Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

Depression, Anxiety, and Self-Esteem Among Social Media Addicted Young Adults of City Bhakkar

Dawra
Department of Psychology, Lecturer Thal University Bhakkar
Email: dawramehmood@gmail.com

Muhammed Saif ur Rehman Khan
IR Scholar, Researcher, Digital Media Expert, National Defense University Islamabad
Email: siryousaf@gmail.com

Atif Ur Rahman
Research Scholar, Social Sciences/Management Sciences, Preston University, Islamabad, Pakistan. Email: Atifyousafzai334@gmail.com

Abstract
This research study explored the relationship between social media addiction, anxiety, depression, and self-esteem among children and young adults in a selected city of Punjab, Pakistan. Using a simple random sampling technique, 400 participants (200 males and 200 females) aged 18-48 were chosen from both the public and private sectors in the Bhakkar district. Validated scales, including the DASS-21 (Depression, Anxiety, Stress Scale), Rosenberg's Self-Esteem Scale, and Bergen Social Media Addiction Scale, were utilized to collect data. The findings revealed significant correlations between self-esteem and social media addiction, depression, and anxiety. Social media addiction demonstrated positive correlations with depression and anxiety and significantly predicted lower self-esteem alongside higher levels of depression and anxiety, as indicated by regression analyses. Additionally, males scored higher on self-esteem, whereas females reported higher levels of social media addiction, depression, and anxiety. These insights underscore the impact of social media addiction on mental health, particularly anxiety and depression, highlighting the need for sustainable mechanisms and techniques to address these issues among young adults and children.
Keywords: Social Media Addiction, Depression, Anxiety, Self-Esteem, Young Adults.

Introduction

The digital revolution has transformed the energy of the youth into active participation on various social media platforms such as Facebook, Instagram, and WhatsApp. These platforms have become an integral part of daily life, captivating young people worldwide with their trendy, interactive features. These vibrant digital spaces enable users to connect with friends, family, and peers across distances, bridging gaps between nations and fostering communities of like-minded individuals. Moreover, they serve as powerful tools for sharing passions, entertainment, and business ventures, significantly shaping

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

modern interactions. While their potential is undeniable, these platforms have simultaneously sparked widespread mental health concerns, particularly among young individuals (Donde et al., 2012).

The appeal of social media platforms often leads to detrimental habits and behaviors. With their addictive nature, platforms like WhatsApp, Instagram, and Facebook can act as "time-sucking black holes," drawing users into endless scrolling and distractions (Andreassen & Pallesen, 2014). Since 2015, platforms such as Instagram, Facebook, Twitter, and Snapchat have become dominant forces in the social media landscape, rapidly embedding themselves into the lives of millions worldwide. For countless individuals, particularly youth, these platforms are no longer a pastime but an essential aspect of daily communication and connection. The younger generation, in particular, has embraced these digital communities, often struggling to imagine a life devoid of such vibrant online interactions (Cotton et al., 2011). The continuous evolution of these platforms ensures they remain relevant, with users increasingly integrating them into professional, educational, and personal aspects of their lives, further solidifying their importance.

Globally, social media has ensnared over 210 million individuals in its digital web, turning addiction into a real disorder. This widespread phenomenon has led to noticeable changes in emotional well-being, with increasing instances of aggression among users (Brooks, 2017). Experts and psychologists warn that while social media encourages engagement, it often undermines personal, intellectual, and social development (Greenfield, 2014). The influence of these platforms extends beyond casual usage, as excessive reliance on social media has been linked to significant behavioral and psychological changes, requiring urgent attention from mental health professionals.

Research studies reveal a significant impact of social media addiction on children and young adults. An overwhelming 97% of young individuals display signs of social media addiction, in stark contrast to only 45% of older individuals. Excessive time spent on platforms such as Facebook, Twitter, and Instagram correlates with increased stress, depression, and anxiety among the youth. Furthermore, the intensification of online relationships amplifies the connection between stress and depression, presenting a severe health challenge for the younger generation (Brailovskaia et al., 2020). Additionally, social media overuse, coupled with reduced physical activity, often exacerbates depressive symptoms in children and adults (Lin et al., 2016). The psychological effects of prolonged social media exposure highlight the urgent need for balanced digital habits, particularly among vulnerable populations.

Social media usage has also been linked to reduced self-esteem and hindered personal development. Chen and Lee (2013) suggest that increased social comparisons on these platforms lead to higher psychological distress and lower self-esteem. Numerous studies have established a correlation between social media addiction and elevated levels of stress, anxiety, and depression (Hawi & Samaha, 2016, 2017; Kabasakal, 2015; Lepp et al., 2014; Valkenburg et al., 2006). Depression, in particular, has a profound impact on individuals' overall well-being and health. For instance, Valkenburg et al. (2014)

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

demonstrated that social media usage is associated with an increased risk of depression and stress. Addressing these challenges requires strategic interventions and widespread awareness to mitigate the negative impacts of excessive social media usage.

This research study aims to examine and investigate social media addiction among young adults and assess its impact on depression, anxiety, and self-esteem within a specific age group in a selected city in Punjab, Pakistan. Furthermore, the study seeks to provide valuable insights and recommendations to stakeholders and society, enabling them to address the emerging phenomenon of social media addiction effectively.

Objectives of the study

1. To examine the association between social media addiction and depression.
2. To explore the relationship between social media addiction and anxiety.
3. To examine the association of young adults with social media addiction.
4. To investigate social media addiction use and its effect on the mental health of young adults.
5. To determine the relationship between social media and self-esteem.

Research Questions

Q_1 Is social media affecting the mental health of the young generation?
Q_2 What is the association between depression and social media addiction?
Q_3 Are social media addiction and anxiety associated with each other?
Q_4 Is there any association between social media and self-esteem?
Q_5 Do social networking sites lead our young generation towards social media addiction?

Hypotheses

H_1 Social media has a positive relationship with depression and anxiety
H_2 Self-esteem has a negative relationship with social media, depression, and anxiety.
H_3 There will be a significant difference between social media addiction and depression among private and government institute students.
H_4 There are significant gender differences among social media, depression, anxiety, and self-esteem.
H_5 Social media will predict the negative effect on self-esteem
H_6 Social media will predict the positive impact on depression
H_7 Social media will predict the positive effects on anxiety.
H_8 Self-esteem will predict the positive effect of social media.

Research Methodology

Participants and Procedure

This research aimed to investigate the correlations among young adults on social media addiction, depression, anxiety, and self-esteem, as well as the different impacts between these variables on affected respondents of the research. Correlational design and simple

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

random sampling method have been employed as the sample figures consisting of (*N*=400, males n=200, females n=200) were excluded by using the "Krejcie and Morgan table (Krejcie & Morgan, 1970). The respondents' age group belongs to 18-48 as the participants' age range was selected using 'Erick Erikson's Psychosocial Developmental Theory theory.' the age range was divided into two categories: the first is from 18-29 and the second from 29-48. However, most of the respondents who participated belonged to the first category, considered the main target population of the research survey.

The data samples have been collected from public and private colleges, universities, and other institutional areas of Bhakkar City of (Punjab), as they mostly targeted young generations of both genders. The ethical consideration was considered, and permission was obtained from the institute authority and administration, including the respondent's consent. They were then required to fill out questionnaires and demographic information. Participants and individuals have been taken into confidence for their confidential personal and other data regarding any survey construct items and their demographic information, which was also reassured by the researchers on the spot and kept intact throughout the entire research process.

Measures

DASS-21 Depression Anxiety Stress Scale (Lovibond & Lovibond, 1995)

It is a set of three self-report scales designed to measure the emotional state of a person, particularly the major emotions such as depression, anxiety, and stress, which are the core factors to investigate and explore its impact and causes with social media addiction in the respondents. A four-Likert scale of 0,1,2,3 has been employed. Therefore, the scale of 'Depression' assesses their emotional ingredients such as dysphoria, hopelessness, devaluation of life, self-deprecation, lack of interest, etc. In addition, the 'Anxiety' scale measures autonomic arousal; skinny muscles affect situational anxiety, and subjective experience of anxiety affects a person. Next, the' Stress' scale is sensitive to chronic nonspecific arousal levels. It assesses the difficulty of relaxing, nervous stimulation and being easily upset, irritable, overactive, and impatient emotions.

The Bergen Social Media Addiction Scale (Andreassen, Torsheim & Pallesen, 2016)

It is a six-item self-report scale that is precise and effective to utilize. These six items in English were published in this study, and its Urdu version has been used in this research study, with the translation of Stale Pallesen from Bergen University with Nida Zafar and Kouras Sultana from Pakistan. This test measures social media overuse and its addiction with the symptoms seen in individuals with Cronbach's alpha of 0.86.

Rosenberg's Self-esteem Scale (Rosenberg, 1965)

It contains ten things evaluated on a scale from 1 (unequivocally concur) to 4 (emphatically oppose this idea). Five things have decidedly worded proclamations, and five have adversely worded ones. Translations are available in other languages, such as Persian, French, Chinese, Italian, German, Portuguese, and Spanish. The scale is widely

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

utilized in culturally diverse examinations in up to 53 countries. Internal consistency was 0.77, with overall
reliability (a=.88).

Inclusion Criteria

1 Only educated adults are included in this study.
2 Males and females are included in the study.
3 Students from the government, private colleges, and university institutes.
4 Students ranging from the age range of 18-48 were part of the study only.

Exclusion Criteria

1 Non-educated participants were excluded from the study.
2 Below the age of people from 18 and above, the 48 were excluded from the study.

Results

The independent sample *t*-test, linear regression, and Pearson product-moment correlation were employed to assess the hypotheses.

Table 1: Demographic Characteristics of Young Generation (N=400).

Variables	*f*	*Percentage*
Gender		
Males	200	50
Females	200	50
Sector		
Government	183	45.8
Private	217	54.2
Age		
18-29	300	75
30-48	100	25

Note. f = Frequency, % = Percentage

Table 1 shows the frequency and percentage of adults demonstrating their gender and institute. Students who belong to the first category, 18-29 (f=300, 74.6%), have a greater rate than the second category, 29-48 (f=100, 29.9%). According to the above table, Gender in males and females are two categories: males have a percentage and frequency like this (f=200, 49.8%), and females have a rate and frequency like this (f=200, 49.8%); the table shows that males and females have the same frequency and

Dialogue Social Science Review (DSSR)
www.thedssr.com

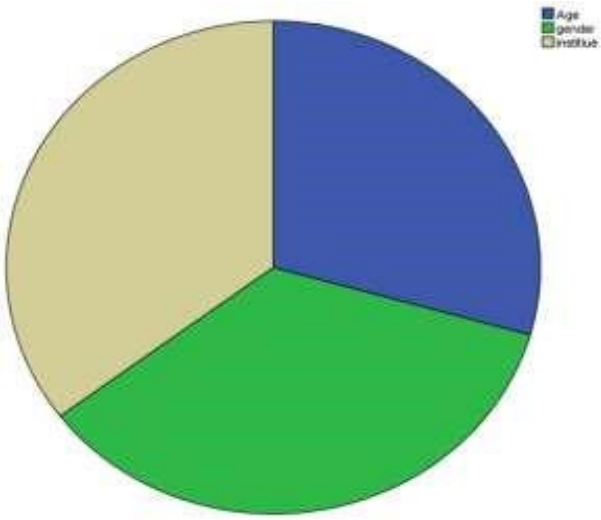
DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

percentage. The percentage and frequency of private and government institutes are also similar per the figures mentioned here (f=200, 49.8%) (*f* =200, 49.8%).

.



Age (18-29) = 74.6%
(29-48)=29.9%
Gender = 49.8%
Institute= 49.8%

Hypotheses Testing
Hypothesis
H_1 Social media has a positive relationship with depression and anxiety.
H_2 Self-esteem has a negative relationship with social media, depression, and anxiety.

Table 2: Pearson Product Moment Correlation among Study Variables (N = 400)

Variables	1	2	3	4
Social media	-	-.43***	.53***	.54***
Self-Esteem		-	-.44***	-.57***
Depression			-	.64***
Anxiety				-

Note. ***p < .001, *M*=Mean, *SD*=Standard Deviation

Table 2 shows findings indicating that self-esteem has a significant negative correlation with social media (r = -.43***,r = -.44***, r = -.57***, p <.001), depression, and anxiety. Social media have a significant positive correlation with depression and anxiety (r = .53***, r=.54***, p <.001).

Hypothesis
H_4 There are significant gender differences among social media, depression, anxiety,

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)
and self-esteem.

Table 3: Psychometric properties include descriptive statistics, the alpha reliability coefficient, range, and skewness among all study variables (N=400).

				Range		
Variables	*M*	*SD*	*a*	Potential	Actual	Skewness
Social media	14.46	5.40	.80	6-30	6-28	.67
Self-Esteem	24.71	8.49	.88	10-50	11-45	1.36
Depression	7.69	4.53	.80	0-21	0-19	.78
Anxiety	8.65	4.38	.81	0-21	0-21	.14

Table 2 shows the psychometric properties of the study variables. The reliability analysis indicates that the reliability coefficient of all variables is satisfactory. The values of skewness and kurtosis scales are less than 1, which suggests that univariate normality is not problematic.

Hypothesis

H_5 Social media will predict the negative effect on self-esteem.
H_8 Self-esteem will predict the negative effect of social media.

Table 4: Linear Regression Analysis Showing Impact of social media on self-esteem (N = 400)

		Outcome: Self-Esteem	
		95%CI	
Variables	Model *B*	*LL*	*UL*
(Constant)	34.57***	32.42	36.72
Social media	-.43***	-.82	-.54
R^2	.19		
F	92.31***		

Note. R^2 =.19 (*N*=400, *p* =.001). CI =Confidence Interval for B.

Table 4 shows that regression analysis is computed with social media as a predictor variable and self-esteem as an outcome variable. The ΔR^2 value of .19 indicates that the

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

predictor can account for 19% variance in the dependent variable with F (1, 398) = 92.31, p < .001. The findings indicate that social media (β = -.43, p < .001) significantly negatively affects self-esteem.

Hypothesis

H_6 Social media will predict the positive effect on depression

Table 5: Linear Regression Analysis Showing Impact of social media on depression (N = 400)

		Outcome: Depression	
		95%CI	
Variables	Model *B*	*LL*	*UL*
(Constant)	1.25*	.17	2.33
Social media	.53***	.38	.51
R2	.28		
F	156.32***		

Note. R^2 =.28 (*N*=400, p =.001). CI =Confidence Interval for B.

Table 5 shows that regression analysis is computed with social media as a predictor variable and depression as an outcome variable. The ΔR^2 value of .28 indicates that the predictor can account for 28% variance in the dependent variable with F (1, 398) = 156.32, p < .001. The findings indicate that social media (β = .53, p < .001) has a significant positive effect on depression.

Hypothesis

H_7 Social media will predict the positive effect on anxiety.

Table 6: Linear Regression Analysis Showing Impact of social media on anxiety (N = 400)

		Outcome: Anxiety	
		95%CI	
Variables	Model *B*	*LL*	*UL*
(Constant)	2.32***	1.28	3.36

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

Social media	.54***		.37	.51
R2		.29		
F		163.61***		

Note. R^2 =.29 (*N*=400, p =.001). CI =Confidence Interval for B.

Table 6 shows that regression analysis is computed with social media as a predictor variable and anxiety as an outcome variable. The ΔR^2 value of .29 indicates that 29% variance in the dependent variable can be accounted for by the predictor with F (1, 398) = 163.61, p < .001. The findings indicate that social media (β = .54, p < .001) has a significant positive effect on anxiety.

Table 7: Mean, Standard Deviation, and T-values for male and female on study variables (N=400)

	Females (n = 200)		Males (n = 200)				95%CI		
Variables	*M*	*SD*	*M*	*SD*	t(138)	*p*	*LL*	*UL*	Cohen's *d*
Social media	15.97	5.94	12.96	4.32	5.80	.00	1.99	4.04	.57
Self-esteem	23.64	8.32	25.79	8.53	-2.55	.00	-3.81	-.49	.25
Depression	8.71	5.05	6.68	3.68	4.58	.01	1.15	2.89	.45
Anxiety	9.12	4.64	8.18	4.05	2.16	.00	.09	1.80	.21

Note. *M*=Mean, *SD*=Standard Deviation

Table 7 shows the mean, standard deviation, and *t*-values of males and females on all study variables. Results indicate there are significant gender differences in social media, self-esteem, depression, and anxiety. Results show that females score high on social media (*M*=15.97, *SD*=5.94 vs. *M*=12.96, *SD*=4.32), depression (*M*=8.71, *SD*=5.05 vs *M*=6.68, *SD*=3.68), and anxiety (*M*=9.12, *SD*=4.64, vs *M*=8.18, *SD*=4.05) as compare to males and males score high on self-esteem (*M*=23.64, *SD*=8.32 vs. *M*=25.79, *SD*=8.53) as compare to females.

Hypothesis

H_3 There is a significant difference between social media addiction and depression among private and government institute students.

Table 8: Mean, Standard Deviation, and t-values of Government and Private Institutes (N=400).

	Govt.	Private

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

	(*n* = 200)		(*n* = 200)				95%CI		
Variables	*M*	*SD*	*M*	*SD*	*t* (398)	*P*	*LL*	*UL*	Cohen's *d*
Social media	15.31	4.73	14.14	4.70	2.49	.01	.24	2.10	.48
Depression	8.11	4.22	7.42	3.54	1.75	.80	-.08	1.45	.02
Anxiety	8.84	3.57	9.34	3.45	-1.4	.16	-1.18	.19	0.08
Self-esteem	24.26	2.18	23.91	2.34	1.5	.118	-2.09	.13	0.15

Note. *M*=Mean, *SD*=Standard Deviation

Table 8 shows the mean, standard deviation, and t-values for government and private students on the usage of social media and how many psychological factors adults have either having any relationship among depression, anxiety, and self-esteem or not. Results indicate that only social media has a significant relationship in private and government institute students (*M*=15.31, *M*=14.14, p<.005), and all the other variables like anxiety, depression, and self-esteem do not have a significant relationship.

Discussion

A substantial research study demonstrates that social media has a positive relationship with depression and anxiety, which is caused by excessive usage of social media that further triggers stress and anxiety among young adults and children as compared to old age person. Furthermore, the literature in this domain of research also indicates a significant correlation between extensive use of social media and depression and anxiety influenced by excessive usage of social media sites. (Feinstein et al., 2013). Additionally, numerous studies have similarly demonstrated a positive association between social media addiction and the prevalence of depression, anxiety, and stress among this age bracket (Hawi & Samaha, 2016, 2017; Kabasakal, 2015; Lepp et al., 2014; Valkenburg et al., 2006; Lin et al., 2016). Therefore, as per the results of this research study, self-esteem has a negative relationship with social media, depression, and anxiety, and it is supported by literature as well. Observers have stated that excessive usage of social media sites severely negatively impacts self-esteem and hinders personal development for numerous young individuals, which also further causes depression and anxiety. Chen and Lee (2013) indicated that social media sites adversely affect self-esteem by aggravating psychological distress through social comparison, negative criticism, and lower self-confidence, as well as triggering self-doubt. Facebook is a predictor of self-esteem levels, with an hour of daily Facebook use correlating to a decrease in self-esteem scores by 5.574.

Research findings reveal that there are significant differences between social media addiction and depression among private and government institute students, which

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

means that in both the institutes, either government or private sector, it is affecting the young generation. Private students exhibit a significantly higher prevalence of depression at 39%, compared to their counterparts in government students, where the frequency is recorded at 12%. This finding suggests that despite the superior environment provided by private institutions, the rates of depression are notably high (Mohanraj & Subbaiah, 2010).

It was determined that 93 students, representing 23.8%, were diagnosed with depression. Specifically, among private students, 67 individuals (38%) were identified as experiencing depression, while 26 government school students (12%) were similarly affected, with the difference between these groups being statistically significant (Shukla et al., 2019). Significant gender differences among social media, depression, anxiety, and self-esteem are also revealed from this study's results. Literature supports that in October 2023, research indicates that 97.2% of male and 93.72% of female college students utilize Instagram as their primary platform for communication and entertainment. Instagram has emerged as the predominant social networking site for communication among college students, with usage rates of 97.2% among males and 93.72% among females (Martinez & Abelan, 2020).

In this study, findings report that social media predicts a negative effect on self-esteem, and related literature supports it. However, Tao and Cheng (2018) discovered that individuals who perceive more excellent social support from social networking sites tend to show higher self-esteem. In a related study involving adolescents, researchers found that social media users often receive positive feedback from their online peers, further enhancing their self-esteem. The finding suggests a positive correlation between social media usage and self-esteem (Valkenburg et al., 2006). Additionally, as per the results report, social media predicts a positive effect on depression as, according to the literature it as depression, it is a condition that profoundly affects an individual's life and overall mental and physical health. Research has provided insights into the relationship between social media usage (SMU) and mental health, suggesting that increased SMU correlates with a heightened risk of depression and stress (Block et al., 2014). Various researchers have concluded that excessive use of Facebook is linked to increased depression and diminished well-being among young and adult individuals (Feinstein et al., 2013).

As per numerous research studies, social media also predicts a positive effect on anxiety. Literature supported by multiple studies has demonstrated a positive correlation between social media addiction and the dominance of stress, anxiety, and depression (Hawi & Samaha, 2017; Hawi & Samaha, 2016; Kabasakal, 2015; Lepp et al., 2014; Valkenburg et al., 2006).

The majority of research in this domain indicates that excessive usage of social media is associated with increased levels of depression and anxiety (Feinstein et al., 2013). This study narrates that self-esteem is not affected by social media addiction, and several studies also indicate a negative correlation between social media usage and individual self-esteem. The findings reveal that participants who engage intensively with social

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

media are more likely to report weakened self-esteem, thereby suggesting a significant inverse relationship between social media engagement and self-esteem levels (Alfasi, 2019; Jiang & Ngien, 2020; Sun, Gao, & Yang, 2020; Vogel, Rose, Roberts, & Eckles, 2014).

Implication of the Study

The current study findings provide further insight into the relationship between social media usage, addiction, depression, anxiety, and self-esteem among youth bulge, as well as its effects. Furthermore, the results of this study may help regulators and policymakers understand the vulnerabilities of overusing social media and its severe negative implications on individuals and society. In light of this evidence, rules and regulations, as well as any protocols, may be developed to reduce social media's adverse effects. Moreover, educational institutions can integrate the findings and insights from this study into curricula that encourage students to use social media responsibly and productively, which will significantly help reduce violence and isolation among young adults and students. It can also raise parents' and teens' awareness of the mental health illness of excessive use of social media and curtail its negative impact while developing protocols and mechanisms. It can also encourage people to develop healthy online habits and seek help when needed. Additionally, these topics can help counselors and professionals who can formulate strategic plans to deal with some of the risks associated with social media usage, such as online harassment and cyberbullying.

Limitations and Suggestions

The primary limitation of this study is its relatively small sample size, which may restrict the generalizability of the findings to a broader population of adolescents and young adults. While the research provides valuable insights, a larger and more diverse sample could offer a more comprehensive understanding of the correlations between social media addiction, depression, anxiety, and self-esteem.

Additionally, the accuracy of the findings may be influenced by how participants self-reported their social media usage and the duration spent on these platforms. Self-reported data are subject to recall bias, which could affect the precision of the results.

Future research should consider expanding the sample size to include diverse age groups, cultural backgrounds, and geographic locations to enhance the applicability of findings across different populations. Furthermore, longitudinal studies could provide a clearer picture of how prolonged social media use impacts mental health over time. Exploring specific psychological effects, such as feelings of social comparison, fear of missing out (FOMO), and their long-term consequences could offer deeper insights into the mechanisms behind social media addiction. Finally, integrating objective measures of social media usage, such as app usage statistics, alongside self-reported data could improve the accuracy and reliability of future studies. This combination would help paint a more precise picture of the relationship between social media addiction and mental health outcomes among young adults.

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

Conclusion

The digital revolution has penetrated every sphere of life, bringing both opportunities and challenges that have significantly influenced the mental health of the younger generation. As the literature indicates, young people are deeply engrossed in social media platforms, which pose threats to their psychological well-being and productivity. This study underscores the intricate relationships between social media usage, self-esteem, anxiety, and depression among children and young adults.

The findings reveal a significant positive correlation between social media addiction and elevated levels of anxiety and depression, alongside a negative impact on self-esteem. These results align closely with previous research, which similarly highlights the detrimental effects of excessive social media usage on mental health. Additionally, the study emphasizes the importance of gender differences, as males and females report varying levels of self-esteem, depression, and anxiety influenced by their unique interactions with social media platforms.

Educational institutions, policymakers, and mental health professionals must prioritize raising awareness and implementing sustainable strategies to address these issues. Promoting responsible social media usage, fostering digital literacy, and providing mental health support can play a pivotal role in preserving the well-being of the youth. By addressing these challenges, society can better equip young individuals to navigate the digital age while safeguarding their mental health and productivity.

References

Alfasi, Y. (2019). The grass is always greener on my friends' profiles: The effect of Facebook social comparison on state self-esteem and depression. *Personality and Individual Differences, 147,* 111–117. https://doi.org /10.1016 /j.paid .2019.04.032

Andreassen, C. S., & Pallesen, S. (2013). Social network site addiction: An overview. Retrieved November 26, 2013, from http://www.nebi. nlm.nih. gov /pubmed /24001298

Branden, N. (2001). *The psychology of self-esteem* (1st ed., p. 110). San Francisco, CA: Jossey-Bass.

Carr, C. T., Wohn, D. Y., & Hayes, R. A. (2016). As social support: Relational closeness, automaticity, and interpreting social support from paralinguistic digital affordances in social media. *Computers in Human Behavior, 62,* 385–393. https://doi.org/10.1016/j.chb.2016.03.087

Chen, W., Fan, C. Y., Liu, Q. X., Zhou, Z. K., & Xie, X. C. (2016). Passive social network site use and subjective well-being: A moderated mediation model. *Computers in Human Behavior, 64,* 507–514. https://doi.org/10.1016/j.chb.2016.03.087

Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco, CA: Freeman.

Ellison, N., Heino, R., & Gibbs, J. (2006). Managing impressions online: Self-presentation processes in the online dating environment. *Journal of Computer-*

Dialogue Social Science Review (DSSR)
www.thedssr.com

DIALOGUE SOCIAL SCIENCE REVIEW

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

Mediated Communication, 11, 415–441. https://doi.org/10.1111/j.1083-6101.2006.00020.x

Feinstein, B. A., Hershenberg, R., Bhatia, V., Latack, J. A., Meuwly, N., & Davila, J. (2013). Negative social comparison on Facebook and depressive symptoms: Rumination as a mechanism. *Psychology of Popular Media Culture, 2,* 161–170. https://doi.org/10.1037/a0033111

Goodwin, R., Costa, P., & Adonu, J. (2004). Social support and its consequences: "Positive" and "deficiency" values and their implications for support and self-esteem. *British Journal of Social Psychology, 43*(3), 465–474. https://doi.org/10.1348/0144666042038006

Graham, D. L. (2016). Why we worry: Social media, loneliness, and anxiety in young people. *Psychology Today*. Retrieved December 10, 2017, from https://www.psychologytoday.com/blog/whyweworry/201612/socialmedia-loneliness-and-anxiety-in-young-people

Hawi, N. S., & Samaha, M. (2017). The relations among social media addiction, self-esteem, and life satisfaction in university students. *Social Science Computer Review, 3*(5), 576–586.

Heatherton, T. F., & Polivy, J. (1991). Development and validation of a scale for measuring self-esteem. *Journal of Personality and Social Psychology, 60,* 895–910. https://doi.org/10.1037/0022-3514.60.6.895

Heatherton, T. F., & Wyland, C. (2003). Assessing self-esteem. In S. Lopez & R. Snyder (Eds.), *Assessing positive psychology* (pp. 219–233). Washington, DC: APA.

Leary, M. R., & Baumeister, R. F. (2000). The nature and function of self-esteem: Sociometer theory. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 32, pp. 1–62). Academic Press.

Leary, M. R., Tambor, E. S., Terdal, S. K., & Downs, D. L. (1995). Self-esteem as an interpersonal monitor: The sociometer hypothesis. *Journal of Personality and Social Psychology, 68,* 518–530. https://doi.org/10.1037/0022-3514.68.3.518

Lisa. (2022, January 21). The social dilemma: Social media and your mental health.

Martinez, R., & Abelan, S. (2020). Telematics and informatics. *Telematics and Informatics, 46,* 101304. https://doi.org/10.1016/j.tele.2019.101304

Mohanraj, R., & Subbaiah, K. (2010). Prevalence of depressive symptoms among urban adolescents in South India. *Journal of the Indian Association for Child and Adolescent Mental Health, 6,* 33–43.

Morse, S., & Gergen, K. J. (1970). Social comparison, self-consistency, and the concept of self. *Journal of Personality and Social Psychology, 16,* 148–156.

Phillips, S. (2007, July 25). A brief history of Facebook. *The Guardian*. Retrieved from http://www.theguardian.com

Rodgers, R. F., McLean, S. A., & Paxton, S. J. (2015). Longitudinal relationships among [missing title information].

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Vol. 3 No. 1 (January) (2025)

Shukla, N., Shukla, M., Ahmad, S., & Shukla, R. (2016). A cross-sectional study on depression among school-going adolescent girls in Barabanki district, Uttar Pradesh, India. *International Journal of Contemporary Pediatrics, 4,* 178–181.

Spielberger, C. D. (Ed.). (2013). *Anxiety and behavior*. Academic Press. Retrieved from https://www.cesphn.org.au/images/mental_health/Frequently_Used/Outcome_Tools/Dass21.pdf

Vogel, E., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. *Journal of Educational Policy and Entrepreneurial Research, 2*(1), 87–92.