

# The Impact of Social Media on the Personal Well-being of University Students

**Keywords:** Social Media Addiction, Satisfaction With Life, Perceived Stress, Intensity of Social Media Use, Internet Addiction, Social Media Disorder, Instagram Use Intensity.

**Received:** 2023 | **Accepted:** 2024 | **Available online:** 2025

**Cite this article as:** Letelier, K., Llanos, G., & Parada, M. (2025). *The Impact of Social Media on the Personal Well-being of University Students*. *Estudios de Administración*, 30 (2), 71–87.

<https://doi.org/10.5354/0719-0816.2023.77622>

---

**Krishna Letelier**

Universidad Diego Portales, Chile

[krishna.letelier@mail.udp.cl](mailto:krishna.letelier@mail.udp.cl)

**Gonzalo Llanos**

Universidad Santo Tomás, Chile

[gllanos2@santotomas.cl](mailto:gllanos2@santotomas.cl)

**Matías Parada**

Universidad de Chile, Chile

[matias.parada1@mail.udp.cl](mailto:matias.parada1@mail.udp.cl)

---

## ABSTRACT

Social media are now an essential part of our everyday lives and people's mental health has hence become a relevant collective issue. This research analyzes the relationship between social media usage and the psychological well-being of university students. It studies the relationship between their activity on Instagram and its effect on their mental health in terms of stress and certain underlying factors that may be contributing to this influence. This was undertaken using structural equation modeling of a sample of over 400 university students. We believe our study provides valuable information for present and future mental health care in this digital age.

**Keywords:** Social Media Addiction, Satisfaction With Life, Perceived Stress, Intensity of Social Media Use, Internet Addiction, Social Media Disorder and Instagram Use Intensity.



Esta obra está bajo una Licencia Creative Commons  
Atribución-NoComercial-CompartirIgual 4.0 Internacional.

## RESUMEN

Las redes sociales son esenciales en la vida cotidiana de las personas, y la salud mental se ha impuesto como un tema relevante para la sociedad. Esta investigación analiza la relación entre el uso de las redes sociales y el bienestar psicológico de los estudiantes universitarios. Estudia las relaciones entre la participación de los estudiantes en Instagram y su efecto en la salud mental en términos de estrés y otros posibles factores subyacentes. Esto se llevó a cabo mediante un modelo de ecuaciones estructurales con una muestra de más de 400 estudiantes universitarios. Este estudio proporciona información valiosa para el cuidado de la salud mental en la era digital.

## 1. INTRODUCTION

In the digital age, social media have transformed the way people interact with each other. Among young adults, it is now common to spend a large part of the day connected to one or more of the numerous digital platforms. Around 84.43% of the Chilean population interacts through social media, where the platforms most used in terms of the number of persons subscribing are YouTube, Facebook, TikTok, and Instagram (Kemp, 2024).

Our study seeks to understand the impact of digital interactions on the emotional well-being of university students; it focuses on young university students whose stage of development and search for identity make them especially susceptible to the effects - both positive and negative - of social media.

Although social media offer numerous benefits, such as connection and exchange of information, they also suggest a worrying issue for the mental health and well-being of their users. In brief, does the fact of being constantly connected to the internet and social media represent a risk for the Chilean university students who regularly use them?

The relationship between the use of social media and their impact on mental health is by no means a novel topic in academic research. A study conducted by Kross et al. (2013) recognized that the constant use of Facebook is associated with a considerable decline in the subjective well-being of young people. Twenge et al. (2018) later found that excessive use of social media directly increases symptoms of depression and anxiety. In the Latin American context - specifically in Mexico - a study conducted by Gómez et al. (2020) demonstrated that problematic use of social media is linked to high stress levels and lower Satisfaction With Life ("SWL"). These studies emphasized the importance of examining these effects in a range of geographical contexts.

The literature we've mentioned motivated the development of this research, which focused on the Chilean context. The study examined the complex relationships between the Intensity of Social Media Use ("ISU"), Perceived Stress ("PS"), and students' Satisfaction With Life. It advances academic knowledge and offers valuable practical implications for educational institutions in Chile.

Given the relevance of this situation, a fundamental question arose that guided our research:

How do social media influence psychological well-being in terms of the stress levels of university students? This question is important because of the growing influence of social media on young people and the need to understand better how these interactions can impact mental health. This was why we sought to understand if the time and attention

dedicated to social media can indeed contribute to the stress of university students.

The more specific intention was to analyze the impact of social media on the personal well-being of university students in Chile. This objective was fundamental because it would allow us to understand this relationship, providing concrete evidence on the key aspects that influence that well-being. It would also clarify what we in fact know about these relationships' positive and negative effects. To verify the relationships and hypotheses, specific objectives were established that would allow for achieving the general objective of the research. These objectives were set out to evaluate the relationship between the different variables that influence the perception of Satisfaction With Life, study the impact that the variable of Social Media Addiction ("SMA") has on Perceived Stress (PS), examine the patterns of Instagram use and their relationship with stress and, lastly, evaluate the moderating factors that influence this relationship.

## **2. LITERATURE REVIEW**

Social media are now integrated into people's routines worldwide (Guan & Subrahmanyam, 2009). Digital platforms allow users to connect, share information and communicate. This has changed how people interact, giving rise to a new concept called 'cyberculture' (Dery, 1995; Scolari, 2019). However, to this day, the harmful effects of excessive social media use at the psychological level are still questioned. While this form of communication of course has positive effects - in that it facilitates relational processes through more direct communication - precedents and documented cases also point to certain negative aspects of their use.

### **2.1 Positive aspects of using social media**

Use of the Internet and social media often has the most noble of intentions, such as business, studies, interpersonal relationships, work, search for information, or simply for fun (Chóliz & Marco, 2012). In Chile, the main reasons for staying online are to keep in touch with family or friends, see new stories or content, pass the time, or search for products to buy (Kemp, 2024).

It must be highlighted that there is ample evidence of the positive impacts of using social media. For example, Hampton et al. (2014) suggests that the use of technology by women is related to lower stress, since the more photographs they share or the more they use social networks (like Twitter), the less stress they report.

A study conducted by Manzanero (2022) concluded that the use of social media has a positive impact on improving communication, helping to strengthen relationships established among adolescents. It also encourages participation in social groups, thus alleviating the stress that young people experience at this stage of their lives. Needless to say, positive interactions and emotional support from friends and family serve to mitigate stress. Finally, according to Liu and Ma (2018), using social media can provide significant social support, a safety net that can help reduce users' Perceived Stress in determined cases.

### **2.2 Negative aspects of using social media**

The intensive use of social media has been the subject of numerous studies. We found plentiful relevant research that guided our analysis when identifying whether there is an impact on people's Satisfaction With Life. This was the case of a study conducted by Verduyn et al. (2015), which provided experimental evidence that passive use of the social network Facebook is linked to a decline in affective well-being, implying that excessive use of social networks can harm people's Satisfaction With Life. Shakya and Christakis

(2017) found a relationship between the use of a social network (Facebook) and impaired well-being. Investigators' findings therefore suggest that intensive use of social media can indeed damage an individual's Satisfaction With Life.

University students and adolescents are those most likely to spend part of their day on social media (Primack et al., 2017; Andreassen et al., 2017), and use of these media and smartphones can generate a certain degree of addiction, dependence and even undesirable behavior, (Qudah et al., 2019). Being in constant interaction with information from other people leads to users comparing themselves with others, thus causing self-esteem and anxiety problems that impact mental health (Bisen & Deshpande, 2020). The following hypothesis is therefore proposed for the case of Chilean university students.

*H1: The Intensity of Social Media Use negatively affects students' Satisfaction With Life.*

In the case of Chile, 67% of Instagram users are between 18 and 34 (Social Networks in Chile, 2024). This group is particularly relevant for this study, as its members are at a fertile stage of development; they are searching for identity, and social factors highly influence their self-esteem (Naranjo, 2007). Moreover, during this period of their lives they are going through changes or complex situations and the university years represent a turning point in every student's life. This transition occurs during a cycle where emotional or mental difficulties commonly arise (Auerbach et al., 2018). According to the results of the WHO's World Mental Health International College Student ("WMH-ICS"), mental health problems in college students have an annual prevalence of 31%, with depressive disorders, stress and generalized anxiety being the most common (Auerbach et al., 2018).

Furthermore, social media abuse poses a growing risk because the ability to control the time spent on the platforms is lost, and this can have a negative impact on other areas of the person's daily life. This is why Echeburúa & Corral (2012) suggest that stress and anxiety are among the risk factors that generate Social Media Addiction in young people and adolescents. A study by Loro (2015) of university students aged 19 to 24 in Madrid reveals that excessive use of social networks can cause problems in various areas of the user's life. Apart from threatening an addiction to these platforms, it can generate uncontrollable impulses to stay online, social isolation, and both cognitive and emotional disorders (Andreassen et al., 2017). Thus, the following hypothesis is proposed for the case of Chilean university students.

*H2: Internet Addiction positively affects the Perceived Stress of university students.*

Studies show that depression is the primary illness suffered by university students who excessively use social media, since they tend to avoid their own circumstance and immerse themselves in a type of virtual reality. Moreover, stress is already one of the common ailments among university students (Dissing et al., 2019); thus, the following hypothesis is proposed for the case of Chilean university students.

*H3: The stress perceived by students negatively affects their Satisfaction With Life.*

### 3. PROPOSED MODEL

A quantitative methodology with Covariance-Based Structural Equation Modeling (“CB-SEM”) is employed in the development of this research to analyze the relationships between Perceived Stress, the intensity of Instagram use and Social Media Addiction and how they impact Satisfaction With Life. A survey including certified and validated scales was conducted for data collection and it was administered to 415 business students at a university in Chile. After applying the respective filters, 359 students were ultimately considered for this research.

Structural Equation Modeling was deemed appropriate for obtaining objective results and valid conclusions about the relationship between social media use and personal well-being, since this study aims, precisely, to corroborate this relationship. Structural Equation Models allow for the simultaneous analysis of multiple variables and their relationships, offering a more comprehensive understanding of the factors influencing students’ well-being. This approach considers specific contextual factors - in our case Perceived Stress and Social Media Addiction - which are essential for capturing the complexity of digital interactions in the lives of university students.

Based on the above theoretical framework, we proposed a Structural Equation Model based on the variables Perceived Stress (“PS”), Social Media Addiction (“SMA”), and Intensity of Social Media Use (“ISU”). We quantified these variables’ impact on Satisfaction With Life (“SWL”) and through this variable, we studied the impact on personal well-being.

Various studies have shown that problematic and excessive use of social media can increase Perceived Stress. Keles et al. (2020) found a significant relationship between problematic social media use and the increase in stress levels in adolescents and young adults, suggesting that the constant need to be connected and the social pressure involved contribute to these elevated stress levels. This relationship can be explained by the constant flow of information and the pressure to maintain a positive social image, which in turn generate anxiety and stress (Primack et al., 2017). The intensive use of social media produces higher stress levels due to exposure to information overload and the social pressure to always to be available and respond quickly to messages and posts (Lin et al., 2016; Lee, 2014).

Moreover, Perceived Stress negatively influences Satisfaction With Life. Chao (2011) investigated this relationship, finding that elevated stress levels are associated with lower Satisfaction With Life. He further highlighted the role that self-efficacy plays in this relationship, suggesting that the ability of individuals to manage their expectations is crucial for mitigating the adverse effects of stress on their well-being. This finding is particularly relevant in the context of this and our research, since the academic environment can per se be a significant source of stress (Pidgeon et al., 2014). Students who experience high stress levels tend to have a lower perception of Satisfaction With Life, which highlights the importance of stress management strategies to maintain well-being (Beiter et al., 2015). Cohen and Williamson (1988) had already confirmed that Perceived Stress is inversely related to Satisfaction With Life, thus emphasizing the need for interventions to reduce stress and improve well-being.

On the other hand, the Intensity of Social Media Use has also been directly linked to Satisfaction With Life. Huang (2017) found that intensive use of social media is associated with lower levels of Satisfaction With Life. This negative effect is partly due to social comparison and exposure to detrimental content, which can impair overall well-being (Vogel et al., 2014). In the case of university students, the time spent on social media

can displace more rewarding or necessary activities, such as studying, physical exercise, or face-to-face social interactions, negatively affecting their well-being (Levenson et al., 2016; Kross et al., 2013).

Constant exposure to images and posts of others' success and happiness can lead to feelings of inferiority and decrease Satisfaction With Life (Chou & Edge, 2012; Tandoc et al., 2015). Satici and Uysal (2015) further state that excessive use of social media is related to lower Satisfaction With Life due to constant exposure to the idealized lives of others. Thus, by integrating these relationships into a Structural Equation Model (SEM), we can demonstrate that Social Media Addiction increases Perceived Stress and reduces Satisfaction With Life. At the same time, the Intensity of Social Media Use has a direct negative effect on Satisfaction With Life. This SEM will allow us to quantify these relationships in the Chilean context.

Current research emphasizes the importance of understanding social media's impact on young people's well-being. Although social media offer opportunities for connection and communication, excessive use can negatively affect personal well-being and mental health. Therefore, addressing these issues and developing effective strategies to promote healthy use among Chilean university students is crucial.

## 4. METHODOLOGY

### 4.1 Structural Equation Model

Four variables were included in the development of the structural equation model: Satisfaction With Life (SWL), Perceived Stress (PS), Internet Addiction (IA), and Instagram Use Intensity (IUI). A set of items defines each of these latent variables. Based on existing literature, the structural relationships between the variables are formed to investigate the underlying interactions.

We have decided to use CB-SEM to analyze the Structural Equation Model in our study due to its extensive use in social sciences and our focus on corroborating theoretical relationships rather than exact predictions (Kline, 2015). This methodology strategically aligns with our goal of exploring the underlying structure of latent variables and verifying our hypotheses. See Figure 1.

### 4.2 Instrument

Four scales validated by previous studies were used to develop the instrument, in addition to a scale adapted to the context of our research. The selected scales ensure the reliability and validity necessary to obtain precise and relevant data for the study. The scales used were the following:

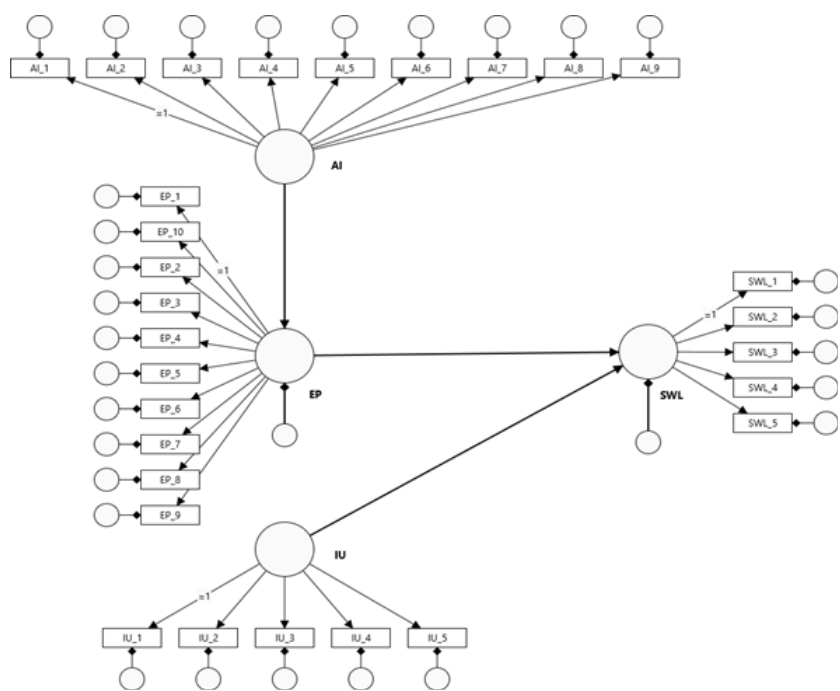
1. *Satisfaction With Life (SWL) Scale*: Diener et al. (1985) developed this instrument to measure individuals' overall Satisfaction With Life. It consists of five items, each evaluated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The scale has demonstrated high test-retest reliability in various studies conducted previously.

2. *Perceived Stress (PS) Scale*: The Perceived Stress Scale is a tool created by Cohen et al. (1983) to measure the degree to which life situations are perceived as stressful. The version used in this study consists of 10 items, each rated on a Likert scale from 1 (Never) to 5 (Always).

3. *Social Media Disorder (SMD) Scale*: The Social Media Disorder Scale is based on the instrument developed by Van Den Eijnden et al. (2016) to assess the symptoms of Social Media Addiction. It consists of 10 items that are scored using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The scale measures concern about social media, continued use despite adverse consequences, and lack of control over usage.

4. *Instagram Usage Intensity (IUI) Scale*: The Instagram Usage Intensity Scale is adapted to the context of our research. It consists of a survey designed to measure how many hours a day users spend browsing the Instagram social network, the number of followers, posts, and days per week they use the application.

Figure 1. Proposed structural model



Source: Authors.

### 4.3 Participants

After the purification process, the sample considered for this study consisted of 359 university students aged between 18 and 30, with an average age of 22. See Table 1.



**Table 1: Distribution of students by gender, age, major, and income range**

	Male n - %	Female n - %	Total n - %
<b>Total</b>	179 (49.86%)	174 (48.47%)	<b>359 (100%)</b>
<b>Ages</b>			
18-21	67 (49.63%)	65 (48.15%)	<b>135 (47.02%)</b>
22-25	104 (49.76%)	103 (49.28%)	<b>209 (58.21%)</b>
26-30	8 (53.33%)	6 (40%)	<b>15 (4.77%)</b>
<b>Study program</b>			
Commercial Engineering	45 (45%)	55 (55%)	<b>100 (27.86%)</b>
Management Control Engineering	49 (57.65%)	35 (41.18%)	<b>85 (23.68%)</b>
Auditor Accountant - Public Accountant	34 (47.22%)	36 (50%)	<b>72 (20.06%)</b>
Public Administration	30 (46.15%)	33 (50.77%)	<b>66 (18.11%)</b>
Bachelor's degree in administration and economics	21 (56.76%)	16 (43.24%)	<b>37 (10.31%)</b>
<b>Income</b>			
\$0 - \$30,000	57 (44.88%)	70 (55.12%)	<b>127 (35.43%)</b>
\$30,001 - \$60,000	34 (50.75%)	33 (49.25%)	<b>67 (18.66%)</b>
\$60,001 - \$90,000	33 (50.76%)	31 (47.69%)	<b>66 (18.33%)</b>
\$90,001 - \$120,000	44 (47.83%)	46 (50%)	<b>90 (25.07%)</b>
\$120,001 - \$150,000	11 (52.38%)	8 (38.09%)	<b>21 (5.85%)</b>

Source: Authors.

**5. RESULTS**

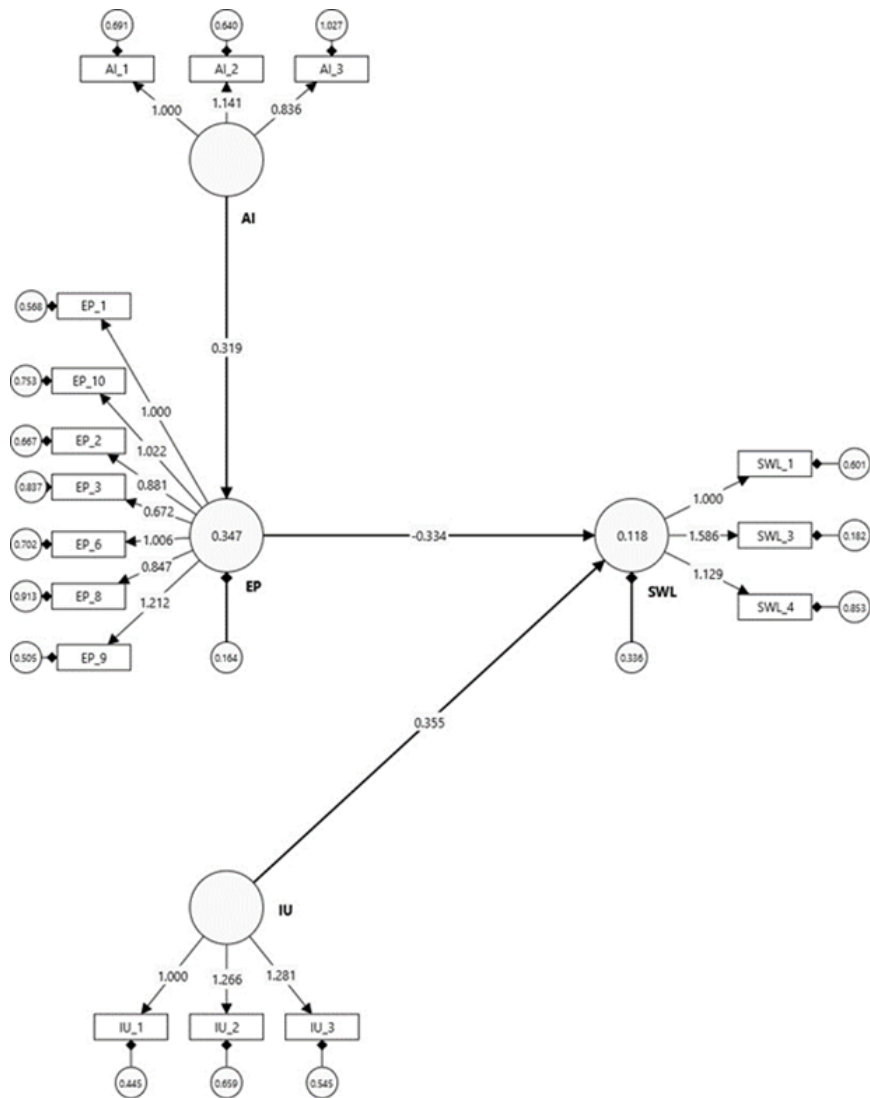
The figure illustrates the adjusted Structural Equation Model, estimated using the covariance-based partial least squares method (CB-SEM). It shows the latent variables and their respective measurement items.

The relationship between the latent variables is detailed below:

- **IA and PS:** The relationship between Internet Addiction and Perceived Stress is significant, with a loading of 0.319.
- **PS and SWL:** The relationship between Perceived Stress and Satisfaction With Life has a loading of -0.334, indicating a negative and significant relationship.
- **IUI and SWL:** The relationship between Internet Usage Intensity and Satisfaction With Life is positive and significant, with a loading of 0.355.



Figure 4: Model results



Source: Authors.

These results suggest that an increase in Internet Addiction raises Perceived Stress. Moreover, if stress increases, Satisfaction With Life decreases. On the other hand, a higher intensity of Internet use increases Satisfaction With Life.

These new values indicate a significantly better fit than the original model and are within the recommended levels. See Table 4.

**Table 4: Fit indices of the adjusted model for estimated and null models.**

Model Fit	Estimated Model	Null Model
RMSEA	0.045	0.157
SRMR	0.053	n/a
NFI	0.853	n/a
TLI	0.918	n/a
CFI	0.931	n/a

Where: **RMSEA**: Root Mean Square Error of Approximation; **SRMR**: Standardized Root Mean Square Residual; **NFI**: Normal Fit Index; **TLI**: Tucker Lewis Index; and **CFI**: Comparative Fit Index

Source: Authors.

To measure the model fit, we evaluated it using various indices, such as Root Mean Square Error of Approximation (RMSEA), which measures the discrepancy between the observed data and the data predicted by the model, where lower values indicate a better fit ( $\leq 0.08$ ). The Standardized Root Mean Square Residual (SRMR) also measures this discrepancy but with values less than 0.05. Normal Fit Index (NFI), Tucker Lewis Index (TLI), and Comparative Fit Index (CFI) evaluate the model’s overall fit, where values above 0.90 are desirable. The results obtained after eliminating the variables suggest that the model fits the data well and is valid and reliable.

Considering those indexes of reliability and validity in the model, there are still areas that require special attention, as Table 5 shows.

**Table 5: Reliability Indices Adjusted model for different constructs**

Construct	Cronbach’s Alpha (standardized)	Cronbach’s Alpha (non-standardized)	Composite Reliability (rho c)	Average Variance Extracted (AVE)
IA	0.755	0.755	0.763	0.519
PS	0.691	0.687	0.692	0.252
IUI	0.506	0.502	0.507	0.256
SWL	0.748	0.745	0.763	0.530

Source: Authors.

Cronbach’s Alpha shows that IA and SWL have high internal consistency, indicating reliability (0.755 and 0.748, respectively). PS and IUI have a consistency below the acceptable level ( $\leq 0.7$ ), suggesting lower reliability. The standardized version of Cronbach’s Alpha confirms these results, showing that IA and SWL are the ones that exhibit greater consistency and representativeness in the model. The Average Variance Extracted (“AVE”) shows that IA and SWL are well related to their underlying constructs, thus capturing the variance better, while PS and IUI are not. The Average Variance Extracted (AVE) shows that IA and SWL are well related to their underlying constructs, thus capturing the variance better. At the same time, PS and IUI are not as well related. The possible reasons for a low AVE in the PS and IUI constructs could include unrepresentative items, low factor loadings, ambiguous or poorly-worded items, inadequate item construction, diversity in interpretation, insufficient number of items, lack of content validity, and measurement method effects.

Although some fit indices in the research model show acceptable values, others do not meet the recommended theoretical standards, which suggests that the model may not adequately reflect the relationships proposed in the literature review. Specifically, the Average Variance Extracted (AVE) for the PS and IUI variables is below the recommended 0.5. This result could be due to the theoretical structure of the model, as it may not adequately capture the dimensions of all the constructs. The stress and coping theory of Lazarus and Folkman (1984) posits that Perceived Stress should significantly influence variables related to well-being, so if the model does not capture this influence, it may be poorly formulated or incomplete.

This is why the actual indices obtained versus the optimal ones indicate that the model or the survey conducted needs a more detailed review to align the constructs better or rephrase the questions so that they are more representative, thus adjusting the model to the revised theoretical expectations.

The variables were examined using the adjusted Structural Equation Model to determine their relationships and how they influence students’ well-being. The results reveal several significant relationships that shed light on social media’s positive and negative effects. The following sections detail the research findings, comprehensively analyzing the correlations observed and discussing their implications.

Table 6 shows the unstandardized coefficients obtained from the CB-SEM analysis, which provide the direct relationship between the variables in their original units. It also includes the relationship between the variables, estimated parameters, standard errors, t-values, and p-values.

**Table 6: Hypothesis**

	Parameter	Standard	T values	P values	Hypothesis
	estimates	errors			
IUI →	0.355	0.163	2.179	0.030	H1. Not
SWL					supported
IA → PS	0.319	0.048	6.710	0.000	H2. Supported
PS → SWL	-0.334	0.090	3.730	0.000	H3. Supported

Source: Authors.

It was found that a higher Social Media Addiction (SMA) is related to an increase in Perceived Stress (PS), which in turn causes a decrease in Satisfaction With Life (SWL). On the other hand, the Intensity of Social Media Use positively impacts Satisfaction With Life, meaning that moderate use makes students feel more satisfied.

Table 7 presents the standardized coefficients, which help us to understand the direct relationship regarding standard deviation. These standardized coefficients compare the magnitude of the effect of different variables on each other, in this case, among the studied variables.

**Table 7: Standardized Path Coefficients**

Relationship	Path Coefficient
IUI → SWL	0.202
IA → PS	0.631
PS → SWL	-0.272

Source: Authors.

The relationship between Internet Addiction (IA) and Perceived Stress (PS) with a non-standardized coefficient of 0.319, a standardized coefficient of 0.589, and a significant p-value ( $p < 0.05$ ) can be interpreted as a positive and significant relationship. The above suggests that a higher level of Internet Addiction is associated with a higher level of Perceived Stress among students. Internet Addiction among students can lead to compulsive behavior and cause difficulties in time management, which increases Perceived Stress (Kuss & Griffiths, 2011).

The relationship between Internet Usage Intensity (IUI) and Satisfaction With Life (SWL) yields an unstandardized coefficient with a value of 0.355, a standardized coefficient of 0.211, and a significant p-value ( $p < 0.05$ ), which is interpreted as a positive and significant relationship. A higher use of social media is associated with greater Satisfaction With Life among students. Social media can provide students with social support, entertainment, and a platform that allows them to express themselves, which helps contribute to greater Satisfaction With Life (Verduyn et al., 2017).

The relationship between Perceived Stress (PS) and Satisfaction With Life (SWL) has an unstandardized coefficient of -0.334, a standardized coefficient of -0.271, and a significant p-value ( $p < 0.05$ ), which is interpreted as a negative and significant relationship. The higher the students' Perceived Stress level, the lower the Satisfaction With Life. Literature apparently supports the above finding, as high stress levels negatively affect mental and emotional health, thereby reducing Satisfaction With Life (Lazarus & Folkman, 1984).

## 6. DISCUSSION AND CONCLUSION

The research findings indicate a need to implement strategies and programs that help students manage their social media usage time much more effectively and mitigate adverse effects associated with the excessive use of these platforms. As our contribution to the improvement of the well-being of students at Universidad Diego Portales, we present below a series of recommendations. The main objective would be to implement a digital education program that teaches students to use social media responsibly and in a balanced manner, thus reducing the adverse effects of excessive use and Internet Addiction. An action plan is proposed for the correct implementation, consisting of an initial diagnosis, program development, implementation, and subsequent monitoring.

- **Initial Diagnosis:** To obtain an initial diagnosis, we propose a survey to evaluate social media usage habits, including additional variables not asked in this study, and to determine students' level of knowledge about the effects of social media use.
- **Program development:** We propose educational modules that study different topics, such as the responsible use of social media, techniques for managing online time, identifying when a person is addicted to the Internet and how to cope with this, and finally, strategies to reduce stress.
- **Implementation:** Organize workshops and seminars given by psychology and digital well-being experts. The program could be integrated into an existing subject or implemented as an elective course.
- **Monitoring and evaluation:** Conduct follow-up surveys to assess the program's effectiveness and make necessary adjustments.
- **Resources:** The budget allocated for the program must be sufficient for its development and implementation. A program coordinator must also be appointed, and a support team must be defined.
- **Communication and awareness:** Launch awareness campaigns to inform students about the importance of responsible social media use.

We believe that the correct implementation of this recommendation will improve the well-being of the students and create a much healthier and more pleasant academic environment.

This study investigated the impact of social media use on personal well-being among university students in Chile. The tested model indicates that Internet Addiction is positively related to Perceived Stress, which, in turn, negatively impacts Satisfaction With Life. This relationship reinforces the idea that excessive and compulsive use of social media can increase stress, negatively affecting students' overall well-being. These findings are consistent with previous studies suggesting that digital platforms can lead to a higher perception of stress and, consequently, lower Satisfaction With Life (Kuss & Griffiths, 2011).

Conversely, the research also revealed that a higher Intensity of Social Media Use is positively associated with Satisfaction With Life. It should be noted that the intensity of use and Social Media Addiction are different concepts. The first one measures the hours and times per week spent on the platform (Instagram), the number of followers, or the frequency with which they change their profile picture, while Social Media Addiction is

measured based on the respondents' emotionality, the dependence they may have on these platforms, how that dependence affects personal life, and whether they believe they cannot stop using them no matter how hard they try.

Once this distinction is made, we note that this finding indicates, under certain conditions, that social media use can be beneficial since it provides social support and opportunities for self-expression that contribute to personal well-being (Verduyn et al., 2017). However, it is important to note that the relationship between Perceived Stress and the Intensity of Social Media Use is weak, suggesting that the impact of social media use on stress is not as direct as one might assume.

The results of this research underscore the need for strategies and programs that promote a balanced use of social media among students. Responsible use of social media, time management techniques, and strategies to reduce stress are aspects to work on.

It is important to mention that this study faced some limitations. The value of Cronbach's Alpha for some scales was relatively low, which may have impacted some results. Despite these limitations, the results are significant and demonstrate the hypothesis of a significant relationship between the Intensity of Social Media Use and students' personal well-being.

For future research, we suggest that these limitations be addressed by improving the reliability of the scales through greater quality control in data collection and considering alternative measures to assess AVE in IUI and PS.

## REFERENCES

- Andreassen, C. S., Pallesen, S., & Griffiths, M. D. (2017). The relationship between addictive use of social media, narcissism, and self-esteem: Findings from a large national survey. *Addictive Behaviors*, 64, 287–293.
- Auerbach, R. P., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., Cuijpers, P., Demyttenaere, K., Ebert, D. D., Green, J. G., Hasking, P., Murray, E., Nock, M. K., Pinder-Amaker, S., Sampson, N. A., Stein, D. J., Vilagut, G., Zaslavsky, A. M., & Kessler, R. C. (2018). WHO World Mental Health Surveys International College Student Project: Prevalence and distribution of mental disorders. *Journal Of Abnormal Psychology*, 127(7), 623–638.
- Beiter, R., Nash, R., McCrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of Affective Disorders*, 173, 90–96.
- Bisen, S. S., & Deshpande, Y. (2020). Prevalence, predictors, psychological correlates of internet addiction among college students in India: a comprehensive study. *Anatolian Journal of Psychiatry/Anadolu Psikiyatri Dergisi*, 21(2).
- Chao, R. C.-L. (2011). Managing stress through social support: Cultural influences. *Journal of Counseling & Development*, 89(3), 321–328.
- Chóliz, M., & Marco, C. (2012). Adicción a internet y redes sociales: tratamiento psicológico. Editorial Alianza.
- Chou, H. T. G., & Edge, N. (2012). “They are happier and having better lives than I am”: The impact of using Facebook on perceptions of others’ lives. *Social Networking*, 1(3), 117–123.
- Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan & S. Oskamp (Eds.), *The Social Psychology of Health: Claremont Symposium on Applied Social Psychology* (pp. 31–67).
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385–396.
- Dery, M. (1995). *Escape Velocity: Cyberculture at the End of the Century*. Grove Press.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, 49(1), 71–75.
- Dissing, A. S., Jørgensen, T. B., Gerds, T. A., Rod, N. H., & Lund, R. (2019). High perceived stress and social interaction behaviour among young adults. A study based on objective measures of face-to-face and smartphone interactions. *PloS one*, 14(7), e0218429.
- Echeburúa, E., & Corral, D. P. (2012). Factores de riesgo y factores de protección en la Adicción a las nuevas tecnologías y redes sociales. 435–447.
- Gómez, R., Llaneza, J. P., & Muñiz, M. M. (2020). Uso problemático de redes sociales y salud mental en adolescentes: un estudio en México. *Revista Mexicana de Psicología*, 37(1), 43–54.
- Guan, L. S. S., & Subrahmanyam, K. (2009). Youth Internet use: Risks and opportunities. *Current Opinion in Psychiatry*, 22(4), 351–355.
- Hampton, K. N., Rainie, L., Lu, W., Shin, I., & Purcell, K. (2014). *Social Media and the Cost of Caring*. Pew Research Center.



- Huang, C. (2017). Time spent on social network sites and psychological well-being: A meta-analysis. *Cyberpsychology, Behavior, and Social Networking*, 20(6), 346–354.
- Keles, B., McCrae, N., & Grealish, A. (2020). A systematic review: The influence of social media on depression, anxiety and psychological distress in adolescents. *International Journal of Adolescence and Youth*, 25(1), 79–93.
- Kemp, S. (2024, 23 febrero). Digital 2024: Chile — DataReportal — Global Digital Insights. DataReportal — Global Digital Insights. <https://datareportal.com/reports/digital-2024-chile>
- Kline, R. B. (2015). *Principles and Practice of Structural Equation Modeling* (4th ed.). Guilford Press.
- Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D. S., Lin, N., & Ybarra, O. (2013). Facebook use predicts declines in subjective well-being in young adults. *Plos One*, 8(8), e69841.
- Kuss, D. J., & Griffiths, M. D. (2011). Online social networking and addiction—a review of the psychological literature. *International Journal of Environmental Research and Public Health*, 8(9), 3528–3552.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. Springer Publishing Company.
- Lee, S. Y. (2014). How do people compare themselves with others on social network sites?: The case of Facebook. *Computers in Human Behavior*, 32, 253–260.
- Levenson, J. C., Shensa, A., Sidani, J. E., Colditz, J. B., & Primack, B. A. (2016). The association between social media use and sleep disturbance among young adults. *Preventive Medicine*, 85, 36–41.
- Lin, L. Y., Sidani, J. E., Shensa, A., Radovic, A., Miller, E., Colditz, J. B., Hoffman, B. L., Giles, L. M., & Primack, B. A. (2016). Association between social media use and depression among U.S. young adults. *Depression and Anxiety*, 33(4), 323–331.
- Liu, D., & Ma, J. L. (2018). Social media addiction and burnout: The mediating roles of envy and social media use anxiety. *Current Psychology*, 37(4), 866–875.
- Loro, A. (2015). *La Adicción a las redes sociales en jóvenes, relacionada con la baja autoestima y la comunicación familiar*. Universidad Pontificia Comillas, Madrid.
- Manzanero, S. (2022). Impacto de las redes sociales en la salud mental de los adolescentes y cómo ello afecta a diferentes variables psicológicas. Universidad Europea.
- Naranjo, M. L. (2007). Autoestima: un factor relevante en la vida de la persona y tema esencial del proceso educativo. *Revista Electrónica. Actualidades Investigativas en Educación*, 7(2).
- Pidgeon, A. M., Coast, G., Coast, G., & Coast, G. (2014). Psychosocial moderators of perceived stress, anxiety and depression in university students: An international study. *Open Journal of Social Sciences*, 2(11), 23.
- Primack, B. A., Shensa, A., Sidani, J. E., Whaithe, E. O., Lin, L. Y., Rosen, D., Colditz, J. B., Radovic, A., & Miller, E. (2017). Social Media Use and Perceived Social Isolation Among Young Adults in the U.S. *American Journal of Preventive Medicine*, 53(1), 1–8.

- Qudah, M. F. A., Albursan, I. S., Bakhiet, S. F. A., Hassan, E. M. A. H., Alfnan, A. A., Aljomaa, S. S., & AL-khadher, M. M. A. (2019). Smartphone addiction and its relationship with cyberbullying among university students. *International Journal of Mental Health and Addiction*, 17, 628–643.
- Satici, S. A., & Uysal, R. (2015). Well-being and problematic Facebook use. *Computers in Human Behavior*, 49, 185–190.
- Scolari, C. (2019). Transmedia is dead. Long live transmedia!(or life, passion and the decline of a concept). *LIS Letra. Imagen. Sonido. Ciudad Mediatizada*, (20), 69–92.
- Shakya, H. B., & Christakis, N. A. (2017). Association of Facebook use with compromised well-being: A longitudinal study. *American Journal of Epidemiology*, 185(3), 203–211.
- Tandoc, E. C., Ferrucci, P., & Duffy, M. (2015). Facebook use, envy, and depression among college students: Is facebooking depressing? *Computers in Human Behavior*, 32, 61–68.
- Twenge, J. M., Joiner, T. E., Rogers, M. L., & Martin, G. N. (2018). Increases in depressive symptoms, suicide-related outcomes, and suicide rates among US adolescents after 2010 and links to increased new media screen time. *Clinical Psychological Science*, 6(1), 3–17.
- Van den Eijnden, R. J. J. M., Lemmens, J. S., & Valkenburg, P. M. (2016). The Social Media Disorder Scale. *Computers in Human Behavior*, 61, 478–487.
- Verduyn, P., Lee, D. S., Park, J., Shablack, H., Orvell, A., Bayer, J., ... & Kross, E. (2015). Passive Facebook usage undermines affective well-being: Experimental and longitudinal evidence. *Journal of Experimental Psychology: General*, 144(2), 480–488.
- 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), 74–102.
- Vogel, E. A., Rose, J. P., Roberts, L. R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. *Psychological Bulletin*, 140(4), 1014–1038.