GHULAM AHMED
COLLEGE OF EDUCATION,

Banjara Hills, Hyderabad

A Project Report on

'Social Networking Usage & Psychological Well-Being among Higher Secondary School Students: A Correlation study'
2019-20

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Abstract

The present study is conducted majorly to study the relationship between social networking usage and psychological well-being among higher secondary school students. Apart from this, social networking usage and psychological well-being among higher secondary school students concerning gender is also studied. A sample of 90 higher secondary school students (45 boys and 45 girls) is selected using simple random sampling technique. For data analysis, mean and standard deviation from Descriptive Statistics, Pearson's Product-Moment Correlation and t-test from Inferential Statistics are used. Findings revealed a moderate or substantial relationship between social networking and psychological well- being among higher secondary school students. Also, no significant difference between social networking usage is found with respect to gender but a significant difference between psychological well-being is evident with respect to gender.

Keywords: Psychological well-being, social networking usage, well-being.

Introduction

Social networking provided humans with distinct platforms with the help of which we can easily interact with one-another; across the globe. The need for social interactions has been quintessential to the exchange of conversations about people, events and ideas. Although there have been emerging and changing ways to interact with one another, the concept of socialising is still prevalent. Modern technologies powered by the web are the most prevalent form of socialising. With the rapid increase in accessibility to the internet over the last few decades, one can observe the massive user base of social networks, such as *Facebook, Instagram, WhatsApp, Snapchat*, etc., which can be seen in the below illustration.
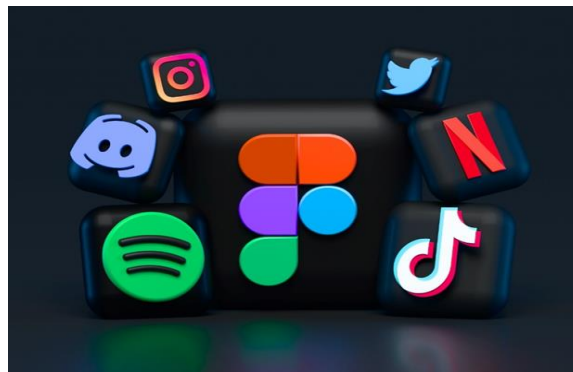

Illustration 2 depicts various sources of social networking.

Majority of the users of social networking are millennials, often under the age of thirty. However, it is the teenagers who are the most active users on these platforms. They interact with

these sites on a daily (if not hourly) basis. The major reason for this behaviour could be explained by the so-called *"Fear of Missing Out" (FOMO) phenomenon*. It is a modern term coined to describe this behaviour of staying on social media for hours together. Due to peer pressure as well as family, these teens feel that they would be left behind in terms of information, news and trends on social media if they, themselves do not check them out personally. One feels they would be shoved off the conversation and not be able to interact up to their maximum potential. Incomplete knowledge about the topic may lead to embarrassment and shame while discussing among peers or family in the real (physical) world. Other than that, the various reasons teens use social media are to catch up with live national, international news, catch up with latest trends, challenges, stay up to date about their favourite sport, film, or corporate celebrities, etc. All these activities are then fed forward through the network through same level connections among their social circles. There is a lot of gossip (if not more than any other) about these trends, news, and content from celebrities rather than what is happening in their own lives.

Psychological well-being has received considerable interest in recent years. Psychological well-being refers to positive mental health. The notion of psychological well-being can differ person to person, depending upon their personal or professional experiences. Psychological well-being is about how smooth life is going. It combines good feeling with effective functioning. Psychological well-being does not always require a person to feel good, rather, it focuses on how the painful emotions, such as disappointment, failure, or grief is dealt with. That is to say, how well a person is able to manage negative or painful emotions? The balanced management of emotions, whether positive or negative, is a key for long-term psychological well-being. In this way, Psychological well-being comes into play when negative emotions are very high or long lasting and interfere with persons' ability to function effectively in their day to day life. It is a multidimensional concept, which develops through a combination of *emotional regulation, personality characteristics, identity and life experience*. Ryff. C. developed a six factor model of psychological well-being, which are - *Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-acceptance* that can be seen in the illustration below.

Illustration 2 **represents the factors of Psychological Well-being.**

As per Ryff, Psychological well-being is influenced by the aforementioned factors. Other than this, Psychological well-being is linked with inter and intra individual levels of positive functioning that undertakes one's association with others. It deals with self-referent attitudes, which include one's level of mastery and personal growth. However, Psychological well-being can increase with age, education, extraversion and consciousness but can decrease with neuroticism. There are many other general factors that also affect psychological well-being, for instance, daily habits, such as eating a daily breakfast (Reeves et al., 2013) consuming at least five portions of fruit and vegetables each day (Naska et al., 2000), partaking in physical activity (Biddle & Asare, 2011) and a good night's sleep (Fuligni & Hardway, 2006). These are some of the factors which play a key role in the psychological well-being of children and adults, significantly growing adolescents. However, if all these conditions are met but if people isolate themselves from other fellow beings then it is unlikely that their psychological well-being flourish. Evidence shows substantial support from social networks positively and causally relate to mental health and well-being (Thoits, 2011). This is because we do not exist as unconnected individuals existing without ties, rather, we live in connection with others; strong or weak ties bind us to our families, neighbours, colleagues, and friends. This can be significantly related to adolescents as their emotions and moods fluctuate more than adults. They crave identity and social belonging. They are also very conscious about their body image and are comparatively more vulnerable than those who are older or mature individuals.

Significance of the Study:

The well-being of young people is a major concern in society. Globally, depression is one of the leading causes of illness among adolescents and suicide is the third leading cause of death among 15-19 year old. The incidences of mental illness and self-harm diagnosis are increasing (Bentley et al., 2018). In a study among girls aged 13 to 16 years, there was an apparent increase of 68%

of self-harm cases reported between 2011 and 2014 (Morgan et al., 2017). Therefore, it is a major priority that government bodies, academics, and educators collaboratively work together to investigate what contributes to poor psychological well-being thus, improving the outcomes for the young generation. It is because of this significance that the present research is carried to study the relationship between social networking usage and psychological well-being among higher secondary school students. Also, to analyse the statistical difference between boys and girls concerning social networking usage and psychological well-being so that necessary steps can be driven.

Statement of the Problem

Social Networking Usage and Psychological Well-Being among Higher Secondary School Students: A Correlation study

Literature Review

Studies related to Social Networking Usage:

Schønning et al. (2020) carried out an extensive review of all the surveys related to social networking service (SNS) and its impact on adolescents. According to the results there appeared to be less emphasis on the potential link between social media use and positive outcomes.

Kircaburun et al. (2020) opted to study the major motives to use social media among undergraduate students. Multiple linear and hierarchical regression analyses revealed that the motivations for usage of social media were meeting new people and socializing, (ii) expressing or portraying a more popular self, and (iii) passing time and enjoyment. Furthermore, those who preferred Instagram, Snapchat, and Facebook had greater rates of problematic social media use. It further revealed that young students use social media to maintain existing relationships, meet new people, socialize, express themselves or promote themselves as more popular, pass the time, and enjoy themselves.

Macrynikola and Miranda (2019) attempted to fill the void by investigating whether active Facebook use loses its benefits in the presence of social-cognitive vulnerabilities (e.g., rumination, interpretation bias, thwarted belongingness) that may be particularly relevant in the digital context. Although active Facebook use was associated with feeling better after using Facebook and reporting more positive Facebook interactions, cognitive biases and thwarted belongingness predicted feeling worse after active Facebook use and reporting fewer positive interactions. Furthermore, interpretation bias and thwarted belongingness predicted feeling worse after one type of active Facebook use, owing to perceptions of less positive interactions.

Cain (2018) had put forth a definitive plan to tackle student mental health coming from smartphones and SNS addiction. Numerous complex and interconnected factors, such as economic pressures, psychopharmacology, family breakdown, intense academic pressure, high

rates of narcissism, and a slew of other broad societal, cultural, and personal factors, might be contributing to the rise in reported mental health issues among college students. However Cain acknowledged that the underlying factor in recent times has to be from SNS usage on mobiles. The author suggested that we should start including information about digital illnesses in our wellness education and promotions.

Studies related to Psychological Well-being:

Arsalan et al. (2021) had conducted a numerical study which looked at a moderated mediation model in which college belongingness moderated the influence of social media addiction on the connection between coronavirus anxiety and psychological adjustment. The findings revealed that collegiate belongingness mediated the relationship between coronavirus fear and psychological adjustment to some extent. Coronavirus anxiety had a higher predictive influence on college belongingness under the low and moderate levels of social media addiction condition than it did under the high level of social media addiction condition. A few metrics which were measured include Coronavirus Anxiety, College Belongingness, Social Media Addiction and Psychological Adjustment. College belongingness was linked to psychological adjustment in a substantial way. There was also a link between social media addiction and psychological adjustment.

Thakur (2020) explored mental health among high school students in this prevailing pandemic from a student's perspective. The researcher proposed a five-step strategy to support students' mental health, which were *improving resilience of high school students with self-help strategies, developing peer support networks (buddy system), leverage digital technology for mental health support, collaborative partnerships, and ongoing government support through its networks.* The study suggested that with the aid of these strategies psychological well-being can be promoted among high school students'

Reilly et al. (2018) studies social media (whether bad) pertaining to mental health and wellbeing considering the perspectives of adolescents. Thematic analysis indicated that adolescents perceived social media as a threat to their mental health. It was thought to induce mood and anxiety disorders in some teenagers, it was also seen as a platform for cyberbullying, and the usage of social media was frequently presented as a type of "addiction" among adolescents.

Bagroy et al. (2017) studied social media based index of mental well-being among college Campuses. They discovered that the Mental Well-being Index (MWI) can reveal meaningful temporal patterns of mental well-being on campuses and assess how their manifestations relate to university attributes, such as size, academic prestige, and student demographics.

Studies related to Relationship between Social Network Usage and Psychological Well-being:

Hong et al. (2021) have studied the effects of elongated periods of exposure to SNS and the Covid-19 pandemic, towards students' mental health. They inferred that when people express

emotional distress on social media, such feelings can be transferred to others consciously or subconsciously, as described in the model of emotional contagion through social networks. This implies that negative states during the pandemic may be amplified through social media, leading to more people reporting anxiety and depressive symptoms. Secondly, SNS was positively associated with rumination (a mode of coping with distress that consists of thinking about oneself and one's experiences in a repetitive and passive manner), which in turn was positively associated with psychological distress in college students, supporting the integrated model of ruminative response style. Other than this, mindfulness (being aware of one's present experiences in a non-judgmental and accepting manner) was shown to moderate the effect of stress from SNS.
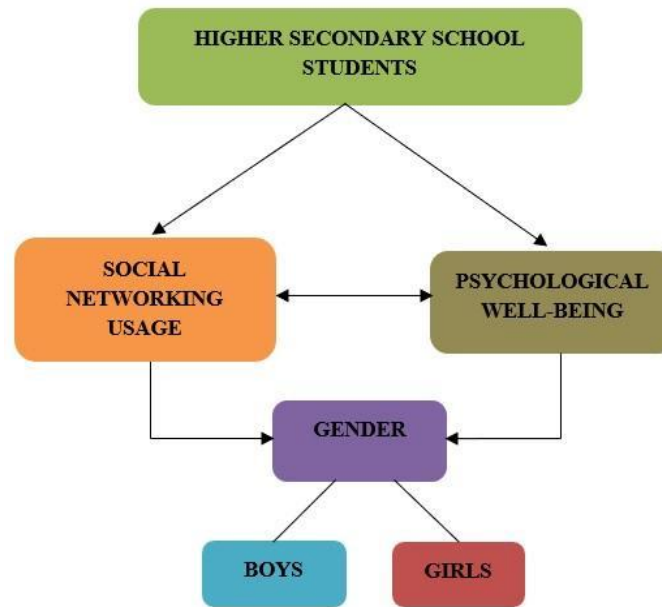
Boer et al. (2021) studied social media (SMU) use with respect to intensity, problems, and mental health among adolescents undertaking directionality and mediating processes. The results of random intercept cross-lagged panel models revealed a direct unidirectional association between SMU difficulties and mental health. SMU problems were linked to poor mental health one year later, but not the other way around. One year later, SMU issues indicated higher levels of upward social comparisons and cybervictimization. These mechanisms, however, did not appear to mediate the apparent influence of SMU issues on poor mental health. Over time, there was no link between SMU intensity and mental health, neither directly nor indirectly through any of the mediators. Lastly, the study implied that the negative impacts of SMU intensity may be limited and they emphasized the potential risk of SMU difficulties to adolescent mental health.

Abi-Jaoude et al. (2020) have studied the impact of social media mostly on girls' mental health. They have cross-verified a number of cross-sectional, longitudinal, and empirical studies and have linked smartphone and social media use to an increase in mental distress, self-injurious behavior, and suicidality among young people.

Lattie et al. (2019) have discussed the role of technology in the mental health of college students. According to statistics, psychiatric disorders begin by age 24 and more than 95% of college counseling center directors have reported an alarming increase in the same. A particularly rigorous examination of three large datasets found that while the association between personal computing technology use and adolescent well-being was negative, which is a clear indication of the validation of the author's hypothesis.

With the help of literature review we see the significance of social networking usage, psychological well-being and the association they share with each other.

Conceptual framework:

This study endeavours to study the significant relationship between social networking usage and psychological well-being among higher secondary school students. Apart from this, it also strives to analyse the significant difference between gender i.e. boys and girls of higher secondary school, with respect to social networking usage and psychological well-being.

Research Objectives

- To study the relationship between social networking usage and psychological well-being among higher secondary school students

- To study the social networking usage among higher secondary school students with respect to gender

- To study the psychological well-being among higher secondary school students with respect to gender

Research Hypotheses

- **Ho:** There is no significant relationship between social networking usage and psychological well-being among higher secondary school students

- **Ho:** There is no significant difference in social networking usage among higher secondary school students with respect to gender

- **Ho:** There is no significant difference in psychological well-being among higher secondary school students with respect to gender

Research Design

A research design constitutes the blueprint for the collection, measurement, and analysis of data. A correlation research design is adopted for the present study. A correlation is a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to vary consistently. Apart from this, a comparative research design is also adopted to compare two independent groups that are boys and girls with respect to the aforementioned constructs.

Population

The higher secondary school students of XI and XII classes of Hyderabad, G.H.M.C limits constituted the population for present study.

Sample

The samples of this study are students of Shadan Junior College, Narayana Junior College, and Sri Chaitanya Junior College, Hyderabad, Telangana.

Data Collection

The researcher converted the tools for measuring the variables into Office forms and circulated among students of Shadan Junior College, Narayana Junior College, and Sri Chaitanya Junior College via social networking site (WhatsApp). Prior permission from the principals of concerned institutions was taken and proper instructions for the participants were included in the form. The completion of responses required no restrictions regarding time limit.

Tools for Measurement

- *Tool for Measuring Social Networking Usage:*

In the present study, one of the tools the researcher used for measuring social networking usage is a questionnaire developed by Dr. Savita Gupta (Faculty of Education, Lovely Professional University, Phagwara, India) and Liyaqat Bashir (Department of Education, Lovely Professional University, Phagwara, India).

Dimensions of the tool:

The different dimensions of the questionnaire are *Academic, Socialization, Entertainment, Informativeness, and Constraints*.

Scoring of the tool:

It is a five-point Likert scale self-rating questionnaire consisting of 19 items. Table 1 represents the scoring procedure of SNUQ.

Table 1: Scoring Procedure of Social Networking Usage Questionnaire.

Responses	Scores

Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The individual responses were scored and calculated by sum total of 19 items.

Reliability of the tool:

The Cronbach's alpha (α) was used to measure the internal consistency among the items which was found out to be 0.830 indicating good internal reliability. Table 2 shows the reliability analysis of the questionnaire.

Table 2: Reliability of Social Networking Usage Questionnaire

Cronbach's Alpha	Number of Statements
0.830	19

Validity of the tool:

Content Validity was established by the developers at the time of developing a preliminary draft of the research instrument by carrying out critical discussions with nine experts who confirmed the questionnaire, social networking usage, to be a sufficiently valid instrument.

Exploratory Factor Analysis was conducted to explore the factors of social networking usage. Kaiser –Meyer-Olkin (KMO) measure of sampling adequacy was calculated as 0.888.

Confirmatory Factor Analysis indicated a Goodness Fit Index (GFI) of 0.926, Root Mean Square Error of Approximation (RMSEA) as 0.53.

Convergent Validity of social networking usage questionnaire was found to be 0.593 to 0.894 (see Table 3).

Table 3: Convergent Validity of Social Networking Usage Questionnaire.

Measure	Score
Academic	0.894
Socialization	0.783
Entertainment	0.737
Informativeness	0.593

- ***Tool for Measuring Psychological Well-Being:***

In order to measure psychological well-being of the higher secondary school students Well-Being Manifestation Measure Scale (WBMMS) developed by Raymond Masse, Poulin, Dassa, Lambert, Belair and Battaglini is used.

Dimensions of the tool:

The scale consists of six subscales, which are *control of self and events, happiness, social involvement, self-esteem, mental balance, and sociability.*

Scoring of the tool:

It is a five-point Likert scale measuring instrument consisting of 25 items. Table 4 shows the scoring procedure of WBMMS.

Table 4: Scoring Procedure of WBMMS

Responses	Scores
Never	1
Rarely	2
Sometimes	3
Frequently	4
Almost Always	5

The individual responses are scored and calculated by a sum total of 25 items.

Reliability of the tool:

Masse, et al. 1988a, found an overall Cronbach's alpha (α) for WBMMS of 0.93 and a range of 0.71 to 0.85 on subscales.

Validity of the tool:

The intrinsic validity of the tool was found by taking the square root of the reliability coefficient. The overall reliability coefficient is 0.93. Therefore, the intrinsic validity is 0.964.

Statistics

Descriptive statistics: Mean, Standard Deviation (SD), and Standard Error of Measurement (SEM) is calculated under this section.

Table 5: Mean, Standard Deviation, and Standard Error of Measurement (SEM) of Social Networking Usage and Psychological Well-Being among Higher Secondary School Students.

	Mean	SD	SEM
Social networking usage	69.1	8.5	0.896
Psychological well-being	99.056	11.72	1.235

Interpretation: The estimated mean, standard deviation, and standard error of higher secondary school students concerning the variable social networking are 69.1, 8.5, and 0.896 whereas the calculated mean, standard deviation, and standard error of higher secondary school students concerning the variable psychological well-being are 99.056, 11.72, and 1.235. It can be observed that the mean, standard deviation, and standard error of psychological well-being is higher than the mean, standard deviation, and standard error of social networking usage in higher secondary school students.

Table 6: Mean, Standard Deviation, and Standard Error of Measurement (SEM) of Social Networking Usage with respect to Gender.

S.no	Gender	Sample	Mean	SD	SEM
1.	Boys	45	70.64	9.02	1.34
2.	Girls	45	67.56	7.74	1.15

Interpretation: The analysed mean, standard deviation, and standard error of higher secondary school boys concerning the variable social networking are 70.64, 9.02, and 1.34 whereas the estimated mean, standard deviation, and standard error of higher secondary school girls concerning the same variable are 67.56, 7.74, and 1.15. It can be observed that the mean, standard deviation, and standard error of boys is higher than the mean, standard deviation, and standard error of girls.

Table 7: Mean, Standard Deviation, and Standard Error of Measurement (SEM) of Psychological Well-Being with respect to Gender.

S.no	Gender	Sample	Mean	SD	SEM
3.	Boys	45	101.53	13.47	2.00
4.	Girls	45	96.58	9.15	1.36

Interpretation: The calculated mean, standard deviation, and standard error of higher secondary school boys concerning the variable psychological well-being are 101.53, 13.47, and 2.00 whereas the analysed mean, standard deviation, and standard error of higher secondary school girls concerning the same variable are 96.58, 9.15, and 1.36. It can be observed that the mean, standard deviation, and standard error of boys is higher than the mean, standard deviation, and standard error of girls.

Inferential statistics:

Data is analyzed using Pearson correlation coefficient to assess the relationship between social networking usage and psychological well-being. Independent sample t-test is also used to estimate the significant difference between boys and girls concerning social networking usage and psychological well-being.

Hypothesis Testing I: There is no significant relationship between social networking usage and psychological well-being among higher secondary school students.

Table 8: Correlation between Social Networking Usage and Psychological Well-Being

Correlation Between Social Networking Usage and Psychological Well-Being		
Mean Social Networking Usage (X)	Mean Psychological Well-being (Y)	Pearson's Product Moment Correlation (r)
69.1	99.056	0.4526

Interpretation: The sign of the correlation coefficient determines whether the correlation is positive or negative. The magnitude of the coefficient of the correlation determines the strength of the correlation. Generally,

$$0 < |r| < 0.3 – \text{Weak Correlation}$$

$$0.3 < |r| < 0.7 – \text{Moderate Correlation}$$

$$|r| > 0.7 – \text{Strong Correlation}$$

As, 'r' between Social Networking Usage and Psychological Well-Being obtained is 0.4526; there exists a moderate or substantial, positive correlation between the said variables.

Hypothesis Testing II: There is no significant difference in social networking usage among higher secondary school students with respect to gender.

Table 9: Social networking usage with respect to gender.

Significant Test for Social Networking Usage with respect to Gender					
Social Networking Usage	n	df	t-cal	t-cri	Sig
	90	88	1.74	1.96	Ho: Accepted

Interpretation: There is no significant difference in Social Networking Usage with respect to gender. It is because t-calculated value is less than t-critical value for df=88 at the level of significance 0.05.

Hypothesis Testing II: There is no significant difference in Psychological Well-being among higher secondary school students with respect to gender.

Table 10: Psychological Well-being with respect to gender.

Significant Test for Psychological Well-being with respect to Gender					
Psychological Well-being	n	df	t-cal	t-cri	Sig
	90	88	2.04	1.96	Ho: Rejected

Interpretation: There is a significant difference in Psychological Well-Being with respect to gender. It is because t-calculated value is greater than t-critical value for df = 88 at the level of significance 0.05.

Conclusion

After the statistical treatment it can be concluded that this study is significant concerning the hypothesis relationship between Social Networking Usage and Psychological Well-Being among Higher Secondary School Students as a moderate relationship between Social Networking Usage and Psychological Well-Being among Higher Secondary School Students was found. The study is also found to be statistically significant concerning the variable psychological well-being as the estimated t-value was higher that the critical value as can be observed in the above table *(Table 10)*. As it is observed *(Table 7)* that the mean of boys is comparatively higher than the mean value of girls, it can be concluded that boys have better psychological well-being than their counterpart girls. However, the study was found to be non-significant in case of social networking usage with respect to gender.

Educational Implications

The educational implications emerged from the results of the study are presented below:

Teachers

- The research assists teachers in valuing the learners perspectives and interests
- Teachers can now intuitively understand students' mindset and psychological pathways that were once inaccessible due to the generation gap
- The research encourages teachers in adopting new techniques and methodologies which work on similar principles of how social networks work
- Studying students' interests can help teachers modify the learning process so as to accommodate those interests and hence help maintain students' attention

Students

- Students can evaluate the long-term effects of social media and attenuate (if not eliminate) their actions on these sites
- Effective strategies for utilisation of Social Networking Sites (SNS) can be drawn out through self-examination to maximise the end-product (psychological well-being)
- Students are encouraged to incorporate new ways of teaching themselves to study

Parents

- A massive responsibility lies on the parents' shoulder, given the fact that it was their consent which has led to the usage of SNS

- Like stated above, the dearth in knowledge due to generation gap can be covered by taking insights from the current study. This will help parents understand their children's mindset and emotions
- Active in-person interaction can be increased from parents' side to compensate for the interactions which their children used to have with their peers pre-pandemic

Government

- Considering the implications of increased screen-time due to the pandemic and its effects on students' psychological well-being, the government can initiate projects to address this
- Demographic and geographic segmentation targeting of students' welfare programs is a good start to allot tasks to local communities

Limitations of Study

- The present study is restricted to only three higher secondary school students of Hyderabad
- The researcher delimited the study to private schools
- The present study is confined to urban areas
- The researcher did not select students from CBSE, ICSE and any other board schools
- The researcher did not select students from Navodaya Vidyalaya, Kendriya Vidyalaya and railway schools
- The present study is confined to a sample of 90 students

Limitations/Recommendations

- A similar study can be done on primary, high school students, engineering, medical students, undergraduates, postgraduates and many more

- A similar study can be conducted in rural areas or a comparative study can be conducted between urban and rural area schools

- Since the researcher delimited the study to private schools; similar study can be conducted in government schools

- Also a comparative study can be undertaken to correlate and compare the results of government and private schools

- The researcher did not take into consideration the schools of different boards. A similar study can be undertaken while considering different boards and can also conduct a comparative study between different boards

- The present study is confined to a sample of 90 respondents, it can be replicated on larger sample

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