



Relationship between using social networks and psychological well-being on students

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ARTICLE INFO

Article history:

Received 22 February 2016

Received in revised form

28 April 2016

Accepted 29 April 2016

Keywords:

Virtual social networks

Psychological well-being

Media

Students

University

ABSTRACT

This study aimed to determine the relationship between the using of virtual social networks and psychological well-being on students of Medical University of Isfahan (MUI) in 2015. This descriptive and co relational research done with using stratified sampling method on 370 students of Isfahan University of Medical Sciences students studying in 2015. The tool for collecting Data and information was 2 valid and reliable questionnaires that after completion by students were analyzed in SPSS.17 by statistical software. Results showed that: The mean age of the 22.5±3.5 year, the average weekly number of hours of virtual social networks was 8.3±8.8 hours and the maximum time used by students showed at night. Spearman correlation coefficient between students 'use of virtual social networks and psychological well-being did not show a significant relationship (P>0.05) finally. Beside of many advantages of using virtual social networks such as: close relationships with friends and acquaintances and family, but the point that must be reminded is the virtual social networks should be timely and normal size to prevent from the adverse effects on the life and psychological well-being prevented. So suggested that managers and governments of university try to holding workshops and analysis the positive and negative aspects of the virtual networks for students.

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1. Introduction

Since the mid- twentieth century with the development and formation of rapid scientific developments in technology, the world has entered a new era. Social media use has been climbing sharply in recent years, especially in younger populations such as college students. The advent of social media platforms such as Viber, Telegram, Facebook has drastically changed the online environment in the past decade by allowing users to exchange ideas, feelings and other media at an unprecedented rate (Rotunda et al., 2003). Further, social media users have rapidly adopted online social interaction as a fundamental part of daily life, as evidenced by the growing number of daily users. In fact, Facebook alone reported an estimated 699 million daily active users in June 2013 (Deci et al., 2011). There are several factors that contribute to increased Internet use among college students, including widespread availability of the Internet and high-speed connections within the university setting, gaining rewards or recognition for Internet use, course

requirements for using the Internet, and having access to the Internet at home or in their dorm rooms (Fusilier et al., 2005).

Consequently, social media has an increasingly significant influence on multiple facets of modern life beyond online communication from marketing to politics to education to health to basic human interaction. In many of these areas, social media presents clear benefits; however, because this social networking phenomenon is relatively new, few research studies have examined the overall effect of frequent social media use on the mental health and well-being of its users (Deci et al., 2011). This limited understanding is particularly concerning in the context of teens and young adult users, as teens and young adults tend to spend the most time socializing online and are therefore at the greatest risk of experiencing potentially negative effects (Pempek et al., 2009). While some students recognize that the Internet causes them to waste time and may lead to a decline in both the quality and the size of their social circles, many students report no desire to reduce the amount of time that they spend online (Valente, 2013). Consequently, social media has had an increasingly significant influence on multiple facets of modern life beyond online communication. Teens

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and young adult users tend to spend the most time socializing online and are therefore at the greatest risk of experiencing potentially negative effects especially on their psychological health or psychological well-being (Rajani et al., 2011).

According to Sanders et al. (2000) wellness is more than just physical fitness or a state of physical health. Instead, the concept of wellness is multidimensional, consisting of the following different dimensions: social, emotional, environmental, intellectual, physical, and spiritual. This interdependent model is commonly referred to as the Six Dimensions of Wellness and is used by many comprehensive health promotion programs (Sanders et al., 2010).

So considering the importance of this matter, this study aimed to determine the relationship between the using of virtual social networks and psychological well-being on students of Medical University of Isfahan (MUI).

2. Methodology

Table 1: Distribution of students by sex, marital status, residence and membership in the network

Variable	Students							
	Gender		Married		Place to live		Membership status	
	Male	Female	Single	Married	dormitory	non-dormitory	participation in local	Non participation in local
Frequency	164	193	305	52	195	162	310	47
Percent	45.9	54.1	85.4	14.6	54.6	45.4	86.8	13.2

According to Table 1, in terms of gender, more students participated in study are female(54.1%), in terms of marital status , the majority of them are singles (85.4%) and most of them living in

This study is a descriptive and co relational research that done with using stratified random sampling method on 370 students of Isfahan University of Medical Sciences in 2015. The tool for collecting Data and information was two valid and reliable questionnaires: (Riff questionnaire-51 questions) and social networking questionnaire. The Riff questionnaire has 6 main components about psychological well-being (self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth). Finally after completion by students, the data were analyzed in SPSS.17 by using statistical software Such as: frequency, percentage, correlation, etc.

3. Results

The Results showed that: The mean age of the 22.5 ± 3.5 year, the average weekly number of hours of virtual social networks was 8.3 ± 8.8 hours and the maximum time used by students showed at night (55.5%) that was shown in Table 1.

dormitories (54.6 %) and most of them (8.86 percent) were registered in the social networks (Table 2).

Table 2: Distribution of students due to the use of virtual social Network

The use of Virtual Networks	Frequency	Percent
Using the experience of others	57	15.9
Communicate with friends and family	254	68.6
Find new friends	37	10.3
Teaching and Learning	62	17.3
Entertainment	184	51.5
Sharing and audio files, video	144	40.3
other items	13	3.6
Total	751	

According to Table 2, the most common uses of virtual social networks among students communicate with friends and acquaintances (68/6%) showed that was shown in Table 3.

According to Table 3, results indicate that most students use Virtual Network Viber (30.8 %), Whatsapp (25.2 %), Line (22.1 %) and My space is used the lest that was shown in Table 4.

According to Table 4, Pearson's correlation coefficient did not show a significant relationship between the scores of using virtual social networks and psychological well-being score. But the Pearson correlation coefficient showed a direct relationship between the different components of psychological well-being (such as: self-acceptance, positive

relations with others, autonomy, environmental mastery, purpose in life and personal growth) with each other (p<0.001).

4. Conclusions

The Social media use has been climbing sharply in recent years, especially in younger populations such as college students. The social media has become one of the most important communication means in recent times. Beside of many advantages of using new media and virtual social networks such as: close relationships with friends and acquaintances and family, but the point that must be reminded is the virtual social networks should be timely and

normal size to accommodate the adverse effects on their lives, especially the negative impact of psychological prevented (Whang et al., 2003);

because media able to relax and get away for hours of stress which is capable of human inflict severe psychological pressure.

Table 3: Students' use of virtual social networks in terms of its type in percent

network name	Nothing (No)	Very low	Low	Somewhat	very	Very much	The mean score of 5
Face book	36.1%	%24.9	16.2%	13.2%	7.6%	2%	2.37
Instagram	44%	23.2%	10.1%	9.5%	10.6%	2.5%	2.12%
Whatsapp	24.9%	16.5%	15.1%	18.2%	15.7%	9.5%	1.94%
Viber	21.8%	10.9%	17.4%	19%	19.6%	11.2%	1.37%
Tango	54.9%	31.9%	7.6%	%4.2	0.8%	0.6%	1.27%
Twitter	58%	32.8%	6.7%	%1.7	0.6%	0.3%	0.89%
YouTube	48.7%	30.3%	9.2%	%7.6	3.4%	0.8%	0.66%
Line	29.7%	15.4%	15.4%	17.4%	14.8%	7.3%	0.55%
My space	58.5%	35.6%	4.8%	0.8%	0%	0.3%	0.49%

Table 4: Correlation between virtual social networks with a score of well-being

Psychological well-being and its components	Frequency and percentage	
	The use of virtual social networks	
	The correlation coefficient (r)	P-Value
Positive relationship with other	0.061-	0.23
Autonomy	0.09-	0.09
Environmental mastery	0.005	0.92
Personal Growth	0.007-	0.19
Purpose in life	0.04-	0.46
Self-acceptance	0.1-	0.07
Total of Psychological well-being	0.006-	0.91

In the other hand, the Students as valuable resources in every society have a key role in the management, development and future of each country, but they are at risk Because of their age and variety of emotional and personality and mental challenges with the problem treated them. Also it has more importance to students of medical universities because they work in the stressful of health environment and suggested that managers and governments of university try to holding workshops and analysis the positive and negative aspects of the virtual networks for students.

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