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The Relationship Between Social Media Use Intensity and Psychological Well-Being Among University Students

A Higher Education Management Perspective

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ABSTRACT

The increasing use of social media has become an integral part of university students' daily lives and may influence their psychological well-being. This study aimed to examine the relationship between social media use intensity and psychological well-being among university students from a higher education management perspective. A quantitative correlational design was employed involving 53 undergraduate students from the Educational Management Study Program at the University of Palangka Raya. Data were collected using questionnaires measuring social media use intensity and psychological well-being and were tested for validity and reliability. Data were analyzed using descriptive statistics, normality testing, linearity testing, and simple linear regression analysis. The simple linear regression analysis showed that social media use intensity was not a significant predictor of students' psychological well-being. The positive regression coefficient indicated a weak positive association; however, the effect was very small and statistically non-significant. The findings therefore do not provide sufficient empirical evidence to conclude that social media use intensity independently predicts students' psychological well-being in the present sample. From a higher education management perspective, these findings suggest that students' psychological well-being should not be addressed solely based on social media use intensity. Universities may nevertheless support students' digital well-being through digital literacy, responsible social media use, counseling services, and other supportive programs based on broader evidence and institutional needs. These findings highlight the importance of understanding students'

psychological well-being as a multidimensional issue involving factors beyond social media use intensity.

Keywords
Digital Literacy
Higher Education
Psychological Well-Being
Social Media
Use Intensity

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Introduction

The development of digital technology and social media has significantly transformed how people interact, construct their identities, and evaluate their personal worth. Increasing social pressure to seek validation and engage in social comparison may negatively affect mental health [1] [2]. At the same time, social media provides opportunities for socialization and network expansion, although excessive use may be difficult to regulate and may reduce face-to-face communication and adversely affect well-being [3]-[5].

Social media has become an integral part of university students' daily lives, influencing communication, social interaction, information seeking, and learning practices. Platforms such as Instagram, TikTok, and Twitter also function as spaces for identity construction and virtual relationships [6]. Within higher education, social media use may influence students' learning interest and motivation. Students who use social media appropriately may integrate it into academic activities, whereas excessive or poorly regulated use may interfere with concentration, self-control, time management, and academic engagement [7]-[9].

The relationship between social media use intensity and psychological well-being is therefore important to understand. Although social media can facilitate communication and social support, intensive use may be associated with stress, social comparison, emotional exhaustion, and reduced well-being. From a higher education management perspective, students' psychological well-being is an important component of the student experience because it may influence learning engagement, social interaction, academic adjustment, and the use of institutional support services. Thus, social media use and psychological well-being should not be viewed solely as individual psychological issues but also as concerns relevant to the management of student experiences and support systems in higher education University students face various academic, extracurricular, organizational, and personal demands that may contribute to psychological distress.

Anxiety, academic burnout, digital social comparison, and reduced self-worth may emerge from academic pressure, social demands, and intensive digital exposure. These conditions highlight the importance of promotive, preventive, and psychosocial support to

maintain students' well-being [10]. At the institutional level, the increasing digitalization of higher education and changing patterns of online communication may also contribute to overstimulation, emotional exhaustion, and reduced student engagement [11]. Therefore, higher education institutions need to respond to students' changing digital behaviors through appropriate student support systems, digital literacy initiatives, counseling services, and well-being programs. Interventions that promote self-regulation, including positive affirmations, may also support psychological well-being and healthier decision-making [12]-[14].

Psychological well-being is a key indicator of psychological functioning and encompasses six dimensions: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth [15]. Psychosocial and environmental factors significantly influence university students' psychological well-being, while uncontrolled social media use may contribute to anxiety, depression, and other mental health challenges. Previous studies have also linked social media use and excessive smartphone use with anxiety, psychological well-being, and academic resilience among university students [16]-[18].

Despite these findings, previous research has predominantly examined social media use and psychological well-being from psychological or behavioral perspectives, while fewer studies have explicitly interpreted this relationship within higher education management. This creates a need to understand whether students' digital behavior has implications for institutional student support, digital well-being, and responses to changing patterns of student engagement. Therefore, this study examines the relationship between social media use intensity and psychological well-being among university students from a higher education management perspective. Although the variables are measured at the individual level, the findings are interpreted in relation to institutional management, particularly student support, digital well-being, and institutional responses to students' digital behavior.

Based on the theoretical arguments and findings of previous studies, this study proposes that social media use intensity is significantly related to students' psychological well-being. Although social media can provide opportunities for communication, social support, and academic interaction, intensive use may also be associated with psychological challenges that can influence students' well-being. Therefore, this study hypothesizes that social media use intensity is significantly related to students' psychological well-being (H_1), while the null hypothesis (H_0) states that there is no significant relationship between social media use intensity and students' psychological well-being. Accordingly, this study examines the relationship between social media use intensity and psychological well-being among university students from a higher education management perspective, with the findings

interpreted in relation to student support, digital well-being, and institutional responses to students' digital behavior.

Material and Methods

This study employed a quantitative research approach to test the hypotheses formulated prior to the study. A quantitative approach was selected because it enables researchers to obtain measurable and objective data that can be statistically analyzed to examine the relationships and effects among the variables under investigation [19]. The research data were collected using a research instrument developed based on the indicators of each study variable. The collected data were subsequently analyzed using statistical techniques to test the proposed hypotheses. Statistical analyses included descriptive statistics to summarize the characteristics of the data and inferential statistics to examine the relationships or effects among the variables in accordance with the research objectives. The results of these analyses served as the basis for drawing the study's conclusions.

A. Population and Research Sample

This study was conducted at the University of Palangka Raya, focusing on students enrolled in the Educational Management Study Program as the research participants. The study population comprised all individuals who shared specific characteristics relevant to the research objectives. In this study, the population consisted of all students who were officially registered and actively enrolled in the Educational Management Study Program at the time the research was conducted, with a total population of 53 students.

Given the relatively small population size and the feasibility of including all members of the population, this study employed a total sampling (census sampling) technique. Total sampling is a sampling method in which all members of the population are included as research participants. The use of this technique was intended to obtain more comprehensive data and to minimize sampling error by involving the entire population in the research process.

Thus, the sample size in this study was equal to the total population, comprising 53 respondents from the Management Education Study Program at Universitas Palangka Raya. All respondents included in the study had an equal opportunity to provide the information required through the research instrument employed. Using the entire population as the research sample was expected to provide a more accurate representation of the conditions, perceptions, and characteristics of students in the Management Education Study Program at Universitas Palangka Raya.

B. Research Techniques and Instruments

Data collection is a crucial stage in research, as it aims to obtain accurate and relevant information in accordance with the research objectives. In this study, primary data were collected directly from respondents through an online questionnaire. The use of an online

questionnaire was considered more effective and efficient while facilitating the distribution and collection of data from respondents who served as the research participants. All respondents were members of the study population and were included as the research sample using the total sampling technique. The questionnaire was administered via Google Forms, allowing respondents to complete the research instrument flexibly according to their convenience in terms of time and location.

The research instrument consisted of a structured questionnaire developed based on the theoretical foundations of the study variables, namely social media use intensity and psychological well-being. The development of the instrument followed a deductive approach in which questionnaire items were derived from the conceptual definitions, dimensions, and indicators identified in previous literature and relevant theoretical frameworks. This approach was intended to ensure that the instrument adequately represented the constructs being measured and remained consistent with the objectives of the study.

The social media use intensity instrument was constructed to assess the extent of respondents' engagement with social media, including frequency of use, duration of use, involvement in online activities, and the integration of social media into daily life. Meanwhile, the psychological well-being instrument was developed based on Ryff's multidimensional model of psychological well-being, which encompasses self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Each questionnaire item was designed to reflect the theoretical dimensions underlying the respective construct. To establish content validity, the instrument development process involved a comprehensive review of the relevant literature and a systematic mapping of questionnaire items to their corresponding theoretical indicators. Particular attention was given to item clarity, relevance, representativeness, and consistency with the conceptual definitions of the constructs. This procedure was undertaken to ensure that the instrument adequately covered the domain of each variable and reflected the theoretical dimensions intended to be measured.

Furthermore, the questionnaire was developed in accordance with established instrument design principles, including the use of clear and unambiguous wording, suitability for the characteristics of the target respondents, and direct correspondence between each item and its underlying theoretical indicator. Therefore, evidence of instrument validity in this study was derived not only from statistical testing but also from the conceptual alignment between the questionnaire items, theoretical indicators, and the constructs under investigation.

After data collection, empirical validity was examined through item–total correlation analysis using SPSS. The item–total correlation procedure was employed as evidence of internal consistency and item discrimination rather than as the sole basis for establishing

construct validity. Reliability was subsequently assessed using Cronbach's Alpha coefficient to evaluate the internal consistency of the instrument. The validity and reliability test results are presented in the Results section. Data were measured using a five-point Likert scale. The Likert scale was employed to assess respondents' levels of agreement with each statement included in the questionnaire. The response options ranged from 1 (Strongly Disagree) to 5 (Strongly Agree).

Results

A. Validity Test

The research instrument was developed based on a comprehensive theoretical review of the constructs under investigation, namely social media use intensity and psychological well-being. The item development process employed a deductive approach by referring to conceptual definitions, dimensions, and indicators established in previous literature. This approach was intended to ensure that each item adequately represented the domain of the construct being measured and remained consistent with the conceptual boundaries of the study variables.

For the psychological well-being variable, the instrument was developed based on Ryff's Psychological Well-Being model, which consists of six core dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Each questionnaire item was designed to reflect one of these dimensions, thereby enabling the instrument to capture the multidimensional nature of psychological well-being comprehensively. Meanwhile, the social media use intensity variable was constructed based on the concept of usage intensity, encompassing frequency of use, duration of use, user engagement, and the extent to which social media is integrated into individuals' daily activities.

Content validity was established through a systematic review of the literature and an evaluation of the alignment between questionnaire items and their underlying theoretical indicators. During instrument development, each item was mapped to the relevant dimensions and indicators of the constructs. This process was undertaken to ensure the relevance, representativeness, and comprehensiveness of the instrument content with respect to the constructs being measured. The instrument development literature emphasizes that content validity refers to the extent to which the items of an instrument adequately represent the entire domain of the target construct. Therefore, content validity constitutes a fundamental stage in instrument development prior to the implementation of psychometric and statistical validation procedures.

Furthermore, the development of the questionnaire items adhered to established instrument design principles, including clarity of wording, appropriateness for the characteristics of the target respondents, avoidance of ambiguity, and direct correspondence

with the theoretical indicators being measured. Consequently, evidence of instrument validity in this study was derived not only from item–total correlation and internal consistency reliability but also from the conceptual alignment between the questionnaire items, the theoretical indicators, and the underlying constructs.

The item–total correlation analysis was subsequently employed as supplementary evidence of the internal consistency of the items within each construct rather than as the sole basis for concluding that an item accurately measures the intended construct. Accordingly, the interpretation of instrument validity in this study was based on a combination of theoretical foundations, content validity considerations, and empirical evidence obtained through statistical testing. A validity test was conducted to evaluate the ability of the research instrument to accurately measure the variables under investigation. All questionnaire items were tested using SPSS by examining the correlation between each item score and the total score. Based on the established criteria, an item is considered valid if it has a significance value (Sig.) of less than 0.05 or a correlation coefficient (r-value) greater than the critical r-table value. In this study, the r-table value was 0.271.

The validity test results for the dependent variable (Y) indicated that all 49 questionnaire items were valid, as each item demonstrated a significance value below 0.05 and an r-value exceeding the r-table value. The detailed results are presented in Table 1. These findings indicate that each questionnaire item was capable of adequately measuring the intended construct. Therefore, the research instrument fulfilled the validity requirements and was deemed appropriate for use in the data collection process. Prior to data collection, a validity test was performed to ensure that each questionnaire item was relevant to and capable of measuring the designated research variable. The validity analysis was conducted using SPSS by examining the correlation between individual item scores and the total score. The validity test results for the dependent variable (Y) are presented in Table 1.

Table 1. Results of the Validity Test for the Dependent Variable (Y)

Questionnaire Items	Results of the SPSS Analysis	Notes
P1	0.682	Valid
P2	0.562	Valid
P3	0.659	Valid
P4	0.618	Valid
P5	0.661	Valid
P6	0.627	Valid
P7	0.461	Valid
P8	0.493	Valid
P9	0.656	Valid
P10	0.690	Valid
P11	0.649	Valid
P12	0.651	Valid
P13	0.626	Valid
P14	0.749	Valid

Questionnaire Items	Results of the SPSS Analysis	Notes
P15	0.609	Valid
P16	0.679	Valid
P17	0.556	Valid
P18	0.657	Valid
P19	0.663	Valid
P20	0.702	Valid
P21	0.692	Valid
P22	0.712	Valid
P23	0.728	Valid
P24	0.719	Valid
P25	0.707	Valid
P26	0.513	Valid
P27	0.701	Valid
P28	0.661	Valid
P29	0.694	Valid
P30	0.654	Valid
P31	0.660	Valid
P32	0.630	Valid
P33	0.747	Valid
P34	0.495	Valid
P35	0.653	Valid
P36	0.636	Valid
P37	0.647	Valid
P38	0.728	Valid
P39	0.780	Valid
P40	0.765	Valid
P41	0.667	Valid
P42	0.736	Valid
P43	0.585	Valid
P44	0.512	Valid
P45	0.511	Valid
P46	0.422	Valid
P47	0.367	Valid
P48	0.352	Valid
P49	0.382	Valid

The validity test results for the independent variable (X) indicated that all 35 questionnaire items were valid, as the calculated correlation coefficients (r-values) for all items exceeded the critical r-table value of 0.271. These findings demonstrate that each questionnaire item adequately measured the intended construct and met the validity requirements for use as a research instrument. Therefore, all 35 questionnaire items were considered valid and appropriate for use in the data collection process.

Table 2. Results of the Validity Test for the Independent Variable (X)

Questionnaire Items	Results of the SPSS Analysis	Notes
P1	0.722	Valid
P2	0.717	Valid
P3	0.542	Valid
P4	0.666	Valid
P5	0.583	Valid
P6	0.552	Valid
P7	0.522	Valid

Questionnaire Items	Results of the SPSS Analysis	Notes
P8	0.749	Valid
P9	0.712	Valid
P10	0.789	Valid
P11	0.772	Valid
P12	0.720	Valid
P13	0.742	Valid
P14	0.711	Valid
P15	0.726	Valid
P16	0.670	Valid
P17	0.696	Valid
P18	0.688	Valid
P19	0.676	Valid
P20	0.760	Valid
P21	0.711	Valid
P22	0.765	Valid
P23	0.726	Valid
P24	0.758	Valid
P25	0.693	Valid
P26	0.675	Valid
P27	0.745	Valid
P28	0.735	Valid
P29	0.601	Valid
P30	0.696	Valid
P31	0.520	Valid
P32	0.663	Valid
P33	0.696	Valid
P34	0.600	Valid
P35	0.562	Valid

B. Reliability Test

The reliability test results for the research instrument measuring the dependent variable (Y), which consisted of 49 questionnaire items, indicated that the instrument demonstrated excellent reliability, with a Cronbach's Alpha coefficient of 0.967, exceeding the minimum acceptable threshold of 0,70. These findings indicate that the research instrument possessed a very high level of internal consistency, enabling it to produce consistent and reliable data. Therefore, the instrument used to measure the dependent variable (Y) was considered appropriate for use in the data collection process. To assess the internal consistency of the research instrument, a reliability test was performed using SPSS. The results of the reliability analysis are presented in Table 3.

Table 3. Results of the Reliability Test for the Dependent Variable (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
.967	49

The reliability test results for the research instrument measuring the independent variable (X), which consisted of 35 questionnaire items, indicated that the instrument demonstrated excellent reliability, with a Cronbach's Alpha coefficient of 0.966, exceeding the minimum acceptable threshold of 0.70. These findings indicate that the research instrument possessed a

very high level of internal consistency, enabling it to produce consistent and reliable data. Therefore, the instrument used to measure the independent variable (X) was considered appropriate for use in the data collection process. To assess the internal consistency of the research instrument, a reliability test was performed using SPSS. The results of the reliability analysis are presented in Table 4.

Table 4. Results of the Reliability Test for the Independent Variable (X)

Reliability Statistics	
Cronbach's Alpha	N of Items
.966	35

C. Normality Test

The normality test results indicated that the sample size (N) consisted of 53 respondents. The Asymp. Sig. (2-tailed) value was 0.200, which exceeded the significance level of 0.05 (0.200 > 0.05). Therefore, the null hypothesis (H_0) was accepted, indicating that the residuals were normally distributed. In addition, the residuals had a mean value of 0.0000000, indicating that the average residual was close to zero, while the standard deviation of 22.0385 reflected the dispersion of the residual values around the mean. Furthermore, the test statistic value of 0.090 suggested only a slight deviation of the data distribution from normality. Based on these findings, it can be concluded that the research data satisfied the assumption of normality, indicating that the data were appropriate for subsequent parametric statistical analyses. The results of the normality test obtained from the SPSS analysis are presented in Table 5.

Table 5. Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		53
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	22.03850936
Most Extreme Differences	Absolute	.090
	Positive	.055
	Negative	-.090
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

D. Linearity Test

The linearity test results indicated that the significance value for Linearity was 0.400, while the significance value for Deviation from Linearity was 0.615. Since the significance value of Deviation from Linearity was greater than 0.05 (0.615 > 0.05), there was no statistically significant deviation from a linear relationship between social media use intensity and students' psychological well-being. Therefore, the relationship between the two variables can be

considered linear, indicating that the assumption of linearity was satisfied. Consequently, subsequent parametric analyses, such as Pearson correlation and linear regression, could be appropriately conducted. The results of the linearity test performed using SPSS to examine the linear relationship between the independent variable (X) and the dependent variable (Y) are presented in Table 6.

Table 6. Results of the Linearity Test (ANOVA Table)

			Sum of Squares	df	Mean Square	F	Sig.
Psychological Well-Being Mahasiswa * Intensitas Penggunaan Media Sosial	Between Groups	(Combined)	16640.338	35	475.438	.897	.621
		Linearity	394.568	1	394.568	.744	.400
		Deviation from Linearity	16245.770	34	477.817	.901	.615
	Within Groups		9010.417	17	530.025		
	Total		25650.755	52			

E. Correlation Test

The effect of social media use intensity on students' psychological well-being was examined using simple linear regression analysis. The unstandardized regression coefficient (B) was 0.116, indicating that a one-unit increase in social media use intensity was associated with an estimated 0.116-unit increase in students' psychological well-being scores. However, the regression coefficient was not statistically significant, as indicated by a t-value of 0.893 and a significance value (p) of 0.376. Since $p > 0.05$, there was insufficient statistical evidence to conclude that social media use intensity was significantly associated with students' psychological well-being.

The magnitude of the effect was also very small. The standardized regression coefficient ($\beta = 0.124$) indicated a positive but weak association between social media use intensity and psychological well-being. In the simple linear regression model, the squared standardized coefficient corresponds to the coefficient of determination ($R^2 \approx 0.015$), indicating that social media use intensity accounted for approximately 1.5% of the variance in students' psychological well-being. Conversely, approximately 98.5% of the variance was associated with other factors not included in the present model. With a sample size of 53 participants, the adjusted R^2 was approximately −0.004, suggesting that the model provided virtually no improvement in explanatory power compared with an intercept-only model.

The 95% confidence interval (CI) for the unstandardized regression coefficient (B) ranged from approximately −0.145 to 0.377. Because the interval included zero, the estimated regression effect was not statistically distinguishable from zero at the 5% significance level. Overall, although the direction of the association between social media use intensity and psychological well-being was positive, the effect magnitude was very small and statistically non-significant. Therefore, the present findings do not provide sufficient evidence that social

media use intensity independently predicts students' psychological well-being. The results of the regression analysis based on the SPSS calculations are presented in Table 7.

Table 7. Results of the Correlation Test (Coefficients[a])

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	176.700	15.521		11.384	.000
	Intensitas Penggunaan Media Sosial	.116	.130	.124	.893	.376

a. Dependent Variable: Psychological Well-Being Mahasiswa

F. Simultaneous F-Test

The F-test (simultaneous test) was conducted to determine whether the regression model was statistically significant for explaining the effect of social media use intensity on students' psychological well-being. The test was performed using Analysis of Variance (ANOVA) in SPSS. The regression model was considered statistically significant if the significance value (Sig.) was less than 0.05. The results of the simultaneous test obtained from the SPSS analysis are presented in Table 8.

Based on the ANOVA results, the regression model was not statistically significant, with an F-value of 0.797 and a significance value (Sig.) of 0.376. Since the significance value was greater than 0.05 (0.376 > 0.05), the regression model failed to demonstrate a statistically significant effect of social media use intensity on students' psychological well-being.

Furthermore, the Regression Sum of Squares was 394.568, which was substantially smaller than the Residual Sum of Squares of 25,256.187. This indicates that the regression model explained only a small proportion of the variation in students' psychological well-being, while most of the variation was attributable to factors other than social media use intensity. Therefore, the regression model was not able to provide a statistically significant explanation of the variation in students' psychological well-being.

Table 8. Results of the Simultaneous F-Test (ANOVA[a])

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	394.568	1	394.568	.797	.376[b]
	Residual	25256.187	51	495.219		
	Total	25650.755	52			

a. Dependent Variable: Psychological Well-Being Mahasiswa
b. Predictors: (Constant), Intensitas Penggunaan Media Sosial

Discussions

The results of this study indicate that social media use intensity was not significantly associated with students' psychological well-being. The regression analysis yielded a significance value of 0.376, which exceeded the 0.05 significance level, indicating insufficient empirical evidence to conclude that social media use intensity independently predicts students' psychological well-being. The effect was also relatively small, suggesting that other factors may

play a more important role in explaining variations in students' psychological well-being [20],[21]. Previous studies have reported that showing that extended usage of social media can expose children to cyberbullying, social comparison, information overload, digital weariness, and fear of missing out (FoMO), all of which lead to psychological distress [22]. Students who use social media extensively are more inclined to compare themselves to idealized online representations of other people, which can result in lower psychological wellbeing and unhappiness with their own lives [23][24][25]. On the other hand, students who use social media less frequently typically have stronger interpersonal bonds, better emotional control, and higher levels of life satisfaction [26].

Positive psychology views psychological well-being as encompassing a number of aspects, such as self-acceptance, positive relationships, autonomy, environmental mastery, life purpose, and personal development [27]. By limiting possibilities for meaningful in-person contacts, interfering with academic routines, and restricting participation in activities that foster personal growth, excessive social media use may compromise these aspects. It's interesting to note that the results do not prove social media is intrinsically bad. Instead, the findings imply that whether social media has a good or negative impact on students' well-being depends on the frequency and intensity of use. When utilized appropriately, social media can offer beneficial chances for professional networking, peer support, academic collaboration, and access to educational resources. Consequently, it seems that deliberate and balanced use is more advantageous than excessive or passive intake [28].

From a higher education management perspective, the non-significant relationship identified in this study suggests that institutional responses should not be based solely on social media use intensity as a predictor of students' psychological well-being. The present findings do not provide sufficient empirical evidence to conclude that social media use intensity independently determines students' psychological well-being. Therefore, specific institutional interventions should not be interpreted as direct implications demonstrated by this study [29]. Nevertheless, previous literature has highlighted the potential relevance of digital literacy, responsible social media use, counseling support, and mindfulness-based activities in promoting students' well-being and healthy digital engagement. Based on these previous findings, universities may consider such initiatives as complementary and preventive measures rather than as interventions directly required by the results of the present study. Digital wellness activities, counseling services, peer support, and educational programs on responsible digital behavior may be incorporated according to institutional needs and supported by broader evidence [30].

Only a portion of the variation in students' psychological well-being can be explained by social media use intensity, according to the study's coefficient of determination (if

applicable). This implies that a variety of factors, such as academic stress, family support, socioeconomic level, personality traits, coping mechanisms, sleep quality, and physical activity, have an impact on psychological well-being in addition to social media use. Therefore, multivariate models should be used in future research to investigate how these factors work together to explain students' psychological well-being. A number of constraints should also be noted. First, the cross-sectional design makes it more difficult to determine the causal links between psychological well-being and social media use intensity. Second, response bias and social desirability bias may be introduced by using self-reported questionnaires. Third, the study only included a small sample of college students, which could limit how broadly the results can be applied. Future research is urged to use longitudinal designs, including students from several universities, and look at mediating or moderating factors like academic engagement, digital literacy, resilience, and self-regulation.

Overall, this study contributes to the discussion of digital well-being in higher education by showing that social media use intensity alone does not significantly predict students' psychological well-being in the present sample. This finding suggests that students' well-being should be understood as a multidimensional issue involving factors beyond social media use intensity. From a higher education management perspective, institutions may continue to provide supportive environments for students' well-being, while specific digital wellness initiatives should be informed by broader evidence and institutional needs rather than being presented as direct consequences of the present findings.

Conclusion

According to the study's findings, university students' psychological health isn't significantly correlated with their level of social media use. The results show that excessive and unrestrained social media use is typically linked to lower psychological well-being, as seen by decreased emotional equilibrium, self-acceptance, environmental mastery, and interpersonal connection quality. On the other hand, since social media may serve as a platform for knowledge sharing, academic collaboration, and social support, students who utilise it in a more balanced and intentional manner typically have better psychological well-being.

These results demonstrate that, from the standpoint of higher education administration, students' psychological health is an institutional duty as well as an individual one. Through preventive and promotional tactics, such as digital literacy programs, mental health education, counselling services, and institutional standards that promote responsible and healthy social media use, universities must incorporate digital well-being into their student development policies. To create a conducive learning environment that fosters students' psychological well-being, university administrators, instructors, academic advisers, counselling facilities, and student organisations must work together more closely.

Overall, this study highlights how social media use management can help kids attain academic success and holistic development while also enhancing their psychological well-being. To provide a more thorough understanding of the long-term relationship between social media use and psychological well-being in higher education, future research is advised to use longitudinal or mixed-method approaches and include additional variables like self-regulation, academic stress, social support, digital literacy, and resilience.

Conflict of Interest

The author declares that this research was conducted in the absence of any financial or non-financial conflicts of interest.

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