Social Media Usage, Body Image, and Psychological Well-Being among College Students

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This study explored the relationship among Social Media Usage, Body Image, and Psychological Well-Being among 350 university students in the Davao Region using a quantitative, descriptive-predictive design with multiple regression analysis. The results revealed high levels of information sharing, social interaction, engagement with current news, collaborative learning, overall appearance evaluations, health fitness influence, and attention to grooming are significant positive predictors of students' psychological well-being. These findings highlight the considerable impact of social media usage and body image perceptions on psychological well-being. Therefore, interventions to enhance students' mental health address social media practices and body image perceptions by promoting healthy usage, fostering positive body image, and providing resources to manage the psychological effects of social media. Additionally, developing comprehensive educational programs and support systems can create a supportive environment that mitigates negative impacts and enhances overall mental health.

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1. INTRODUCTION

With the rise of digitalization, social media has engraved itself in people's daily lives. Globally, 62.3% of the world's total population are active users of social media with 86.75 millions of those being Filipinos [1,2]. The way people interact, communicate, and consume information has changed as a result of social media's widespread integration. It has allowed individuals to get some ideas and exchange information, receive educational support from experts in any field, and connect with anyone from anywhere, especially our families [3]. But, in addition to these advantages, social media also has certain disadvantages, including the effects of stress, distraction, procrastination, and unregulated online information [4,5].

Social media has become the primary source of news and current events [6]. According to Laukkarinen [7], people utilise social media platforms not only to actively pursue job opportunities but also to receive unsolicited job offers from recruiters and employers. Additionally, it has become a prevalent tool for student communication, collaborative learning, and improving academic performance and knowledge acquisition through data and information collection [8,9]. Additionally, social media provides temporary ways to escape from reality, such as reading memes or watching funny videos to relieve stress and anxiety [10]. However, it is crucial for young adults who have different attitudes towards information security practices, to be cautious about sharing their identity information [11].

Body image is a multifaceted construct that involves a person's perception, emotions, and thoughts about their own body [12]. According to Sharma and Arya [13] and Chueng et al. [14], various factors can impact how individuals view their bodies. These include overall appearance evaluation, external feedback from others, societal standards, as well as the influence of family and friends, and social dependence. Individuals with positive body image typically exhibit a healthier outlook and behavior, alongside higher levels of physical and mental wellbeing, and better personal development [15]. Conversely, those with negative body image often grapple with heightened levels of stress, anxiety, despair, and susceptibility to eating disorders [16].

Adolescents of all ages are most commonly dissatisfied with their body height and weight among all physical characteristics [17]. New Poll Suggests [18], found that many teens worry about how they look or pay attention to grooming—they tend to present themselves as presentable to others by attending to their hygiene, grooming their hair and nails, wearing appropriate attire, and making sure they lack body odor [19]. During adolescence, there is a strong emphasis on health, fitness, and appearance, often leading to negative consequences such as unhealthy eating behaviors, including skipping meals at school and home, in pursuit of slender body ideals [20]. These behaviors, termed as investment in appearance ideals, reflect the efforts individuals make to manage or enhance their appearance [20].

Psychological Well-Being, referring to a person's perceptions of their mental and emotional health—including feelings of pleasure, life satisfaction, and a sense of purpose—holds profound significance in understanding their overall quality of life and functioning by accounting for various aspects of mental and emotional wellness, thus forming a comprehensive understanding of their psychological state [21]. A multitude of factors, including cultural, social, psychological, physical, economic, and spiritual elements, intricately influence this construct, reflecting individuals' attitudes towards their personality, life, and experiences that hold particular significance to them [22].

Psychological Well-Being is a distinct construct comprising six core dimensions, as outlined by Ryff and Keyes [23]. Firstly, self-acceptance involves fostering a positive attitude towards oneself, including acknowledging and embracing both positive and negative aspects, and feeling content about one's past experiences. Second, positive relationships emphasize the importance of building warm and trusting relationships with others characterized by empathy, love and understanding in interpersonal interactions. Thirdly, autonomy involves the capacity to independently make decisions, withstand societal pressures, and assess oneself based on their standards rather than external influences. Fourthly, environmental mastery entails feeling competent and in control of one's surroundings, effectively managing external activities, and

seizing opportunities as they arise. Fifthly, purpose in life encompasses having clear goals and direction, finding meaning in past and present experiences, and holding beliefs that provide a sense of purpose and direction. Lastly, personal growth involves continual development, openness to new experiences, and realizing one's potential over time, leading to increased self-awareness and effectiveness in various aspects of life [24].

At its core, Psychological Well-Being encompasses positive self-evaluations, life satisfaction, and overall mental health, contributing to happiness. This state of well-being enables individuals to perceive their lives positively, enhancing their satisfaction and overall quality of life. Particularly in teenagers, higher Psychological Well-Being correlates with enhanced school performance, improved mental health, better academic achievement, enhanced social skills, and overall physical and emotional well-being [25]. This underscores the significance of investigating factors that can enhance their well-being.

The widespread dissemination of idealized images online may prompt the general populace to strive for an enhanced body appearance, sometimes to an excessive, compulsive, or detrimental extent, affecting other areas of their lives. According to several studies that have examined the relationship between social media, Body Image, and Psychological Well-Being, social media can have both positive and negative effects on body image and mental health, [26,27,28,29].

Notably, the longitudinal study by Lin, Fu, and Zhou [27] suggests that using social media can have both positive and negative influence on Psychological Well-Being depending on its factors and conditions. This finding is supported by Sultan [30] who argues that social media perpetuates this negative Body Image by presenting unrealized photos and often unhealthy ideals of beauty, inevitably resulting in individuals comparing themselves to others, fostering feelings of inadequacy. However, Estrada et al. [31] found a positive link between Social Media usage and the social and emotional well-being of exclusive nursing students at a university in Manila, implying that increased social media engagement can enhance their social and emotional well-being.

Emerging adults are experiencing a decline in their appreciation of body image, a trend associated with psychological distress [32]. This decline is exacerbated by familial, peer, and social media pressures, distorting their perception of self-worth and physical appearance [33]. Moreover, a study comprising 124 severely obese individuals revealed a notable association between Body Image and Psychological Well-Being. This suggests that negative Psychological Well-Being may stem from Body Image concerns linked to obesity [34]. Additionally, a study conducted in Metro Manila in 2023 found that increased social media usage is correlated with negative body image among young adult Filipino women [35].

The increasing level of Social Media usage among students has raised concerns about its potential impact on their Body Image and Psychological Well-Being. However, the connection between Social Media Usage, Body Image perceptions, and Psychological Well-Being remains inadequately comprehended. Despite the growing body of literature examining these relationships individually, there is a noticeable gap in research that explores how these factors interact with each other, particularly within the context of Filipino students. Existing studies often focus on social media addiction and its relationship with body image, or overall well-being, overlooking the experiences of average Social Media users, and their specific associations with Body Image and Psychological Well-Being.

The primary objective of this research is to examine the relationship between Social Media Usage, Body Image, and Psychological Well-Being within the university student population. Specifically, it seeks to understand how different social media habits affect students' views of their Body Image and overall Psychological Well-Being. Through this study, researchers seek to highlight the intricate link between students' use of social media, their Body Image perceptions, and their Psychological Well-Being. This provides understanding for cultivating targeted strategies to promote positive mental health outcomes.

1.1 Research Objectives

This study aimed to determine the following:

1. What is the level of Social Media Usage of students in terms of:

   1.1 Social Interaction and Sociability
   1.2 Family Communication

1.3 Educational Support
1.4 Job-related Information
1.5 Ideas and Information Sharing
1.7 Identity Formation
1.7 Socializing Preferences
1.8 Current Events and News
1.9 Entertainment and Stress Relief
1.10 Collaborative Learning

2. What is the level of Body Image of students in terms of:

2.1 Overall Appearance Evaluation
2.2 Health Fitness Influence
2.3 Investment in Ideals
2.4 Health-Fitness Evaluation
2.5 Attention to Grooming
2.6 Height Dissatisfaction
2.7 Fatness Evaluation
2.8 Negative Affect
2.9 Social Dependence

3. What is the level of Psychological Well-Being of students in terms of:

3.1 Autonomy
3.2 Environmental mastery
3.3 Personal Growth
3.4 Positive Relations
3.5 Purpose in life
3.6 Self-acceptance

4. Is there a correlation between Social Media Usage, Body Image, and Psychological Well-Being of students?

5. What particular domains under Social Media Usage and Body Image influence Psychological Well-Being?

2. METHODOLOGY

This chapter shows how data was collected and analyzed for the research. It covers things like where the study took place, how the research was designed, how many people or things were studied, what kinds of information were used, how the information was gathered, and how it was handled [36].

2.1 Research Respondents

The respondents in the study exclusively within Davao Region consisted of students from the University across all year levels and departments during the school year 2024. The researchers employed a sample size of 350, solved through a Slovin's test, utilizing a simple random sampling method from the total population of 3,868 students in this study. Simple random sampling was utilized to make statistical inferences about the population, thereby improving internal validity by minimizing the influence of potential variables. Moreover, with an adequately large sample size, simple random sampling ensures external validity by effectively representing the characteristics of the overall population [37].

Table 1 provides a breakdown of respondents categorized by their sex, year level, and departments. In terms of sex distribution, the sample comprises 141 male respondents, making up 40.3% of the total, and 209 female respondents, accounting for 59.7%. Notably, the majority of respondents are female. Moreover, the distribution of respondents is based on their respective year levels. The largest proportion of respondents are in their 1st year, totaling 169, which represents 48.3% of the total sample. Second-year students account for 138 respondents, constituting 39.4%. Third-year students, totaling 36 respondents, make up 10.3%. Finally, there are 7 respondents from the 4th year, accounting for 2.0% of the total. Regarding departmental distribution, the Department of Arts and Science (DAS) has the highest participation, with 115 respondents, representing 32.9% of the total. The Department of Criminal Justice Education (DCJE) follows with 89 respondents, making up 25.4% of the total sample. After DCJE, the Department of Business Administration (DBA) comprises 38 respondents, representing 10.9%. The Department of Accounting Education (DAE) includes 25 respondents, accounting for 7.1%. Additionally, the Department of Technical Program (DTP) has 19 respondents, constituting 5.4%, while the Department of Teacher Education (DTE) consists of 64 respondents, making up 18.3%.

2.2 Research Instruments

The data gathering process employed questionnaires adapted from three instruments: Social Networking Usage Questionnaire, Body Self-Image Questionnaire, and Psychological Well-Being Questionnaire. The researchers secured permission from the author by sending a formal letter to their Gmail address. Each questionnaire was selected based on its established validity and reliability in assessing the constructs of interest. Additionally, the researchers conducted pilot testing with a sample size of 50 respondents to validate and

verify its applicability within the Philippine setting, specifically, in the university in Davao Region. The Social Networking Usage Questionnaire, developed by Gupta, and Bashir [38], is a 19-item questionnaire designed to measure various dimensions of Social Media Usage among the respondents. Using a 5-point Likert scale (Always = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1), the respondents rated the extent to which they found the statements most appropriate and true to their case. The internal consistency reliability in this study was deemed acceptable, with a Cronbach's α value of .90. The mean interpretation used for the Social Networking Usage Questionnaire is presented in Table 2.

The shortened version of Rowe's Body Self-Image Questionnaire [39] was utilized to gauge the respondents' perception of body image. This questionnaire comprises nine distinct subscales aimed at collecting data on various aspects of body image, including Overall Appearance Evaluation, Health Fitness Influence, Investment in Ideals, Health-Fitness Evaluation, Attention to Grooming, Height Dissatisfaction, Fatness Evaluation, Negative Affect, and Social Dependence. Respondents rated the extent to which they found the statements to be true to themselves using a 5-point Likert response scale (Completely = 5, Mostly = 4, About halfway = 3, Slightly = 2, and Not at all = 1). The internal consistency reliability assessed in this study was considered satisfactory, with a Cronbach's α coefficient of .87. The mean interpretation used for the Body Self-Image Questionnaire is presented in Table 3.

Table 1. Demographic Profile of Respondents (n=350)

	Profile	f	%
Sex			
	Male	141	40.3
	Female	209	59.7
Year Level			
	1st	169	48.3
	2nd	138	39.4
	3rd	36	10.3
	4th	7	2.0
Department			
	DAS	115	32.9
	DBA	38	10.9
	DAE	25	7.1
	DTP	19	5.4
	DCJE	89	25.4
	DTE	64	18.3
Total		350	100.0

Table 2. Social networking usage questionnaire mean interpretation

Mean Interval	Description	Interpretation
4.21 - 5.00	Very High	Significantly heavy usage of social media is observed.
3.41 - 4.20	High	Consistently frequent usage of social media is observed.
2.61 - 3.40	Moderate	Social media usage falls within a moderate range
1.81 - 2.60	Low	Social media usage occurs occasionally.
1.00 - 1.80	Very Low	Social media usage is rare or almost non-existent.

Table 3. Body image questionnaire mean interpretation

Mean Interval	Description	Interpretation
4.21 - 5.00	Very High	The body image being measured is exceptionally positive.
3.41 - 4.20	High	The body image being measured is significantly positive.
2.61 - 3.40	Moderate	The body image being measured is moderately positive.
1.81 - 2.60	Low	The body image being measured is somewhat negative.
1.00 - 1.80	Very Low	The body image being measured is exceptionally negative.

Psychological Well-Being was assessed using Ryff's Psychological Well-Being Scale [40] as the measurement tool. The survey comprises six subscales: Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life, and Self-Acceptance. Employing a 6-point Likert response scale (ranging from Strongly Disagree = 1 to Strongly Agree = 6), participants rated their level of agreement or disagreement with 42 statements regarding their psychological well-being. The internal consistency reliability observed in this study was considered acceptable, with (Cronbach's $α$ = 89). The mean interpretation used for the Psychological Well-Being Questionnaire is presented in Table 4.

2.3 Design and Procedure

The research design of the study involves a quantitative approach with a descriptive-predictive design. This design allows for a detailed exploration of relationships between variables – Social Media Usage, Body Image and Psychological Well-Being. Numerical data collection and analysis are required for quantitative research. Using this method makes it possible to detect patterns and averages, make predictions, investigate causal relationships, and generalize findings to larger populations [41].

This study process started by obtaining proper permission through letters signed by the instructor and endorsed by the dean of the school. Before starting the main study, the researchers performed a pilot test involving 50 participants to confirm the effectiveness and reliability of the questionnaires. The researchers analyzed the data using JAMOVI version 2.4.14., checked the statistical reliability, and confirmed that all the survey questionnaires were reliable. Moreover, after confirming and checking the reliability of the questionnaires, the instructor reviewed and approved them, marking the official commencement of our main study. Ethical considerations were essential, and respondents received letters and signed in to make sure everything was clear and followed ethical standards. After that, the researchers went around the campus, handing out and collecting paper surveys, and the researchers handed out tokens as a show of appreciation to the respondents. Once all the data was gathered, the researchers carefully organized, examined, and tallied it impartially in Microsoft Excel in preparation for data analysis. To conduct a thorough analysis, the researchers employed the necessary statistical treatments, utilizing JAMOVI version 2.4.14. This statistical tool played a crucial role in dissecting and interpreting the data, aligning with the study's primary objective. The step-by-step approach, from ethical considerations to data collection and advanced statistical analysis, underscores the rigorous and systematic nature of the research procedure, ensuring both accuracy and ethical integrity throughout the study.

2.4 Statistical Treatment

Three hundred fifty respondents completed the survey instruments. Their data were analyzed using the statistical tool, JAMOVI [42]. Descriptive measures were employed to analyze the mean and standard deviation of the students' responses. Additionally, the researchers utilized the Shapiro-Wilk Test to assess the normal distribution of the data, revealing a P = .035, indicating a non-normal distribution ($p < .05$). To explore the relationships between variables, Spearman's rank correlation was employed. Furthermore, Multiple Linear Regression Analysis was conducted to determine which factors predict the outcome.

2.5 Voluntary Participation

The respondents exhibited a willingness to engage in the research study. The respondents can leave the study or withdraw anytime; the researchers will not interrogate them about it. The decisions made by respondents should be accepted and respected by researchers. This ensured that everyone was treated with respect and had the choice to be involved without any unwanted pressure.

Table 4. Psychological well-being questionnaire mean interpretation

Mean Interval	Description	Interpretation
5.17 - 6.00	Very High	The psychological well-being measured is exceptionally positive.
4.33 -5.16	High	The psychological well-being measured is notably strong.
3.49 - 4.32	Average	The psychological well-being measured is at a satisfactory level.
2.67 - 3.50	Average	The psychological well-being measured is moderately positive.
1.83 - 2.66	Low	The psychological well-being measured is somewhat lacking.
1.00 - 1.82	Very Low	The psychological well-being measured is exceptionally poor.

2.5.1 Privacy and confidentiality

The confidentiality of respondents' personal information was a top priority in this study. All the details shared by respondents were kept safe in a sealed plastic envelope, and securely stored in a locked cabinet to prevent unauthorized access. Importantly, this information was not used for anything beyond the scope of the study, ensuring that respondents' privacy was respected. Additionally, respondents had control over how their data was collected, used, and shared throughout the study, reinforcing a commitment to safeguarding their personal information and maintaining their trust in the research process.

2.5.2 Informed consent process

This study involved researchers providing detailed information to potential respondents before they decided to participate or decline. Respondents were comprehensively informed about the study's objectives, possible risks and benefits, as well as the sequential procedures involved. This ensured that individuals had a comprehensive understanding of what they were getting into, empowering them to make an informed and voluntary decision about their involvement in the study. This commitment to transparency and clear communication established a foundation of trust between researchers and respondents, prioritizing ethical practices throughout the research endeavor.

2.5.3 Benefits

The researchers took measures to ensure that the study contributed positively to others, emphasizing its overall benefit. Respondents were not only made aware of these potential benefits but were also informed about how their involvement could result in personal growth and heightened awareness. This dual focus on the broader positive impact and individual development underscored the researchers' commitment to creating meaningful and valuable outcomes, fostering a sense of purpose and motivation among respondents to actively engage in the study.

2.5.4 Risks

Respondents were informed of any potential harm or injury that could occur during their participation, ensuring respondents were equipped with all essential information to make a well-informed decision regarding their participation. The researchers were dedicated to minimizing these risks as much as possible and implementing safety measures to protect the well-being of the respondents. This commitment emphasized the researchers' responsibility to prioritize respondents' safety and underscored the importance of transparent communication in fostering a trustful relationship between researchers and respondents throughout the course of the study.

2.5.5 Plagiarism

The researchers wanted to emphasize that they had no intention of appropriating someone else's work without providing due credit. They were committed to ensuring that there was no plagiarism in the study, meaning they wouldn't present someone else's ideas or words as their own. The researchers were careful to give credit to someone's work and ideas, maintaining honesty and integrity in the study's findings. This approach not only respected the work of others but also upheld the ethical standards essential in research and academic pursuits.

2.5.6 Permission from the organization or location

Before distributing questionnaires to students and conducting the research study at the University of Mindanao Digos College, the researchers diligently sought permission. This involved obtaining signatures from the PSY 221 instructor and the professional school dean through letters of permission. This thorough process ensured that the study aligned with the guidelines and regulations of the university, demonstrating a commitment to ethical research practices. By obtaining proper permissions, the researchers not only upheld institutional protocols but also established a foundation of transparency and responsibility in conducting the study within the specified academic and organizational framework. Moreover, the researchers secured permission from the author by sending a formal letter to their G-mail address. This demonstrates our commitment to ethical research practices and respect for intellectual property rights. Obtaining approval in this manner underscores our diligence and responsibility before using the survey in our study, promoting integrity and collaboration within the research community.

2.6 Limitations

The study had the potential for a limited sample size of at least 350, given the total population of

3,868 students within Davao Region. This could have had an impact on the findings' capacity to be applied to a larger population. Additionally, the reliance on questionnaires as the primary data collection method might have introduced a limitation related to self-reporting bias, as respondents could have provided responses they perceived as socially desirable. Furthermore, external factors such as time constraints and respondents' availability could have impacted the depth and comprehensiveness of the data collected. Acknowledging and addressing these limitations was crucial for an interpretation of the study's outcomes and for understanding the boundaries within which the findings could be applied [43].

3. RESULTS AND DISCUSSION

Illustrated in this chapter are the data, findings, interpretation, discussion, and data analysis based on respondents' answers. The tables are organized under the following research objectives: Level of Social Media Usage among Students, Level of Body Image among Students, Level of Psychological Well-Being of Students, Spearman Correlation Analysis Between Social Media Usage and Psychological Well-Being, Spearman Correlation Analysis Between Body Image and Psychological Well-Being, Regression Analysis for Variables under Social Media Usage in Predicting Students' Psychological Well-Being, and Regression Analysis for Variables under Body Image in Predicting Students' Psychological Well-Being.

3.1 The Level of Social Media Usage among Students

The table displays the outcomes of the statistical analysis carried out to assess the extent of Social Media Usage among university students.

The evaluation encompasses 10 dimensions: Social Interaction and Sociability, Family Communication, Educational Support, Job-related Information, Ideas and Information Sharing, Identity Information, Socializing Preference, Current Events and News, Entertainment and Stress Relief, and Collaborative Learning.

Table 5 presents the diverse Social Media Usage patterns among the respondents. Mean scores and standard deviation provide a structure for understanding the varying degrees of engagement across different aspects of social media use.

Students heavily utilize social media for a wide range of purposes, including family communication, educational support, accessing job-related information, sharing ideas and information, staying updated on current events and news, seeking entertainment, and engaging in collaborative learning activities. This is suggested by the moderate ratings observed for "Social Interaction and Sociability" ($\bar{x}$ = 3.39, *SD* = 1.14), "Job-related Information" ($\bar{x}$ = 3.35, *SD* = 1.09), "Identity Information" ($\bar{x}$ = 3.24, *SD* = 1.10), and "Socializing Preference" ($\bar{x}$ = 3.06, *SD* = 1.07). This finding aligns with previous research suggesting that social media serves as a platform for maintaining social connections and self-expression. DelPrete et al. [44] and Dantas et al. [45] found social media to be a favorable tool for professionals for work-related networking and activities, as it provides a cost-effective and efficient means to interact, innovate, and exchange information, especially for marketing activities. Additionally, teenagers have also found social media to be a valuable tool for fostering and maintaining relationships through interaction on platforms such as Facebook [46].

Table 5. Level of social media usage among students

	Mean	SD	Description
Social Interaction and Sociability	3.39	1.144	Moderate
Family Communication	3.70	1.170	High
Educational Support	3.60	0.828	High
Job-related Information	3.35	1.092	Moderate
Ideas and Information Sharing	3.65	0.918	High
Identity Information	3.24	1.108	Moderate
Socializing Preference	3.06	1.074	Moderate
Current Events and News	3.56	1.110	High
Entertainment and Stress Relief	3.86	1.012	High
Collaborative Learning	3.65	1.023	High

In contrast, indicators such as "Family Communication" ($\bar{x}$ = 3.70, *SD* = 1.17), "Educational Support" ($\bar{x}$ = 3.60, *SD* = 0.83), "Ideas and Information Sharing" ($\bar{x}$ = 3.65, *SD* = 0.92), "Current Events and News" ($\bar{x}$ = 3.56, *SD* = 1.11), "Entertainment and Stress Relief" ($\bar{x}$ = 3.86, *SD* = 1.01), and "Collaborative Learning" ($\bar{x}$ = 3.65, *SD* = 1.02) received higher mean scores ranging from 3.56 to 3.86, indicating a "High" level importance. The data suggests a significant reliance on social media among students for a wide array of purposes, extending beyond social interaction to encompass academic support, information sharing, and recreational activities. These findings align with previous research emphasizing social media's broad utility for communication, educational aid, and information dissemination [47].

Miraji and Salim [48] highlight the effective use of social media within academic libraries to enhance educational progress, fostering knowledge sharing among users. Similarly, Findyartini et al. [49] report that students frequently utilize social media for educational purposes, such as communicating with tutors and exchanging notes and lectures with peers. Moreover, teachers utilize social media not only for parental communication and information dissemination but also for assigning homework and distributing files to students [50].

3.2 The Level of Body Image among Students

The table showcases the outcomes of the statistical analysis performed to evaluate the level of Body Image among university students. The evaluation encompasses 9 dimensions: Overall Appearance Evaluation, Health Fitness Influence, Investments in Ideals, Health Fitness Evaluation, Attention to Grooming, Height Dissatisfaction, Fatness Evaluation, Negative Affect and Social Dependence.

The analysis of Table 6 reveals the mean scores and standard deviations of various indicators related to Body Image among students. Moderate ratings were observed for most of the indicators, including "Overall Appearance Evaluation" ($\bar{x}$ = 3.30, *SD* = 0.99), "Health Fitness Evaluation" ($\bar{x}$ = 3.40, *SD* = 0.77), "Investment in Ideals" ($\bar{x}$ = 3.31, *SD* = 0.94), "Health Fitness Evaluation" ($\bar{x}$ = 3.03, *SD* = 0.80), "Height Dissatisfaction" ($\bar{x}$ = 3.18, *SD* = 1.09), "Fatness Evaluation" ($\bar{x}$ = 2.68, *SD* =

1.06), "Negative Affect" ($\bar{x}$ = 2.72, *SD* = 1.07), and "Social Dependence" ($\bar{x}$ = 3.03, *SD* = 0.89). This suggests that these aspects moderately influence the respondents' Body Image. According to Bi et al. [51], individuals who fail to recognize and accept their appearance are likely to develop low levels of body self-esteem, leading to disturbances in their Body Image. Zhuang [52] supports this by stating that teenagers who feel ashamed of their bodies often compare themselves with others, which can negatively impact their Body Image. Furthermore, a previous study noted that distortions in adolescents' Body Image are influenced by societal and socio-cultural norms and are associated with weight control, physical activity, and sedentary behavior [53].

The findings indicate that the mean score for "Attention to Grooming" (mean = 3.63, SD = 1.14) suggests a "High" level. This implies that respondents put effort into their grooming habits and appearance-related activities. When individuals take pride in their grooming habits, it can positively impact their self-confidence, social interactions, relationships, and even professional opportunities [54] [55,56]**.** However, excessive attention to grooming can potentially lead to negative consequences. In a study by Zoghipaydar et al. [57], it was found that individuals who are dissatisfied with their bodies often attempt to change their appearance. Mohamed and Isreed [58] reported that those with body image dissatisfaction may try to conceal parts of their body or engage in weight-controlling behaviors to cope with their dissatisfaction. The researchers suggest that becoming overly preoccupied with appearance may have negative consequences for individuals. They may resort to extreme dieting or surgical procedures to achieve their desired physical appearance, which can have detrimental effects on their health [59]. Additionally, constantly comparing themselves to others can negatively impact their self-esteem [60].

3.3 The Level of Psychological Well-Being Among Students

The table illustrates the findings of the statistical analysis undertaken to assess the level of Psychological Well-Being among university students. The evaluation encompasses 6 dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relation, Purpose in Life, and Self-Acceptance.

Table 6. Level of body image among students

	Mean	SD	Description
Overall Appearance Evaluation	3.30	0.985	Moderate
Health Fitness Influence	3.40	0.771	Moderate
Investments In Ideals	3.31	0.936	Moderate
Health Fitness Evaluation	3.03	0.796	Moderate
Attention To Grooming	3.63	1.135	High
Height Dissatisfaction	3.18	1.094	Moderate
Fatness Evaluation	2.68	1.062	Moderate
Negative Affect	2.72	1.066	Moderate
Social Dependence	3.03	0.889	Moderate

Table 7. Level of psychological well-being among students

	Mean	SD	Description
Autonomy	3.39	1.144	Moderate
Environmental Mastery	3.70	1.170	Moderate
Personal Growth	3.60	0.828	Moderate
Positive Relation	3.35	1.092	Moderate
Purpose in Life	3.65	0.918	Moderate
Self- Acceptance	3.24	1.108	Moderate

Table 7 presents an assessment of Psychological Well-Being among university students, measuring six key dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relation, Purpose in Life, and Self-Acceptance. The indicators under Psychological Well-Being are all rated with "Average"—"Autonomy'' ($\bar{x}$ = 3.39, *SD* = 1.44), "Environmental Mastery'' ($\bar{x}$ = 3.70, *SD* = 1.17), "Personal Growth'' ($\bar{x}$ = 3.60, *SD* = 0.83), "Positive Relation'' ($\bar{x}$ = 3.35, *SD* = 1.09), "Purpose in Life'' ($\bar{x}$ = 3.65, *SD* = 0.92), and "Self-Acceptance'' ($\bar{x}$ = 3.24, *SD* = 1.11).These findings indicate a generally positive but somewhat moderate level of psychological well-being among students. While satisfaction is reported across various aspects, there are notable areas for potential improvement. These include fostering a sense of independence, adapting to their surroundings, personal growth, cultivating positive relationships, finding meaning in life, and achieving self-acceptance. Identifying these areas provides valuable insight for implementing strategies aimed at enhancing students' overall well-being and fulfilment.

To enhance independence, Schmalacker [61] emphasize the importance of developing essential life skills such as goal setting, time management, self-care, and embracing mistakes as learning opportunities. Adapting to new environments requires a growth mindset, which involves accepting obstacles, viewing failures as teaching moments, and staying open to new ideas [62]. Strategies for personal growth include expanding knowledge, honing skills, and enhancing emotional intelligence and self-awareness [63]. Positive relationships thrive on mutual benefits and moments of genuine happiness, as noted by Seppälä [64]. Discovering one's purpose involves self-reflection, exploring passions, and stepping out of comfort zones to gain true insights [65]. Self-acceptance can be fostered by connecting with supportive loved ones, practicing self-compassion, mindfulness, forgiving oneself, and gaining perspective on personal limitations [66]. Overall, Morales-Rodríguez et al. [67] indicate that students generally report a satisfactory level of independence, adaptability, personal growth, relationships, purpose, and self-acceptance.

3.4 Correlation Analysis between Social Media Usage and Psychological Well-Being

Table 8 summarizes the results of the Spearman's Rho analysis examining the relationship between Social Media Usage and Psychological Well-Being among the respondents.

Table 8 presents findings from a Spearman's rank correlation analysis, which aimed to examine the association between Social Media Usage and Psychological Well-Being. The analysis revealed a significant moderate positive correlation between Social Media Usage

and Psychological Well-Being among students (r (348) = .40, p < .001), suggesting that increased social media use may enhance Psychological Well-Being. This result is supported by Luo and Hancock [68], who found that self-disclosure on social media positively impacts Psychological Well-Being. Pohan and Lbs [69] noted that Generation Z teenagers, who might struggle with expressing emotions openly in real life, use social media anonymously to share their desires, thoughts, ideas, and anxieties. Additionally, Ostic et al. [70] discovered that students often turn to social media for emotional support and a sense of social belonging.

3.5 Correlation Analysis between Body Image and Psychological Well-Being

The results of the Spearman's rank correlation analysis, aimed at uncovering the relationship between Body Image and Psychological Well-Being, unveiled a moderate positive correlation (r (348) = .33, p < .001). This significant correlation indicates that a positive Body Image is associated with overall enhanced Psychological Well-Being. Research by Eva et al. [71] and Syabana and Ansyah [72] supports these findings, demonstrating a strong link between an individual's Body Image and their Psychological Well-Being. Karna and Sivaraman [73] suggest that unrealistic societal body standards contribute to this relationship. Furthermore, adolescents' dissatisfaction with their bodies, often driven by the pursuit of a thin ideal for girls and increased muscle mass for boys, is linked to symptoms of depressive disorder [74].

3.6 Regression Analysis for Variables under Social Media Usage

This table presents the regression analysis results for Social Media Usage, revealing that among the ten predictors considered, only five variables demonstrated statistical significance in relation to the respondents' Social Media Usage.

Table 8. Spearman correlation analysis between social media usage and psychological well-being

Independent Variable	Psychological Well-Being		
Social Media Usage	r	*p*-value	remarks
	0.398	<.001	Significant

Table 9. Spearman correlation analysis between body image and psychological well-being

Independent Variable	Psychological Well-Being		
Body Image	r	*p*-value	remarks
	0.331	<.001	significant

Table 10. Regression analysis for variables under social media usage in predicting students' psychological well-being (n=350)

Predictor	*B*	β	p-value
Intercept	3.13772	42.6846	< .001
Social Interaction and Sociability	-0.03654	-2.0905	0.037
Family Communication	-0.01312	-0.7792	0.436
Educational Support	-0.02842	-0.7102	0.478
Job-related Information	0.00854	0.5054	0.614
Ideas and Information Sharing	0.08469	2.9970	0.003
Identity Formation	-0.00105	-0.0551	0.956
Socializing Preferences	0.00935	0.5373	0.591
Current Events and News	0.04537	2.4713	0.014
Entertainment and Stress Relief	0.04926	2.0382	0.042
Collaborative Learning	0.05606	2.6379	0.009
R²	**0.240**		
F	**10.7**		

**Table 11. Regression analysis for variables under body image in predicting students'
psychological well-being (n=350)**

Predictor	*B*	β	p-value
Intercept	2.96057	35.8187	< .001
Overall Appearance Evaluation	0.04830	2.3996	0.017
Health Fitness Influence	0.07848	3.1956	0.002
Investments in Ideals	0.03358	1.5551	0.121
Health Fitness Evaluation	0.01891	0.8093	0.419
Attention to Grooming	0.06229	4.1476	< .001
Height Dissatisfaction	-0.00130	-0.0839	0.933
Fatness Evaluation	0.01015	0.5215	0.602
Negative Affect	-0.04095	-1.8465	0.066
Social Dependence	0.02940	1.2373	0.217
R²	0.291		
F	15.5		

This research is conducted to determine if Social Interaction and Sociability, Family Communication, Educational Support, Job-Related Information, Ideas and Information Sharing, Identity Formation, Socializing Preferences, Current Events and News, Entertainment and Stress Relief, Collaborative Learning predict Psychological Well-Being among university college students.

The results indicate that the ten predictors explain 24% of the variance, with F = (10, 339) = 10.7, p <.001. Specifically, "Social Interaction and Sociability" (B = -0.037, β = -2.090, p = .037), "Ideas and Information Sharing" (B = 0.085, β = 2.997, p = .003), "Current Events and News" (B = 0.045, β = 2.471, p = .014), "Entertainment and Stress Relief" (B = 0.049, β = 2.038, p = .042), "Collaborative Learning" (B = 0.0560, β =2.638, p = .009), are positively associated with Psychological Well-Being. On the other hand, "Family Communication" (B = -0.013, β = -0.779, p = .436), "Educational Support" (B = -0.028, β = -0.779, p = .436), "Job-Related Information" (B = 0.009, β = 0.505, p = .614), "Identity Information" (B = -0.001, β = -0.055, p = .956) and "Socializing Preference" (B = 0.009, β = 0.537, p = .591) are not statistically significant related with the outcome variable. These findings suggest that certain dimensions of Social Media Usage, such as information sharing and collaborative learning, significantly contribute to predicting students' Psychological Well-Being, while other factors, like family communication and identity formation, do not exhibit a statistically significant impact.

As Social Interaction and Sociability increase, an individual's Psychological Well-Being also improves. This conclusion is supported by Tayo et al. [75] and Bano et al. [76], who found that the time spent on social media for interaction and communication significantly enhances students' Psychological Well-Being. According to Kou [77], social media can boost an individual's Psychological Well-Being through interactions and conversations with peers. However, excessive use of social media may lead to an imbalance between online and offline interactions, resulting in feelings of loneliness. The accessibility of news and information on social media can considerably influence individuals. During the COVID-19 pandemic, frequent news consumption has been associated with poor mental well-being [78]. Proctor [79] suggests that regular viewers often experience negative emotions and discomfort linked to news, likely due to the high frequency of distressing and accident-related reports on television. Moreover, the role of information gathering for educational purposes can impact Psychological Well-Being. Social media facilitates student collaboration and discussion of class lessons. Chaudhry et al. [80] found that teamwork and peer collaboration can significantly affect students' Psychological Well-Being, either positively or negatively, depending on the quality of their peer relationships and its effect on academic motivation. Entertainment activities, such as binge-watching and video gaming, have both positive and negative effects on Psychological Well-Being. While media consumption can offer relaxation, excessive use may lead to neglect of responsibilities, resulting in feelings of guilt and reducing the potential positive effects on Psychological Well-Being [81].

3.7 Regression Analysis for Variables under Body Image

This table presents the regression analysis results for university students' Body Image,

revealing that among the nine predictors considered, only three variables demonstrated statistical significance in relation to the respondents' Body Image.

This research is conducted to determine if Overall Appearance Evaluation, Health Fitness Influence, Investment in Ideals, Health Fitness Evaluation, Attention to Grooming, Height Dissatisfaction, Fatness Evaluation, Negative Affect, and Social Dependence predict Psychological Well-Being among university college students. The results showed that the nine predictors explain 29% of the variance, with $F = 15.5 (9, 340) = 15.5$, $p < .001$. Specifically, "Overall Appearance Evaluation" ($B = 0.048$, $\beta = -2.399$, $p = .017$), "Health Fitness Influence" ($B = 0.078$, $\beta = 3.195$, $p = .002$), and "Attention to Grooming" ($B = 0.062$, $\beta = 4.148$, $p < .001$) are positively associated with Psychological Well-Being. On the other hand, "Investment in Ideals" ($B = 0.034$, $\beta = 1.555$, $p = .121$), "Health Fitness Evaluation" ($B = 0.019$, $\beta = 0.809$, $p = .419$), "Height Dissatisfaction" ($B = -0.001$, $\beta = -0.084$, $p = .933$), "Fatness Evaluation" ($B = 0.010$, $\beta = 0.521$, $p = .602$), "Negative Affect" ($B = -0.041$, $\beta = -1.847$, $p = .066$), "Social Dependence" ($B = 0.029$, $\beta = 1.237$, $p = .217$) are not statistically significant related with the outcome variable. This suggests that an individual's overall appearance, the influence of health fitness, and attention to grooming are important factors positively influencing their Psychological Well-Being. However, in this study, factors such as investment in ideals, health and fitness assessment, dissatisfaction with height and weight, negative emotions, and reliance on social interactions did not show notable predictive power concerning Psychological Well-Being.

The findings presented align with those of Heo et al. [82], who observed that individuals experiencing satisfaction with their appearance tend to see increases in their psychological well-being and overall life satisfaction. Nasreen [83] supports these findings, suggesting that self-objectification—wherein individuals view themselves primarily as objects based on appearance—strongly correlates with Psychological Well-Being, especially among young adults. Campos et al. [84] elaborate on this by explaining how societal beauty standards, learned from childhood, can lead to dissatisfaction among women, prompting them to engage in behaviors aimed at altering their appearance to meet these standards. Furthermore, Jafari et al. [85] discovered that

regular physical activity significantly impacts Psychological Well-Being, indicating that individuals who exercise regularly tend to have better mental health outcomes. This is attributed to the release of dopamine, a neurotransmitter associated with mood improvement and mental well-being [86].

4. CONCLUSIONS

This study delved into the interplay between university students' use of social media, their perceptions of their bodies, and their psychological well-being. Mean and standard deviation analyses were employed to gauge the levels of Social Media Usage, Body Image, and Psychological Well-Being among the students. The results indicated that students scored higher mean values across various purposes of social media usage. They primarily used social media for communication with family, educational support, information sharing, staying updated on current events, entertainment, stress relief, and collaborative learning. Moreover, it's essential to recognize the potential adverse consequences of excessive involvement with these facets of social media. For instance, relying on social media for news and information consumption can heighten anxiety and paranoia due to exposure to negative content. Similarly, excessive use of social media for entertainment and stress relief can disrupt daily life responsibilities. Regarding body image perceptions, students were found to be predominantly concerned with their appearance and grooming habits, striving to present themselves as presentable to others through personal hygiene, grooming, and attire. However, becoming overly preoccupied with appearance can lead to detrimental effects such as extreme dieting or seeking surgical alterations, impacting self-esteem and fostering comparisons with others.The analysis of psychological well-being revealed a moderate need for improvement in various areas, including independence, adaptation, personal growth, relationships, purpose, and self-acceptance. This suggests a lack of self-awareness among students, prompting the researchers to advocate for introspection and exploration to better understand strengths, weaknesses, and life goals.

Spearman's rho correlation analysis indicated a moderately positive relationship between Social Media Usage, Body Image, and Psychological Well-Being, suggesting that both social media usage patterns and body image perceptions may

serve as predictors of psychological well-being. Linear regression analysis further highlighted those specific aspects of social media usage (such as social interaction, information sharing, news consumption, entertainment, and collaborative learning) significantly predicted psychological well-being. Similarly, factors under Body Image (such as overall appearance evaluation, health fitness influence, and attention to grooming) were significant predictors of psychological well-being. These findings underscore the influential role of social media usage and body image perceptions in shaping students' psychological well-being, with implications for both positive and negative effects depending on individual behaviours and perceptions.

5. RECOMMENDATIONS

The findings of this study offer several recommendations for both future research endeavors and practical applications. Firstly, given the significant positive relationship observed between Social Media Usage, Body Image, and Psychological Well-Being, it is imperative that individuals, particularly students, develop the necessary skills and knowledge to navigate social media platforms effectively. Interventions or educational programs aimed at enhancing social media literacy across various demographic groups, including adolescents, young adults, and parents, are recommended to mitigate the negative impact of social media and body image on psychological well-being, and to foster healthier online behaviors and attitudes. These programs should offer strategies for emotion regulation and the ability to discern unrealistic beauty standards propagated on social media platforms. Parents play a pivotal role in shaping their children's perceptions and behaviors concerning social media, body image, and psychological well-being. Therefore, it is advisable for parents to actively provide support, guidance, and engage in constructive discussions with their children regarding their online experiences. By fostering open communication and offering guidance on cultivating a healthy approach to social media usage, parents can help mitigate the adverse effects of excessive exposure to idealized images and promote positive body image development and psychological well-being among adolescents.

Policymakers and community leaders are encouraged to initiate community-wide discussions and programs focused on mental health and well-being. These initiatives could include workshops, seminars, and support groups aimed at raising awareness about the impact of social media and body image on psychological well-being, as well as providing resources and support for individuals experiencing difficulties. By fostering a supportive community environment, policymakers can contribute to promoting positive mental health outcomes and resilience in the face of social media-related challenges. Future research into this area is highly recommended. Specifically, future studies should aim to expand sample sizes to encompass larger and more diverse populations, allowing for a more comprehensive understanding of the relationships examined in this study. Moreover, incorporating qualitative research methods, such as interviews, could provide deeper insights into individuals' experiences on social media and its impact on their psychological well-being. Furthermore, future research should explore the role of specific media platforms and features in shaping individuals' perceptions of body image and psychological well-being. Understanding how various social media platforms and their features influence users can provide valuable insights for developing targeted interventions and educational initiatives aimed at addressing specific challenges associated with social media use. Additionally, future research should delve into different aspects of Social Media Usage, Body Image, and Psychological Well-Being, including but not limited to the correlation between social media and sleep disturbance, self-disclosure on social platforms and mental well-being, the fear of missing out (FOMO), the relationship between body image and self-esteem, and the impact of idealized body representations in advertisements on individuals' perceptions of body image. These avenues of research can contribute significantly to our understanding of the complex interplay between social media, body image, and psychological well-being.

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CONSENT AND ETHICAL APPROVAL

The researchers of this study adhered to the University's Research Ethics and carefully observed ethical norms to protect the researchers and the potential respondents. Ethical considerations in research involve a set of principles that govern how research is conducted. These principles include ensuring participants willingly take part, providing them with all necessary information to make informed decisions, safeguarding their anonymity and confidentiality, minimizing any potential harm, and communicating research findings transparently [43].

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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