

BEYOND THE SCREEN: EXAMINING THE RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE, BODY IMAGE, AND PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS WITHIN DAVAO REGION

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The RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE
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AMONG COLLEGE STUDENTS WITHIN DAVAO REGION

ABSTRACT

Examining the relationship between university students' Social Media use, Body Image, and Psychological Well-Being. 350 students were involved from a university in the Davao Region. The research design is quantitative and employs a descriptive-predictive using a multiple regression approach. Overall, the findings revealed an interplay between Social Media Usage, Body Image, and Psychological Well-Being among university students. High rates of information sharing, social interaction, current news, collaborative learning, overall appearance evaluations, health fitness influence, and attention to grooming are key predictors positively affecting student Psychological Well-Being amidst Social Media use and Body Image perception. The study recommends implementing media literacy programs and conducting further research, including larger and more diverse samples. It also advises integrating qualitative approaches to gain deeper insights into the relationship between Social Media, Body Image, and Psychological Well-Being to develop targeted interventions.

Keywords: Body Image, Psychological Well-Being, Social Media Usage

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 million of those being Filipinos (DataReportal, 2024; Kemp, 2024). The way people interact, communicate, and consume information has changed as a result of social media's widespread integration. It has given individuals the opportunity to get some ideas and exchange information, receive educational support from experts in any field, and connect with anyone from anywhere, especially our families (Siddique & Rahman, 2024). But, in addition to these advantages, social media also has certain disadvantages, including the effects of stress, distraction, procrastination, and unregulated online information (Güney, 2023; Odediran, 2020).

Social media is identified as people's main source of news and current events (Newman et al., 2020). As Laukkarinen (2023) suggests, individuals utilize 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 and collaborative learning (Sivakumar et al., 2023). It helps to improve the academic performance and knowledge of students by collecting data and information (Tus, 2021). Social media has many ways to temporarily escape from reality. For instance, it can be helpful to read memes on Facebook or watch TikTok funny videos to relieve stress and anxiety (Karakose et al., 2022). When it comes to social media, especially for young adults who have different attitudes towards information security practices, they must be wary of their identity information (Adjei et al., 2020).

Body image is a multifaceted construct that involves a person's perception, emotions, and thoughts about their own body (Cereda, 2023). According to Sharma and Arya (2023) and Chueng et al. (2023), various factors can impact how individuals perceive their own 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 (Rakesh et al., 2023). Conversely, those with negative body image often grapple with heightened levels of stress, anxiety, despair, and susceptibility to eating disorders (Peng, 2023).

Adolescents of all ages are most commonly dissatisfied with their body height and weight among all physical characteristics (Mo & Bai, 2022). New Poll Suggests (2022), found that many teens worry about how they look or attention to grooming—they tend to present themselves as presentable to others by attending to their personal hygiene, grooming their hair and nails, wearing appropriate attire, and making sure they lack body odor (Cawasji, 2020). Adolescence adopts health, fitness and appearance are valued, leading to negative effects such as unhealthy eating habits such as skipping meals at school and at home to invest in ideals or beauty standards that value slenderness. Investment in ideals refers to the behaviors people engage in to manage or improve their appearance. (Kaziga et al., 2021).

Psychological Well-Being, a central construct in the field of mental health research, holds profound significance in understanding individuals' overall quality of life and functioning. It refers to how a person perceives their own mental and emotional health, including feelings of pleasure, satisfaction with life, and a sense of purpose. This concept takes into account various aspects of mental and emotional wellness, forming a comprehensive understanding of an individual's psychological state (Dhanabhakya & Sarath, 2023). A multitude of factors, including cultural, social, psychological, physical, economic, and spiritual elements, intricately influence this construct. It serves as a reflection of individuals' attitudes towards their personality, life, and experiences that hold particular significance to them (Kononenko & Grigorashenko, 2022).

Psychological Well-Being is a distinct construct comprising six core dimensions, as outlined by Ryff and Keyes (1995). 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 (Celestine, 2021).

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 (Monika et al., 2023). 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, (Jain et al., 2023; Lin et al., 2023; Xu et al., 2023; Eva et al., 2022).

Notably, the longitudinal study by Lin, Fu, and Zhou (2023), wherein 6,093 respondents recruited from a co in China were asked to answer a two-year longitudinal survey questionnaire, concluded that Social Media and Psychological Well-Being have a correlational relationship—suggesting that using

Social Media can have both positive and negative influence on Psychological Well-Being depending on its factors and conditions. This idea is supported by Sultan (2023) suggesting that Social Media perpetuates this negative Body Image by presenting unrealised photos and often unhealthy ideals of beauty inevitably resulting in individuals comparing themselves to others, fostering feelings of inadequacy.

However, findings from Estrada et al. (2019) suggest a positive link between Social Media Usage and the social and emotional well-being of exclusive nursing students at a selected university in Manila. This implies that as students' engagement with social media increases, so does their social and emotional well-being.

Emerging adults are experiencing a decline in their appreciation of body image, a trend associated with psychological distress (Regencia et al., 2023). This decline is exacerbated by familial, peer, and social media pressures, distorting their perception of self-worth and physical appearance (Escoton et al., 2023). 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 (Yazdani et al., 2018). 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 (Gamboa et al., 2023).

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
 - 1.6 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 (Sospeter, 2020).

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 calculator, 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 (Thomas, 2023).

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

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Table 1 presents a breakdown of respondents based on their respective sex, year level and departments. Regarding sex distribution, the sample consists of 141 male respondents, accounting for 40.3% of the total, and 209 female respondents, comprising 59.7%. Notably, the majority of the respondents are female. Moreover, the distribution of respondents is based on their respective year levels. The majority of respondents are in their 1st year total of 169, making up 48.3% of the total sample. The 2nd-year students account for 138 respondents, representing 39.4%. The 3rd year respondents total 36, constituting 10.3%. Finally, the 4th-year respondents are 7 in number, making up 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) has the second-highest count, 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 (2018), 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 alpha value of .90. The mean interpretation used for the Social Networking Usage Questionnaire is presented in Table 2.

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 nonexistent.

The shortened form of the Body Self-Image Questionnaire by Rowe (2015) was used to determine the body image perception of the respondents. The questionnaire comprises nine distinct subscales aimed at eliciting data concerning various aspects of body image. These subscales include Overall Appearance Evaluation, Health Fitness Influence, Investment in Ideals, Health-Fitness Evaluation, Attention to Grooming, Height Dissatisfaction, Fatness Evaluation, Negative Affect, and Social Dependence. Using a 5-point Likert response scale (Completely = 5, Mostly = 4, About halfway = 3, Slightly = 2, and Not at all = 1), the respondents rated the extent to which they found the statements to be true to themselves. The internal consistency reliability assessed in this study was considered satisfactory, with a Cronbach's alpha coefficient of .87. The mean interpretation used for the Body Self-Image Questionnaire is presented in Table 3.

Table 3. Body Image Questionnaire Mean Interpretation

Mean Interval	Description	Interpretation
4.21 - 5.00	Very High	The body image being measured is exceptionally

3.41 - 4.20	High	positive. 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 (1989) 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 $\alpha = 89$). The mean interpretation used for the Psychological Well-Being Questionnaire is presented in Table 4.

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 favorable
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. 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 (Bhandari, 2023c).

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. and checked the statistical reliability, confirming 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 unbiasedly 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 (JAMOVI 2.4.14 version). 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 Ethical Considerations

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 (Scribbr, 2021).

2. 5. 1 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.

2. 5. 2 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. 3 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 endeavour.

2. 5. 4 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. 5 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. 6 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. 7 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.

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 WellBeing, Spearman Correlation Analysis Between Body Image and Psychological WellBeing, 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. 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

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 indicating that social media is a platform for maintaining social connections and self-expression. DelPrete *et al.* (2023) and Dantas *et al.* (2022) found social media to be a favourable tool used by professionals for work-related networking and activities as it presents itself as a cheaper and quicker means to interact, innovate, and exchange information, especially for marketing activities. Furthermore, teenagers have also found social media to be a helpful tool for fostering and maintaining relationships through interaction on platforms such as Facebook (Hidayat *et al.*, 2024).

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. This suggests that students heavily rely on social media for various purposes beyond social interaction, including academic support, information dissemination, and recreational activities. These results are consistent with previous research emphasizing the widespread use of social media as a tool for communication, educational assistance, and information dissemination (Sivakumar *et al.*, 2023). According to Miraji and Salim (2022), social media are effectively used in academic libraries to support the educational progress among its users as it provides more chances for knowledge sharing between the users. Furthermore, Findyartini *et al.* (2024) found that students often utilize social media for educational inquiries, such as staying in touch with tutors and sharing notes and lectures with their peers. Aside from using social media to make announcements and disseminate information to parents, teachers also use it to assign homework and share files with their students (Kaban, 2021).

Social media is much more than just a tool for work, communication, and information dissemination. Students also spend a significant portion of their time on social media platforms for recreational purposes. Customized memes, news, and short clips in their feeds have provided them with a break from their busy schedules (Simplilearn, 2022).

In addition to the mean scores, it's noteworthy that the standard deviations for all indicators can be interpreted as clustered. This suggests a consistency in responses among the respondents regarding their Social Media Usage. The clustered standard deviations further reinforce the reliability of the mean scores as representative measures of the respondents' attitudes and engagement with social media.

The researchers suggest that, however, it is important to note that excessive consumption of these aspects of social media may have harmful effects. For instance, using social media to obtain news and information may have detrimental effects on an individual's Psychological Well-Being. Exposure to negative news content on social media can lead to increased anxiety and paranoia, potentially impacting an individual's overall mental well-being. Additionally, immoderate consumption of social media for entertainment and stress relief can be harmful because it can disrupt their lives. People may get too engrossed with watching videos or chatting with their friends, causing them to forget to do their assignments or other things that need to be done.

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.

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

The analysis of Table 6 reveals the mean scores and standard deviations of various indicators related to Body Image among students. These indicators offer valuable insights into the perceptions and attitudes of the respondents toward their bodies.

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 affect the respondents' Body Image. According to Bi *et al.* (2024), individuals who do not recognise and accept their appearance are likely to develop low levels of body self-esteem, leading to a disturbance in their

Body Image. Zhuang (2023) supports this with their claim that teenagers who are ashamed of their bodies tend to make comparisons with others, which can have negative effects on their Body Image. Furthermore, a previous study claimed that the distortion in adolescents' Body Image is influenced by society and socio-cultural norms, and is associated with weight control, physical activity, and sedentary behaviour (Jung & Jun, 2022).

The findings reveal that "Attention to Grooming's" mean score ($\bar{x} = 3.63$, $SD = 1.14$) indicates a "High" level. This suggests that the respondents invest effort in their grooming habits and appearance-related activities. Students generally really care about looking good, which could affect how they feel about themselves and how they get along with others. In a study conducted by Zoghipaydar *et al.* (2021), they found that if people are unsatisfied with their bodies, they will attempt to change their appearance. Mohamed and Isreed (2023) reported that people with body image dissatisfaction may attempt to "fix" their appearance by trying to hide part of their body, such as wearing clothes that do not reveal their body shape, or altering their appearance through weight-controlling behaviours to cope with the dissatisfaction.

The researchers suggest that getting too bothered by how they look can have detrimental effects on the individual. They may resort to extreme diets and surgical alterations to achieve their desired physical appearance. It can also affect their self-esteem, as they may usually compare their appearance with that of other people.

Furthermore, it is important to consider that, alongside the mean scores, the standard deviations for all indicators can be observed to be tightly clustered. This indicates uniformity in responses among the respondents concerning their perceptions of Body image. The tightly clustered standard deviations further reinforce the reliability of the mean scores as accurate representations of the respondents' attitudes and involvement with indicators related to Body Image.

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 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 respondents' varied experiences within each indicator and their level of Psychological Well-Being are shown by the mean scores and standard deviations.

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" ($\bar{x} = 3.24$, $SD = 1.11$). With mean scores ranging from 2.67 to 4.32, the indicators can be interpreted as moderately favourable and at a satisfactory level. Students commonly report a satisfactory level of Psychological Well-Being, but there is potential for improvement in areas like

feeling independent, adapting to the environment, growing personally, having positive relationships, finding purpose in life, and accepting themselves.

Researchers suggest that individuals must introspect and learn more about their strengths, weaknesses, and purpose in life by trying and exploring new things and taking their time to assess themselves and find out what they really want to do and become later in life. In support of Nfil & Nfil (2024), to improve independence, an individual needs to develop essential life skills such as setting goals and making plans, time management, practising self-care, and embracing mistakes and failures. In adapting to new environments, it is important to possess a growth mindset, which includes accepting obstacles, seeing failures as teaching moments, and staying open to new ideas and perspectives (Putri, 2023). Moreover, there are strategies for personal growth, according to Drew (2023), that involve expanding knowledge, skills, and abilities, as well as enhancing emotional intelligence and self-awareness. With regard to positive relationships, Seppälä (2022) stated that enhancing positive work relationships involves ensuring mutual benefits and fostering moments of genuine happiness and enjoyment for everyone.

Furthermore, the process of discovering one's purpose begins with self-reflection, which entails the challenging task of questioning what one loves, is passionate about, and finds fulfilling. This journey includes exploring various avenues, experimenting with novel experiences, and venturing beyond one's comfort zone to uncover genuine insights from within (Calm Editorial Team, 2024). According to Cassata (2021), you can learn to accept yourself by doing the following: connecting with loved ones who value you, letting go of disappointments, using self-compassion, present-moment awareness and mindfulness, forgiving yourself, ignoring your inner critic, and gaining perspective on your limitations. Overall, in line with Morales-Rodríguez *et al.* (2020), students generally feel decent about being independent, adapting to their environment, personal growth, relationships, life 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. Spearman Correlation Analysis Between Social Media Usage and Psychological Well-Being

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

Table 8 presents the findings from Spearman's rank correlation analysis, which aimed to examine the association between Social Media Usage and Psychological Well-Being. The analysis revealed a significant positive correlation between Social Media Usage and Psychological Well-Being among students ($r(348) = .40, p < .001$), suggesting that increased social media use may improve Psychological Well-Being. This result is supported by the study conducted by Luo and Hancock (2020), in which they established that an individual's self-disclosure on social media can have a significantly positive impact on their Psychological Well-Being. According to Pohan and Lbs (2022), Generation Z teenagers, who may struggle with expressing their emotions openly in real life, use social media anonymously as a platform to express their desires, thoughts, ideas, and anxieties about reality. Additionally, Ostic *et al.* (2021) found that students are more inclined to turn to social media for emotional support and social belongingness.

3. 5 Correlation Analysis between Body Image and Psychological Well-Being

Table 9 summarizes the findings of the Spearman's Rho analysis exploring the relationship between Body Image and Psychological Well-Being among the respondents.

Table 9. Spearman Correlation Analysis Between Body Image and Psychological Well-Being

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

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 notable correlation indicates that a positive Body Image is linked with enhanced Psychological Well-Being overall. The findings are supported by the conclusions made by Eva *et al.* (2022) and Syabana & Ansyah (2021), indicating a significant correlation between an individual's Body Image and Psychological Well-Being. According to Karna and Sivaraman (2023), unrealistic body standards set up by society are probably the reason for this. Adolescents' body dissatisfaction, driven by the pursuit of an ideal thin body for girls and increased muscle mass for boys, is linked to symptoms of depressive disorder (Batista *et al.*, 2021).

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 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		

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" ($B = -0.037, \beta = -2.090, p = .037$), "Ideas and Information Sharing" ($B = 0.085, \beta = 2.997, p = .003$), "Current Events and News" ($B = 0.045, \beta = 2.471, p = .014$), "Entertainment and Stress Relief" ($B = 0.049, \beta = 2.038, p = .042$), "Collaborative Learning" ($B = 0.0560, \beta = 2.638, p = .009$), are positively associated with Psychological Well-Being.

On the other hand, "Family Communication" ($B = -0.013, \beta = -0.779, p = .436$), "Educational Support" ($B = -0.028, \beta = -0.779, p = .436$), "Job-Related Information" ($B = 0.009, \beta = 0.505, p = .614$), "Identity Information" ($B = -0.001, \beta = -0.055, p = .956$) and "Socializing Preference" ($B = 0.009, \beta = 0.537, p = .591$) 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, the individual's Psychological Well-Being also increases positively. Tayo *et al.* (2019), along with Bano *et al.* (2019), support this conclusion through their research, concluding that the duration spent on social media for interaction and communication significantly enhances students' Psychological Well-Being. According to Kou (2024), social media can enhance an individual's Psychological Well-Being through social interactions and conversations with their peers, however, excessive use of social media leads to an imbalance between online and offline interactions, leading to feelings of loneliness.

The accessibility of news and information on social media might have an influence on individuals. During the COVID-19 pandemic, people who often watch the news are likely to develop poor mental well-being (Kumari *et al.*, 2022). According to Proctor (2021), regular viewers tend to associate news with negative emotions and uncomfortableness. This may be explained by the frequency of accident-related and distressing news reported on television stations. Additionally, information gathering for educational purposes can be associated with Psychological Well-Being. Using social media, students may collaborate to discuss and clarify lessons they have learned in class. Chaudhry *et al.* (2024), found that teamwork and collaboration between students can have a significant positive or negative effect on their Psychological Well-Being as it may influence academic motivation based on their relationship with their peers. Entertainment activities, such as binge-watching and video gaming, can have both a positive and negative effect on Psychological Well-Being. Although media consumption can give individuals an opportunity to relax, too much consumption may distract them from their obligations resulting in feelings of guilt and diminishing the possible positive effects of entertainment on Psychological Well-Being (Granow *et al.*, 2018).

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.

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		

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 results presented resonate with Heo *et al.*, (2021) findings wherein they found that when an individual finds their appearance satisfactory, their Psychological Well-Being and life satisfaction increase. Nasreen (2023) further asserts these results with her conclusion that self-objectification, or a person's act of treating themselves as objects to be viewed based on their appearance, is a highly reliable predictor of a person's Psychological Well-Being, particularly in young adults. Campos *et al.* (2022), explained that girls learn self-objectification from childhood—paying attention to their bodies and making comparisons with socially constructed beauty standards. The unattainable beauty standards make women feel dissatisfied. Consequently, they engage in behaviours to modify their appearance, aiming to appear pleasing in the eyes of others.

Moreover, Jafari *et al.* (2022) found that engaging in physical activities can significantly affect an individual's Psychological Well-Being, emphasizing that people who exercise regularly are found to have better Psychological Well-Being than other people. It is said that physical activities can improve mood and mental health because of the release of the neurotransmitter dopamine (American Psychological Association, 2020).

4. CONCLUSIONS

This study looked at the relationship between university students' use of Social Media, perceptions of their bodies, and Psychological Well-Being. Mean and standard deviation were utilized to evaluate the levels of Social Media Usage, Body Image, and Psychological Well-Being among the students. It showed that students received higher mean scores for various purposes on social media. They spend most of their time on social media to communicate with their family, for educational support, for ideas and information sharing, for current events and news, for entertainment and stress relief, and for collaborative learning. However, it is important to note that excessive consumption of these aspects of social media may have harmful effects. For instance, using social media to obtain news and information may have detrimental effects on an individual's Psychological Well-Being. Exposure to negative news content on social media can lead to increased anxiety and paranoia, potentially impacting an individual's overall mental well-being. Additionally, immoderate consumption of social media for entertainment and stress relief can be harmful because it can disrupt their lives. People may get too engrossed with watching videos or chatting with their friends, causing them to forget to do their assignments or other things that need to be done.

In terms of how they perceive their bodies, the respondents are more likely to be worried about how they look or pay attention to grooming. Students often try to appear presentable to others by focusing on personal hygiene, maintenance of their nails and hair, lack of body odor, and well-groomed attire. Getting too bothered by how they look can have detrimental effects on the individual. They may resort to extreme diets and surgical alterations to achieve their desired physical appearance. It can also affect their self-esteem, as they may usually compare their appearance with that of other people.

For the Psychological Well-Being of the students, it showed moderately favorably that they need improvement in areas like feeling independent, adapting to the environment, growing personally, having positive relationships, finding purpose in life, and accepting themselves. The moderate level of Psychological Well-Being of students suggests that they are not that aware of themselves. The researchers suggest that they must introspect and learn more about their strengths, weaknesses, and purpose in life by trying and exploring new things and taking their time to assess themselves and find out what they really want to do and become later in life.

Spearman's rho correlation was used to examine the correlation between the variables because of the non-normal distribution of the data. The analysis revealed a moderately positive relationship between both Social Media Usage and Body Image with Psychological Well-Being. This means that an individual's utilization of social media and its platforms and their perception of their body and appearance may predict the state of their Psychological Well-Being.

Linear Regression revealed that Social Interaction, Ideas and Information Sharing, Current Events and News, Entertainment and Stress Relief, and Collaborative Learning under Social Media Usage significantly predicted the Psychological Well-Being of the students. This implies that various aspects of social media are influential factors in determining the Psychological Well-Being of students. An individual's social interaction, the information they consume, and how they relieve stress on social media can have either a positive or negative influence on their Psychological Well-Being. Interacting with their peers on social media can improve their Psychological Well-Being as they may feel intimacy and love despite their distance from each other. Based on the information and news an individual consumes, it may influence their Psychological Well-Being either by exacerbating or improving their anxiety. Negative information and news usually make people more anxious and paranoid. Watching funny and entertaining videos on social media can be a stress reliever; therefore, it can be linked to better and more positive Psychological Well-Being. Educators are now utilizing social media to relay information about their professions. As a result, students who want to gain information related to a certain topic can now use social media to make their information gathering easier, thus reducing their stress.

Additionally, Overall Appearance Evaluation, Health Fitness Influence, and Attention to Grooming under Body Image significantly predicted Psychological Well-Being, implying that factors under Body Image may determine the status of the Psychological Well-Being of students. The influence Body Image may have on Psychological Well-Being depends on how people perceive certain aspects of body Image. When an individual evaluates their appearance as unappealing, it can damage their self-esteem. Additionally, being too anxious about one's appearance may result in them altering their appearance and resorting to excessive and unhealthy eating diets and exercise routines.

5. RECOMMENDATIONS

The result of this study suggests several recommendations for future research and practical applications. Firstly, given the observed significant positive relationship between Social Media Usage, Body Image, and Psychological Well-Being, it is necessary that individuals, particularly students, equip themselves with the necessary skills and knowledge to navigate through social media platforms effectively. Interventions or educational programs aimed at enhancing social media literacy among different 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 promote healthier online behaviors and attitudes. These programs should provide strategies for critical consumption, emotion regulation, and discernment of unrealistic beauty standards published on social media.

Parents have a significant influence in shaping their children's perceptions and behaviors concerning Social Media, Body Image, and Psychological Well-Being. Thus, it is recommended that parents actively provide support and guidance and have constructive discussions with their children regarding their online experiences. By fostering open communication and providing guidance on cultivating a healthy approach to social media usage, parents can 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 topic is recommended. Specifically, future research should focus on expanding sample sizes to include larger and more diverse populations, allowing for a more comprehensive understanding of the relationships examined in this study. In addition, further investigation could also benefit from incorporating qualitative research methods, such as interviews, that could provide deeper insights into the individual's experiences on social media and its impact on their psychological well-being.

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 the features they offer affect their users can provide valuable insights for developing targeted interventions and educational initiatives aimed at addressing specific challenges linked with social media use.

Additionally, future research should explore different aspects of Social Media Usage, Body Image, Psychological well-being, and their relationship with each other. Various aspects include the correlation between social media and sleep disturbance, the correlation between self-disclosure on social platforms and mental well-being, the link between social media and the fear of missing out (FOMO), the correlation between body image and self-esteem, and the influence of idealized body representations in advertisements on individuals' perceptions of body image.

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