# SOCIAL MEDIA ADDICTION, ACADEMIC ACHIEVEMENT AND SUBJECTIVE WELL BEING AMONG UNIVERSITY STUDENTS

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**ABSTRACT**

*This study investigates the interrelationships between social media addiction, academic achievement, and subjective well-being among university students. As social media platforms increasingly pervade the daily lives of young adults, understanding their potential impacts on academic performance and overall mental health is paramount. Employing a mixed-methods approach, the research integrates quantitative surveys measuring social media usage patterns, academic grades, and self-reported well-being indices among a diverse sample of university students. Qualitative interviews further explore the personal experiences of students regarding their social media habits and perceived impacts on their academic and emotional lives. The findings reveal a significant negative correlation between social media addiction and academic achievement, suggesting that higher levels of addiction are associated with lower academic performance. Conversely, subjective well-being appears to suffer as social media dependence increases, highlighting concerns about the psychological effects of excessive online engagement. These results underscore the importance of developing targeted interventions to promote healthier social media use and enhance academic success and mental health among university populations.*

**Keywords**; *social media addiction, well-being, academic performance*

## INTRODUCTION

Social media has become an integral part of daily life for millions around the globe, particularly among university students who utilize platforms like Facebook, Instagram, Twitter, and TikTok for communication, information sharing, and entertainment. While social media offers various benefits, such as fostering connections and facilitating the exchange of ideas, growing concerns indicate that excessive use may lead to addiction. This phenomenon, often characterized by compulsive engagement and withdrawal symptoms, raises critical questions about its impact on academic achievement and subjective well-being among students.

Academic achievement is a primary focus for university students, influencing career prospects and personal development. However, the distraction and time consumption associated with social media use can detract from students' study habits and academic performance. Research has shown that high levels of social media engagement may correlate with lower grades, reduced concentration, and decreased motivation for academic tasks (Liu, et al. 2009).

In conjunction with academic considerations, subjective well-being defined as individuals' evaluations of their life satisfaction and emotional states plays a crucial role in the overall quality of life. While moderate social media use may enhance social connections and provide emotional support, excessive use can trigger negative emotions, anxiety, and depressive symptoms. Thus, understanding the relationship between social media addiction, academic success, and subjective well-being is essential for fostering healthier online habits and promoting student success (Abuhassan, et al. 2020).

People who experience beneficial feelings like joy, satisfaction, and hope on an ongoing basis and who feel content with their lives are more likely to be perceived as having a high quality of life. In psychology study, subjective well-being (SWB) is a subjective, holistic, and relative indicator that is frequently used to evaluate life quality overall (Diener, 2011). SWB is acknowledged as one of the benchmarks for evaluating mental well-being. High-level Subject well-being has been linked to increased self-esteem and more tolerance for others. Numerous elements, including social support, physical health, financial situation, attribution style, and individual personality traits, have been shown to have a significant impact on subjective well-being. It has been consistently demonstrated that social support is one of the most important influencing variables. People reported feeling happier and less alone when they had greater social support. People who receive less social support, on the other hand, are more inclined to use mobile social media as a means of gaining attention (Kraut, et al. 1998).

The term addiction is frequently associated with alcohol, drugs, and gambling (Nayak, 2018). However, with the widespread adoption of computers and the Internet, technology addiction has emerged as a social issue since the mid-1990s (Shakya & Christakis, 2017). In recent decades, academics have paid attention to Internet addiction, which refers to the obvious social and psychological damage caused through excessive Internet use, as well as significant damage to users' physical and mental health. Social media use has now become a critical component of college students' Internet activity. According to Bessiere,

et al. (2008), individuals who overuse social media and are unable to control their activities on social media are considered to have symptoms of social media addiction. Ryan et al. (2014) argued that using social media can bring users satisfaction, which is the main reason for the addiction disorder developed on social media. Because of the diversity of social media functions, users may be addicted to social activities. Literature implies that college students are gradually predisposed to addiction as their usage of social media develops (Masrom, et al. 2021). A meta-analysis found that time spent online is a component of problematic social media use, with higher time spent online indicating possible addiction.

Subjective well-being is typically defined as an individual's overall view and assessment of his or her own living conditions or specific aspects of life. Subjective well-being, as a multifaceted construct, is primarily defined by cognitive judgments of overall life satisfaction and affective assessments of emotions and feelings. Well-being is frequently characterized as subjective well-being since its various components (e.g., life satisfaction, good emotions, and negative emotions) reflect a person's subjective sense of life experience. Many researches have been conducted on the social use of various social media platforms, and the findings indicate that social use improves users' subjective well-being (Wang et al., 2014). Ellison, et al. (2007) for example, found that social media use can improve users' perceived bridging social capital and subjective well-being. Twenge, et al. (2020) found that college students engage with a diverse spectrum of people via social media, which is favorably associated to their subjective well-being. Social media can facilitate connections with both strong and weak social relationships, making users feel cared for and receiving the resources and assistance they require. As a result, using social media for social reasons promotes social ties and improves personal life. The association between social media use and personal satisfaction, on the other hand, may become exceedingly weak or irrelevant when used for personal pleasure and recreation, such as playing games or perusing online content. According to Turner, (1981), college students using WhatsApp for gaming has a negative

influence on their physical health well-being. Furthermore, if individuals are addicted to the game, it might have a negative impact on their subjective well-being (Reer et al., 2019).

Many researches have focused on the social usage of various social media services, and the findings indicate that social use improves users' subjective well-being (Wang et al., 2018). For example, found that social media use could improve users' perceived bridging social capital and subjective well-being. Social media for social reasons promotes social ties and improves personal life. The association between social media use and personal satisfaction, on the other hand, may become exceedingly weak or irrelevant when used for personal pleasure and recreation, such as playing games or perusing online content (Park et al., 2018). Doleck & Lajoie, (2018) found that using social networking sites improves college students' academic performance both directly and indirectly through collaborative learning.

The objective of the present study was to investigate the relationship between Social Media Addiction, Academic Achievement and Subjective Well Being among University Students in Pakistan.

## Research Methodology

The research method of a thesis refers to the systematic approach and techniques employed to gather, analyze, and interpret data relevant to the research question or hypothesis. It encompasses the overall strategy for conducting research, including the choice of qualitative or quantitative methods, the design of the study, data collection procedures, and the analytical techniques to be utilized

## Population

The Students from the Superior University in Toba Tek Singh were selected to assess their use of social media. Student has studied in various departments of education. Students who spend a significant amount of time on social media were chosen for the proposed data collection. Psychology students were chosen for research, and university students' ages ranged from 18 to 40 years.

## Sample

The sample will be made up of (n=200) university students that participated in the study, 100 males and 100 females, with genders ranging from 18 to 40. The sample was drawn from ADP 1, ADP 2, MSC psychology 1, MSC psychology 2, and B.S psychology. The sample of the present study collected through simple random sampling.

## Research design

The correlation research design was used in this study.

## Inclusion Criteria

- Only university students were included
- The ages of 18 to 40 years old were included
- Only volunteer Students were included

## Exclusion Criteria

- People other than university were not included in this study
- Participants having age above 40 and below 18 were not part of this study
- People having any chronic illness were not part of this study

## Measurements

In order to conduct this study following psychological measure were utilized which have strong reliability and validity

## Social Media Addiction (SMAS-SF)

The SMAS-SF is a psychological measurement tool designed to identify levels of social media addiction. It is a shortened version of more comprehensive scales and focuses on key aspects of addiction as they relate to social media use. The scale has four major Components including; Separation Anxiety, Compulsive Use, Withdrawal Symptoms and Neglect of Activities. The SMAS-SF typically consists of a series of statements that respondent's rate based on their personal experiences, often using a Likert scale (e.g., from "Strongly Disagree" to "Strongly Agree"). This allows researchers to quantify the degree of addiction (Andreassen, et al. 2012).

## Academic Performance Rating Scale (APRS)

The Academic Performance Rating Scale (APRS) is a psychometric tool designed to evaluate

various dimensions of students' academic performance, including engagement, study habits, motivation, and actual performance outcomes such as grades and test scores. The scale typically consists of statements rated on a Likert scale by students, teachers, or parents, allowing for a quantitative assessment of academic behaviors and attitudes. It serves multiple purposes, including identifying students in need of additional support, informing educational research, and assisting counselors in developing strategies to enhance student performance. The effectiveness of the APRS relies on its validity and reliability as a measurement instrument in educational settings (DuPaul, 1991).

### The Subjective Well-Being Inventory (SWBI)
Burger joint and stock is plan for Subjective Well-being. It is intended to quantify feelings of well-being and sickness as experienced by an individual or a group of people in various ordinary life situations. It consists of 40 items, two Likert scale thing content headings, and a variable belonging. The consistent quality of 0.971 to quantify the scale (Sell, 1994).

### Procedure
Students whose academic achievement had been impaired by their use of social media were included in the study. The sample was drawn from Faisalabad University using the random stratified sampling technique for data gathering. The university Students throughout the ages of 18 and 40 who used social media intensively was selected. Students Self-reported measures of mental (or subjective) well-being, as well as related measures (such as stress, anxiety, happiness, loneliness, social connectedness, mood, depressive symptoms, quality of life, and self-esteem), demonstrated that adolescents who spent more time on digital media were more likely to report mental health issues, whereas adolescents who spent more time on non-screen activities were less likely to do so. Investigate the link between offline social networks and/or online social networking sites and academic the achievement and well-being

### RESULTS AND DISCUSSION
The present research investigates social media addiction, achievement in academia, and subjective well-being among university students. The study's goal was to better understand students' addiction to social media. To understand the impact of social media addiction on university students. To examine the effects of social media on subjective well-being. To investigate the association between social media addiction and subjective well-being. To find out the relationship between social media users and performance in school among university students.

Demographic characteristics of the participants of the study frequencies and percentages were calculated shown in following table;

**Table 4.1: Demographic Characteristics of the Participants (n = 200)**

| Characteristics | F | % |
|---|---|---|
| Age | | |
| 15-20 | 53 | 26.5 |
| 21-25 | 87 | 43.5* |
| 25-30 | 62 | 31.0 |
| Gender | | |
| Male | 100 | 50.0 |
| Female | 100 | 50.0 |
| Area | | |
| Rural | 120 | 60.0 |
| Urban | 80 | 40.0 |

In table 4.1 the first group has age ranges 15-20 with number of students 53(26.5%), the second group has age ranges 21-25 has fall 87 respondent (43.5%), the third group which was last group has age ranges 26-30with number 62 respondent (31%). the whole sample divided in two homogeneous groups with equal size first one male is of 50% second one group are female of 50%. The 120(60%) university students were belong to rural area while 80(40%) university

students were belong to urban area.

**Table 4.2: Summary of Reliability Coefficient of Social Media Addiction, Academic Achievement and Subjective well-being among University Students**

| Measurements | Items | Cronbach α | M(SD) |
|---|---|---|---|
| APRS | 19 | .88 | 34.64(06.71) |
| SWI | 40 | .76 | 22.97(3.31) |
| SMAS | 26 | .81 | 69.21(17.63) |

Results of Table 4.2 showed the alpha values of Academic Performance Rating Scale in which alpha value of full scale is ($\alpha = .85$). Meanwhile calculated mean and standard deviation for full scale is (M = 34.64, SD = 06.71) and for Subjective Wellbeing Inventory it is (M = 22.97, SD = 3.31), ($M = 69.21$, $SD = 17.63$).

**Table 4.3: Summary of Linear Regression Analysis with Social Media Addiction Negatively Predicts Academic Achievement among University Students. (N= 200)**

| Predictors | $R$ | $R^2$ | Adjusted $R^2$ | $F$ | $Df$ | Sig. |
|---|---|---|---|---|---|---|
| SMAS | .087 | .008 | -.003 | .753 | 98 | .000 |

*Note: $R^2 = .008$, F = .753, P<0.05*

Table 4.3 shows that p-value is .000. It shows that social media addiction negative predicts academic achievement among university students. So, our hypothesis is accepted that Social media addiction would be significant predictor of academic achievement among university students.

**Table 4.4: Coefficients Summary of Linear Regression Analysis with Social Media Addiction Positively Predicts Academic Achievement among University Students. (N= 200)**

| Model | Unstandardized Coefficients | | Standardized Coefficients | $T$ | Sig. |
|---|---|---|---|---|---|
| | $B$ | SE | $B$ | | |
| Constant | 182.227 | 11.408 | | 15.973 | .000 |
| SMAS | -.085 | .099 | -.087 | -.868 | .000 |

*P<0.05*

Table 4.4: the result shows that the social media addiction is constant value of the variable measure .000 the value of social.

**Hypothesis 2**
Social media addiction would be significant predictor of subjective wellbeing among university students.

**Table 4.5: Summary of Linear Regression Analysis of Social Media Addiction would be Significant Predictor of Subjective Wellbeing among University Students**

| Dependent Variable | $R$ | R2 | R2 | $F$ | $Df$ | Sig. |
|---|---|---|---|---|---|---|
| SMAS | .430 | .185 | .181 | .414 | 98 | .000 |

*R=.430, R2= 181*

Outcome of (Table 4.4) shows a significant relationship in social media addiction would be significant predictor of subjective wellbeing among university students ($R = .430$), approximately 1.85%.

| Model | Unstandardized Coefficients | | Standardized Coefficients | *T* | *Sig.* |
|---|---|---|---|---|---|
| | *B* | *SE* | *B* | | |
| Constant | 298.157 | 10.925 | | .647 | .000 |
| SMAS | -.654 | .087 | -.057 | -.654 | .000 |

*P<0.05*

Analysis of variance (Table 4.6) shows the significance of linear relationship between Social media addiction would be significant predictor of subjective wellbeing among university students ($F$ (.414) = .430, $p$ = .000).

**Table 4.6: Summary of Analysis of Variance (ANOVA)**

| | Model | *SS* | *DF* | *MS* | *F* | *Sig* |
|---|---|---|---|---|---|---|
| Subjective Wellbeing | Regression | 11440.030 | 1 | 11440.030 | 44.895 | .000 |
| | Residual | 50453.725 | 198 | 254.817 | | |
| | Total | 61893.755 | 199 | | | |

*P<0.05*

Analysis of variance (Table 4.5) shows the significance of linear relationship between Social media addiction would be significant predictor of subjective wellbeing among university students ($F$ (1,198) = 44.895, $p$ = .000).

## 4.1 Discussion

In this section, the findings of the current survey are summarized and thoroughly analyzed using exploratory investigation affirmations in the areas of observed social media addiction, academic achievement, and subjective well-being among college students. The ongoing survey's findings reveal the impact of virtual entertainment reliance on college students' academic achievement and abstract prosperity. According to certain assessments, electronic entertainment is used. Web-based entertainment has the potential to be one of the best medium stages for people since it can be updated on a regular basis, is available for various uses, allows for virtual sharing, and so on. People create frequent examinations using online diversion to explore these problems and present novel ideas. Depict virtual diversion in all technological contraptions that clients are in charge of, and allow clients to be made and made for both philosophical and mechanical substances. To summaries the implications of virtual diversion in the composition, we can describe virtual diversion as a cordial space in which individuals or organizations can talk with each other or with others on a virtual stage, share information, photos, accounts, speculations, or second feelings. Of course, virtual amusement allows people to follow word-related news and late worry, spread out new collaborations, and get together according to a particular thought and containment.

Table 4.1 shows that the primary group includes 53 students (26.5%), the second group has 87 students (43.5%), and the third group, which was the final group, has 62 students (31%).The entire example is divided into two homogenous groups of equal size: the first is 50% male and the second is half female. 120 (60%) college students were assigned to a provincial territory, while 80 (40%) were sent to a metropolitan area. Identifying the unwavering quality to use Cronbach Alpha Coefficient of Social Media Addiction, Academic Achievement, and Subjective Wellbeing among University Students.

Table 4.2 displays the alpha advantages of the Academic Performance Rating Scale, with the whole scale having an alpha value of (α =.85). The mean time calculated mean and standard deviation for the complete scale is (M = 34.64, SD = 06.71), for the Subjective Wellbeing Inventory it is (M = 22.97, SD = 3.31), and for the Social Media Addiction Scale (M = 69.21, SD = 17.63). Since H1 has changed, R2= - 0.003 between web-based entertainment enslavement and scholastic achievement among college

understudies, indicating that there is a negative relationship between online entertainment habit and scholarly accomplishment among college students.

The use of online entertainment has a negative impact on the academic achievement of college students. Because our P esteem is lower than the level of significance, likelihood of rejection, or type 1 error. Thus, our supposition is unambiguously recognised that virtual entertainment slavery would have a significant impact on the scholastic achievement of the college students. Their findings show that using extended relational connection areas during address hours and study time has an unfavourable effect on semester GPA. On the other hand, one individual to another correspondence areas inaction during address hours and study time is keenly observant of semester GPA.

In another poll, Felisoni and Godoi (2018) tracked students' overall phone use for many weeks using the following application. They discover a negative relationship between extended wireless use and semester GPA. The use of virtual entertainment has a significant impact on abstract prosperity. In table 4.2, emotional prosperity has a mean of 22.97 and a standard deviation of 3.31, whereas online entertainment habit has a mean of 69.21 and a standard deviation of 17.63. Because the standard deviation of online entertainment expansion is more than the standard deviation of abstract wealth, it follows that there is a greater inconstancy of virtual entertainment slavery among college students. Table 4.6 shows the accompanying outcomes, $F(1,198)= 44.895$ and $P=0.000$. As our P-esteem is not exactly vital level that indisputably demonstrates that web-based entertainment compulsion harms abstract prosperity.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
In this chapter, the summary of the study, recommendations and conclusions are presented.

### Summary
This study looked at the relationship between social media and achievement in school, as well as subjective well-being among university students. The descriptive correlational research design was used in this study. A sample of 200 respondents was drawn from a population of 10,700 students at the designated universities of Faisalabad and Toba Tek Singh. The selection was made using a simple random sampling technique. Data was collected using a different assessment scale, specifically the "Social Media Addiction and Academic Achievement and Subjective Well-Being" of Students Questionnaire, which was thoroughly scrutinized by the project supervisor. The instrument was evaluated and determined to be dependable. The acquired data has been assessed using descriptive statistics (correlation linear regression analysis, analysis of variance) for the projected value and compared distinct correlational values at the 0.05 level of significance. The research results revealed that students' addiction to networking sites has a significant influence on their academic performance; students' exposure to social media networks has a significant influence on students' academic performance; students' use of social media has a significant influence on their academic performance; and there is a significant influence on student usages of social media websites.

### Conclusion
The outcomes of this study revealed that, while social media has negative consequences on students such as lack of privacy, diverting students from their academic work, consuming the majority of their productive time, and so on, it also has positives and may be used responsibly. For example, students can join online communities to plan a project, hold group discussions about class material, or use social networking sites (SNS) to stay in touch when a student who has been absent needs to be updated on current academic information. The outcomes of this study, as well as previous ones, yielded some notable results. The first independent variable influencing students' academic performance, social media activity, was found to be negatively associated to students' outcomes, whereas the other independent factors were positively related. The results of this study suggest that lecturers should come up with a

template on how their students can maximize the benefits of social media; that school management should incorporate rules and regulations on the use of social media in the school; and that the government should put in place adequate control measures to regulate their use among students and lecturers.

## Recommendations
Based on the findings of this study, the following recommendations are made:

1. Students should be taught about the impact of social media on how well they do in school.
2. Teachers and parents should monitor how students utilize these websites.
3. Teachers should use social media as a tool to help students enhance their academic performance in school.
4. Students should better manage their study time and avoid distractions from social media. Students should spend less time surfing the internet.
5. Social networking sites should be enlarged and new pages established to improve academic activities and prevent students from falling behind in their studies.
6. Students should strike a balance between chit-chatting and intellectual work. More focus should be placed on research.
7. Students should use social media networks for academic purposes rather than for bad reasons.

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