

Exploring the Impact of Social Media Addiction on Anxiety and Depression among University Students

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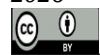
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Abstract

Social media has become a vital and integral part of the lives of university students which allows them to communicate, learn and entertain. But, there are worries that it can have some negative impacts on mental health, especially anxiety and depression, particularly when the rate of use is too high. While there are a number of previous studies that have investigated the relationship between school and culture, the majority have been based on quantitative analysis, thereby limiting the knowledge of the students' personal experiences. Thus, the present study intended to investigate the students' lived experiences of social media addiction and the reported relationship between social media addiction and anxiety and depression. An interpretivist research philosophy and an inductive qualitative approach were adopted. A phenomenological research approach was used to gain a deep understanding of participants' experiences. The data were collected using purposive sampling from the 20 respondent students who are enrolled in the university aged between 18-30 years old by conducting semi-structured interviews. The interview data were analysed using Braun and Clarke's thematic analysis. Five major themes emerged from the analysis: compulsive social media use, constant social comparison, fear of missing out (FoMO), sleep disruption, and academic pressure. Participants reported that excessive usage of social media created stress, anxiety, negative self-comparisons, emotional exhaustion, and depressive feelings, it also had an impact on their academic performance and daily routines. The results complement the Social Comparison Theory, in that they show that the comparison with others on social media has a negative impact on psychological well-being during a period of time. The study's qualitative findings add to the existing literature and have practical implications for universities, parents, students, and mental health practitioners to foster more positive social media use and enhance student well-being. Keywords: social media addiction, anxiety, depression, university students, qualitative research, phenomenology, social comparison theory.

Keywords: Social media addiction; Anxiety; Depression; University students; Qualitative research; Phenomenology; Social Comparison Theory.

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Introduction

Background of the Study

In the last two decades, social media has changed the way people communicate, learn and form relationships. Instagram, TikTok, Facebook, Snapchat and X (formerly Twitter) are all a part of daily life, especially among university students. These sites offer social networking, fun, learning, and information (Anto et al., 2023). Although there are many advantages to social media, the overuse of these platforms has increasingly sparked worries about the impact of social media on mental health.

As the use of smartphones has gone up, users are able to connect to social networking sites at all times, thus keeping them engaged all day long. A lot of pupils say they look at their social media the first thing they do after waking up, when they're in lessons, during their study time and before bed. Moderate use of social media can aid in effective communication and learning, but using it excessively may involve problematic patterns of use and result in addiction, such as compulsive checking, loss of control over social media use, and psychological anxiety when unable to use social media (Iqbal et al., 2022).

An individual experiencing an addiction to social media may experience salience, mood changes, tolerance, withdrawal, conflict and relapse, and spend significantly more time than intended using social media, neglecting homework, having difficulty sleeping and problems with offline relationships. These actions can be linked to a variety of negative psychological consequences such as depression and anxiety (Višnjić et al., 2023).

University students prone to be affected by excessive internet usage. Students involved in digital platforms are facing the pressures of academic work, social pressures, identity development, and the need for peer acceptance. There is a heavy engagement with digital platforms at the same time as students are facing the demands of academic work, social demands, the development of identity and need for peer acceptance (Sun and Zhang, 2021). Regular consumption of strategically selected online information can foster social comparison, fear of missing out (FoMO) and self-esteem issues, linked to symptoms of anxiety and depression.

There is already a large amount of literature exploring the connection between social media addiction and mental health, but most studies have been quantitative surveys and statistical analyses (Taha et al., 2023). The studies cited here do find strong correlations between problematic social media use and psychological distress, but they offer little information about the ways in which people experience the problems in their own lives. Qualitative research provides the researcher with a chance to delve deeper into the experiences, emotions and thoughts of participants.

Thus, this study aims to discover the experience of social media addiction among university students and their understanding of the impact of social media addiction on anxiety and depression (Cabezas-Klinger et al., 2025). The study is designed as a qualitative research study using semi-structured interviews to ensure rich and contextual data that can be used to inform better practices by universities, mental health professionals and policy makers in the promotion of healthier digital behaviours and good health in students.

Problem Statement:

Social media is a daily part of the lives of university students, and they use it to communicate, learn, entertain themselves and interact with others. Social media such as Instagram, TikTok, Facebook and X (Twitter) have transformed communication and information and how young people interact with each other. While these platforms can be used for many educational and social functions, they have become continuously available which has led to increasingly excessive use patterns. Studies indicate that addictive and problematic behaviors can emerge from excessive social media use, including excessive time spent on social media, compulsive checking, and difficulty controlling social media use (Montag et al., 2021).

Along with the dramatic rise in harmful social media consumption, mental health issues among university students have been a rising concern. In recent years, anxiety and depression are becoming a growing problem among young adults, and excessive social media use has been linked to higher levels of psychological distress through social comparisons, fear of missing out (FOMO), sleep disruption, and emotional reliance on social media interactions (Cunningham et al., 2021). Moreover, the literature shows that problematic social media use and poor mental health over time are connected, highlighting the importance of investigating the relationship between these two constructs in more depth (Boer et al., 2021).

Although there is a growing amount of literature addressing social media addiction and mental health, most of the studies are quantitative using survey designs, correlational studies, and statistical modelling. These studies have been able to show links between excessive use of social media and psychological consequences but lack personal detail about the individual's experience of social media addiction and their interpretation of the impact of social media on their anxiety and depression. There is a need for more qualitative studies, which would aim at understanding the lived experience of individuals and the psychological processes that underlie problematic social media use (Luis et al., 2026).

Thus, there is a great lack of research on the subjective experiences of university students with social media addiction. A qualitative study will help close this gap and provide better insight into how overuse of SMM affects students' emotional health and can help guide more effective mental health support and intervention strategies.

Aim:

The aim of this study is to explore university students' experiences of social media addiction and its perceived impact on anxiety and depression.

Objectives:

The study seeks to achieve the following objectives:

1. To explore university students' experiences of social media addiction.
2. To understand how excessive social media use affects anxiety among university students.
3. To explore the perceived effects of social media addiction on depression.
4. To identify coping strategies adopted by university students to manage the negative psychological effects associated with excessive social media use.

Research Questions:

The study is guided by the following research questions:

RQ1: How do university students describe their experiences of social media addiction?

RQ2: How does excessive social media use contribute to anxiety among university students?

RQ3: How does social media addiction influence depression among university students?

RQ4: What coping strategies do university students use to manage the negative effects of excessive social media use?

Significance of the Study:

The present study is anticipated to make a contribution in both theoretical and applied aspects as it will contribute in improving the understanding of the relationship between social media addiction, anxiety and depression among students of the university level (Pastor et al., 2026). This study differs from much previous literature that predominantly quantifies the relationship between these factors, as it considers students' lived experiences to draw out insights that could be useful for creating better mental health interventions.

The results could help universities create digital well-being programs, social media awareness initiatives and counselling services to promote healthier social media habits among students. The impact of digital technologies on student well-being is becoming a growing concern for many higher education institutions, and knowledge of students' experiences can help to provide more responsive support (Wu & Feng, 2021).

This study might give parents some clues about the emotional problems that may follow due to excessive usage of social media among the young adults. By gaining insight into pupils' online lives, parents might be able to positively influence children's healthy online habits, recognise indicators of mental health and provide emotional support at a critical developmental stage in children's lives.

The results could serve as helpful qualitative data for psychologists and mental health professionals on the nature of anxiety and depression amongst students in the context of problematic social media use. These findings can inform the creation of counselling strategies and therapeutic interventions to address the psychological and behavioral aspects of excessive social media engagement (Gann, 2025).

Lastly, the results can have policy implications as well as for students. The study can provide policy makers with evidence to inform the design of digital literacy policies, mental health promotion policies and responsible social media policies in educational contexts. From the perspective of the researcher, the process of self-awareness that results from the research can stimulate students to become more conscious of their online behaviour and to learn to use digital devices appropriately and in a healthy way to foster psychological well-being and resilience.

Literature Review

Understanding Social Media Addiction:

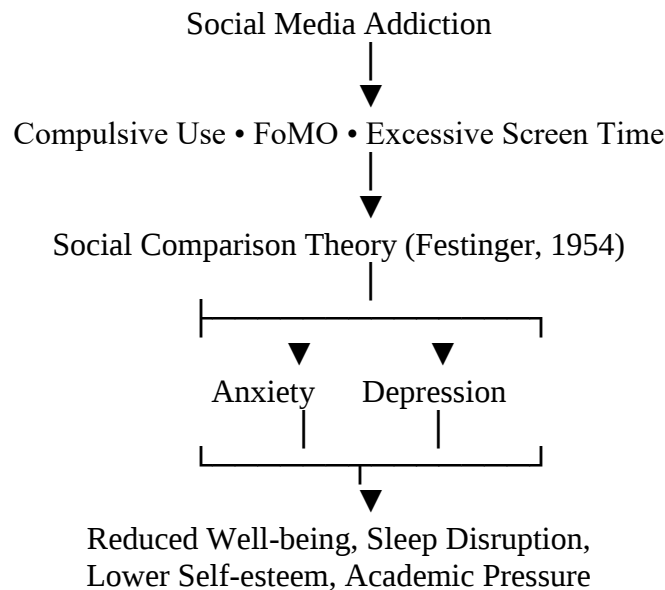
Digital technologies have been growing in an accelerated way and, in particular, social media have become a fundamental element of daily life, especially in the case of adolescents and young people. Usages of social networks, such as Facebook, Instagram, TikTok, Snapchat and X (previously known as Twitter) are enabling people to communicate, receive information and share experiences and relationships online. While each of these platforms provides educational, professional, and social benefits, there is a growing concern of increasing and uncontrollable use or abuse, referred to as social media addiction. Despite not having been classified as a clinical disorder in the Diagnostic and statistical manual of mental disorders (DSM-5), social media addiction is described as a behavioural addiction, wherein some of the core features of substance-related addictions are also manifested, such as excessive use of social media, decreased self-control, tolerance, withdrawal symptoms, and continued use despite experiencing adverse events (Chegeni et al., 2021).

Unlike substance addiction, behavioural addiction is when people do not need a chemical substance to function properly, but they instead engage in behaviours which are rewarding and can be done compulsively. People who have a problem with social media use frequently have a poor ability to control how much they use it, check social networks on a frequent and non-conscious basis, and feel anxious or uncomfortable when they are not able to use the social networks. The qualitative interviews conducted by Chegeni et al. (2021) revealed that users often expressed their social media use as an inevitable part of everyday life, and many of the participants were found to experience feelings of restlessness, emotional dependence and loss of control within social media. The findings indicate that the problematic SUD is a psychological dependence, not a physical dependence.

The investigators have also found a number of behavioral and psychological symptoms of social media addiction. Excessive screen time, neglect of academic or personal tasks, sleep problems, less interaction with peers and family, emotional instability and being preoccupied with social networking sites are common signs. Excessive use of social media platforms such as TikTok could have a negative impact on memory function and mental health, as problematic use of social media was indirectly correlated with depression, anxiety, and stress in adolescents, according to Sha and Dong (2021). Their research suggests that when it comes to social media, the negative behaviors aren't just for fun, and can potentially have a wider impact on emotional and behavioral issues.

Another key factor linked to social media addiction is the fear of missing out (FoMO), which is defined as the feeling that someone is enjoying something without you. FoMO fosters a sense of needing to be always available to social media to keep track of updates and stay socially connected. Varchetta et al. (2020) discovered that FoMO also played a vital part in raising the online susceptibility of university students and was found to be a part of compulsive social media use. Pupils who often worried about not being able to connect with others or access information online were more likely to become involved in problematic patterns of engagement with the platform, which in turn raised the risk of addictive behaviour.

In general, it can be concluded that social media is an addictive phenomenon, as demonstrated in existing literature, which is multidimensional, meaning that it is manifested in various aspects, such as behavioural dependence, emotional attachment, compulsive use, and psychological distress. Its essential features are widely accepted, but the concept of it and its diagnostic criteria are not. However, the ever-expanding research literature indicates that it is crucial to understand the underlying psychological processes involved in the phenomenon of excessive use of social media. This has led to a number of theories about problematic social media use, one of which is the Social Comparison Theory, which has become one of the most relevant theories that helps to explain the relationship between problematic social media use, anxiety and depression.

Theoretical Framework:

There are a number of psychological and communication theories that have been utilized to describe why people use social media and the possible outcomes of overusing social media. The most common theories used are Uses and Gratifications Theory, Self-Determination Theory, Social Comparison Theory and Cognitive Behaviour Theory. Theories have been developed from the various viewpoints of why people use social media and what role this may play in their psychological health.

Uses and Gratifications Theory suggests that people seek out media channels to fulfill particular mental and social needs, like amusement, information, socialization, and self-expression (Katz et al., 1973). The theory focuses more on the user than the media and assumes that the user chooses the communication channel to satisfy his personal motivations. From a social media point of view, this is why university students spend a significant portion of their time online to keep up friendships, get information about their studies, minimize boredom, and build social identity. However, if it becomes a habit to use social media as a way to feel good, this can eventually lead to addiction to the platforms and make it more likely that you will use them a lot.

Self-Determination Theory is a theory that focuses on the psychological needs of autonomy, competence and relatedness to account for human behaviour (Deci & Ryan, 2000). The theory

suggests that it is when these three needs are met that people enjoy higher psychological wellbeing. These needs can be met in a short-term fashion with social networking where users are able to express themselves, get the positive feedback they are seeking, and have interpersonal relationships. However, if these psychological needs become too reliant on the internet, this can increase emotional feelings of vulnerability when they don't receive social validation like likes, comments, or peer recognition. This reliance on digital approval can thus lead to diminished wellbeing and to problematic social media use.

Another explanation in this can be sensed at the mishnah of Cognitive Behaviour Theory that states that negative thought can impact emotions and actions (Beck, 1979). People with negative self-beliefs might increasingly turn to social media to find affirmation or stay away from negative feelings. If such unrealistic information is repeated often enough over time, it can intensify negative thinking patterns and increase anxiety, negative emotion and online compulsions. Taking this view, the problematic use of social media is sustained by malfunctioning thinking patterns that affect emotional management and behaviours.

Of these theories, the most suitable one to be used for this study is the Social Comparison Theory. Festinger (1954) suggested that people's self evaluations of their capabilities, accomplishments, and personal traits are naturally made in comparison to other people. Social media has made it significantly easier for people to make such comparisons, as everyone is constantly seeing pictures, accomplishments, lifestyles and personal stories from others that have been curated specifically for them. Such comparisons are often upward comparisons, where an individual compares themselves with others who are more successful, more attractive, or more socially accepted. Constantly viewing idealised portrayals through the internet can create the sense of not being good enough, of being displeased, of anxiety and of feeling bad about oneself.

There are direct implications of Social Comparison Theory to the goals of the current study. It is important to consider the ways in which university students see and emotionally react to online comparisons in order to provide a suitable conceptual basis for this study, given that it aims to examine their experience of social media addiction, and the impact of this addiction on their anxiety and depression. The theory can provide a useful lens to explore participants' lived experiences and to gain an understanding of how overuse of social media could potentially lead to psychological distress when engaging in constant comparison.

Social Media Addiction among University Students

University students are one of the most active groups of social media users, which is also because the digital platform has been woven into both their education and lives. Learners are regularly communicating with each other, accessing learning materials, learning online, networking professionally and enjoying entertainment through the use of social media. These activities offer many positives, however the wide-spread use of social networks in everyday life has the potential for their misuse and overuse.

Smartphone dependency is one of the main factors related to social media addiction of the University students. With mobile technologies, students can be always “on” every social networking site, wherever they are. The recurrent notifications, immediate messaging and personalized information encourages one to keep checking regularly, thus making it a habit. Hallauer et al. (2021) suggested that anxiety sensitivity could be an important factor in the development of

problematic smartphone use in adolescents, suggesting that psychological vulnerability may contribute to excessive smartphone use. These findings suggest that accessibility of smartphones is an important factor in sustaining compulsive behaviours related to social media.

Another important factor that contributes to problematic SMM is the Fear of Missing Out (FoMO). FoMO refers to “fear of missing out” on rewarding social experiences in online and/or within peer groups. Consequently, students often check social networks to stay abreast of discussions, activities and social gatherings. Higher FoMO was related to greater social media engagement and less mindful attention among college students, according to Weaver and Swank (2021). In the same way, Çetinkaya et al. (2021) reported that FoMO was the strongest predictor of problematic social media use among university students in Turkey; anxiety over social exclusion promotes problematic online use behaviours.

Besides FoMO, there are also other factors that affect the social media usage patterns of university students that can be explained by psychological well-being. Apart from FoMO, the use of social media by university students can be explained by other factors that relate to their psychological well-being. Arya et al. (2021) found that excessive online activity was linked to psychological difficulties, suggesting that there can be a possible vicious cycle between emotional distress and problematic online behaviour. Social networking sites may become coping tools for students who are stressed, lonely or facing emotional problems, and can ultimately lead to their greater reliance over time.

In addition, recent research indicates that problematic social media use is across cultures. Indonesians and Taiwanese university students were compared by Nurmala et al. (2025), and the findings were that mental distress was positively correlated with problematic social media use for both groups. Their results suggest that while the platform usage pattern may vary across countries, excessive use of social media is associated with negative psychological outcomes across all the countries studied among the university students.

Social Media and Anxiety

Excessive social media use is one of the most common psychological effects of youth today, and one of these is anxiety. While social networking sites allow for communication and information sharing, excessive usage can lead to emotional problems due to continual social comparisons, the need to project a perfect online image, academic distractions, cyberbullying and sleep disturbances. The students of Universities are especially susceptible as they use social media extensively for their academic tasks and interpersonal communications, while at the same time facing academic and personal pressures.

The literature indicates that the association between social media and anxiety is not linear, and cannot be interpreted as *causa*. Kelly et al. (2022) found that the higher amount of social media use, the poorer their mental health outcomes were in the following years. Based on the findings of this study, it was proposed that social networking sites can lead to a more negative emotional state in their users if they use them continuously, and can also put them in more stressful online interactions. The results highlight that regular use of social media may be a risk factor for long-term psychological distress, especially for people who are vulnerable to psychological distress.

Social comparison is also a key facilitator in social media users' anxiety development. Success, attractiveness, achievement and other positive aspects are often shown in carefully selected pictures online, which make people feel like they should compare themselves to the idealised image of others. Comparing can lead to anxiety because it could result in negative self-perceptions of feeling inadequate, uncertain and losing self-confidence that can occur when repeatedly comparing upward. This is especially important for university students who are under stress due to academic achievement, social inclusion and employment opportunities.

The other is the increasing rate of cyber-bullying and negative interactions that people are having online that's increasing their anxiety. It is possible to criticise and harass and to pass judgement on others publicly on social networking sites and this can make it worse. For the purpose of this study, Meter et al. (2021) conducted qualitative interviews to establish that the college student participants found that cyberbullying had a significant negative impact on their psychological functioning (e.g., stress, anxiety, fear, and hypomania of social interaction). Participants also commented that the anonymity of online communication can increase hurtful behaviours and the emotional implications.

Another mechanism is sleep disturbance, which connects the use of social media with anxiety. Students' usage of a cell phone for an extended period of time and the continuous exposure to the notifications often keeps them awake and means they are not getting quality sleep, which then makes it difficult for them to recover from the academic and emotional demands of the day. Poor sleep further leads to increased irritability, decreased concentration, and increased anxiety, leading to a vicious cycle in which emotional distress breeds more time spent on social media, and excessive social media usage breeds more emotional distress.

Social Media and Depression

In addition to anxiety, depression is one of the most studied mental health consequences of problematic SMT. Loneliness, a decrease in self-esteem, negative body image, and emotional exhaustion have been associated with overuse of social networking sites among young adults and some depressive symptoms. While social media can help individuals stay connected with their social networks, too much time spent online can lead to poorer in-person communication and greater loneliness.

This is because, as they get to know more of the idealized content on the internet, they begin to make comparisons in a negative light. Often, they'll encounter highly edited photos and images of achievement, happiness and beauty and set their sights on that level of success and attractiveness, which can put them in negative moods and contribute to lower self-esteem. The negative experiences of online interactions were also noted as being reinforced by repeated Facebook use, as Burwell et al. (2018) suggested, which is why excessive Facebook use was correlated with increased levels of depression.

Depression can also happen as a result of feeling emotionally drained from constant online activity. The constant presence, the pressure to respond to the message and the requirement to be 'on' online can over time start to lower emotional resilience. If they don't get the acceptance and validation that they think they deserve from social media they may feel more vulnerable, especially those that are emotionally dependent on social media. So excessive use of these types of social media may result in a long term sadness, hopelessness and dissatisfaction with life.

In addition, social media can exacerbate feelings of loneliness while providing more opportunities to communicate. While online engagement can sometimes be a substitute for real-life relationships, too much virtual engagement might decrease the chances of building real-life relationships. When loneliness grows, then people spend even more time on the Internet looking for emotional support, which leads to an increased dependency and depressive symptoms. To conclude, the results of this study indicate that the depression experienced by people with SIA is due to social comparison, emotional dependency, loneliness, and the decrease in psychological well-being.

Qualitative Studies:

While social media addiction and mental health have been studied extensively, most research studies have used quantitative approaches such as cross sectional surveys, longitudinal studies, and statistical modelling. These methods have yielded important insights into the prevalence and risk factors of problematic social media use, but they have a lack of information on how people actually experience social media addiction and how they understand the psychological effects of social media addiction. As such, qualitative research has gained significant relevance in the study of the lived experiences of excess social media use.

The data gathered from qualitative studies has shown that social media addiction is influenced by a variety of emotional, behavioural and social factors. Chegeni et al. (2021) used in-depth interviews to uncover the participants' descriptions of social media being a part of their everyday lives, including dependency, loss of control, emotional attachment, and the inability to curtail their online usage. Excessive use was not only considered a technological problem, but also psychological factors like belonging, emotional support and social acceptance were highlighted as factors of continued use. These results reveal important elements of the mechanisms of problematic use of social media that are frequently overlooked in quantitative studies.

Likewise, Moreton and Greenfield (2022) investigated the perception of university students regarding Instagram and the effect of Instagram on mental health. Participants noted that Instagram helped them connect with others and communicate, but also noted they suffered from anxiety, anxiety about having to present an idealised version of themselves, and unhappiness and dissatisfaction with comparing themselves against others. In the study, students reported a mixed effect of social media, as it was both positive and negative. The study showed that students had a complex relationship with social media, as they experienced both positive and negative aspects of using social media.

However, qualitative evidence has also been used to develop an understanding of specific online risks to psychological well-being. Meter et al. (2021) investigated college students' experiences with cyberbullying and found that the students reported emotional distress, fear, diminished self-confidence, and social withdrawal after negative online experiences. The results show that qualitative research can capture emotional experiences that are not completely captured by numerical measures.

In recent years, Caponnetto et al. (2025) explored the potential of TikTok addiction as a unique form of behaviour using qualitative research. They reported on addictive viewing patterns, challenges in regulating viewing time, emotional reliance on social media, and a history of unsuccessful attempts to decrease screen time, which aligns with the increasing awareness of problem-

atic social media usage as a form of behavioural addiction. Moreover, a qualitative literature review by Popat and Tarrant (2023) found that consistently, adolescents felt that social media had positive and negative impacts on mental health, depending on how they used it, who they were around, and how vulnerable they were. While very valuable, the current literature of qualitative studies is limited in scope and many are restricted to certain platforms or a small population of participants. Hence, more qualitative research using students of university level would be needed to gain a better understanding of the impact of excessive social media use on the anxiety and depression of students from various educational and cultural backgrounds.

Research Gap:

The literature shows that social media addiction is linked to several psychological consequences, such as anxiety, depression, distress and problematic behaviours. Important risk factors like Fear of Missing Out, social comparisons, cyberbullying, smartphone dependency and emotional vulnerability have been successfully identified in previous studies. The current evidence, however, is mostly the result of quantitative research methodology which focuses mainly on statistical relationships between variables. While these studies have identified meaningful relationships, there is not much information associated with the personal experiences of university students as they face social media addictions and the impact it has on their mental health.

Additionally, the limited qualitative research has been limited to a single social media platform or a particular psychological problem and not on the social media experiences of university students in general. Therefore, there is a need for qualitative research that reflects participants' personal perspectives on the relationship between social media addiction, anxiety and depression. Finally, the present study will seek to address this gap by using semi-structured interviews to provide rich, contextualised evidence in addition to the predominant literature which has relied primarily on quantitative methods to provide evidence of students' psychological experiences.

Certainly. Below is the rewritten Part 1 in the present tense, using short to medium-length academic sentences, parenthetical in-text citations (e.g., (Ryan, 2018)) instead of sentences that lead with the author's name, no unnecessary repetition of the references, and 20 participants.

Methodology

Research Philosophy:

The current study is a researcher that takes an interpretivist positionality. In Interpretivism, reality is viewed as being socially constructed and people construct different meanings from their personal history and interactions (Ryan, 2018). In this way, the researchers try to understand the perception of the participants rather than to find a single objective reality. The present study explores university students' experiences of social media addiction and its perceived impact on anxiety and depression. Such experiences are personal and unique to each person. Numerical information is not enough to fully describe them. But participants share their thoughts, feelings, and experiences as they experience them.

Interpretivism is used to facilitate an understanding of these lived experiences. It helps the researcher to delve into the meaning that the participants give to excessive use and the perception

of its impact on mental health (O'Donoghue, 2018). Hence this philosophy can be used in the fulfillment of the objectives of the present study.

Research Approach:

The method used for research in this research is an inductive research approach. An inductive approach builds knowledge of the problem based on observations and the experiences of the participants as opposed to testing already established theories (Azungah, 2018). The researcher starts with the collected data and notifies patterns and themes that come from the data. Appropriate for this study is the inductive approach because it will examine the experiences of participants and not determine a set of relationships between variables. University Students' social media addiction can be different based on their own life, academic context, and activities. These various views can be brought up throughout the research process with the inductive approach.

The flexibility is another benefit of induction. During the interviews, new thoughts and discoveries may arise that are not bound by preconceived notions (Liu, 2016). This flexibility helps to better understand the relationship between excessive social media usage and anxiety and depression in university students. Therefore, both the inductive approach and the interpretivist philosophy emphasize subjective experience of participants, which are in line with each other.

Research Design:

The design of this study is a qualitative research design. Qualitative research can be used to explore the complex social and psychological problems as it aims to understand the experiences, perceptions and behaviours of participants (Singh, 2015). This study aims to investigate the lived experience of social media addiction among university students and how they perceived social media addiction was connected to anxiety and depression. These problems also have an emotional, belief and personal meaning aspect that is not explained by numerical analysis alone. A qualitative design allows participants to tell the story of these experiences in detail. Qualitative research also offers the researcher some flexibility during the research process. Participants share their opinions freely; the researcher will further probe when necessary. This process provides rich and detailed information that contributes to a more complete understanding of the problem under study (Doyle et al., 2020).

Moreover, qualitative research studies social phenomenon in its natural context, and is more focused on the views of the participants than in measuring the phenomenon statistically (Muzari et al., 2022). Thus, a qualitative research design is fairly similar to the purpose and objects of the present study.

Research Strategy:

The research strategy in this study is phenomenology. Phenomenology is concerned with comprehending the experiences of people and the significance attributed to the phenomenon studied (Moustakas, 1994). There is a focus on learning through the participants' experiences. The phenomenon that is studied in this research is social media addiction and the anxiety and depression that is experienced by the university students. Students have different experiences with social media based on their individual lives and experiences. A phenomenological approach is suitable to the study of these individual experiences in depth.

This approach asks participants to talk openly and honestly about their experiences. Their answers give detailed information on their feelings, behaviours and personal interpretation. The researcher then identifies where there are common meanings shared across participants whilst acknowledging the unique experience of each participant (Creswell & Poth, 2016). Phenomenology can also be used to complement the philosophy of interpretation and inductive method used in this study. These methodological decisions facilitate a detailed account of the experiences of the participants and help to establish a full account of the issue being studied.

Participants:

The age group is chosen and the subjects of this study are 20 university students aged 18-30 years old as one of the most active age groups in social media and social media users are studying various digital platforms. They are also a generation that may be at a point in their lives where their studies, social surroundings or personal development could have an impact on their social media consumption and mental well-being. Twenty participants are sufficient for the study as the aim of qualitative research is to obtain detailed accounts of the participants' experiences, not to provide any statistical generalisation (Creswell & Creswell, 2017). Selected participants are expected to provide rich information that would provide answers to the research objectives. Participants are asked for from recognised universities and they can come from any academic disciplines and years of study. The students' representation from various educational backgrounds gives a broader understanding of the experience of social media addiction in University settings.

To participate in the study, individuals meet the following inclusion criteria:

- They are currently enrolled as university students.
- They are between **18 and 30 years** of age.
- They use at least one social media platform every day.
- They agree to participate voluntarily in the study.

All participants have first-hand experience of the phenomenon under study in order that these criteria are met.

Sampling Technique:

The sampling technique adopted in selecting the respondents for this study is purposive sampling. Purposive sampling is a non-probability sampling method that involves selecting individuals with specific attributes that are pertinent to the study's goals (Etikan & Bala, 2017). This sampling method is suitable because the study targets the social media user's students of universities in particular, who use social media on a daily basis. The participants are selected due to their first-hand experience in using social media and their ability to give insightful perspectives on how social media is perceived to affect anxiety and depression. Purposive sampling is often employed in phenomenological research to identify the participants who provide the information richness to the study participant who has experienced the phenomenon under investigation. The focus is on getting in-depth accounts instead of being statistically representative of a larger population (Moser & Korstjens, 2018).

Data Collection:

This study uses **semi-structured interviews** to collect the data. Semi-structured interviews are frequently employed in qualitative research as they enable the participant to give a detailed description of their experiences, and the researcher to ask further questions when clarification is needed (Sutton & Austin, 2015). This method is appropriate for the current study because it helps to understand the real experiences of social media addiction that students at universities face and how it affects their anxiety and depression. The research objective and research questions are used to create an interview guide with 15 open-ended questions. Questions are targeted towards participants' social media use, why they use the different platforms, their experience of using social media too much, anxiety/depression felt from social media and ways in which they try to manage their social media behaviour. Open-ended questions are designed to elicit open-ended responses, with a lot of detail about what happens.

The time of interviews is about 40 to 60 minutes each. With participants' permission, all interviews are audio-recorded to ensure that the information provided is captured accurately. Audio recording can also enable the researcher to focus on the interview while actively engaging with the interviewees (Moser & Korstjens, 2018). Further, short field notes are taken following each interview to record observations, emotional reaction of the participants and any other information that can help in the data analysis process. If in-person interviews are not possible, interviews are held via a secure platform (Microsoft Teams or Zoom). Online interviews offer flexibility and quality of interaction between research and participants (Lobe et al., 2020). Questions that require clarification and further details are only asked in follow-up. This method complements the phenomenological method by enabling participants to talk about what they have experienced in their own words, in addition to providing valuable insights to the study.

Interview Questions:

There are 15 open-ended questions in the interview guide which are related to the research objectives. The questions invite the participants to share their own experiences and perceptions as opposed to yes/no responses. Additional probing questions are used if more clarification is needed. The interview questions (appendix 1).

Data Analysis:

The interview data are analysed using thematic analysis developed by Braun and Clarke (2006). One of the most commonly used qualitative data analysis techniques is thematic analysis which allows qualitative data to be identified, organised and interpreted to show themes that have been repeated (Braun & Clarke, 2006). It is especially suitable for phenomenological studies since it helps to generate a depth understanding of participants' lived experience. The first step is to become familiar with the data (narrowed down to a subset of the data). Interviews are tape-recorded and the tapes are translated verbatim and read back to the participants several times to ensure that the responses are understood.

The second step is to generate initial codes: All of the interview transcripts are marked with important words, concepts and experiences relating to social media addiction, anxiety, depression and coping. In the third step, students' task is to engage in a search for themes. Codes are organized into clusters to capture a set of larger themes that are shared by participants.

The fourth step is to review the themes. The themes identified are thoroughly explored to reflect the coded data. Themes are merged where they overlap, and are deleted if they are not supported. The fifth step is to define and name the themes. Each theme is well described, explaining the meaning and link to the research questions.

The last step is creating the research report. The themes are accompanied by relevant quotations from the participants to aid the interpretation of the findings (Clarke & Braun, 2017). By systematically carrying out this process, the analysis maintains transparency, organisation, and a close connection with the participants' experiences. Thematic analysis process is also assisted by qualitative synthesis techniques which facilitate the organization and interpretation of qualitative evidence (Noor et al., 2020).

Trustworthiness:

Qualitative research is trustworthy because it helps to improve the quality and credibility of the findings. In this study, the four criteria suggested by Lin (1985), namely credibility, dependability, confirmability, and transferability are used.

Credibility refers to the confidence that the findings accurately represent participants' experiences. This takes place through the use of extended interviews, where participants are encouraged to give extensive answers, and with the use of follow-up questions whenever clarification is needed. Dependability is the consistency in the research process. The use of a clear interview guide, detailed field notes and systematic documentation of the research procedures ensure that the study follows a logical and transparent process.

Confirmability ensures that findings are based on the response of the participants, and not the researcher's opinions. An audit trail is established and researcher bias is minimised through the recording, transcription, coding decisions and analytical notes of interviews throughout the study (Miles & Jozefowicz-Simbeni, 2010).

Transferability refers to the extent to which the findings may be applicable in similar contexts. The participants, research setting and research procedures are described in detail so the reader will be able to see if the results are applicable to other university environments.

Ethical Considerations:

The research procedure is conducted in accordance with moral principles. Data collection commences after ethical approval from relevant university ethics committee. A participant information sheet is provided for all participants that outlines the purpose of the study, the procedures for conducting the interviews, and a brief description of the participants' rights as research participants (Creswell & Creswell, 2017). The involvement of the participants in the study is voluntary. All participants give informed consent written before the interview. Participants are also given the choice to not answer any question and to cancel participation from the study at any point without stating a reason.

Confidentiality and anonymity are respected along the research process. The names of the participants are not mentioned in the dissertation. Rather, codes or pseudonyms are employed when transcribing, analysing and reporting the data. Interviews are recorded and transcribed; research documents are securely kept and only accessed by the researcher. During the study, some of the

participants might feel uncomfortable when talking about their own experiences as anxiety and depression are discussed and social media addiction is explored. Therefore it is recommended that the participants are reminded the following: The interview is at their own discretion and they may stop and/or pause the interview whenever they feel uncomfortable. Such ethical processes work towards the protection of participants' privacy, dignity, well-being, and rights throughout the study (Sefotho, 2015).

Findings:

Overview of Participants and Findings:

This chapter presents the findings obtained from the semi-structured interviews conducted with 20 university students aged between 18 and 30 years. The data from the interviews were analysed using thematic analysis as suggested by Braun and Clarke (2006) which yielded five major themes. These themes are participants' experiences of living with social media addiction and how they thought that social media affects daily life, academic life, anxiety, and depression. On this Chapter participants' names are anonymised as P1, P2, P3, etc. up to P20.

Table 1: Participant Demographic Characteristics (N=20)

Participant	Gender	Age	Level	Platform	Daily Usage
P1	Female	19	UG	Instagram	5–6 h
P2	Male	22	UG	TikTok	4–5 h
P3	Female	20	UG	Instagram	6–7 h
P4	Male	24	PG	WhatsApp	3–4 h
P5	Female	21	UG	TikTok	5–6 h
P6	Male	23	PG	Instagram	4–5 h
P7	Female	22	UG	Instagram	6–7 h
P8	Male	20	UG	Facebook	3–4 h
P9	Female	25	PG	TikTok	5–6 h
P10	Male	21	UG	Instagram	4–5 h
P11	Female	23	PG	Instagram	5–6 h
P12	Male	18	UG	TikTok	6–7 h
P13	Female	20	UG	Snapchat	4–5 h
P14	Male	22	UG	Instagram	5–6 h
P15	Female	24	PG	TikTok	6–7 h
P16	Male	26	PG	WhatsApp	3–4 h
P17	Female	21	UG	Instagram	5–6 h
P18	Male	23	PG	TikTok	5–6 h
P19	Female	22	UG	Instagram	4–5 h
P20	Male	27	PG	TikTok	5–6 h

Table 2: Participant Characteristics Summary

Characteristic	Category	Frequency
Gender	Male	10
	Female	10

Age	18–21	10
	22–25	8
	26–30	2
Study	UG	12
	PG	8

Table 3: Most Frequently Used Social Media Platforms

Platform	Participants	%
Instagram	8	40
TikTok	7	35
WhatsApp	2	10
Facebook	1	5
Snapchat	1	5
Other	1	5

Table 4: Average Daily Social Media Use

Usage	Participants	%
3–4 h	4	20
4–5 h	6	30
5–6 h	7	35
6–7 h	3	15

Table 5: Themes Identified During Thematic Analysis

Theme	Description	Participants
1	Feeling compelled to check social media	19
2	Constant comparison with others	17
3	Fear of Missing Out	16
4	Sleep disruption	18
5	Academic pressure	17

Theme 1: Feeling Compelled to Check Social Media

The first theme illustrates how many participants felt a compelling need to look at social media throughout the day. The majority of users said that they had developed the habit of checking on notifications instead of making a conscious choice. They reported to unlock their phones often without receiving any notification. Some participants said they looked at social media "as soon as they wake up, during classes, when they study or before sleeping. Numerous acknowledged that they had a problem with this behavior but were unable to control it, even though it impacted their productivity.

One participant explained:

"The first thing I do every morning is check Instagram and TikTok. Even if I only plan to spend five minutes, I usually stay much longer." (P3)

Another participant shared:

"Sometimes I unlock my phone without thinking. I don't even realise that I am opening social media until I am already scrolling." (P11)

A great number of participants reported discomfort when they were not able to log in their social media. Some got agitated and others said they were always wondering about what they are missing on the web. These responses reflected that the use of social media had become a very regular part of participants' lives.

Theme 2: Constant Comparison with Others

The second theme highlights participants' tendency to compare themselves with other people on social media. Nearly all the participants gave a description of how social media gave them carefully curated images of successful lives, intelligent accomplishments, travel experiences, physical appearance, and personal relationships.

Participants spoke about these comparisons leading to feelings of inferiority and loss of confidence. Some students thought their efforts were unimportant in comparison with the material presented by others.

One participant stated:

When I see people traveling, they get good jobs or they show perfect lives, I wonder if I am doing enough. (P7)

Another participant commented:

"After a while, I start comparing my life with that of others and it impacts my confidence through social media. (P15)"

Some of the participants noted that a lot of content on the internet is edited or carefully chosen. They said that they did compare themselves to others, though, even though they knew that people online had unrealistic lives. Some people also reported that they felt pressured to maintain a flawless online persona. They took lots of time to edit photos, select captions and look at how many likes and comments were received. This behavior made them even more emotionally attached to social media, and also made them feel more anxious when they do not have their social media interaction as anticipated.

Theme 3: Fear of Missing Out (FoMO)

Another frequent theme that emerged from the interviews was the Fear of Missing Out (FoMO). When participants were not constantly connected to social media, they would lose out on experiences or events and not know about them, conversations, trends, or social experiences. Many participants said that they had to check their phone frequently as they feared they might miss out on activities organised by their friends without them being told. Others said they regularly checked for updates to stay up to date with current trends and conversations going on online.

One participant explained:

P5: If I don't go on my phone after a couple of hours, I feel like I'm missing out, so I have to go back on social media again.

Another participant stated:

"At lectures I'm always looking at my notifications because I don't want to be the last one to know." (P18)

Some of the respondents linked FoMO with emotional stress. They reported experiencing a sense of exclusion when friends were involved in social events or in fun activities. Some of the participants also reported feeling tense when they failed to respond right away to messages or notifications.

Theme 4: Sleep Disruption:

One of the most common side effects of overuse of social media reported was sleep disruption. Almost everyone acknowledged late night use of social media, sometimes for a longer period than intended. A large number of participants explained the habit of lying in bed and using various social media. They were scheduled to come back in after a few minutes, but they kept coming back to the new content, and spent many minutes or hours on the screen later into the night.

One participant explained:

I have been telling myself that I will watch one or two videos before going to bed, and now it's 2am. (P9)

Another participant shared:

"Spending more time sleeping would be better but social media disturbs me because there is always something new to watch." (P2)

Participants indicated that they were tired in lectures and unable to focus on their school work due to sleep deprivation. Others experienced greater irritability, emotional sensitivity and tension after using social media for long periods of time at night. The results suggest that participants' sleep patterns are negatively impacted by excessive social media exposure, which in turn leads to poorer emotional health and functioning in their daily lives.

Theme 5: Academic Pressure

The authors illustrate in the final theme the potential increased stress in schools due to overuse of social media. An overwhelming proportion of the respondents acknowledged being distracted with social media while performing tasks like assignments, exams, online lessons etc. 100% of the participants said they would often stop their study time to check the notification, reply to messages or watch short videos. Such disruptions took attention away from them and increased their time for academic activities.

One participant stated:

I log in to my cell phone just to read a message and 30 minutes later I am watching videos! (P14)

Another participant commented:

When I'm revising I get distracted by social media and then I feel stressed since I have less time to complete my work. (P20)

Some participants also reported guilt feelings due to spending too much time online. They understood that they were procrastinators, time mismanagers, and stressed out students due to their social media use. Some of the participants tried to decrease their social media usage when they had exams, but many said it was difficult to stick to their new habits.

Discussion

Compulsive Social Media Use:

The results revealed that there were compulsive social media usage among many of the university students. Participants said they checked their social media multiple times throughout the day, sometimes for no particular reason. Multiple respondents shared that it had become a daily routine to open social media apps. They had to check in on notifications or read online content even during lectures, study sessions or even before they go to sleep. This behaviour indicated that people had come to rely on using social media excessively, and were unable to control their use of it. The results are comparable to those obtained by Karim et al. (2020), who came to a conclusion that problematic social media use is linked to negative mental health outcomes and that it could be maintained as addictive behaviours. Their systematic review found that too much social networking action may have a negative impact on the emotional health and functioning of social network users. Likewise, compulsive social media usage has been found to be highly related to anxiety, depression, psychological fatigue, and fear of missing out (FOMO) (Dhir et al., 2018).

.Social Comparison and Mental Well-being

It was one of the most significant results of this research that the participants often made social media comparisons with other people. A lot of participants reported that seeing photos or successful lives or vacations of other participants made them doubt their own achievements. Some participants said that they were not satisfied with their image or personal performance as they have spent long hours on social networking sites. These results align with those of Verduyn et al. (2020), who suggested that social networking sites continuously afford the opportunity for users to compare themselves to others through upward comparison because users typically share very positive aspects of their lives (Valkenburg et al., 2021).

Findings can also be explained with the theory of social comparison (Festinger, 1954). The theory suggests that people tend to compare themselves with others in terms of their abilities, achievements and lives. Social media is a great catalyst for these comparison opportunities as users are continually inundated with carefully curated images and personal experiences. The current results show that these comparisons led to anxiety, loss of confidence, and lack of satisfaction for some of the participants. Thus, the social comparison theory is a viable explanation for the link between problematic SMT and mental health issues.

Fear of Missing Out, Sleep, and Academic Life:

The results also revealed that the fear of missing out (FoMO) led participants to stay online with social media at all times. Participants spoke of their discomfort when this was not possible – the ability to see notifications or have an online discussion. This constant connectivity was frequently accompanied by extended social media time at night or prior to bedtime. Participants reported poor sleep quality, daytime fatigue, reduced concentration and increased academic stress, as a result.

The results are consistent with the ideas of Kross et al. (2021), who proposed that over-engaging with social media can result in emotional reliance on online more than offline interactions, leading to poorer psychological well-being. In their review, they noted that ongoing online monitoring can be stressful and elicit emotional exhaustion. Similarly, Orben (2020) identified how digital communication has now become a key part in their lives for many young people and how many feel a pressure to be digitally responsive.

The results are also corroborated by the systematic review conducted by Keles et al. (2020) which showed that there are significant links between problematic social media use, psychological distress, anxiety and depression in adolescents and young adults. Authored by Coyne et al., (2020) similarly found that the relationship between social media and mental health is not universal for every individual, but rather over time the heavy and unchecked use of social media might relate to poorer mental health outcomes. The participants further reported that late use of social media affected their study and sleep time. Several said they delayed assignments because they were on too long on the Internet. The results indicate that overuse of social media could have an indirect negative effect on academic performance through its impact on unhealthy habits and emotional stress.

This is in line with the overall findings by Valkenburg et al. (2022) that the relationship between use of social media and mental health is a function of social media experiences and engagement patterns and not necessarily amount of time spent on social media. Likewise, Odgers and Jensen (2020) suggested that digital technologies offer great potential for communication and learning, but can also raise the potential for psychological vulnerability when used excessively or poorly managed. The overall results of this study have been an extension of the previous studies that the researcher had conducted as qualitative evidence that the researcher found to show that the university students' anxiety and depression in relation to the use of social media in their personal lives. The results also validate the importance of Social Comparison Theory which indicates that constant comparisons to idealized online content are linked to emotional consequences. The findings underscore the need to encourage healthier social media use and more awareness regarding the psychological effects of social media overuse.

Practical Implications

The findings of this study have important practical implications for universities, students, parents, and mental health practitioners. As excessive amount of social media use was associated in the study to anxiety, depression, sleep disturbance and academic stress, then there is a need to involve the various stakeholders together to promote the understanding of healthy digital use and create good psychological conditions among students.

Universities:

Programmes should be established in Universities to encourage responsible and balanced social media usage of students. Awareness sessions, workshops, and digital well-being training can assist students in understanding the potential dangers of overuse of social media, as well as promote positive habits. Nutritional support to students who have psychological issues and anxiety about social media demands should also be enhanced in the university environment. Digital well-being can be integrated into student orientation or health promotion initiatives, potentially further increasing awareness and resilience of students (Antoninis et al., 2023).

Students:

Pupils should be supported in controlling and regulating their own daily use of social media, whilst also limiting the amount of time spent on inappropriate and unnecessary screens. They should also develop positive routines—like exercising, sleeping and meeting with people face-to-face. Students should be aware that a lot of material on the Internet is deliberately chosen and might not be true. It can decrease unhealthy social comparisons and enhance mental health through developing critical digital literacy (Peng, 2023).

Parents:

There is continued support of parent to the emotional health of university students. Keeping the lines of communication open with social media experiences and promoting a healthy balance of technology use can help students adopt a better attitude toward technology. Ensure that parents foster positive face-to-face interactions with children and offer emotional support if children appear stressed or anxious about online activities. Parents can help create a safe and nurturing family setting, promote healthy technology practices, and enhance psychological resilience (Green et al., 2024).

Mental Health Practitioners:

The use of social media should be taken into consideration by mental health professionals when evaluating the anxiety, depression or emotional distress of young adults. Periodic evaluation of troubling social media use might help identify those who need extra help. Counselling interventions should involve strategies to assist with digital self-regulation, the minimisation of feelings of FOMO, unhealthy social comparison and positive coping mechanisms. The University and mental health professionals work can support and reinforce early intervention and prevention initiatives to improve the psychological health of students (World Health Organization, 2022).

Conclusion

This research aimed to investigate the experiences and the perception of social media addiction among university students and how it affects them in terms of anxiety and depression, employing a qualitative phenomenological approach. Five themes were identified from the semi-structured interviews with 20 university students as the focus of the study: compulsive social media use, frequency of social comparison, fear of missing out (FoMO), sleep disturbance and academic stress. Heavy social media use was found to be significantly correlated with high anxiety levels, low mood, low levels of self-esteem and problems maintaining a healthy lifestyle. Participants

also emphasized that unrealistic comparisons online and the constant connectivity have led to their not doing well emotionally or academically.

Results are consistent with Social Comparison Theory, in that increased exposure to idealised online content was associated with negative emotions and psychological distress. This research used qualitative inquiry, unlike many previous studies which were mainly quantitative based studies. The study thus adds to the literature with more insightful findings on the process of problematic social media usage and the mental health implications for University students. In conclusion, the study underscores the need for fostering healthy digital habits and the need to improve mental health support in universities. Improving awareness of potential adverse psychological effects of excessive social media usage, early intervention and collaboration between schools, families, students and social media health providers can minimize effects and promote healthy and responsible social media usage.

Limitations:

There are some limitations to this study. The study was conducted with 20 university students, which may restrict the extent to which the results can be generalised to other populations. Second, participants had been selected using purposive sampling that only allowed for the collection of results from those who fulfilled the inclusion criteria. Third, the study was based on self-reported interview data, which can be susceptible to recall bias and/or self-presentation bias. Fourth, this research was qualified as qualitative therefore it did not measure statistical relationship between social media addiction, anxiety and depression. Lastly, the study only included university students, so results may not be generalizable to adolescents or older adults

Future Research:

Long-term studies could include subjects from other universities, other countries and other cultural backgrounds in order to increase the transferability of the results. The study can also focus on the differences in experience between age groups and/or the impact of a specific social media platform like TikTok, Instagram, or Snapchat. Longitudinal research or mixed methods designs may help to gain a better understanding of the nature of social media addiction over time and its impact on mental health. Moreover, future studies could extend the evaluation of the effectiveness of support programs in digital life, counselling, and awareness creation in reducing problematic social media use among university students.

Declaration of Ethics Approval and Informed Consent:

Ethics approval and informed consent was obtained. Prior to data collection, ethical approval was received from the ethics committee of the relevant institutions. An information sheet was provided to all participants, which included an explanation of the purpose of the study, the fact that participation was voluntary, and the participant's right to not participate or to withdraw at any time without penalty. All participants gave informed consent before the interviews. All participants were anonymised using pseudonyms and data gathered was kept confidential and only used for research.

Data Availability Statement:

Data that support the findings of this study are not publicly available due to their containing information that could compromise the privacy and confidentiality of participant information. De-identified data can be made available by the corresponding author upon reasonable request and subject to the approval of the ethical committee and institutional requirements.

Conflict of Interest Statement:

The author declares that there is no conflict of interest regarding the publication of this research.

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Appendices

Appendix1: Interview Question

Question No.	Semi-Structured Interview Question
Q1	Can you describe your daily social media usage?
Q2	Which social media platforms do you use most frequently, and why?
Q3	What motivates you to spend time on social media?
Q4	How has your social media use changed since you started university?
Q5	Have you ever felt that your social media use is excessive? Please explain.
Q6	How does social media affect your academic life?
Q7	How does social media influence your relationships with family or friends?
Q8	Have you experienced stress or anxiety because of social media? Please describe your experience.
Q9	Do you compare yourself with others on social media? How does this affect you?
Q10	Have you experienced sadness, loneliness, or depressive feelings related to social media use?
Q11	How do notifications or the fear of missing out (FoMO) influence your behaviour?
Q12	Have you ever tried to reduce your social media use? What happened?
Q13	What strategies do you use to manage your social media usage?
Q14	What support do you think universities could provide to help students manage social media use?
Q15	Is there anything else you would like to share about your experiences with social media?