and sustain both online and offline relations (Kuss et al., 2011).

In regards to the time spent, predictors of SNS use include (1) sites with increased interpersonal utility; (2) social networking as a form of escapism; and (3) having more Internet experience. Therefore, the interpersonal utility motive is the most important factor in determining how often and how much people use social networking sites (Griffiths, Kuss & Demetrovics, 2014). A meta-analysis found that the more time spent online, the more likely it is that a person will develop an addiction to social networking sites (Marino, Gini, Vieno & Spada, 2018). Griffiths, on the other hand, believes that the possibility of SNS addiction is based on the content and context of excessive use, rather than the amount of time spent on it. The main distinction herein between "normal" social networking overuse and "SNS addiction" is that the former values other activities and leads a multifaceted life, whereas SNS addicts dislike anything that interferes with social networking (Andreassen, 2015).

Addiction to social networking sites can have several negative consequences for a person, both physically and mentally. Physical problems such as body pain, Carpal Tunnel Syndrome, sleeping problems, impaired vision, and weight gain/loss are a few of the physical consequences of such an addiction. Additionally, it has been reported that social networking addiction contributes to a variety of psychological issues and disorders, including depression (Wang et al., 2018; Donnelly & Kuss, 2016) and Fear of Missing Out (FOMO) (Yin et al., 2019). Commodities are also prevalent; for example, SNS addiction was found to be associated with unhealthy food consumption and shopping addiction, as well as affective disorders such as depression, anxiety, and mania. (Tang & Koh, 2017). Impact on functioning can also be understood by the work of Moqbel & Kock (2018) who reported that SNS addiction has an effect on personal and work environments, diminishes positive emotions, and increases task distraction, thereby impairing performance.

The pivotal nature of psychological health has been highlighted more and more in recent decades as general populace knowledge and understanding have increased. Mental health has come to be comprehended as the absence of mental illness and the presence of psychological well-being. The term "psychological well-being" (PWB) refers to a person's emotional well-being and overall functioning (Morin, 2022). The author of a report issued in *Applied Psychology: Health and Well-Being* identifies psychological well-being as "the combination of feeling good and functioning effectively" (Huppert, 2009). However, it was Carol Ryff (1996) who recognized the concept of psychological well-being by conceptualizing it as a six-dimensional construct comprised of six dimensions: autonomy, personal growth, purpose in life, self-acceptance, positive relationship with others, and environmental mastery. Each dimension of the psychological well-being model is an indicator of well-being in and of itself. For this reason, Carol Ryff emphasized the significance of providing care for each dimension. In one important way, Ryff's model of Psychological Well-being differs from the previous framework: well-being is multidimensional, and it is not just about happiness or positive emotions. Instead of focusing only on one aspect, a good life incorporates all aspects of one's well-being.

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The pursuit of psychological well-being is central to human existence. Individuals require it whether they live in the community, work, go to school, or are going through a difficult period in their lives. In the field of psychology, questions about personal characteristics and contextual variables that predict psychological well-being at the educational level are prominent. Academic achievement is regarded as a significant life achievement as well as a major life goal. Throughout their academic careers, students are confronted with a variety of duties and problems, which may be the primary source of their stress and anxiety. The majority of young adults are capable of dealing with the challenges they face; however, in some cases, these challenges can have a significant impact on their psychological well-being; their virtual world presents one such stumbling block.

Students are among the most active users of the online world and social networks. Students' use of social networking sites has both positive and negative academic, social, and health consequences (Jha et al., 2016). Reduced psychological well-being is one of the most significant consequences of social networking overuse for students (Choi & Lim, 2016; Sharma & Sharma, 2018). Psychological well-being is regarded as the outcome of a well-lived life and is an essential aspect of students successfully adjusting to university life. Therefore, dimensions such as self-acceptance, positive relationships, autonomy, environmental mastery, personal growth, and life purpose are frequently included in this conceptual framework (Díaz et al., 2006). Students enrolled in university must adjust to a new learning environment and are under increased academic pressure (Cooke, Bewick, Barkham, Bradley & Audin, 2006; Cañero, Mónaco & Montoya, 2019). This phase is regarded as having one of the highest levels of anxiety and lowest levels of psychological well-being, with high levels of psychological distress when compared to the general population (Cooke et al., 2006; Stallman, 2010). Multiple studies suggest lower levels of psychological well-being in university students (Díaz et al., 2006; Alandete, 2013; Sandoval, Dorner & Véliz, 2017). Owing to these discussed considerations, the current study was devised and implemented in light of the role of SNS in influencing university students' quality of psychological well-being.

MATERIALS AND METHOD

Aim

- To measure and analyze social networking sites addiction among undergraduate students and its relationship with psychological well-being.

Objectives

- **O1.** To understand psychological well-being among undergraduate students.
- **O2.** To understand social networking sites addiction among undergraduate students.
- **O3.** To explore the relationship between social networking sites addiction and psychological well-being.
- **O4.** To explore the difference in psychological well-being between SNS addicted and SNS non-addicted undergraduate students.

Hypotheses

- **H1.** There will be a negative correlation between social networking sites addiction and psychological well-being.
- **H2.** There will be a significant difference in psychological well-being between SNS addicted and SNS non-addicted undergraduate students.

Sample

A total of 100 responses is collected from undergraduates of Delhi through convenience sampling. After randomly drawing an equal number of addicted and non-addicted groups, a sample of 84 undergraduates with 65 females (6.6%) and 19 males (1.9%) in the age range of 18-30 (8.5%) is used in the study. The majority herein as displayed in the appendices are non-STEM students (6.7%) and of the middle-income class (7.7%), having 100-500 friends (3.7%) and spending 3-5 hrs. on social networking sites. Among these, 42 undergraduates are social networking site addicts and the other 42 were non-addicted to social networking sites; divided by the scoring provided by Shahnawaz and Rehman (2020) for the addiction and non-addiction of social networking sites.

Instruments

Two measures were used in this study,

1. **The Social Networking Addiction Scale** given by Ghazi Shahnawaz and Usama Rehman (2020) is used to measure social networking sites addiction. The scale adheres to Griffiths' (2005) component model, emphasizing the importance of dimensions in addictions such as salience, mood modification, tolerance, withdrawal, and conflict. Depending on the research/practice, this 21-item scale can be used in two ways. If the objective is to discover/explore the addiction dimensions, or if it is to be used on patients, a dimension-wise score can be acquired by adding items of each dimension. Summing up all of the items yields a total score. The score can range between 21 and 147. Any score higher than 84 indicates addiction. The scale has a 0.88 test-retest reliability and acceptable convergent and divergent validity (Shahnawaz & Rehman, 2020).
2. **The Ryff Scales of Psychological Well-Being** (2007) is used to measure psychological well-being in this study as it is a theoretically based instrument that particularly aims to examine multiple facets of psychological well-being. The Ryff inventory consists of 84 questions (long form) or 42 questions (medium form). There is a short form as well, but it is statistically unreliable and therefore, should not be used for assessment. The medium form, which consists of a series of statements reflecting the six areas of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance, has been used in this study. Respondents rated statements on a scale of 1 to 7, with 1 indicating strong disagreement and 6 indicating strong agreement. The scale possesses an acceptable value of Cronbach alpha reliability (0.847) indicating they are reliable to use as a measure (Alias, Hashimah & Haizzan, 2020).

Procedure

Because of the pandemic, researchers distributed online self-reporting questionnaires with an aid of Google Forms in February 2021 to undergraduates from universities in Delhi, India. The participants were approached through calls, emails, and WhatsApp and then were provided information regarding the aim and objectives of the research, voluntary participation, their right to withdraw from the study, as well as the maintenance of confidentiality of the responses. Following their informed consent, the participants answered the items on the social networking sites addiction and psychological well-being scale respectively. All the manual and digital data were computed digitally and stored in a password-protected file. Preparatory to analysis, the collected data were coded to ensure that they did not include any personal or sensitive information.

RESULTS AND DISCUSSION

Results

The present research aims to measure and analyze social networking sites addiction among undergraduate students and its relationship with psychological well-being. To do the same sample of 84 undergraduate students (42 addicted and 42 non-addicted) is employed by using the convenience sampling technique. This result section showcases item mean, Mean, and SD of dimensions of psychological well-being and the dimensions of social networking sites addiction using descriptive statistics; correlations between social networking sites addiction and psychological well-being using Pearson’s product-moment correlation; differences in the psychological well-being of addicts and non-addicts of SNS using independent sample t-test analysis.

To understand psychological well-being among the undergraduates, table 1 is computed. The Mean for autonomy is observed to be 32.11 (SD=6.60) and the Mean for environmental mastery is 30.98 (SD=6.99). Personal growth has a Mean value of 36.98 (SD=6.62). Following dimensions of positive relations with others, purpose in life, and self-acceptance has a Mean value of 34.55 (SD=6.16), 34.76 (SD=6.31), and 31.55 (SD=8.66) respectively.

Table 1: Item mean, Mean, and standard deviation of dimensions of PWB (N=84)

Dimensions of PWB	Item mean	Mean	Standard deviation
Autonomy	4.59	32.11	6.60
Environmental Mastery	4.43	30.98	6.99
Personal Growth	5.28	36.98	6.62
Positive Relations with Others	4.94	34.55	6.16
Purpose in Life	4.97	34.76	6.31
Self-Acceptance	4.51	31.55	8.66

Table 2 is used to illustrate social networking site addiction among undergraduates. For the same, the Mean for salience is found to be 18.45 (SD=5.26) and the Mean for mood modification is 14.38 (SD=3.45). Tolerance has a Mean value of 14.38 (SD=3.78). The Mean of the following dimensions of withdrawal, conflict, and relapse equates to 14.50 (SD=5.73), 9.74 (SD=4.32), and 16.40 (SD=6.34) respectively.

Table 2: Item mean, Mean, and standard deviation of dimensions of SNSA (N=84)

Dimensions of SNSA	Item mean	Mean	Std. Deviation
Salience	4.61	18.45	5.26
Mood Modification	4.79	14.38	3.45
Tolerance	4.79	14.38	3.78
Withdrawal	3.63	14.50	5.73
Conflict	3.25	9.74	4.32
Relapse	4.10	16.40	6.34

Correlation analysis reveals a significant negative correlation between social networking sites addiction and the dimensions of psychological well-being (environmental mastery=-0.38**, personal growth=-0.32**, purpose in life=-0.22*, and self-acceptance=-0.34**). More notably, social networking sites addiction is negatively correlated to psychological well-being with a value of -0.35 at the 0.01 significance level. Therefore, in accordance with table 3, the first hypothesis that states that there will be a negative correlation between social networking sites addiction and psychological well-being is accepted.

Table 3: Correlation between dimensions of social networking sites addiction and dimensions of psychological well-being (N=84)

	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance	PWB
Saliency	-0.12	-0.18	-0.04	0.01	-0.1	-0.21	-0.15
Mood Modification	-0.02	-0.06	-0.15	0.14	-0.04	-0.05	-0.05
Tolerance	0.04	-0.30**	-0.11	-0.17	-0.13	-0.25*	-0.21
Withdrawal	-0.24*	-0.36**	-0.40**	-0.04	-0.18	-0.25*	-0.33**
Conflict	-0.25*	-0.36**	-0.37**	-0.28*	-0.30**	-0.29**	-0.41**
Relapse	-0.14	-0.29**	-0.25*	-0.01	-0.17	-0.34**	-0.28**
SNSA	-0.19	-0.38**	-0.32**	-0.08	-0.22*	-0.34**	-0.35**

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

*Correlation is significant at the 0.05 level (2-tailed)

The results of an independent sample T-Test in table 4 demonstrates a significant difference between non-addicts and addicts of SNS in terms of psychological well-being ($t=2.44$; $p=0.41$) with the mean value of the former being 208.93 ($SD=32.19$) and that of the latter equating to 192.90 ($SD=27.77$). Therefore, the hypothesis that non-addicts and addicts of SNS have different levels of psychological well-being is accepted.

Table 4: The difference in PWB of non-addicts and addicts of SNS (N=84)

		Mean	Standard deviation	P	t
Psychological Well-Being	Non-addicted to SNS	208.93	32.19	0.41	2.44
	Addicted to SNS	192.90	27.77	0.41	2.44

DISCUSSION

Addiction to social networking sites; an over-dependence on social networking that causes significant impairment is undeniably a serious issue that can affect people of all ages. As avid internet users, today's youth has adopted social networking sites as an integral part of their lives, for reasons ranging from education to the desire to socialize. As a result, they are more vulnerable to its addiction than any other group in society. Addiction causes anxiety, stress, depression, adjustment problems, and poor physical health, all of which affect our psychological well-being. The term 'psychological well-being' refers to an individual's emotional health and overall functioning. It is a necessary component of being happy and functioning daily. In the case of youth as students, a high level of psychological well-being can improve their learning, creative thinking, and efficiency, as well as increase pro-social behavior and healthy relationships, whereas a low level can harm their energy level, ability to focus, cognitive capacity, and optimism, resulting in poor performance.

The new generations, who are heavy users of technology, are often given the title of digital natives, and as observed in the provided data, digital competencies are seen to be playing an influential role in their psychological well-being. Nevertheless, in our approach to evaluating the various dimensions of well-being, such as environmental mastery or positive relationships (Ryff, 1996), the technological environment, and how young people engage, discover, and connect on social networking sites were considered. It was then based that there will be a negative correlation between social networking sites addiction and psychological well-being. It was also hypothesized that there will be a significant difference in psychological well-being between SNS addicted and SNS non-addicted undergraduate students. As per the results obtained, all the hypotheses were accepted, the following provides an understanding of the same.

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Provided Table 3, addiction to social networking sites is found to have a significant inverse relationship to PWB and dimensions of PWB (self-acceptance, purpose in life, personal growth, environmental mastery) in this present study. This indicates that students with higher levels of social networking sites addiction are more likely to be low in PWB or vice-versa. Also, an individual addicted to SNS is likely to be dissatisfied with himself or herself, disappointed with what happened in the past, disturbed regarding specific personal qualities, and desire to be different than what he or she is (self-acceptance). These factors contribute to a sense of personal stagnation, a lack of sense of improvement or growth over time, feeling bored and disinterested in life, and unwillingness to develop new attitudes or behaviors (personal growth). He or she also has few goals and aspirations, lacks a sense of direction, and lacks an outlook or viewpoint that gives life meaning (purpose in life). Subsequently, a high addiction score may also indicate that one has a hard time managing daily affairs, ends up feeling unable to enhance the surrounding context, is unaware of considerable potential, and lacks a measure of control over the outer environment (environmental mastery). Our results are consistent with the findings of Cardak, M. (2013), Choi et al. (2016), and Sharma et al. (2018). Castillo de Mesa, Gómez-Jacinto, López Peláez & Erro-Garcés (2020) have also suggested that variables of digital skills are related to well-being variables (social capital, self-esteem, life satisfaction, and personal well-being) based on a survey with a sample of 126 young people who graduated from the University of Málaga, Spain.

In his research on Internet addiction, Griffiths (2000) underlines that when internet use becomes the most important activity in a person's life, then it starts dominating their thinking, feeling, and behavior that would arise a need in them to increase their time spent online which then may manifest in terms of mood or physical symptoms such as moodiness, shakes, and irritability, etc. As a consequence, a conflict can also arise within an individual (intrapersonal), with other activities (job, hobbies, and interests), or between the user and those around them. These kinds of behavior have higher rates of depression, anxiety, and stress scores indicating that excessive SNS use among students is associated with increased psychological symptoms, including symptoms of stress and anxiety (Meena et al., 2015) all of which are linked to a decreased level of psychological well-being. Similar results were reported by Machold, Heiberger & Loken (2012) in their study on social networking patterns and hazards among Irish teenagers, which indicated the possibility of risks associated with excessive use of social networking sites and associated problems. In this particular respect, Ahmadi & Zeinali (2018) found that social networking addiction has a negative impact on academic achievement by causing academic procrastination, lowering the quality of sleep, and raising stress levels. In contrast, Junco et al. (2011) asserted that students and professors alike can benefit from social networks such as Twitter as a teaching tool. Furthermore, these networks can grow academic engagement among students and professors. However, the point about using social networks like that as an educational resource is that excessive use of social networking sites reduces academic engagement, and results (Azizi et al., 2019). Therefore, while utilizing social networking sites, it is important to develop attentiveness in regards to the time spent.

However, the heavy consumption of SNS with regards to time does not necessarily mean the more the time spent, the more the young people are prone to addiction to SNS since time spent online is only one factor; there are unquestionably other factors to take into account. For Griffiths, the possibility for SNS addiction rests in the content and context of excessive use, not in the amount of time spent on it. However, he later concluded that the reasons for such an addiction are still unclear. FOMO, the fear of missing out, maybe to blame.

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Nomophobia – the fear of being without one's phone – and smartphone addiction could be contributing factors. More notably, SNS research is heavily biased toward Facebook, with scant information available on photo-based services such as Instagram and Snapchat (Galer, 2018). Another point of significance is that SNS addiction is distinct from excessive time spent on social networking platforms (as people can spend many hours on these platforms for a variety of reasons without becoming addicted) or logging onto social networking sites as the first and last thing of their day. (Andreassen, 2015).

The term "SNS addiction" has been asserted by some as an unnecessary pathologization of an extremity of acceptable behavior. Even so, there appears to be evidential evidence for the idea that certain individuals exhibit compulsive and uncontrollable SNS-related behavior, which is better comprehended from an addiction perspective (Andreassen et al., 2014; Griffiths et al., 2014). This is supported by our findings (Table 4), which show a significant difference in psychological well-being between SNS non-addicts and addicts. A critical difference between "normal" social networking overuse and "SNS addiction" is that the latter is associated with negative consequences and that social networking becomes uncontrollable and compulsive in comparison to the former (Griffiths, 2010). However, overly engaged social networkers value other activities and live multifaceted lives but anything that interferes with social networking is disliked by SNS addicts. Even though the behavior has unintended consequences, such as insomnia or relational conflicts, the SNS addict maintains the behavioral pattern, as do other addicts (Shaffer et al., 2004; Griffiths, 2005; Andreassen et al., 2014).

Addiction to social networking sites appears to mean that college students have symptoms including salience, tolerance, mood modification, relapse, withdrawal, and conflict (Andreassen, Torsheim, Brunborg & Pallesen, 2012), which have a negative impact on their mental health, acquiring knowledge, and existence, lowering their well-being (Zhao, 2021). The data on the research on the quality of life and mental health of addicts and non-addicts suggests that the two groups are significantly different in terms of quality of life and its subscales, i.e., addicts' quality of life and mental health are lower than non-addicts (Hoseinfer et al., 2011); with addicted users spending more time on social networking sites than non-addicted users (Hormes, Kearns & Timko, 2014). Besides, social use of SNS has an indirect effect on well-being such as through Facebook addiction (a type of SNS addiction), which has been demonstrated in both addicted and non-addicted students. In addicted students, the influence coefficient is negative, although, in non-addicted students, it is positive. Social use may give rise to addiction in addicted students, lowering their well-being. On the other hand, non-addicted students can rationally use social networking, thereby enhancing their well-being (Busalim, Masrom & Zakaria, 2019).

The observed difference can be attributed to the fact that for non-addicted students, online social actions help them effectively develop and maintain offline interpersonal relationships (Khalis & Mikami, 2018), enhance offline life, and avoid excessive reliance on SNS. This association, however, does not remain true for addicted students. This could be because addicted students frequently spend a lot of time on social networks per se Facebook, and virtual networking cannot be converted into offline social relations, causing them to ignore the individuals around them and lowering their well-being (Błachnio, Przepiorka & Pantic, 2016). Therefore, it can be concluded that if college students use social networking sites rationally, it can improve their well-being (Pang, 2018).

CONCLUSIONS

The major findings of this study are that first, we confirmed that social networking addiction is negatively related to psychological well-being among undergraduate students. Also, for addicted and non-addicted students, PWB is quite different. It was, therefore, concluded that college-going students' use of social networking sites is on the rise, and this is having a negative impact on their psychological well-being (PWB). Therefore, in order to promote PWB in college students, it is necessary to develop strategies for the prevention of social networking sites addiction, and perhaps to encourage other researchers to conduct further research in this area.

Limitations

This research has certain limitations. Firstly, employing a convenience sampling technique might lead to a biased result, due to the reasons why some people choose to take part and some do not. The sample size for this study could also have been increased in order to get results that could be generalized to a larger population. Then, as a limitation to the e-learning, we were not in control of the environmental variables that might have led to a margin of errors on the side of the participants, such as a lack of candor when filling out the questionnaire out of fear of disclosing personal information and recall bias. This could result in an underestimation of the prevalence of social networking sites addiction among students. Also, to get a better understanding of social networking sites addiction and its relation to psychological well-being among undergraduate students, qualitative data could have also been gathered which could not happen herein due to time constraints.

Future Implications

There are some theoretical implications to the research, i.e., the findings of comparative analysis may simultaneously provide new insight into the role of uncontrollable and compulsive use of social networking sites on lower levels of well-being; as well as a contribution that is limited in the relevant literature concerning this subject of study. Finally, the terms social networking sites and social media have been used interchangeably in the reviewed literature, even though they are not the same. As a result, it is suggested that studies that specifically focus on SNS and its addiction be produced, and our study is a step in that direction, extending the existing literature in this research area.

There are a few practical aspects to the research as well. The effectiveness of a tool is only as good as how we employ it. Therefore, it is essential to address the pervasive and ongoing challenges to curbing social networking site use, particularly among students. In this regard, on the grounds of comparison of social networking sites addiction among different age groups, age-specific usage of networking sites should be proposed and prompted. We must also start taking mental health seriously and closely monitor it in a beam of these networks. For the same, when formulating policies for the well-being of students, policymakers can take into consideration the impact of this unavoidable technology.

More notably, the promotion of a systemic approach to preclude social networking site addiction suggests a collaboration between the three main stakeholders—students, parents, and schools. In this framework, first, it's important to raise awareness and foster dialogue to understand the centrality of social networking sites and their addictive nature, in hopes of limiting their use. Support systems, such as family and peers, must be equipped to recognize and address the issues and then take supportive steps accordingly. Further to that, the educational setting is increasingly being used as a venue for driving prevention efforts as well as addressing health promotion and public health concerns. This can take the form of

teacher and parent training, student education, and raising awareness about the various uses of social networking sites in order to regulate SNS use, increase its opportunities, and reduce the dangers posed by this tool. All of this may strengthen protective factors and reinforce positive behaviors or environmental aspects that reduce the likelihood of over-reliance on social networks. In this reference, assigning some research results to academic-level applications of social networks may be advantageous for improving college students' PWB.

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