

# مجلة البحوث الإعلامية

مجلة علمية محكمة تصدر عن جامعة الأزهر/كلية الإعلام



رئيس مجلس الإدارة: أ.د/ سلامة داود - رئيس جامعة الأزهر.

رئيس التحرير: أ.د/ رضا عبدالواجد أمين - أستاذ الصحافة والنشر وعميد كلية الإعلام.

نائب رئيس التحرير: أ.م.د/ سامح عبدالغني - وكيل كلية الإعلام للدراسات العليا والبحوث.

مساعدو رئيس التحرير:

أ.د/ محمود عبدالعاطي - الأستاذ بقسم الإذاعة والتلفزيون بالكلية

أ.د/ فهد العسكر - أستاذ الإعلام بجامعة الإمام محمد بن سعود الإسلامية (المملكة العربية السعودية)

أ.د/ عبد الله الكندي - أستاذ الصحافة بجامعة السلطان قابوس (سلطنة عمان)

أ.د/ جلال الدين الشيخ زيادة - أستاذ الإعلام بالجامعة الإسلامية بأم درمان (جمهورية السودان)

مدير التحرير: أ.د/ عرفه عامر - الأستاذ بقسم الإذاعة والتلفزيون بالكلية

د/ إبراهيم بسيوني - مدرس بقسم الصحافة والنشر بالكلية.

د/ مصطفى عبد الحى - مدرس بقسم الصحافة والنشر بالكلية.

د/ أحمد عبده - مدرس بقسم العلاقات العامة والإعلان بالكلية.

د/ محمد كامل - مدرس بقسم الصحافة والنشر بالكلية.

سكرتير التحرير:

أ/ عمر غنيم - مدرس مساعد بقسم الصحافة والنشر بالكلية.

أ/ جمال أبو جبل - مدرس مساعد بقسم الصحافة والنشر بالكلية.

التدقيق اللغوي:

القاهرة- مدينة نصر - جامعة الأزهر - كلية الإعلام - ت: ٠٢٢٥١٠٨٢٥٦

الموقع الإلكتروني للمجلة: <http://jsb.journals.ekb.eg>

البريد الإلكتروني: [mediajournal2020@azhar.edu.eg](mailto:mediajournal2020@azhar.edu.eg)

المراسلات:

العدد السبعون - الجزء الثاني - رمضان ١٤٤٥ هـ - أبريل ٢٠٢٤ م

رقم الإيداع بدار الكتب المصرية: ٦٥٥٥

الترقيم الدولي للنسخة الإلكترونية: ٢٦٨٢ - ٢٩٢ x

الترقيم الدولي للنسخة الورقية: ٩٢٩٧ - ١١١٠

## قواعد النشر

تقوم المجلة بنشر البحوث والدراسات ومراجعات الكتب والتقارير والترجمات وفقاً للقواعد الآتية:

- يعتمد النشر على رأي اثنين من المحكمين المتخصصين في تحديد صلاحية المادة للنشر.
- ألا يكون البحث قد سبق نشره في أي مجلة علمية محكمة أو مؤتمراً علمياً.
- لا يقل البحث عن خمسة آلاف كلمة ولا يزيد عن عشرة آلاف كلمة... وفي حالة الزيادة يتحمل الباحث فروق تكلفة النشر.
- يجب ألا يزيد عنوان البحث (الرئيسي والفرعي) عن ٢٠ كلمة.
- يرسل مع كل بحث ملخص باللغة العربية وأخر بالغة الانجليزية لا يزيد عن ٢٥٠ كلمة.
- يزود الباحث المجلة بثلاث نسخ من البحث مطبوعة بالكمبيوتر.. ونسخة على CD، على أن يكتب اسم الباحث وعنوان بحثه على غلاف مستقل ويشار إلى المراجع والهوامش في المتن بأرقام وترد قائمتها في نهاية البحث لا في أسفل الصفحة.
- لا ترد الأبحاث المنشورة إلى أصحابها.... وتحفظ المجلة بكافة حقوق النشر، ويلزم الحصول على موافقة كتابية قبل إعادة نشر مادة نشرت فيها.
- تنشر الأبحاث بأسبقية قبولها للنشر.
- ترد الأبحاث التي لا تقبل النشر لأصحابها.

## الهيئة الاستشارية للمجلة

١. أ.د./ على عجوة (مصر)  
أستاذ العلاقات العامة وعميد كلية الإعلام الأسبق  
بجامعة القاهرة.
٢. أ.د./ محمد معوض. (مصر)  
أستاذ الإذاعة والتلفزيون بجامعة عين شمس.
٣. أ.د./ حسين أمين (مصر)  
أستاذ الصحافة والإعلام بالجامعة الأمريكية بالقاهرة.
٤. أ.د./ جمال النجار (مصر)  
أستاذ الصحافة بجامعة الأزهر.
٥. أ.د./ مي العبدالله (لبنان)  
أستاذ الإعلام بالجامعة اللبنانية، بيروت.
٦. أ.د./ وديع العززي (اليمن)  
أستاذ الإذاعة والتلفزيون بجامعة أم القرى، مكة المكرمة.
٧. أ.د./ العربي بوعمامة (الجزائر)  
أستاذ الإعلام بجامعة عبد الحميد بن باديس بمستغانم، الجزائر.
٨. أ.د./ سامي الشريف (مصر)  
أستاذ الإذاعة والتلفزيون وعميد كلية الإعلام، الجامعة الحديثة للتكنولوجيا والمعلومات.
٩. أ.د./ خالد صلاح الدين (مصر)  
أستاذ الإذاعة والتلفزيون بكلية الإعلام - جامعة القاهرة.
١٠. أ.د./ رزق سعد (مصر)  
أستاذ العلاقات العامة - جامعة مصر الدولية.

## محتويات العدد

- ٧٥٣ البحوث المختلطة وتطبيقاتها في الدراسات الإعلامية: رؤية تحليلية نقدية  
أ. د/ عبد الله بن محمد الرفاعي
- ٨٣٣ الأطر الخبرية لتغطية المواقع الإلكترونية للقنوات الفضائية الأجنبية  
للصراع الفلسطيني الإسرائيلي: دراسة تحليلية مقارنة  
د/ إيهاب أحمد عوايص، أسعد حمودة
- ٨٦٥ التماس المرأة المصرية للمعلومات حول التغيرات المناخية عبر مواقع التواصل  
الاجتماعي وعلاقته بإدراكها للمخاطر المناخية (دراسة ميدانية)  
د/ زينب صالح عبد الفضيل جاد
- ٩٤١ التحليل النصي لأفلام الشهيد الوثائقية والتسجيلية بقناة وزارة الدفاع  
المصرية على يوتيوب «دراسة تحليلية»  
د/ هناء محمد عربي
- ٩٨٧ تأثير استخدام أدوات الذكاء الاصطناعي في التنبؤ بسلوك المستهلك  
«دراسة شبه تجريبية في إطار نموذج قبول التكنولوجيا»  
د/ نهى سامي إبراهيم عامر
- ١٠٧١ اتجاهات الأكاديميين والمهنيين نحو تطبيق تقنيات الذكاء الاصطناعي  
في مجال كشف الأخبار الزائفة بالمواقع الإخبارية التلفزيونية  
د/ إنجي بهجت جمال لبيب
- ١١٤٣ اتجاهات المرأة نحو واقع المُطلقات من خلال صفحات الفيس بوك -  
دراسة ميدانية في إطار نظرية المجال العام  
د/ عمر ممدوح محمد نور الدين محمود

١١٩٩

■ وسائل التواصل الاجتماعي وعلاقتها بتجميل الاضطرابات النفسية  
«إنستجرام نموذجًا»  
د/ عمرو أحمد محمد عُمر شُهدي

---

١٢٦٣

■ The Relationship Between Social Media Use and Eudaimonic Well-Being Indicators Among Egyptian Adolescents -A Field Study  
Dr. Nafesa Elsaied, Dr.Mohamed Elbehery

---

١٢٩٩

■ The Saudi Student's Attitudes Towards Watching Television Programs With Their Families on the Light of Age and Education Effects  
Dr. Ibrahim Abdullah Al Zaiyd

---

م	القطاع	اسم المجلة	اسم الجهة / الجامعة	ISSN-P	ISSN-O	السنة	نقاط المجلة
1	الدراسات الإعلامية	المجلة العربية لبحوث الإعلام و الإتصال	جامعة الأهرام الكندية، كلية الإعلام	2536- 9393	2735- 4008	2023	7
2	الدراسات الإعلامية	المجلة العلمية لبحوث الإذاعة والتلفزيون	جامعة القاهرة، كلية الإعلام	2356- 914X	2682- 4663	2023	7
3	الدراسات الإعلامية	المجلة العلمية لبحوث الإعلام و تكنولوجيا الإتصال	جامعة جنوب الوادي، كلية الإعلام	2536- 9237	2735- 4326	2023	7
4	الدراسات الإعلامية	المجلة العلمية لبحوث الصحافة	جامعة القاهرة، كلية الإعلام	2356- 9158	2682- 4620	2023	7
5	الدراسات الإعلامية	المجلة العلمية لبحوث العلاقات العامة والإعلان	جامعة القاهرة، كلية الإعلام	2356- 9131	2682- 4671	2023	7
6	الدراسات الإعلامية	المجلة المصرية لبحوث الإعلام	جامعة القاهرة، كلية الإعلام	1110- 5836	2682- 4647	2023	7
7	الدراسات الإعلامية	المجلة المصرية لبحوث الرأي العام	جامعة القاهرة، كلية الإعلام، مركز بحوث الرأي العام	1110- 5844	2682- 4655	2023	7
8	الدراسات الإعلامية	مجلة البحوث الإعلامية	جامعة الأزهر	1110- 9297	2682- 292X	2023	7
9	الدراسات الإعلامية	مجلة البحوث و الدراسات الإعلامية	المعهد الدولي العالي للإعلام بالشروق	2357- 0407	2735- 4016	2023	7
10	الدراسات الإعلامية	مجلة إتحاد الجامعات العربية لبحوث الإعلام و تكنولوجيا الإتصال	جامعة القاهرة، جمعية كليات الإعلام العربية	2356- 9891	2682- 4639	2023	7
11	الدراسات الإعلامية	مجلة بحوث العلاقات العامة الشرق الأوسط	Egyptian Public Relations Association	2314- 8721	2314- 873X	2023	7
12	الدراسات الإعلامية	المجلة المصرية لبحوث الاتصال الجماهيري	جامعة بني سويف، كلية الإعلام	2735- 3796	2735- 377X	2023	7
13	الدراسات الإعلامية	المجلة الدولية لبحوث الإعلام والاتصالات	جمعية تكنولوجيا البحث العلمي والفنون	2812- 4812	2812- 4820	2023	7



● **The Relationship Between Social Media Use  
and Eudaimonic Well-Being Indicators Among  
Egyptian Adolescents - A Field Study**

**Dr. Nafesa Elsaied**

Lecturer of Mass Communication and Children's Culture, Faculty of  
Postgraduate Childhood Studies, Ain Shams University.

**E-mail:** nafesaelsaied@chi.asu.edu.eg

**Dr. Mohamed Elbehery**

Professor of Psychology, Faculty of Postgraduate Childhood  
Studies, Ain Shams University.

**E-mail:** mohamed.elbehery@chi.asu.edu.eg

● **العلاقة بين استخدام وسائل التواصل الاجتماعي ومؤشرات الرفاهية**

**المعنوية لدى المراهقين المصريين - دراسة ميدانية**

● د. نفيسة صلاح الدين محمود

مدرس الإعلام وثقافة الأطفال، كلية الدراسات العليا للطفولة، جامعة عين شمس.

● أ.د محمد البحيري

أستاذ علم النفس، كلية الدراسات العليا للطفولة، جامعة عين شمس.

## Abstract

This study examined the complex interplay between SMU dimensions (type, intensity, and impact evaluations) and EWB dimensions (self-acceptance, positive social relations, and autonomy) in 704 Egyptian adolescents (14-19 years old). A cross-sectional design employed online questionnaires to assess both SMU dimensions and EWB aspects in the adolescent sample. Statistical analyses, including EFA, non-parametric tests, and PCA, explored relationships between variables and factors like gender, major, and age, considering the non-normal data distribution. Weak to moderate correlations emerged between social media use (SMU) and eudemonic well-being (EWB), varying with individual factors like age, academic major, and social media platform type. Specifically, the type of SMU positively correlated with positive social relations (moderately) but negatively with self-acceptance (weakly). The intensity of use also negatively impacted self-acceptance (moderately) but showed weak positive associations with good social relations and perceived negative impact of use. Additionally, perceived negative impacts of SMU use were consistently associated with lower well-being across all aspects.

key words: Eudaimonic Well-Being (EWB), Social Media Use (SMU), adolescents, usage intensity, type of usage, usage impact evaluation, Egypt.

### ملخص الدراسة

هدفت هذه الدراسة إلى فحص العلاقة بين استخدام المراهقين المصريين لوسائل التواصل الاجتماعي (نمط الاستخدام- كثافة الاستخدام- تقييم آثار الاستخدام) ورفاهيتهم المعنوية (العلاقات الاجتماعية الإيجابية- قبول الذات- الاستقلالية)، من خلال استبانة طُبِّقت على 704 طلاب وطالبات من سن (14-19)، واشتملت الاستبانة على مقياس أبعاد الرفاهية، ومقياس أبعاد الاستخدام، إلى جانب أسئلة أخرى ذات صلة. وتوصلت الدراسة إلى وجود ارتباطات ضعيفة إلى معتدلة بين استخدام وسائل التواصل الاجتماعي (SMU) والرفاهية المعنوية (EWB)، وتتفاوت قوة هذه الارتباطات بناءً على عوامل فردية؛ مثل العمر، والتخصص الدراسي، ونوع منصة التواصل الاجتماعي المستخدمة، بصورة أكثر تفصيلاً، ارتبط نمط الاستخدام بصورة إيجابية (باعتدال) مع العلاقات الاجتماعية الإيجابية، ولكنه ارتبط سلباً (بضعف) مع قبول الذات، كذلك، ارتبطت كثافة الاستخدام سلباً بقبول الذات (باعتدال)، لكنها أظهرت ارتباطات إيجابية ضعيفة بالعلاقات الاجتماعية الإيجابية والتقييم السلبي لتأثير الاستخدام، إضافة إلى ذلك، لوحظ ارتباطاً بين التقييم السلبي لتأثيرات الاستخدام وانخفاض مستوى الرفاهية عبر جميع أبعادها المدروسة، وتجدر الإشارة إلى أن قبول الذات أظهر أقوى ارتباط سلبي مع استخدام وسائل التواصل الاجتماعي، مما يدل على تأثيرات سلبية محتملة في صورة الذات، وفي المقابل، أظهرت العلاقات الاجتماعية الإيجابية أقوى ارتباط إيجابي، مما يسلط الضوء على الفوائد المحتملة للتواصل الاجتماعي، وتؤكد هذه النتائج التعقيد الذي يحيط بالعلاقة بين استخدام وسائل التواصل الاجتماعي والرفاهية المعنوية، وأهمية مراعاة العوامل الفردية لتقييم تأثيرها.

الكلمات المفتاحية: الرفاهية المعنوية، استخدام وسائل التواصل الاجتماعي، نمط الاستخدام، كثافة الاستخدام، المراهقين.



## Introduction

Public and research interest has been increased dramatically in recent years in the impact of Computer-mediated communication (CMC), specifically social media, on the mental health and well-being of users (adolescents and young adults) across a range of disciplines, including communication sciences, psychology, sociology, and medicine (Meier, Domahidi, et al., 2020; Meier & Reinecke, 2021b). However, the review studies that tried to compile these results to draw conclusions indicated there are conflicting results and attributed that to several reasons, including (1) there is no consensus on the concepts, standards and methodologies used, (2) most of these studies are biased towards a western perspective (Dienlin & Johannes, 2020). This is due to the lack of studies that address the relationship between adolescents' use of social media and their psychological well-being in other cultures, which makes it difficult to conclude meaningful comparisons that help generalize the results (Ghai et al., 2022).

### **Psychological well-being**

This concept, considered one of the central mental health concepts, refers in its broad definition to "a state of well-being in which each individual realizes his or her own potential, can deal with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her society" (World Health Organization, 2005). Psychological well-being is defined as the most general term that covers the quality of individuals' performance in life, including the social, health, material, and subjective dimensions of well-being (Diener et al., 2018).

There are two main types of psychological well-being: (1) Hedonic, which is based on the idea that increased pleasure and decreased pain that leads to happiness. Therefore, researchers have stated that hedonic well-being should be measured through the concept of subjective well-being, which is a scientific term usually used to refer to "the happy or good life". It consists of an emotional component (high positive affect and low negative affect), and a cognitive component (life satisfaction). An individual is said to feel happier

when experiencing high positive affect and life satisfaction (Meier & Reinecke, 2021a). (2) In contrast to subjective well-being, Eudaimonic, is defined as consisting of desirable psychological characteristics such as meaning, purpose, positive social relations, mastery, independence, and virtues. Eudaimonic well-being aligns with Aristotle's notion of well-being, which emphasizes the pursuit of self-actualization and reaching one's full potential (Diener et al., 2018; Ryff, 2018).

Regarding measurement, subjective well-being measures are the most prevalent method for assessing the connection between social media and overall well-being. So that, some scholars argue that there is a lack of robust measures of Eudaimonic well-being (EWB). This is due to the absence of a universally accepted definition of EWB or its measurement methods. Previous research has employed 45 different scales based on 63 distinct concepts that are thought to be components of the EWB construct (Sheldon, 2019).

This study employs the dimensions proposed by (Ryff, 1989, 2018, 2019) to conceptualize EWB. This framework comprises six dimensions: Autonomy, Purpose in Life, Positive Relationships with Others, Self-Acceptance, Personal Growth, and Environmental Mastery. Given their relevance to adolescent development, the three dimensions of self-acceptance, positive social relations, and autonomy were chosen for this study. Adolescence is a critical period for identity formation, the development of a sense of independence, and social development. Moreover, focusing on a limited number of dimensions of well-being will facilitate a deeper understanding of the relationships between these three dimensions in adolescents and their use of social media.

### **Social media and adolescents**

The term social media encompasses a diverse range of communication platforms that enable the creation and exchange of user-generated content, including Wikipedia, Facebook, and YouTube. Within the realm of social media, social network platforms (SNS) allow users to connect with others by creating personal profiles and inviting others to access their personal files. These platforms have distinct purposes, ranging from professional networking on LinkedIn to entertainment on Facebook. Additionally, they differ in their primary mode of communication, with some emphasizing images like Instagram and others prioritizing text messages like Twitter (Verduyn et al., 2017). Social networking platforms can be categorized into two main types: SNS platforms like Instagram or TikTok, and instant

messaging (IM) platforms such as WhatsApp or Signal (Boer et al., 2022; Dienlin & Johannes, 2020). This study utilizes the concept of social media in a broad sense to include various communication platforms such as Facebook, YouTube, Twitter, and other applications.

Social media user numbers globally are skyrocketing, with an estimated 4.9 billion users in 2023. Despite Facebook's dominance with over 3 billion users, TikTok has experienced a remarkable surge, witnessing a 105% increase in US users over the past two years. Millennials and Gen Z individuals lead the pack in social media engagement. (Demand Sage, 2023). Social media usage is widespread in Egypt. In January 2023, an estimated 46.25 million Egyptians were active social media users, accounting for 60.9% of the adult population. Facebook dominated the landscape with 42 million active users, followed by YouTube with 45.9 million active users. WhatsApp and Instagram retained their respective third and fourth positions in terms of user numbers. (Naos, 2023).

Portable media devices, particularly smartphones, have significantly altered the daily activities of teenagers, including communication, entertainment, and learning (Kleeberg-Niepage & Degen, 2022). Social media has become a major technological concern due to its mobile, adventurous, and technologically engaging nature. Its inherent diversity and ever-changing nature complete the erasure of the medium, making it highly individual and variable across users and over time (Orben, 2020).

The growing concerns about the use of these means stem from several factors: the increasing number of children and adolescents owning mobile phones, their unsupervised use of these applications for extended periods, and the lack of knowledge among parents and teachers regarding this type of media. These concerns have led to rising fears and anxieties over child and youth development and socialization (Kleeberg-Niepage & Degen, 2022).

Adolescents are naturally drawn to social media due to their developmental characteristics. During this stage, they actively develop their personalities compared to adults, becoming more open to new experiences, seeking social connection, engaging in impulsive behaviors, and deriving a significant portion of their well-being and life satisfaction from their peers (Dienlin & Johannes, 2020). Moreover, the diversity of social media and its inherent social nature make it attractive to younger generations (Orben, 2020).

(Meier & Reinecke, 2021a) identified three main points linking social media use and mental health: (1) active use; (2) passive use, and (3) screen time. In

addition to these mentioned points, (4) usage impact evaluation point will be discussed in the next section.

### ***Type of usage***

Social media activities can be broadly categorized into two types: active and passive usage (Li, 2016; Verduyn et al., 2015). Active use means engaging in communication on social media such as creating content, posting pictures, chatting with others, sharing links, update a status while the passive use refers to watching other people's content without engaging, and simply browsing to keep up with friends (Boer et al., 2022; Verduyn et al., 2017). In a large sample of Icelandic adolescents, negative use of social media was positively associated with anxiety and depressive symptoms in contrast to the case for active use (Thorisdottir et al., 2019). Several reviews conclude that the type of positive use is linked to high well-being, as it creates social capital and stimulates feelings of social cohesion, while negative use is associated to social comparisons and envy, which negatively affects well-being (Burnell et al., 2019; Course-Choi & Hammond, 2021; Verduyn et al., 2017). However, there are two trends in criticizing these results: 1) related to measurements, (Trifiro & Gerson, 2019) propose the development of a validated standardized universal measure for active and passive SMU. (Valkenburg et al., 2022) conclude that focusing on time spent in ASMU and PSMU is not sufficient to understand the potential positive and negative impacts of SMU on well-being, rather than focusing solely on time spent, they suggest using more accurate measures that take the characteristics of content, senders, and receivers into account. 2) linked to the dichotomy itself.(Meier, Gilbert, et al., 2020)provide an evidence that passive use may have positive effects on well-being through inspiration.(Kross et al., 2021), advocate for moving beyond this classification to examine subtypes of active and passive social media use.

### ***Usage intensity***

(Przybylski & Weinstein, 2017) propose two hypotheses dealing with the effect of time spent on social media on adolescents' well-being. The first is displacement hypothesis, posits that time spent on social media replaces time spent in face-to-face interactions, particularly with close friends and family, which decreases well-being (Hall & Liu, 2022; Twenge, 2019). The second is Goldilocks hypothesis, refers to the fairy tale Goldilocks and the Three Bears, which suggests that moderation is generally the best option. This hypothesis assumes that moderate use of digital screens contributes positively to psychological well-being as people pursue their goals which

make them more active, sociable, and happier. For example (Przybylski & Weinstein, 2017), tested the Goldilocks hypothesis and provided an empirical evidence of its validity.

In addition to the above, The relationship between SMU intensity and well-being is often characterized as inconclusive (Huang, 2017; Mieczkowski et al., 2020). While a substantial body of research has demonstrated an association between adolescents' SMU and a decline in their psychological well-being. For instance, (Meier & Reinecke, 2021b) found that SMU was negatively correlated with self-esteem and positively correlated with symptoms of depression, social anxiety, stress, and body image disorder. Additionally, (Charoensukmongkol, 2018), demonstrated that SMU intensity was associated with increased social comparison and envy, (Lemieux et al., 2013) found a significant correlation between time spent using Facebook and social loneliness and social avoidance. (Kelly et al., 2018) indicated that SMU is associated with online harassment, poor sleep, low self-esteem, and poor body image. Moreover, a three-week experimental study was conducted on 143 university students who were divided into an experimental group and a control group. The first group was asked to limit their use of the Facebook, Instagram, and Snapchat applications for ten minutes for each application per day, while the other group was left to their usual use. The limited use group showed a significant decrease in feelings of loneliness and depression compared to the other group, therefore the results indicated that limiting the use of social media to 30 minutes per day may lead to a significant improvement in well-being (Hunt et al., 2018). Conversely, a few studies have linked SMU intensity to positive outcomes (Dienlin et al., 2017; Valenzuela et al., 2009). Recent research has found that time spent on social media is not the only factor that affects well-being. Instead, researchers emphasize the importance of considering individual differences, such as content viewed and social comparison tendencies. Additionally, distinguishing between SMU intensity and SMU-related problems is crucial for accurately assessing the impact of social media on well-being (Boer et al., 2022; Coyne et al., 2020)

### ***Usage impact evaluation***

Evaluating the impacts of use means understanding how adolescents recognize the positive and negative effects of their social media usage. This concept remains understudied, as few studies have explored how adolescents themselves assess the impacts of their use (Kleeberg-Niepage & Degen, 2022; O'Reilly et al., 2018). This study investigates the relationship

between adolescents' perceived effects of social media use and their EWB. One study utilized six focus groups over three months with 54 adolescents aged 11-18 years in the UK to evaluate their perceptions of the harms of social media use (O'Reilly et al., 2018). The study found that adolescents associated social media with threats to mental health and identified three themes: (1) social media is perceived to be linked to mood and anxiety disorders for some teens, (2) it is seen as a platform for cyberbullying, and (3) social media use is often characterized as a form of addiction. Another study conducted on 509 German adolescents and youth from the age of 12-20, alongside qualitative interviews for (15) respondents of the same age to explore their views on the impact of using digital media, found that participants often perceived that the inability to control time usage can lead to negative consequences for mental (feeling of loss of control and helplessness) and physical health (headache, weight gain), as well as academic success. Conversely, participants reported using digital media for creative pursuits and skill development, such as comprehending and applying technology and producing virtual content, which contributed to their well-being, happiness, and feelings of competence and control (Kleeberg-Niepage & Degen, 2022). In a report on the relationship of American adolescents with social media, issued by the Pew Research Center in the United States (Anderson & Jiang, 2018), adolescents were asked about their evaluation of the impact of using social media. Thirty-one percent believed that the effect is often positive, citing benefits such as communication with family and friends, ease in finding information and news, connecting with people who share their interests, entertainment, self-expression, obtaining support from others, and learning new things. However, 45% perceived the effects as mixed, acknowledging both positive and negative aspects. The remaining 24% viewed the effects as often negative, citing concerns about the spread of bullying and rumors, the potential to damage social relationships, the presentation of a distorted reality, peer pressure, time wastage, and adverse impacts on psychological well-being.

By understanding adolescents' perceptions of social media's impact, we can foster a more nuanced understanding of the complex relationship between adolescents and social media. This understanding can then be used to develop interventions and educational programs that promote responsible social media use and enhance EWB. Overall, evaluating the impacts of social media use on adolescents' EWB demands a comprehensive approach that

encompasses their subjective experiences. This study is the first study (to our knowledge) that contributes to exploring the relationship between adolescents' perceived effects of social media use and their psychological well-being.

### **The Present Study**

Limited research has explored the influence of social media use on Eudaimonic well-being (EWB), focusing primarily on its impact on subjective well-being (Meier & Reinecke, 2021a). Furthermore, existing studies predominantly stem from Western contexts (Dienlin & Johannes, 2020; Ghai et al., 2022), highlighting the need for investigations in diverse cultural settings. This study addresses this gap by examining the relationship between adolescents' social media use (type, intensity, and perceived impact) and their EWB (positive social relations, self-acceptance, and autonomy) within the Egyptian context. We aim to answer the following research questions:

- What is the relationship between the intensity and type of adolescents' social media use and their EWB?
- How do adolescents' evaluations of the effects of their social media use relate to their EWB?
- Are there any moderating effects of factors such as gender, grade level, age, academic major, school type, and application type on the relationship between social media use and EWB?

## **Method**

### **Participants**

Data was collected between January and March 2022 from 704 male and female students aged 14-19 years, with 45% being male and 55% being female. The participants were attending public, private, or Al-Azhar schools or universities. Approximately 28% of the participants were studying Humanities, while 72% were studying Natural Science. The questionnaire was distributed via Facebook groups for students in grades nine and above. The participants were informed that their participation was anonymous and voluntary.

### **Measures**

To study the relationship between adolescents' use of social media and their psychological well-being, an online questionnaire was designed to measure adolescents' use of social media and their psychological well-being.

The questionnaire consisted of two scales: one to measure adolescents' use of social media and the other to measure their psychological well-being. In addition to these scales, the questionnaire also collected data on age, school year, type of education, major, and the most used social media by the participants. The scales were based on a three-point Likert scale (agree, sometimes, disagree) as several studies have shown that it is an effective tool for measuring children's and adolescents' attitudes and behaviors (Coombes et al., 2021; Klassen et al., 2015).

### ***Eudaimonic Well-Being***

the researchers have developed a scale depending on the theoretical framework of Karl Ryff's view of happiness (Ryff, 1989, 2018, 2019), and on several Arabic scales that emerged from the same theory which applied on Arabian youth, such as (Adwi, 2008; Kharnoub, 2016; Shend et al., 2013; Taha, 2014). Only three dimensions that are most appropriate to the life of adolescents were selected. This scale contains 17 items to assess these dimensions: autonomy (5 items), self- acceptance (5 items), positive social relation (7 items), as negative items are reversed. Higher scores indicate higher level of (EWB).

### ***Social media use***

Social media usage was measured by a scale developed by the authors. It includes 22 items, divided into three dimensions that measure respectively: type of use (7 items), usage intensity (8 items), usage impact evaluation (7 items). All the items are rated on a three -point Likert scale ranging from (1 = disagree, 2 = sometimes, 3 =agree) as negative items are reverse scored. Higher scores indicate different meaning in each dimension (type of use = active use, usage intensity = increasing usage time, usage impact evaluation = negative evaluation).

Type of use: we measured passive and active SMU together with seven items adopted and translated from (Li, 2016; Pagani & Mirabello, 2011) to fit in the present study context. These items are (I read my friends' posts on social media; I am interested in seeing the statuses of my friends on social media; I just browse what others create on social media; I put new status for me on social media; I comment on my friends' posts; I express my thoughts on social media; I share posts on social media).

Usage intensity: this dimension measured by 8 items. Four items were adopted and translated from (Ellison et al., 2007) and modified to match all social media apps. These items are (The social media is part of my everyday activity; I feel out of touch when I haven't logged on to my social media



accounts; I would be sorry if social media apps shut down; I feel I'm part of social media community). Beside 4 items have developed by the researchers (I only use social media in my spare time; I find it difficult to control the time I spend on social media; I feel sad when I have to stay away from my favorite social media apps; I keep my phone next to me all time to catch up on new notifications).

Usage impact evaluation : it was measured by 7 items depended on some of benefits and risks that are demonstrated by previous researches such as distraction (Ra et al., 2018), Social relations (Antheunis et al., 2016), wasting time (Kleeberg-Niepage & Degen, 2022), social comparison (Charoensukmongkol, 2018), Self-esteem (Woods & Scott, 2016), Self-development (Uhls et al., 2017).

Although there is criticism of research that relied on self-reports of media use, whether longitudinal studies or not, because it was found to be less accurate than objectively measured use, self-reports of specific content, such as social networking sites or video platforms, are found to be more accurate and less biased than those of general frequency or duration of Internet use (Scharrow, 2016). After developing the electronic questionnaire that included the scales, it was reviewed by a group of experts and specialists in the fields of psychology and media. Then, the researchers conducted a pilot study with fifteen students to ensure that it was understood.

### **Data analysis**

After data collection, the questionnaires were reviewed for completeness. Then the data were coded using a 3-point scale, with 1 = disagree, 2 = sometimes, and 3 = agree. Except for the negative statements that were reverse coded. The results were collected for each person in each dimension of the study to find a total score for each dimension separately. The data was processed, and the statistical results were extracted using SPSS 25, Minitab 19, and the following statistical treatments and tests were used to analyze the data Study: simple frequencies, percentages, and Principal Components Analysis (PCA). In order to explore the latent structure of the two scale items (social media use – eudemonic well-being), we conducted an exploratory factor analysis (EFA) with the principal components analysis extraction method. The following criteria were taken into consideration to determine the optimal number of factors and item retaining:

- 1- Use the Gotman criterion to determine the number of factors A factor is considered significant if the value of its latent root value is  $\geq 1$  in the diagonal cells
- 2- The factor is considered essential if the number of items saturated with it is  $\geq 3$  items.
- 3- Item is considered essential if its saturation coefficient is  $\geq 0.3$ .

And based on the previous criteria, three factors were extracted, and they were orthogonally rotated using the Kayser Varimax method. Items not meeting the previous criteria were excluded. The (EFA) was conducted repeatedly on both scales until a satisfactory solution was obtained.

The kaiser- Meyer- Olkin measure of sampling adequacy yielded a value of ,840 for the social media scale, and a value of ,781 for the eudemonic well-being scale. These results indicate that the sample size was large enough to evaluate the factors' structure. A descriptive data analysis of the results was conducted, and frequencies were calculated for the qualitative data. Since the data was not normally distributed, descriptive statistics were computed, including minimum, maximum, median, upper quartile, lower quartile, interquartile range, and semi-interquartile range, which is calculated by dividing the interquartile range by 2 to determine the average distribution of the data around the median. The Chi-square test was used to identify relationships among qualitative variables. The non-parametric Mann-Whitney analysis was used for comparisons where there were two factors or two comparison groups (gender, major), while the non-parametric Kruskal-Wallis analysis was used to compare groups with more than two factors or two levels (type of school, age). Principal Components Analysis (PCA) was used to classify the individuals based on the scale scores to identify relationships between constituent groups and different dimensions using the PC-ORD version 5 software. Individuals are represented as points distributed on the first and second axes, and the dimensions are represented as arrows. The length of the arrow indicates the importance of the dimension and its ability to separate groups.

**Table 1.** Classification of Social Media Usage Dimensions

Dimension	Level	Meaning
Type of use	0-7	Passive use
	8-14	Moderate
	15-21	Active use
Usage intensity	0-7	Low use
	8-14	Moderate use
	15-21	Intense use
Usage impact evaluation	0-8	Positive evaluation
	8-14	Moderate evaluation
	More than 15	Negative evaluation

**Table 2.** Classification of Eudaimonic Well-being Dimensions

Dimension	Level	Meaning
Autonomy	0-5	Low
	6-10	Moderate
	11-15	High
Self- acceptance	0-7	Low
	6-10	Moderate
	11-15	High
Positive social relations	0-7	Low
	8-14	Moderate
	15- 21	High

## Results

### Factorial Validity

#### *Eudemonic well-being scale*

The scale initially included 21 items divided into three dimensions. Exploratory factor analysis identified three factors. Items that did not load onto any of the three factors or loaded onto them but were not theoretically aligned were excluded. Exploratory factor analysis was conducted again. The three-factor solution explained 38.7% of the variance. Consequently, the final scale comprises 17 items distributed across three factors. The first factor was labeled 'positive social relations.' It comprises seven items that assess the adolescent's social relationships and their ability to form positive relationships with others. The second factor was labeled 'self-acceptance.' It comprises five items that assess the extent to which an adolescent holds positive attitudes towards themselves. The third factor was

labeled 'autonomy.' It comprises five items that assess the adolescents' ability to make independent decisions and determine their life choices. The Cronbach's alpha coefficients for the subscales were .664, .648, and .506 (in the stated order), while the reliability of the entire scale was .648. Despite the scale's Cronbach's alpha coefficient falling below the generally accepted value of .7 (.648), this may be attributable to the scale's novelty and the relatively small sample size ( $N = 704$ ). Additionally, the scale's limited number of items may have also contributed to the lower reliability score.

**Table 3.** Exploratory Factor Analysis Results  
for the Eudemonic Well-being Scale

Rotated Component Matrix	Component		
	1	2	3
I find my friends visit me when I'm sick.	.661		
My friends like to hang out with me.	.657		
I love attending my friends' birthday parties.	.646		
My friends consult me in solving their family problems.	.541		
I choose for my family the movie they watch.	.531		
I love getting to know strangers.	.396		
I find all my teachers love me.	.370		
I feel worthless.		.725	
I find it difficult to prioritize my academic excellence.		.682	
I think that there is no future profession that suits me because of my indecision.		.677	
My teacher chose my friend to be the leader of the activity group and left me.		.541	
My friends refuse to visit me because of my neighborhood.		.507	
I do my homework myself.			.677
I choose my friends myself.			.643
I choose my clothes myself.			.548
I determine my future profession myself.			.508
I help my younger brother in his lessons.			.376

### ***Social media usage scale***

The original version of the scale consisted of 22 items designed to measure three dimensions: usage type, usage intensity, and usage impact evaluation. The results of the exploratory factor analysis were consistent with this division, and the items loaded strongly onto the factors to which they were assigned. Except for the item "I use applications to control the time I spend on social media," which did not load significantly onto any of the three factors and was consequently removed. Additionally, the item "I find it difficult to control the time I spend on social media" loaded onto both the second factor (usage intensity) with a loading of .390 and the third factor (usage impact evaluation) with a loading of .494. This item was retained as part of the second factor (usage intensity) despite its higher loading on the third factor (usage impact evaluation), in accordance with its theoretical alignment with the second factor. The three-factor solution explained 41.84% of the variance. The Cronbach's alpha of the subscales was .695, .716, and .578 (in the given order), while the reliability of the whole scale was .720.

The original version of the scale comprised 22 items designed to measure three dimensions: usage type, usage intensity, and usage impact evaluation. The results of the exploratory factor analysis were consistent with this division, and the items loaded strongly onto the factors to which they were assigned. Except for the item "I use applications to control the time I spend on social media," which did not load significantly onto any of the three factors and was consequently removed. Additionally, the item "I find it difficult to control the time I spend on social media" loaded onto both the second factor (usage intensity) with a loading of .390 and the third factor (usage impact evaluation) with a loading of .494. This item was retained as part of the second factor (usage intensity) even though it had a higher loading on the third factor (usage impact evaluation), due to its theoretical alignment with the second factor. The three-factor solution accounted for 41.84% of the variance. The Cronbach's alpha values for the subscales were .695, .716, and .578 (in the given order), while the reliability of the entire scale was .720.

**Table 4.** Exploratory Factor Analysis Results for the SMU Scale

Rotated Component Matrix	Component		
	1	2	3
I comment on my friends' posts	.778		
I put new status for me on social media	.695		
I read my friends' posts on social media	.688		
I am interested in seeing the statuses of my friends on social media	.685		
I share posts on social media	.658		
I express my thoughts on social media	.599		
I just browse what others create on social media	-.384		
I feel sad when I have to stay away from my favorite social media apps		.756	
I would be sorry if social media apps shut down		.733	
I feel out of touch when I haven't logged on to my social media accounts		.589	
I keep my phone next to me all time to catch up on new notifications		.518	
The social media is part of my everyday activity		.435	
I feel I'm part of social media community		.408	
I feel I'm part of social media community		0.417	
My use of social media causes me to be distracted.			.661
My use of social media wastes a lot of my time.			.632
My use of social media hurts my family relationships.			.516
My use of social media strengthens my self-confidence.			.511
My use of social media has a positive impact on my education and development.			.511
I find it difficult to control the time I spend on social media		.390	.494
My use of social media strengthens my human relationships.			.430
My use of social media makes me feel like my friends are happier than me.			.353

## Description of The Adolescents' Data

**Table 5.** Demographic Characteristics of 704 Adolescents in the Study Sample.

Variable	Levels	Count (%)
Age	14	29(3.85)
	15	113(16.05)
	16	232(32.95)
	17	201(28.55)
	18	101(14.35)
	19	28(3.98)
Grade	9	48(6.82)
	10	213(30.26)
	11	261(37.07)
	12	163(23.15)
	University 1	19(2.7)
School	Public	537(76.28)
	Religious	138(19.6)
	Private	29(4.12)
Gender	Female	393(55.82)
	Male	311(44.18)
Major	Natural Science	507(72.02)
	Humanities	197(27.98)

### Social Media Applications Among Egyptian Teenagers

The participants were asked about the social media applications they used most frequently. The results showed that participants used an average of eighteen social media applications. Facebook was the most popular application, followed by WhatsApp and YouTube. Instagram was used by 32% of participants, Telegram by 25%, Twitter by 5%, TikTok by 4%, and the remaining applications were used by 3% of participants. Most participants used an average of three applications. 67% of participants used less than three applications, and 15% used more than three applications.

**Table 6.** Most Popular Social Media Platforms Among Adolescents.

Applications	Use	Count (%)
Facebook	No	116(16.48)
	Yes	588(83.54)
WhatsApp	No	120(17.05)
	Yes	584(82.95)
YouTube	No	281(39.91)
	Yes	423(60.09)
Instagram	No	476(67.61)
	Yes	228(32.39)
Telegram	No	527(74.86)
	Yes	177(25.14)
Twitter	No	671(95.31)
	Yes	33(4.69)
TikTok	No	677(96.16)
	Yes	27(3.84)
Others	No	683(97)
	Yes	21(3)
No. of Applications Used	1	61(8.66)
	2	60(8.52)
	3	472(67.05)
	4	82(11.65)
	5	18(2.56)
	6	9(1.28)
	7	2(0.28)

### Correlations Between SMU and EWB

Results revealed weak to moderate correlations between the different dimensions of social media use (type of use, intensity of use, and evaluation of the impact of use) and eudemonic well-being (positive social relations, self-acceptance, and autonomy). **(a)** moderate direct correlation between **type of usage** and intensity of use (.387\*\*), with positive social relations



(.340\*\*), and moderate inverse correlation with self- acceptance (-.209\*\*), while results showed weak direct correlations with number of apps (.088\*), autonomy (.074), and weak inverse correlation with usage impact evaluation (-0.062). **(b)** moderate inverse correlation between **intensity of use** and self- acceptance (-.357\*\*), and moderate direct correlation with usage impact evaluation (.185\*\*), weak direct correlation with positive social relations (.089\*), weak inverse correlation with autonomy (-0.057). **(c)** moderate inverse correlation between **usage impact evaluation** and positive social relations (-.278\*\*), self-acceptance (-.272\*\*), and autonomy (-.220\*\*). **(d)** moderate direct correlation between positive social relations and autonomy (.354\*\*), weak inverse correlation with self-acceptance (-0.058). weak direct correlation between autonomy and self-acceptance (.095\*).

**Table 7.** Examining the Correlational Relationships between Social Media Use Dimensions and Well-being Dimensions.

Pearson Correlation	Age	Number of apps	Usage intensity	Type of Usage	Usage impact	Positive social relationships	Self-Acceptance
Number of apps	0.034						
Usage intensity	0.062	0.067					
Type of Usage	-0.011	.088*	.387**				
Usage impact	.132**	-0.016	.185**	-0.062			
Positive social relationships	-0.020	0.070	.089*	.340**	-.278**		
Self-Acceptance	-0.061	0.005	-.357**	-.209**	-.272**	-0.058	
Autonomy	0.009	0.046	-0.057	.074*	-.220**	.354**	.095*

## Differences between adolescents according to some intermediate variable

### *Differences on SM Scale*

The results showed differences between adolescent's (a) usage impact evaluation according to the age (P value 0.009\*\*), and grade (0.005\*\*). (b) intensity of use (0.001\*\*) and type of usage (0\*\*) according to the major in favor of humanities in both dimensions.

**Differences on EWB Scale**

Findings revealed that there are differences between adolescent's positive social relation (P value 0.044\*) and self-acceptance (0.001\*\*) according to major in favor of the Humanities in the first dimension, and natural science in the second dimension.

**Table 8.** Exploring the Impact of Intermediate Variables on Adolescents.

Dimension	Levels	Number of apps	Usage intensity	Type of Usage
Age	14	2.75 ± 0.17 A	14.32 ± 0.59 A	14 ± 0.61 A
	15	2.91 ± 0.08 A	15.43 ± 0.31 A	14.48 ± 0.29 A
	16	2.97 ± 0.06 A	15.57 ± 0.21 A	14.43 ± 0.2 A
	17	3.01 ± 0.06 A	15.72 ± 0.24 A	14.36 ± 0.23 A
	18	2.93 ± 0.09 A	15.68 ± 0.33 A	13.83 ± 0.32 A
	19	3 ± 0.15 A	15.89 ± 0.69 A	15.14 ± 0.44 A
	P-Value	0.767	0.408	0.394
Grade	9	2.83 ± 0.11 A	14.6 ± 0.49 A	14.21 ± 0.45 A
	10	2.97 ± 0.07 A	15.55 ± 0.22 A	14.55 ± 0.21 A
	11	2.95 ± 0.05 A	15.85 ± 0.2 A	14.47 ± 0.21 A
	12	3.02 ± 0.07 A	15.31 ± 0.26 A	13.8 ± 0.23 A
	University 1	2.84 ± 0.16 A	16.58 ± 0.79 A	15.21 ± 0.62 A
	P-Value	0.731	0.061	0.104
School	Public	2.94 ± 0.04 A	15.7 ± 0.14 A	14.39 ± 0.14 A
	Religious	3.07 ± 0.09 A	15.06 ± 0.28 A	138 ± 14.15 A
	Private	2.76 ± 0.17 A	15.66 ± 0.65 A	29 ± 14.41 A
	P-Value	0.17	0.124	0.731
Gender	Female	2.91 ± 0.05 A	15.77 ± 0.16 A	14.32 ± 0.16 A
	Male	3.02 ± 0.05 A	15.31 ± 0.19 A	14.37 ± 0.18 A
	P-Value	0.133	0.064	0.818
Major	Natural Science	2.97 ± 0.04 A	15.32 ± 0.15 B	14.08 ± 0.14 B
	Humanities	2.92 ± 0.06 A	16.2 ± 0.22 A	15.03 ± 0.22 A
	P-Value	0.521	0.001**	0**

Dimension	Usage impact	Positive social relationships	Self-Acceptance	Autonomy
Age	12.68 ± 0.51 B	14.43 ± 0.59 A	12.14 ± 0.41 A	13 ± 0.35 A
	14.04 ± 0.26 AB	14.48 ± 0.3 A	11.32 ± 0.22 A	12.75 ± 0.17 A
	14.11 ± 0.18 AB	14.18 ± 0.2 A	11.35 ± 0.16 A	12.96 ± 0.12 A
	14.5 ± 0.21 A	14.49 ± 0.22 A	11.1 ± 0.18 A	12.98 ± 0.12 A
	14.74 ± 0.31 A	13.94 ± 0.31 A	11.1 ± 0.28 A	12.83 ± 0.21 A
	14.93 ± 0.44 A	14.43 ± 0.5 A	11.25 ± 0.4 A	12.96 ± 0.3 A
	0.009**	0.706	0.396	0.891
Grade	13.31 ± 0.36 B	14.88 ± 0.42 A	11.5 ± 0.41 A	12.88 ± 0.28 A
	14.08 ± 0.19 B	14.37 ± 0.23 A	11.36 ± 0.16 A	12.93 ± 0.13 A
	14.22 ± 0.18 AB	14.4 ± 0.19 A	11.24 ± 0.15 A	12.98 ± 0.1 A
	14.93 ± 0.23 A	13.97 ± 0.23 A	11.03 ± 0.2 A	12.83 ± 0.14 A
	14.26 ± 0.56 AB	13.63 ± 0.65 A	12.05 ± 0.56 A	12.79 ± 0.53 A
	0.005**	0.311	0.388	0.929
School	14.2 ± 0.13 A	14.34 ± 0.14 A	11.28 ± 0.11 A	12.92 ± 0.08 A
	14.6 ± 0.24 A	14.03 ± 0.24 A	11.25 ± 0.21 A	12.78 ± 0.16 A
	14.28 ± 0.44 A	14.93 ± 0.58 A	11.1 ± 0.49 A	13.55 ± 0.25 A
	0.34	0.309	0.931	0.101
Gender	14.31 ± 0.15 A	14.33 ± 0.15 A	11.15 ± 0.12 A	12.98 ± 0.09 A
	311 ± 14.24 A	14.26 ± 0.18 A	11.41 ± 0.15 A	12.84 ± 0.1 A
	0.761	0.745	0.168	0.287
Major	14.3 ± 0.13 A	14.15 ± 0.14 B	11.47 ± 0.11 A	12.99 ± 0.08 A
	14.22 ± 0.2 A	14.68 ± 0.22 A	10.75 ± 0.18 B	12.72 ± 0.14 A
	0.731	0.044*	0.001**	0.069

### ***Differences between adolescents according to the application***

The results of the study exposed that there are differences according to (a) Type of use, as the level of significance showed in favor of Facebook users and Telegram users respectively P value (0.024\*,0.031\*). However, it is significant in favor of non-using YouTube P value (0\*\*). (b) Intensity of use appeared significantly in Instagram (0\*\*) in favor of users, and YouTube (0\*\*) in favor of non-using. (c) usage impact evaluation showed significantly in YouTube (0.005\*\*) in favor of non-using.

As for the differences on the EWB scale, there are differences according to (a) positive social relations in favor of Instagram users at the level of

significance P value (0.002\*\*). (b) self-acceptance dimension in favor of YouTube users at the significance level of P value (0.018\*). (c) autonomy dimension in favor of in favor of Instagram users at the level of significance P value (0.01\*\*).

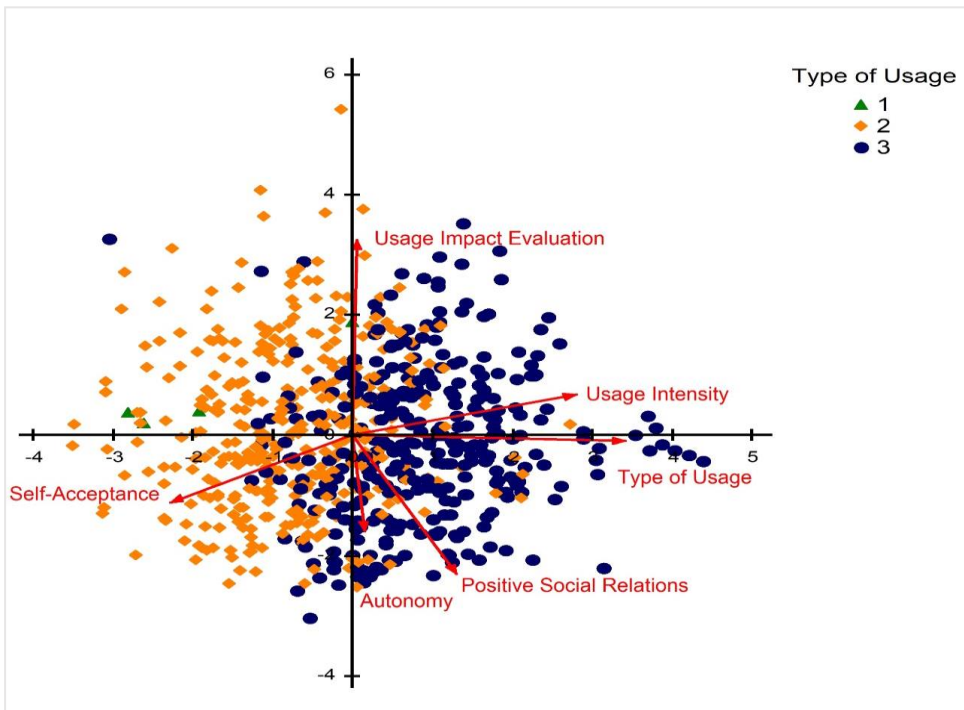
**Table 9.** Exploring the Impact of Social Media App Usage on Adolescent Differences.

App		Usage intensity	Type of Usage	Usage impact	Positive social relationships	Self-Acceptance	Autonomy
Facebook	None	15 ± 0.33	13.72 ± 0.3	14.21 ± 0.26	14.21 ± 0.28	11.53 ± 0.22	12.63 ± 0.19
	Use	15.68 ± 0.13	14.47 ± 0.13	14.29 ± 0.12	14.32 ± 0.13	11.22 ± 0.1	12.97 ± 0.071
	P-value	0.056	0.024*	0.764	0.72	0.196	0.880
Instagram	None	15.24 ± 0.15	14.18 ± 0.14	14.22 ± 0.13	14.06 ± 0.14	11.36 ± 0.11	12.8 ± 0.084
	Use	16.26 ± 0.2	14.68 ± 0.21	14.41 ± 0.19	14.81 ± 0.2	11.07 ± 0.17	13.15 ± 0.11
	P-value	0**	0.052	0.407	0.002**	0.149	0.01**
WhatsApp	None	15.58 ± 0.3	14.05 ± 0.3	14.47 ± 0.28	13.8 ± 0.28	10.92 ± 0.23	12.93 ± 0.16
	Use	15.57 ± 0.14	14.4 ± 0.13	14.24 ± 0.12	14.4 ± 0.13	11.34 ± 0.1	12.91 ± 0.074
	P-value	0.956	0.288	0.46	0.052	0.091	0.951
YouTube	None	16.24 ± 0.18	14.75 ± 0.19	14.5 ± 0.17	14.58 ± 0.2	10.99 ± 0.15	12.95 ± 0.1
	Use	15.12 ± 0.16	14.07 ± 0.15	14.13 ± 0.14	14.12 ± 0.14	11.45 ± 0.12	12.89 ± 0.089
	P-value	0**	0**	0.005**	0.057	0.018*	0.675
Telegram	None	15.46 ± 0.14	14.19 ± 0.14	14.19 ± 0.12	14.27 ± 0.13	11.31 ± 0.11	12.95 ± 0.075
	Use	15.89 ± 0.27	14.79 ± 0.24	14.54 ± 0.23	14.4 ± 0.25	11.15 ± 0.19	12.8 ± 0.15
	P-value	0.149	0.031*	0.172	0.633	0.466	0.352

## Principles component analysis (PCA)

### *Type of usage*

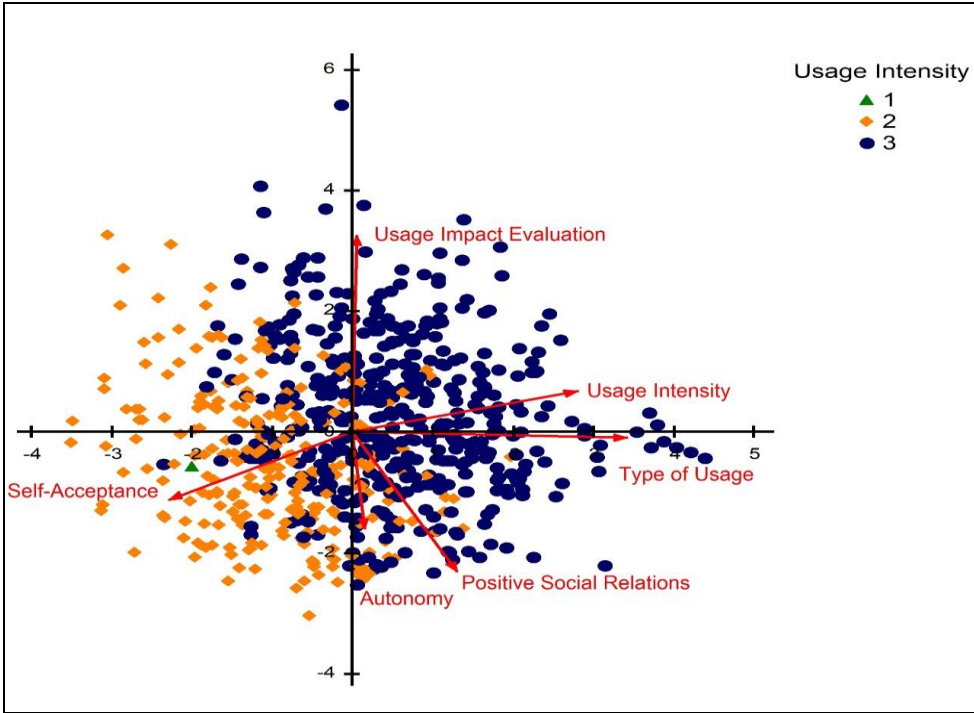
The results of the principal components analysis according to the type of use revealed a positive correlation between the type of use and the intensity of use. Additionally, the results showed a positive correlation between the type of use and the dimension of positive social relationships, and a negative correlation with the dimension of self-acceptance.



**Figure 1.** Results of Principal Components Analysis (PCA) According to Type of Usage ( 1 = passive use, 2 = moderate, 3= active use).

### *Usage intensity*

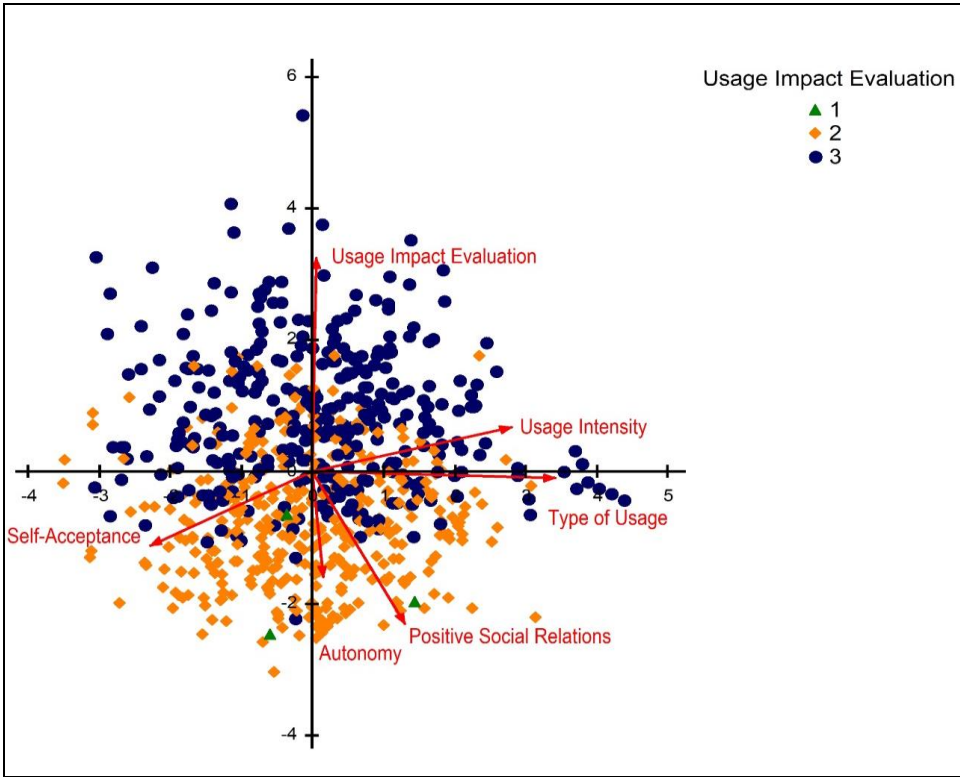
The analysis of principal components reveals a positive correlation between usage intensity, type of usage, and positive social relations. Conversely, a negative correlation exists between usage impact evaluation and self-acceptance.



**Figure 2.** Results of Principal Components Analysis (PCA) According to Usage Intensity ( 2 = moderate use, 3= intense use)

***Usage impact evaluation***

The analysis of principal components reveals a negative correlation between usage impact evaluation and autonomy, positive social relations, and self-acceptance. Conversely, usage impact evaluation exhibits a positive correlation with intensity of use.



**Figure 3.** Results of Principal Components Analysis (PCA) According to Usage Impact Evaluation. (1= positive evaluation, 2= moderate evaluation, 3= negative evaluation).

### Discussion

The results showed that there is a weak to moderate correlation between adolescents' social media use and their EWB. For example, type of use, there is a direct correlation between active use of social media and positive social relationships dimension on the scale of well-being. This result is in harmony with the model presented by (Verduyn et al., 2017), which shows how active use enhances social capital and interdependence, which leads to an increase in personal well-being. On the contrary, negative use of social media can lead to envy and social comparison, which can negatively impact personal well-being. This result is consistent with the findings of one of the review studies that identified several positive social effects of social media use such as increased perceived social support online, social capital, self-esteem,

authentic self-presentation, and social connectedness (Erfani S, 2018). One of the early studies that focused on social media use and its benefits (Ellison et al., 2007), indicates that there is a strong positive correlation between Facebook use and social capital indicators. In addition to the previous, (Hancock et al., 2022) review study, included all studies that addressed the relationship between social media use and well-being up to the end of 2018, concluded that social media use has a positive impact on improving the social well-being of individuals regardless of age and region.

On the other hand, the type of use is directly correlated with the intensity of use and inversely correlated with self-acceptance. This can be interpreted as meaning that active use pattern is associated not only with positive effects, but also with adolescents' strong attachment to these new media and decreased self-acceptance. This can occur because even positive use type, if excessive, can still promote social comparison and affect adolescents' self-acceptance.

Regarding the intensity of adolescents' use of social media, it is worth noting, when classifying the usage intensity into three levels (shown in Table (1)), no one scored in low use (0-7), and this indicates that the usage range of social media among Egyptians adolescents varies between medium and intense use, which can be interpreted the increasing time teens spend using social media. The results showed that the higher the intensity of social media use, the more negatively students evaluated their use and the lower their self-acceptance and autonomy. This result is in harmony with the opinions of adolescents that were monitored by a study (Kleeberg-Niepage & Degen, 2022) about the negative effects of social media escalating with the inability to control the using time. Also, this is consistent with the trend linking the intensity of use to mental health problems, as found in studies by (Ögel-Balaban, 2022; Twenge & Martin, 2020; Yang et al., 2022), which showed that heavy users are more likely to have mental health problems.

However, the intensity of adolescent use of social media is not sufficient to be the only indicator of low psychological well-being, which is confirmed by the results of this study. Adolescents who use social media more intensively tend to have both positive and negative outcomes. On the one hand, they may have more positive social relationships, On the other hand, they may have lower self-acceptance, higher negative evaluation, and lower autonomy. This is consistent with the findings of (Beyens et al., 2020), who found that some adolescents are positively affected by the intensity of use, while others are negatively affected, and still others are not affected at all.



Moreover, an eight-year longitudinal study of 13- to 20-year-olds found that spending more time on social media was not linked to an increase in mental health problems over time, when examined at individuals separately. So, they suggest that researchers should move beyond focusing on screen time alone and draw attention to the need to consider the adolescent's surroundings and the content they consume to explain the growth in mental health problems in adolescents and emerging adults (Coyne et al., 2020).

In line with this, (Boer et al., 2022), imply that considering individual differences, distinguishing social media intensity from social media problems, and disentangling within-person from between-person effects are essential for understanding the association between adolescents' social media intensity and their well-being.

Furthermore, considering the differential susceptibility model for media influence (DSMM) developed by (Valkenburg & Peter, 2013), which reflects the belief that the influence of media on adolescents is diverse. these effects are conditioned by the variables of vulnerability ( gender, mood), developmental vulnerability( the role of the emotional, social and cognitive development of the individual), and social vulnerability (family, school and social norms), where these factors may increase the susceptibility of individuals to be affected negatively and positively by the media (Van Duin et al., 2021).

Regarding the evaluation of the impact of adolescents' usage, the results indicate that adolescents with a more negative evaluation use social media more intensively than those who do not. Additionally, they have lower levels of positive social relationships, self-acceptance, and autonomy. These results can be interpreted in two ways: Firstly, heavy social media use (SMU) may negatively impact adolescents' well-being. Secondly, adolescents with well-being issues may use social media in maladaptive ways. This aligns with the findings of (Dienlin & Johannes, 2020), suggesting that excessive digital technology use may be a symptom of an underlying psychosocial problem rather than the other way around. In alignment with the univariate analysis (Spearman), the multivariate analysis (PCA) revealed similar patterns of correlations between the dimensions of adolescent social media use and their EWB. This concurrence reinforces the validity and reliability of the findings.

Relating to differences, (1) the older adolescents are, the greater their negative evaluation, this can be explained by two ways first: the older adolescents are more aware of the negative impacts. second: this can be

clarified by the cumulative effect of use, which is supported by (Booker et al., 2018), which monitored declining in well-being among adolescents, especially females, after years of use. (2) there were differences in the active and intense use in favor of the humanities major, while there are differences in self-acceptance in favor of natural science major. This can be attributed to the nature of the study and the personal characteristics of each major (Balsamo et al., 2012). (3) Adolescents who use Instagram exhibit differences in intensity of use, positive social interactions, and autonomy. Instagram's distinctive features, such as its visual appeal, emphasis on self-expression, and capacity to interact with peers, may explain these differences. Therefore, these findings suggest that Instagram may be a particularly advantageous platform for adolescents, as it enables them to interact with peers, express their identity, and develop a sense of autonomy. However, it can also encourage heavy use.

Finally, Teenagers' most used applications vary across societies and over time, as evidenced by the fact that YouTube and Instagram were the most popular platforms for American teenagers in 2018 (Anderson & Jiang, 2018), while TikTok has gained popularity among American teenagers in recent surveys (Vogels et al., 2022). Therefore, we should interpret the finding that Facebook, WhatsApp, YouTube, and Instagram are the most used applications by Egyptian adolescents in the context of the time it was collected, which was during the school year (January 2022) when WhatsApp, Facebook, and YouTube were used as educational tools. Additionally, the data was collected through Facebook pages and groups.

### **Limitations**

Despite its contributions, this study has some limitations. Firstly, the cross-sectional nature of this study limits its ability to determine causality between social media use and well-being. This is because this type of study only measures variables at one point in time, and it is not possible to determine from this type of data whether changes in social media use preceded changes in well-being or vice versa. Secondly, the reliability of the well-being scale is relatively low so it may affect the confidence of the results. Thirdly, certain important variables, such as motivations for use, reasons for using specific applications, and content viewed, were not considered. Finally, the study relied on self-reported data collected through the internet, while the researchers believe that in-depth interviews with adolescents could yield more insightful results.

## Conclusion

This study examined the intricate relationship between adolescents' social media usage and their eudemonic well-being (EWB), uncovering a complex interplay between these variables. The findings provide compelling evidence of weak to moderate correlations between social media use and EWB, indicating that the impact of social media is not uniform across adolescents. Results at both the multivariate and univariate levels demonstrated that self-acceptance was the dimension most negatively associated with social media use, while positive social relations exhibited the strongest positive association. Furthermore, the study underscored the importance of considering individual differences, such as major, age, and type of social media application, when assessing the effects of social media on adolescents. Moreover, the study emphasized the need to differentiate between the various indicators of EWB, as social media's influence can manifest in both positive and negative ways. This nuanced perspective highlights that social media is not inherently good or bad, but rather a multifaceted tool with both beneficial and detrimental effects. Consequently, the study advocates for educating adolescents on responsible and safe social media practices, empowering them to harness its potential advantages while minimizing its potential drawbacks. Also, it is important to employ longitudinal or experimental designs to establish causal relationships between social media use and well-being and to develop and validate a more reliable and comprehensive well-being scale to improve the accuracy and consistency of measurements.

## References

- Adwi, T. (2008). *A study of Cultural Identity and its Relationship to Some Psychological and Social Variables among University Youth [Ain Shams]*. <https://bit.ly/413KJBV>
- Anderson, M., & Jiang, J. (2018). *Teens, Social Media & Technology 2018*, Pew Research Center. <https://bit.ly/4333HJO>
- Antheunis, M. L., Schouten, A. P., & Kraemer, E. (2016). The Role of Social Networking Sites in Early Adolescents' Social Lives. *The Journal of Early Adolescence*, 36(3), 348–371. <https://doi.org/10.1177/0272431614564060>
- Balsamo, M., Lauriola, M., & Saggino, A. (2012). Personality and College Major Choice: Which Come First? *Psychology*, 03(05), 399–405. <https://doi.org/10.4236/psych.2012.35056>
- Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2020). The effect of social media on well-being differs from adolescent to adolescent. *Scientific Reports*, 10(1), 10763. <https://doi.org/10.1038/s41598-020-67727-7>
- Boer, M., Stevens, G. W. J. M., Finkenauer, C., & van den Eijnden, R. J. J. M. (2022). The complex association between social media use intensity and adolescent wellbeing: A longitudinal investigation of five factors that may affect the association. *Computers in Human Behavior*, 128, 107084. <https://doi.org/10.1016/j.chb.2021.107084>
- Booker, C. L., Kelly, Y. J., & Sacker, A. (2018). Gender differences in the associations between age trends of social media interaction and well-being among 10-15 year olds in the UK. *BMC Public Health*, 18(1), 321. <https://doi.org/10.1186/s12889-018-5220-4>
- Burnell, K., George, M. J., Vollet, J. W., Ehrenreich, S. E., & Underwood, M. K. (2019). Passive social networking site use and well-being: The mediating roles of social comparison and the fear of missing out. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 13(3). <https://doi.org/10.5817/CP2019-3-5>
- Charoensukmongkol, P. (2018). The Impact of Social Media on Social Comparison and Envy in Teenagers: The Moderating Role of the Parent Comparing Children and In-group Competition among Friends. *Journal of Child and Family Studies*, 27(1), 69–79. <https://doi.org/10.1007/s10826-017-0872-8>
- Coombes, L., Bristowe, K., Ellis-Smith, C., Aworinde, J., Fraser, L. K., Downing, J., Bluebond-Langner, M., Chambers, L., Murtagh, F. E. M., & Harding, R. (2021).

- Enhancing validity, reliability and participation in self-reported health outcome measurement for children and young people: a systematic review of recall period, response scale format, and administration modality. *Quality of Life Research*, 30(7), 1803–1832. <https://doi.org/10.1007/s11136-021-02814-4>
- Course-Choi, J., & Hammond, L. (2021). Social Media Use and Adolescent Well-Being: A Narrative Review of Longitudinal Studies. *Cyberpsychology, Behavior, and Social Networking*, 24(4), 223–236. <https://doi.org/10.1089/cyber.2020.0020>
- Coyne, S. M., Rogers, A. A., Zurcher, J. D., Stockdale, L., & Booth, M. (2020). Does time spent using social media impact mental health?: An eight year longitudinal study. *Computers in Human Behavior*, 104, 106160. <https://doi.org/10.1016/j.chb.2019.106160>
- Diener, E., Lucas, R. E., & Oishi, S. (2018). Advances and Open Questions in the Science of Subjective Well-Being. *Collabra: Psychology*, 4(1). <https://doi.org/10.1525/collabra.115>
- Dienlin, T., & Johannes, N. (2020). The impact of digital technology use on adolescent well-being. *Dialogues in Clinical Neuroscience*, 22(2), 135–142. <https://doi.org/10.31887/DCNS.2020.22.2/tdienlin>
- Dienlin, T., Masur, P. K., & Trepte, S. (2017). Reinforcement or Displacement? The Reciprocity of FtF, IM, and SNS Communication and Their Effects on Loneliness and Life Satisfaction. *Journal of Computer-Mediated Communication*, 22(2), 71–87. <https://doi.org/10.1111/jcc4.12183>
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The Benefits of Facebook “Friends:” Social Capital and College Students’ Use of Online Social Network Sites. *Journal of Computer-Mediated Communication*, 12(4), 1143–1168. <https://doi.org/10.1111/J.1083-6101.2007.00367.X>
- Erfani S, A. B. (2018). Impacts of the Use of Social Network Sites on Users’ Psychological Well-being: A Systematic Review. *JOURNAL OF THE ASSOCIATION FOR INFORMATION SCIENCE AND TECHNOLOGY*, 69(7), 900–912. <https://doi.org/https://doi.org/10.1002/asi.24015>
- Ghai, S., Magis-Weinberg, L., Stoilova, M., Livingstone, S., & Orben, A. (2022). Social media and adolescent well-being in the Global South. In *Current Opinion in Psychology* (Vol. 46). <https://doi.org/10.1016/j.copsyc.2022.101318>
- Hall, J. A., & Liu, D. (2022). Social media use, social displacement, and well-being. *Current Opinion in Psychology*, 46, 101339.

- <https://doi.org/10.1016/j.copsyc.2022.101339>
- Hancock, J., Liu, S. X., Luo, M., & Mieczkowski, H. (2022). Psychological Well-Being and Social Media Use: A Meta-Analysis of Associations between Social Media Use and Depression, Anxiety, Loneliness, Eudaimonic, Hedonic and Social Well-Being. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4053961>
- Huang, C. (2017). Time Spent on Social Network Sites and Psychological Well-Being: A Meta-Analysis. In *Cyberpsychology, Behavior, and Social Networking* (Vol. 20, Issue 6, pp. 346–354). <https://doi.org/10.1089/cyber.2016.0758>
- Hunt, M. G., Marx, R., Lipson, C., & Young, J. (2018). No More FOMO: Limiting Social Media Decreases Loneliness and Depression. *Journal of Social and Clinical Psychology, 37*(10), 751–768. <https://doi.org/10.1521/jscp.2018.37.10.751>
- Kelly, Y., Zilanawala, A., Booker, C., & Sacker, A. (2018). Social Media Use and Adolescent Mental Health: Findings From the UK Millennium Cohort Study. *EClinicalMedicine, 6*, 59–68. <https://doi.org/10.1016/j.eclinm.2018.12.005>
- Kharnoub, F. (2016). Psychological Well-being and its Relationship With Emotional Intelligence and Optimism. *Journal of the Union of Arab Universities for Education and Psychology, 14*(1), 217–242. <https://bit.ly/3xwfn9q>
- Klassen, A. F., Grant, C., Barr, R., Brill, H., Kraus de Camargo, O., Ronen, G. M., Samaan, M. C., Mondal, T., Cano, S. J., Schlatman, A., Tsangaris, E., Athale, U., Wickert, N., & Gorter, J. W. (2015). Development and validation of a generic scale for use in transition programmes to measure self-management skills in adolescents with chronic health conditions: the <sc>TRANSITION</sc> - <sc>Q</sc>. *Child: Care, Health and Development, 41*(4), 547–558. <https://doi.org/10.1111/cch.12207>
- Kleeberg-Niepage, A., & Degen, J. L. (2022). Between Self-Actualization and Waste of Time: Young People’s Evaluations of Digital Media Time. In *Children, Youth and Time (Sociological Studies of Children and Youth, Vol. 30)* (pp. 29–47). Emerald Publishing Limited, Bingley,. <https://doi.org/10.1108/S1537-466120220000030002>
- Kross, E., Verduyn, P., Sheppes, G., Costello, C. K., Jonides, J., & Ybarra, O. (2021). Social Media and Well-Being: Pitfalls, Progress, and Next Steps. *Trends in Cognitive Sciences, 25*(1), 55–66. <https://doi.org/10.1016/j.tics.2020.10.005>
- Lemieux, R., Lajoie, S., & Trainor, N. E. (2013). Affinity-Seeking, Social Loneliness, and Social Avoidance among Facebook Users. *Psychological Reports, 112*(2), 545–552. <https://doi.org/10.2466/07.PR0.112.2.545-552>

- Li, Z. (2016). Psychological empowerment on social media: Who are the empowered users? *Public Relations Review*, 42(1), 49–59. <https://doi.org/10.1016/j.pubrev.2015.09.001>
- Meier, A., Domahidi, E., & Günther, E. (2020). Computer-Mediated Communication and Mental Health. In S. J. Yates & R. E. Rice (Eds.), *The Oxford Handbook of Digital Technology and Society* (pp. 78–110). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190932596.013.4>
- Meier, A., Gilbert, A., Börner, S., & Possler, D. (2020). Instagram Inspiration: How Upward Comparison on Social Network Sites Can Contribute to Well-Being. *Journal of Communication*, 70(5), 721–743. <https://doi.org/10.1093/joc/jqaa025>
- Meier, A., & Reinecke, L. (2021a). *Social media and mental health: Reviewing effects on Eudaimonic well-being*. <https://doi.org/https://doi.org/10.31234/osf.io/xvts8>
- Meier, A., & Reinecke, L. (2021b). Computer-Mediated Communication, Social Media, and Mental Health: A Conceptual and Empirical Meta-Review. *Communication Research*, 48(8), 1182–1209. <https://doi.org/10.1177/0093650220958224>
- Mieczkowski, H., Lee, A. Y., & Hancock, J. T. (2020). Priming Effects of Social Media Use Scales on Well-Being Outcomes: The Influence of Intensity and Addiction Scales on Self-Reported Depression. *Social Media + Society*, 6(4), 205630512096178. <https://doi.org/10.1177/2056305120961784>
- Naos. (2023). Egyptians and digital 2023 report. In *Naos Solutions*.
- O'Reilly, M., Dogra, N., Whiteman, N., Hughes, J., Eruyar, S., & Reilly, P. (2018). Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. *Clinical Child Psychology and Psychiatry*, 23(4), 601–613. <https://doi.org/10.1177/1359104518775154>
- Ögel-Balaban, H. (2022). The use of online social network sites during the COVID-19 pandemic as a protective or risk factor for well-being of university students. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 16(3). <https://doi.org/10.5817/CP2022-3-4>
- Orben, A. (2020). Teenagers, screens and social media: a narrative review of reviews and key studies. *Social Psychiatry and Psychiatric Epidemiology*, 55, 407–414. <https://doi.org/https://doi.org/10.1007/s00127-019-01825-4>
- Pagani, M., & Mirabello, A. (2011). The Influence of Personal and Social-Interactive Engagement in Social TV Web Sites. *International Journal of Electronic*

- Commerce*, 16(2), 41–68. <https://doi.org/10.2753/JEC1086-4415160203>
- Przybylski, A. K., & Weinstein, N. (2017). A Large-Scale Test of the Goldilocks Hypothesis. *Psychological Science*, 28(2), 204–215. <https://doi.org/10.1177/0956797616678438>
- Ra, C. K., Cho, J., Stone, M. D., De La Cerda, J., Goldenson, N. I., Moroney, E., Tung, I., Lee, S. S., & Leventhal, A. M. (2018). Association of Digital Media Use With Subsequent Symptoms of Attention-Deficit/Hyperactivity Disorder Among Adolescents. *JAMA*, 320(3), 255. <https://doi.org/10.1001/jama.2018.8931>
- Ryff, C. D. (1989). Beyond Ponce de Leon and Life Satisfaction: New Directions in Quest of Successful Ageing. *International Journal of Behavioral Development*, 12(1), 35–55. <https://doi.org/10.1177/016502548901200102>
- Ryff, C. D. (2018). Eudaimonic Well-being. In *Diversity in Harmony - Insights from Psychology* (pp. 375–395). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781119362081.ch20>
- Ryff, C. D. (2019). Entrepreneurship and Eudaimonic well-being: Five venues for new science. *Journal of Business Venturing*, 34(4), 646–663. <https://doi.org/10.1016/j.jbusvent.2018.09.003>
- Scharkow, M. (2016). The Accuracy of Self-Reported Internet Use—A Validation Study Using Client Log Data. *Communication Methods and Measures*, 10(1), 13–27. <https://doi.org/10.1080/19312458.2015.1118446>
- Sheldon, F. M. and M. (2019). Clarifying the Concept of Well-Being: Psychological Need Satisfaction as the Common Core Connecting Eudaimonic and Subjective Well-Being Frank. *Review of General Psychology*, 23(4), 458 –474. <https://doi.org/https://doi.org/10.1177/1089268019880886>
- Shend, S. M. I., Salome, H. S., & Heeba, H. I. (2013). A scale of psychological well-being for university youth. *Journal of Psychological Counseling*, 36, 673–694. <https://bit.ly/3EdQm6N>
- Social media users — Global demographics (2023)*. (2023). DemandSage. <https://www.demandsage.com/social-media-users/>
- Taha, M. A.-N. M. (2014). Belonging and its Relationship with Psychological Well-being in Expatriates and their Sons : A Predictive Study. *Journal of Education*, 139(3), 9–73. <https://bit.ly/410ICPI>
- Thorisdottir, I. E., Sigurvinsdottir, R., Asgeirsdottir, B. B., Allegrante, J. P., & Sigfusdottir, I. D. (2019). Active and Passive Social Media Use and Symptoms of Anxiety and Depressed Mood Among Icelandic Adolescents. *Cyberpsychology, Behavior, and Social Networking*, 22(8), 535–542.



- <https://doi.org/10.1089/cyber.2019.0079>
- Trifiro, B. M., & Gerson, J. (2019). Social Media Usage Patterns: Research Note Regarding the Lack of Universal Validated Measures for Active and Passive Use. *Social Media + Society*, 5(2). <https://doi.org/10.1177/2056305119848743>
- Twenge, J. M. (2019). More Time on Technology, Less Happiness? Associations Between Digital-Media Use and Psychological Well-Being. *Current Directions in Psychological Science*, 28(4), 372–379. <https://doi.org/10.1177/0963721419838244>
- Twenge, J. M., & Martin, G. N. (2020). Gender differences in associations between digital media use and psychological well-being: Evidence from three large datasets. *Journal of Adolescence*, 79(1), 91–102. <https://doi.org/10.1016/j.adolescence.2019.12.018>
- Uhls, Y. T., Ellison, N. B., & Subrahmanyam, K. (2017). Benefits and Costs of Social Media in Adolescence. *Pediatrics*, 140(Supplement\_2), S67–S70. <https://doi.org/10.1542/peds.2016-1758E>
- Valenzuela, S., Park, N., & Kee, K. F. (2009). Is There Social Capital in a Social Network Site?: Facebook Use and College Students' Life Satisfaction, Trust, and Participation. *Journal of Computer-Mediated Communication*, 14(4), 875–901. <https://doi.org/10.1111/j.1083-6101.2009.01474.x>
- Valkenburg, P. M., & Peter, J. (2013). The Differential Susceptibility to Media Effects Model. *Journal of Communication*, 63(2), 221–243. <https://doi.org/10.1111/jcom.12024>
- Valkenburg, P. M., van Driel, I. I., & Beyens, I. (2022). The associations of active and passive social media use with well-being: A critical scoping review. *New Media & Society*, 24(2), 530–549. <https://doi.org/10.1177/14614448211065425>
- Van Duin, C., Heinz, A., & Willems, H. (2021). Predictors of Problematic Social Media Use in a Nationally Representative Sample of Adolescents in Luxembourg. *International Journal of Environmental Research and Public Health*, 18(22). <https://doi.org/10.3390/ijerph182211878>
- Verduyn, P., Lee, D. S., Park, J., Shablack, H., Orvell, A., Bayer, J., Ybarra, O., Jonides, J., & Kross, E. (2015). Passive Facebook usage undermines affective well-being: Experimental and longitudinal evidence. *Journal of Experimental Psychology: General*, 144, 480–488. <https://doi.org/10.1037/xge0000057>
- Verduyn, P., Ybarra, O., Résibois, M., Jonides, J., & Kross, E. (2017). Do Social Network Sites Enhance or Undermine Subjective Well-Being? A Critical Review. *Social Issues and Policy Review*, 11(1), 274–302.

<https://doi.org/10.1111/sipr.12033>

Woods, H. C., & Scott, H. (2016). #Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem.

*Journal of Adolescence*, 51(1), 41–49.

<https://doi.org/10.1016/j.adolescence.2016.05.008>

World Health Organization. (2005). *Promoting mental health : concepts, emerging evidence, practice : a report of the World Health Organization, Department of Mental Health and Substance Abuse in collaboration with the Victorian Health Promotion Foundation and the University of Melbourne.*

<https://apps.who.int/iris/handle/10665/43286>

Yang, Q., Liu, J., & Rui, J. (2022). Association between social network sites use and mental illness: A meta-analysis. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 16(1). <https://doi.org/10.5817/CP2022-1-1>

# Journal of Mass Communication Research «J M C R»

A scientific journal issued by Al-Azhar University, Faculty of Mass Communication

---

**Chairman: Prof. Salama Daoud** President of Al-Azhar University

---

**Editor-in-chief: Prof. Reda Abdelwaged Amin**

Dean of Faculty of Mass Communication, Al-Azhar University

---

**Deputy Editor-in-chief: Dr. Sameh Abdel Ghani**

Vice Dean, Faculty of Mass Communication, Al-Azhar University

---

## Assistants Editor in Chief:

**Prof. Mahmoud Abdelaty**

- Professor of Radio, Television, Faculty of Mass Communication, Al-Azhar University

**Prof. Fahd Al-Askar**

- Media professor at Imam Mohammad Ibn Saud Islamic University  
(Kingdom of Saudi Arabia)

**Prof. Abdullah Al-Kindi**

- Professor of Journalism at Sultan Qaboos University (Sultanate of Oman)

**Prof. Jalaluddin Sheikh Ziyada**

- Media professor at Islamic University of Omdurman (Sudan)

---

**Managing Editor: Prof. Arafa Amer**

- Professor of Radio, Television, Faculty of Mass Communication, Al-Azhar University

---

## Editorial Secretaries:

**Dr. Ibrahim Bassyouni:** Lecturer at Faculty of Mass Communication, Al-Azhar University

**Dr. Mustafa Abdel-Hay:** Lecturer at Faculty of Mass Communication, Al-Azhar University

**Dr. Ahmed Abdo:** Lecturer at Faculty of Mass Communication, Al-Azhar University

**Dr. Mohammed Kamel:** Lecturer at Faculty of Mass Communication, Al-Azhar University

---

Arabic Language Editors : Omar Ghonem, Gamal Abogabal, Faculty of Mass Communication, Al-Azhar University

---

## Correspondences

- Al-Azhar University- Faculty of Mass Communication.

- Telephone Number: 0225108256

- Our website: <http://jsb.journals.ekb.eg>

- E-mail: [mediajournal2020@azhar.edu.eg](mailto:mediajournal2020@azhar.edu.eg)

● Issue 70 April 2024 - part 2

● Deposit - registration number at Darekhotob almasrya /6555

● International Standard Book Number "Electronic Edition" 2682- 292X

● International Standard Book Number «Paper Edition»9297- 1110

## Rules of Publishing

● Our Journal Publishes Researches, Studies, Book Reviews, Reports, and Translations according to these rules:

- Publication is subject to approval by two specialized referees.
- The Journal accepts only original work; it shouldn't be previously published before in a refereed scientific journal or a scientific conference.
- The length of submitted papers shouldn't be less than 5000 words and shouldn't exceed 10000 words. In the case of excess the researcher should pay the cost of publishing.
- Research Title whether main or major, shouldn't exceed 20 words.
- Submitted papers should be accompanied by two abstracts in Arabic and English. Abstract shouldn't exceed 250 words.
- Authors should provide our journal with 3 copies of their papers together with the computer diskette. The Name of the author and the title of his paper should be written on a separate page. Footnotes and references should be numbered and included in the end of the text.
- Manuscripts which are accepted for publication are not returned to authors. It is a condition of publication in the journal the authors assign copyrights to the journal. It is prohibited to republish any material included in the journal without prior written permission from the editor.
- Papers are published according to the priority of their acceptance.
- Manuscripts which are not accepted for publication are returned to authors.