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# Impact of Social Media Networking Sites on Psychological Well Being of Adolescents

Riddhima Yadav, Dr. Shivali Sharma

B.A.(H) Applied Psychology, Amity Institute of Behavioral and Allied Sciences, Lucknow Campus,  
Uttar Pradesh, India

Assistant Professor, Amity Institute of Behavioral and Allied Sciences, Lucknow Campus, Uttar Pradesh, India

**ABSTRACT:** This research paper focuses upon finding the relationship of Social Media Addiction and Psychological Well Being. The study was done on a sample population of 100 Adults from the Age Group of 18-25. Ryff's Psychological Well-Being Scale and Social Media Addiction Scale was used to get the requisite data for this research. The research indicated a slight correlation between Social Media Addiction and Decreased Psychological Well-Being.

## I. INTRODUCTION

Adolescence, a developmental phase characterized by significant physical, cognitive, and socio-emotional changes, is particularly susceptible to the influences of social media platforms. According to Erik Erikson's psychosocial theory, adolescence is a critical period marked by the struggle for identity formation and the exploration of interpersonal relationships (Erikson, 1968). Within this context, social media platforms serve as virtual arenas for self-expression, socialization, and identity construction, playing a profound role in shaping adolescents' psychosocial development.

However, alongside the opportunities for connection and self-expression, concerns have emerged regarding the potential impact of social media on the psychological well-being of adolescents. Psychological well-being, as defined by the World Health Organization (WHO), encompasses individuals' subjective experiences of happiness, life satisfaction, and fulfillment, as well as their ability to cope with stress and adversity (WHO, 1998). Adolescents' engagement with social media networking sites has raised questions about its implications for their mental health and emotional resilience.

Cyberbullying, another significant issue facilitated by social media, has been linked to adverse psychological outcomes such as depression and suicidal thoughts (Bauman et al., 2013).

One prominent area of concern is the phenomenon of social comparison, which has been extensively studied within the framework of social comparison theory (Festinger, 1954). Social media platforms facilitate constant exposure to idealized images and lifestyles, fostering a culture of comparison and self-evaluation among adolescents.

## II. RATIONALE

Given the enormous influence that social media networking sites have on teenage development, it is critical to comprehend how these platforms affect the psychological health of adolescents. Adolescence is a time of increased susceptibility, when people are more vulnerable to peer comparison and criticism in social contexts. Systematic study is necessary to address the concerns of cyberbullying, negative body image, and mental health issues, as these are growing problems and risks. It is possible to find protective and risk variables for social media use and psychological well-being by looking at this link. This opens the door for evidence-based interventions that support favorable outcomes for mental health.

## III. HYPOTHESIS

**H1: Increased Social Media usage would have a negative impact on the psychological well being of the Individual.**

### REVIEW OF LITERATURE

**Kim, H. H. (2017)**

Kim's research explores the complex connection between teenage psychological health and social networking on the internet. The study looks into how Korean students' mental health is affected by their use of internet media by

examining data from the Korean Youth Panel Survey (KYPS). Strong evidence is provided by the study's longitudinal design, which covers Waves 4 (2007) and 5 (2008) of the KYPS.

The results show that teenage psychological well-being is inversely correlated with online social networking. In particular, those who use social media more frequently report having more mental health issues and suicide thoughts. The study emphasizes how important it is to have a complex understanding of how digital communication platforms affect people's wellbeing.

#### **Sampasa-Kanyinga, H. Et al (2015)**

The study by Sampasa-Kanyinga and Lewis looks into the connections between several facets of teenage mental health and the amount of time spent on social networking sites (SNSs). A representative sample of middle and high school students in Ottawa, Canada, is the subject of the study. The study looks at the relationship between using social networking sites and reports of psychological discomfort and suicide thoughts, as well as unmet needs for mental health help and self-rated mental health.

25.2% of students said they used SNSs for longer than two hours every day.

Pupils who did not receive the mental health help they needed were more likely to use SNSs for more than two hours per day.

Over two hours of daily SNS use were found to be independently linked to psychological discomfort, suicidal thoughts, and poor self-rated mental health.

#### **Jasmine Fardouly et al(2016)**

A review of the literature on social media and body image is given in this study. Research using correlations repeatedly demonstrates that young men and women's use of social media, especially Facebook, is linked to concerns about their bodies. Longitudinal studies also indicate that this relationship may get stronger over time. Furthermore, the relationship between body image and social media is influenced by appearance comparisons. However, results from experimental investigations indicate that young women's concerns about their beauty are not adversely affected by a brief exposure to their own Facebook account. The specific social media features that negatively impact people's body image issues need to be investigated further through experimental and longitudinal research. more research is required on a wider range of samples and more social media sites, such as Instagram.

#### **Ilardi et al (2009)**

Adolescents spend eleven hours a day in front of screens, and according to a 2017 survey, 25% of Millennials use their phones for five hours on average each day; 25% of Millennials check their phones more than 100 times daily. April 17, 2018. A substantial body of clinical research suggests that the digital environment and our 21st-century lifestyles are much to blame for the current mental health crisis: The effects of social media include increased isolation, sedentary behavior from screen time, a lack of meaningful connections, and a diminished sense of meaning in a post-industrial, automated, and dehumanizing digital society.

#### **Huang, C. (2017).**

investigates the connection between the amount of time spent on social networking sites (SNSs) and aspects of psychological health, such as sadness, loneliness, and self-worth. The paper compiles information from 61 trials with 19,652 people and 67 independent samples. Time spent on social networking sites and psychological well-being have a poor mean connection ( $r = -0.07$ ). The relationships between self-esteem and life satisfaction, two good indicators, and depression and loneliness, two negative indicators, are modest and close to zero. Notably, the association is not significantly impacted by variables like the publication outlet, particular SNS platforms, amount of time spent, and participant demographics (gender and age). Since the majority of the included studies use student samples, more study on this relationship should also look at adult populations.

#### **Doğan, U et al, (2015)**

examines the effects of using social networking sites (SNS) on high school students' psychological health, happiness, and sense of fulfillment in life. Structural equation modeling is used in the study, which involved 459 pupils in a high school located in Turkey's Bolu area, to examine the link. The findings show that using social networking sites (SNS) is a strong predictor of increased levels of psychological health, life satisfaction, and happiness. Good fit values are indicated by the structural model's fit indexes. In conclusion, social media use among high school students is a significant indicator of their contentment and general well-being. This study adds important new knowledge about how digital communication platforms affect the mental health and quality of life of adolescents.

**Shi, Y. Et al (2019)**

conducted a study titled "Affective Experience on Social Networking Sites Predicts Psychological Well-Being Off-Line." The research investigated the relationship between online affective experience while visiting social networking sites (SNSs) and off-line well-being among young adults who regularly access SNSs. Using data from two studies, the results consistently demonstrated a positive association between affective experiences on SNSs and overall well-being in offline life. This finding held true even when considering SNS activities and relevant personality traits (such as the Big Five factors and self-esteem).

**Srivastava, Akansha. Et al(2013)**

The Indian Journal of Health and Wellbeing published a paper by Srivastava and Tiwari titled "Role of Social Media on Psychological Well-Being of Adolescents." Examining the effects of social networking sites like Facebook, Twitter, MySpace, Google+, and Orkut on teenagers' mental health was the goal of the study. The study comprised 200 teenagers from Lucknow, Uttar Pradesh, ages 19 and 20 (100 guys and 100 girls). Data was gathered using questionnaires about social media use and psychological health. Notably, 90% of 19-year-olds and 92% of 20-year-olds, as well as 88% of guys and 75% of girls, used Facebook. Furthermore, 56% of 19-year-olds, 58% of 20-year-olds, 48% of girls, and 62% of boys were active users of Twitter. The findings revealed that users of these social media sites exhibited a significant relationship with their psychological well-being compared to users of other media platforms.

**Geeta Rai, (2017)**

In addition to examining variations in SNS usage according to gender, job status, and educational attainment, the study also looked at the connection between SNS use and self-esteem. Youth in Uttarakhand's capital city of Dehradun were given a self-made questionnaire as part of the study, which used a descriptive research approach. The findings showed that 73% of students used social networking sites, with Facebook and Google+ being the most popular platforms. SNSs were largely used for social interactions, but they had little effect on study habits or academic achievement—although language use was somewhat impacted. This study adds important new understandings to the dynamic relationship between youth well-being and SNSs.

**Meyran Boniel-Nissim, et al (2022)**

examines the effects of teenage substance use and well-being on social media use. Using data from 42 nations and 190,089 respondents aged 11, 13, and 15, the Health Behavior in School-aged Children (HBSC) research was conducted. According to the study, 78% of teenagers were categorized as heavy or active users of social media, while 7% showed indications of problematic usage. The study investigates relationships between substance use, social well-being, and mental health and social media use.

**Jin-Liang Wang (2014)**

examines the impact of various SNS usage patterns on users' wellbeing. The study investigates the mediating effects of online self-disclosure and friendship quality in the link between SNS use and well-being. It is carried out using participants from two sizable 4-year undergraduate colleges in Southwest China. The results of structural equation modeling show that, in contrast to "entertainment" type SNS use, "social" type SNS use is positively correlated with users' well-being. Furthermore, individuals' friendship quality is highly predicted by their online self-disclosure. However, there is no correlation observed between the quality of friendships based on SNS use and general well-being, and there is an inverse association between "social" SNS use and online self-disclosure. Given the cross-sectional methodology and self-reported use of SNS, it is crucial to interpret these results with caution.

**Objective**

To investigate the relationship between social media usage and psychological well-being and how does it psychological well-being.

**Variables**

Psychological Well Being and Social Media Addiction

**Sample**

Sample Size

100 participants will be recruited.

**Inclusion Criteria**

Individuals aged 18-25.

**Sampling Method**

Random sampling will be utilized and the forms would be filled through online methods by the use of Google Docs.

**Sample Population**

Young Adults (18-25)

**Tools**



**1-Carol Ryff's Psychological Well Being Scale**

The Ryff inventory consists of either 84 questions (long form) or 54 questions (medium form). There is also a short form, but it is statistically unreliable and therefore should not be used for assessment. Both the long and medium forms consist 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. Respondents rate statements on a scale of 1 to 6, with 1 indicating strong disagreement and 6 indicating strong agreement. The following are example statements from each of the areas of well-being.

Reverse Score Negative Items #3,5,10,13,14,15,16,17,18,19,23,26,27,30,31,32, 34, 36, 39, 41. (i.e., if the scored is 6 in one of these items, the adjusted score is 1; if 5, the adjusted score is 2 and so on...)

- a. Autonomy: items 1,7,13,19,25, 31, 37
- b. Environmental mastery: items 2,8,14,20,26,32,38
- c. Personal Growth: items 3,9,15,21,27,33,39
- d. Positive Relations: items: 4,10,16,22,28,34,40
- e. Purpose in life: items: 5,11,17,23,29,35,41
- f. Self-acceptance: items 6,12,18,24,30,36,42

**2-Social Media Addiction Scale Standard Form**

This is a 5-point Likert type scale which consists of 29 items and 4 sub-dimensions. 1-5 items are within virtual tolerance sub dimension; 6-14 items are within virtual communication sub dimension; 15-23 items are under virtual problem sub dimension and 24-29 items are under virtual information sub dimension. All the items in the scale are positive. The highest point that can be scored from the scale is 145, and the least one is 29. The higher scores indicate that agent perceives himself as a "social media addict".

**Procedure and Administration**

All the participants were informed, via the form generated by Google forms, about the purpose of the study and the confidentiality contract.

The informed Consent was obtained from all the participants.

Participants were given a link of the survey which was hosted by Google Forms.

The link was shared on all social media platforms by the researcher.

The survey included 2 tools: Ryff's Psychological Well Being Scale

All the participants were instructed to carefully read each and every question which is being asked and honestly mark the most appropriate response which is valid in their case.

The time which was required to complete this survey was estimated to be around 10-12 minutes.

The collection of data would take place within a specified time period which will consist of a deadline for the completion of the survey.

**Ethical Considerations:**

Informed consent will be obtained from all participants.

Participants will be assured of confidentiality and anonymity.

Researchers will adhere to ethical guidelines for conducting research with human participants.

**Scoring**

**Descriptive Statistics**

	AUTONOMY	ENVIRONMENTAL MASTERY	PERSONAL GROWTH	POSITIVE RELATIONS	PURPOSE IN LIFE	SELF ACCEPTANCE	SMAS F
Valid	101	101	101	101	101	101	101
Missing	0	0	0	0	0	0	0
Mean	28.802	27.149	30.426	30.723	28.723	28.960	68.109
Std. Deviation	5.833	4.122	5.617	6.096	5.333	6.084	22.657
Minimum	15.000	17.000	19.000	17.000	16.000	15.000	31.000
Maximum	42.000	36.000	42.000	42.000	42.000	42.000	122.000

**One Sample T-Test**



	t	df	p
AUTONOMY	49.626	100	<
ENVIRONMENTAL MASTERY	66.197	100	<
PERSONAL GROWTH	54.441	100	<
POSITIVE RELATIONS	50.649	100	<
PURPOSE IN LIFE	54.126	100	<
SELF ACCEPTANCE	47.836	100	<
SMASF	30.210	100	<

**Pearson's Partial Correlations**

Variable	AUTONOMY	ENVIRONMENTAL MASTERY	PERSONAL GROWTH	POSITIVE RELATIONS	PURPOSE IN LIFE	SELF ACCEPTANCE
1. AUTONOMY	Pearson's r	—				
	p-value	—				



**Pearson's Partial Correlations**

Variable		AUTONOM Y	ENVIRONMENTA L MASTERY	PERSONAL GROWTH	POSITIVE RELATION S	PURPOS E IN LIFE	SELF ACCEPTANC E
2. ENVIRONMENTA L MASTERY	Pearson' s r	0.040	—				
	p-value	0.696	—				
3. PERSONAL GROWTH	Pearson' s r	-0.123	-0.019	—			
	p-value	0.222	0.851	—			
4. POSITIVE RELATIONS	Pearson' s r	-0.022	-0.050	0.078	—		
	p-value	0.831	0.619	0.442	—		
5. PURPOSE IN LIFE	Pearson' s r	-0.063	-0.041	0.164	0.078	—	
	p-value	0.533	0.683	0.102	0.439	—	
6. SELF ACCEPTANCE	Pearson' s r	-0.039	-0.117	0.050	-0.053	-0.017	—
	p-value	0.701	0.248	0.624	0.601	0.870	—

Note. Conditioned on variables: **Social Media Addiction Scale Standard Form.**

**IV. RESULT**

The above statistical data can be used to draw an inference regarding the nature and scope of the research. A curious development, however, was found in the average scores in the SMASF Addiction Scale where the average score was found out to be 68.109. This can likely be credited to the rise in the dependence of social media for recreation and essential communication.

Besides, the overall correlation can be found using the **Pearson's Partial Correlation Method** in order to establish relationship based on the scores of SMASF scale.

**V. CONCLUSION**

This research highlights a subtle yet notable correlation between social media addiction and decreased psychological well-being among young adults aged 18-25. The average score on the Social Media Addiction Scale indicates a significant reliance on social media for both leisure and essential communication. Further analysis using Pearson's Partial Correlation Method could offer deeper insights into this relationship and its implications for mental health.

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