A Study On Social Media Usage And Social Alienation Among University Students

Dr. Rabia Tabassum[1*], Dr. Mahvish Fatima Kashif[2], Dr. Sabiha Iqbal[3], Javeria Saad[4], Dr. Rifat Tahira[5], Rooha Shahid[6]

Abstract:

The main objective of the study was to find out impact of social media usage on social alienation of university students. To explore this objective, a quantitative research design was adopted, in which self-constructed tools were used for the data collection. Through convenient sampling technique, 220 university students from different universities of Punjab [1]were taken as study sample. The data was analysed using Statistical Package for Social Sciences (SPSS) version 25. The data analysis techniques involved the descriptives, and ANOVA. The findings of the study indicated dominance of gaming and browsing among the students, significant impact of social media usage on the social alienation among the students. It was recommended to establish such policies and seminars with which the students may be made aware of the drastic effects of excessive use of social media and may develop social skills as well.

Key Words: *social media, alienation, social isolation, university students, higher education.*

Introduction:

In the era of digitalization, and globalization, social media pervasiveness is observed in all walks of life today (Hu et al., 2022). The reason behind this invasion is its numerous benefits of establishing a global society and links among people around the world. Social networking platforms such as Facebook, Instagram, Twitter, and Snapchat offer unprecedented opportunities for self-expression, building communities, and exchanging messages (Yavich et al., 2019). But it is also observed that virtual connection with the people around the globe, takes people away from their existing real connections thus leading them to the alienation. This necessitates a deeper understanding its potential impacts on social life, by all its users especially the youngsters because they are in developing phase towards maturity (Stich, 2021).

The adolescent or young adults of university are considered as vulnerable population for this invasive explosion of social media (Smith et al., 2021). Navigating across their life transitions, including academic pressures, social adjustments, and identity formation – they

---

[1*]Lecturer, Department of STEM Education, Lahore College for Women University, Lahore, Pakistan
[2]Assistant Professor, Department of STEM Education, Lahore College for Women University, Lahore, Pakistan
[3]Assistant Professor, Department of Education, The Islamia University Bahawalpur, Pakistan
[4]M Phil Education, Lahore College for Women University, Lahore, Pakistan
[5]Assistant professor Department of Education, The Islamia University of Bahawalpur, Pakistan
[6]Lecturer Education, Govt Ch Ilm Din Graduate College, Alipur Chatha, Pakistan
*Corresponding Author

take heavy reliance on social media for communication, and social interactions (Canete & Pandey, 2023a). This makes them susceptible to the potential negative consequences of excessive use. Top most of such consequences is – social alienation (Wu et al., 2024a).

Social alienation is defined as the feelings of isolation, loneliness and lack of belongingness to the people around (Bai & Gao, 2021a). This becomes detrimental for the social animal i.e., human's mental health, and overall wellbeing (Maharani, 2021a). For students, it is further accompanied by the decline in academic performance as well (Bai & Gao, 2021b). Thus, understanding the role of social media to contribute such feelings is crucial for developing strategies to mitigate these risks (Wu et al., 2024b).

The relationship between social media and alienation is not simply dependent upon the amount of time spent on social media. Rather, it is contingent upon different factors and multiple outcomes such as type of content used (Canete & Pandey, 2023b), the nature of online interactions (Maharani, 2021b), and individual personality traits (Alnakhli, 2019)that all play a crucial role in this regard. This research aims to shed light on these complexities.

Getting a probe into literature, different aspects of social alienation were observed which are most influential over university students (Bai & Gao, 2021a; Reveley, 2013a, 2013b; Sawyer, 2011). These were social isolation, normlessness and powerlessness. A situation of getting 'lack of meaningful connections', and experiencing 'loneliness' is termed as social isolation (Ansari & Gershoff, 2016). University students face various transitions of social connections i.e., hostels, or overwhelmed study burdens, or network connectivity. While navigating new social connections via these channels, they often loosen their real social bindings which remained meaningful in their previous lives. Bonsaksen et al. (2023) termed this transition as replacement of real-world interactions with superficial connections.

On the other hand, normlessness refers to the sense of confusion and uncertainty regarding values, or expectations to others (Yang & Yang, 2022). University students have to face such feelings as well while the discourse of acquainting different novel situations and people. Thus, rapid pace of social change and constant influx of information leads to the sense of normlessness among the young minds, making it difficult to establish a clear intimacy to others (Myers, 2013).

Similar to normlessness, another mostly observed drastic emotional imbalance observed during the socialization process among university students – is powerlessness (Abdurrahman et al., 2019; Houston & Paewai, 2013). It is defined as the state of lacking control over oneself to influence others. Ultimately this leads to failure of achievement of productive goals(Cardoso et al., 2015; Yudkevich, 2016). Social media triggers this process by presenting idealistic versions of reality, comparing which to real-life situations leads to feelings of inadequacy and frustrations (Ma & Wang, 2019).

Research Objectives:

The main objective of the study was to find out impact of social media usage on social alienation of university students. Taking this main objective, following sub-objectives were derived:

1. To identify the level of alienation among the university students.
2. To investigate the intensity of social media usage among the university students.

3. To investigate the impact of social media usage on the alienation of university students.

Research Questions:

Research questions of the study were:

RQ 1.   What is the level of alienation among the university students?
RQ 2.   What is the intensity of social media usage among the university students?
RQ 3.   What is the impact of social media usage on the alienation of university students?

Literature Review:

A plenty of literature was found on different aspects of the study variables. Here the most relevant literature is quoted briefly. Yavich et al. (2019) defined social media usage as the frequency, duration and type of the social media platforms consumed by the users. It further encompasses activities like posting, commenting, messaging, calling, browsing and surfing of the internet contents. On the other hand, social alienation refers to the state of feeling disconnectedness, isolation, and lacking sense of belongingness to the social groups (Kacire, 2015). This loneliness when manifest the persons' minds, results in drastic outcomes such as feeling of inadequacy and inappropriateness (Bai & Gao, 2021a).

Use of social media offering the new (often virtual) connections and interactions to the people around the world. This connectivity seems to be very pleasant and takes a gradual increase in involvement of the users towards it. But meanwhile, it weakens his real connections to the people around. This paradox of social connections increases the feelings of isolation and alienation among the social media users. Atwa et al. (2022) asserted that constant exposure to the curated online lives triggers the feelings of inadequacy in social comparisons. He names this condition as the fear of missing out. moreover, Kuo et al. (2013) studied the creation of superficial connections and found that it often lacks depth and authenticity. Further anonymity of internet may facilitate the cyberbullying and harassments (Romera et al., 2016). Victims of such issues go further isolated, frustrated and fearful from society around (Garrido et al., 2022; Spitler et al., 2013).

Literature also highlighted the significance of individual factors in mediating or moderating the relationship between social media and social alienation. Among such individual factors, personality traits (Carvalho, 2016), social skills (Zhenjing et al., 2022), motivation for social media usage (Lee & Gibson, 2003), were mostly studied topics. The extraversive personalities lower the risk of social alienation and vice versa (Carvalho, 2016). Thus, the students who are shy or hesitant in establishing their real-life connections, move easily to the social media world and thus become addicted victims of it than others. Similarly, researches also revealed that the social skills are inversely proportional to the social alienation (Canete & Pandey, 2023b). The persons with greater social skills may better utilise social media, establish more health relationships, and thus get less infested of the social alienation and vice versa. Researches also indicated that the students who use social media just to enhance their existing relationships, also get less infested of the alienation than those who use it for entertainment or escapism (Parves, 2024; R. Blankenship, 2015).

Moreover, different social media platforms impact differently over the social alienation. As for example, the visual platforms such as Instagram, snapchat etc contribute

more to alienation and inadequacy than that of the text-based platforms such as twitter, reddit etc (SITOY et al., 2021). According to Hoadley and Favaro (2018) the text-based social media platforms foster online communication as meaningful discussion, potentially mitigating social alienation. For that purpose, the researches made by Tinmaz et al. (2022) imposed the need for digital literacy to educate students regarding the potential pitfalls of social media and promoting healthy online habits.

Further probe into the literature also indicated that social media users get trapped into its world wide web (Cartelli & Di Nuzzo, 2013; Tabassum et al., 2024). In result their concentration is shifted from the academic responsibilities to the internet world. Thus, consciously or unconsciously they get disconnected from the real world around them. When they realise this disconnection, a sudden eruption of feelings of loneliness emerges in them leading to the dissonance and heightened sense of isolation.

Excessive involvement to the social media leads to the physical health issues as well, set of which issues is collectively called as cybersickness (Garrido et al., 2022). However, this is not the study topic. Here effort is made to remain on the topic under study i.e., intensity of social media use and its relationship to the social alienation.

Significance of the study:

The study may be significant for the different stakeholder in following ways:

For students: the study may be helpful to gain better understanding of their own social media use and its connectedness to the feelings of belongingness or isolation. This may ultimately empower them to adopt a healthier lifestyle and better choices regarding their online behaviours.

For university administration: it may be helpful to strengthen their students service/ support systems and to help them struggle with social isolation or loneliness. This may include establishment of workshops, seminars or counselling centres.

Moreover, the study may help to develop better policies which are aimed to promote students' overall mental wellbeing, taking initiatives to encourage face-to-face interactions, and to promote responsible citizenship among their students.

For the educators: it may be helpful to incorporate the study findings in courses on media literacy, social psychology, communication studies and education to foster their critical thinking skills about social media and its positive and negative impacts on their lives.

For the researchers: the study may be helpful get further probe into the complex relationship between social media and social alienation using other important social media aspects, platforms, and demographics etc.

For the parents and families: the study may provide a better understanding of the potential risks and benefits of the social media use for their young ones. Moreover, they can be made aware to establish good interactions, healthy activities within the families which may let them realise the importance of those who are present with them.

Social media companies and other governing bodies: the study may invite their attention by point out the ethical concerns regarding implementation of social media platforms and hence may lead to discussion regarding responsible use of social media platforms, games, minimizing the negative impacts and to foster a sense of community.

Conceptual framework:
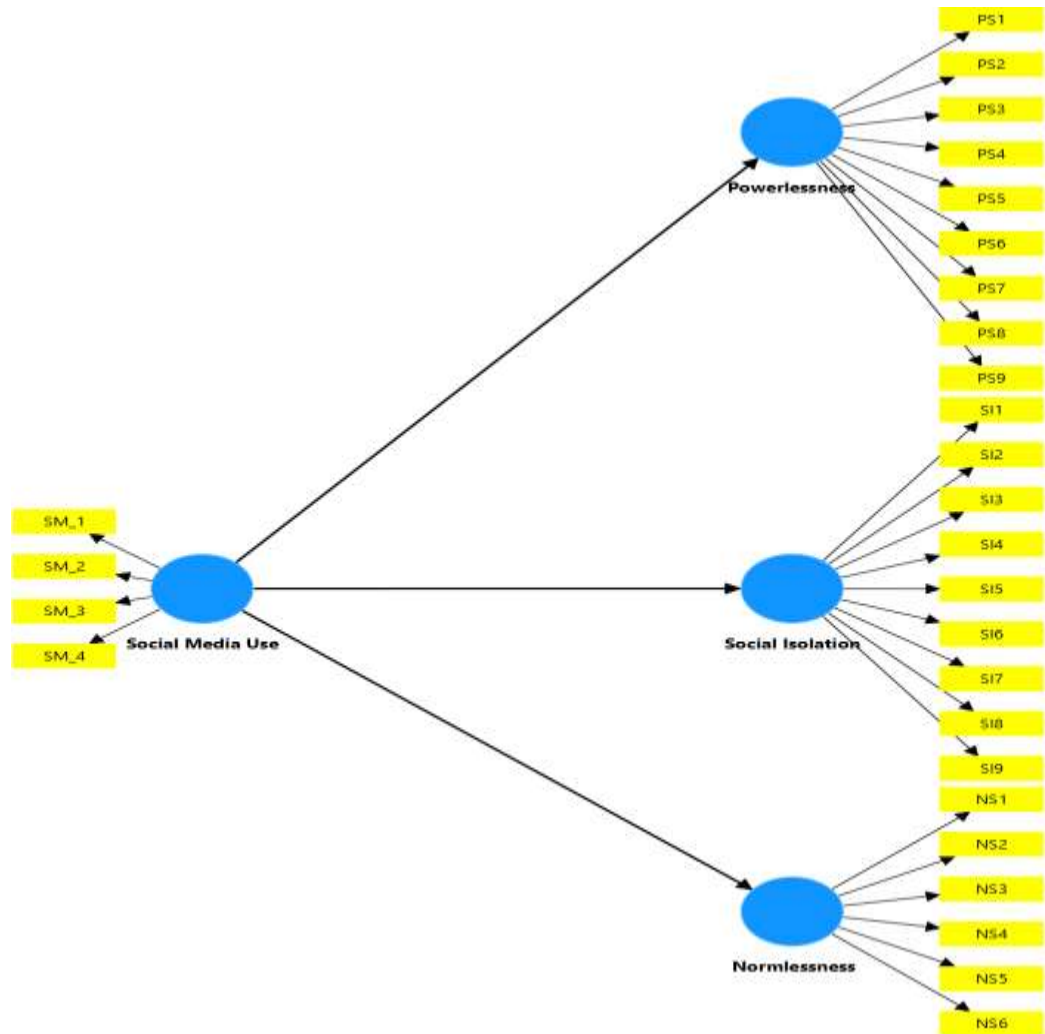
Research Methodology:

Research Instrument:

A self-constructed questionnaire was employed for the study to find out the students' alienation, while the intensity of mobile phone was asked in the demographic section. The questionnaire comprised 26 items based on Likert Scale.

To increase its effectiveness the questionnaire was prepared in both English & Urdu language. The Urdu translation/ version was distributed among the respondents. However, the English version was used in the analysis & interpretation of responses in tabulation form.

The reliability of the tool was found by Cronbach's Alpha. The values found by reliability analysis are given in the following table.

Table 1: Reliability of the Tool

	Cronbach's alpha	Composite reliability (rho_c)	Average variance extracted (AVE)
Normlessness	0.638	0.880	0.634
Powerlessness	0.729	0.888	0.539
Social Isolation	0.669	0.885	0.574
Social Media Use	0.697	0.914	0.741

The reliability for each of the study variable was measured and matched to the criteria set by Creswell (2013) and Gay et al. (2011).So, the Cronbach alpha value for normlessness (.638) and social isolation (.669) which is considered as acceptable moderate reliability; while for powerlessness (.729) was found as good reliability respectively. The other reliability values i.e., composite reliability for all variables were also found as good from the given criteria (greater than .7).

The other measure found for the construct validation was AVE i.e., measure of tool quality assessment to check whether the tool has construct validity or not. The value for its acceptance was set as greater than .5 (Hair et al., 2018). In the given table AVE for each of the construct was found as considerable.

Table 2: Determination of Discriminant Validity by HTMT-Ratio

	Heterotrait-monotrait ratio (HTMT)
Powerlessness <-> Normlessness	0.556
Social Isolation <-> Normlessness	0.852
Social Isolation <-> Powerlessness	0.803
Social Media Use <-> Normlessness	0.584
Social Media Use <-> Powerlessness	0.884
Social Media Use <-> Social Isolation	0.750

The HTMT ratio is used to describe construct discriminant validity. Its value below .85 is considered as acceptable (Hair et al., 2018). The all values for HTMT ratio indicated good discrimination between all the possible correlations of variables except that of "social isolation and normlessness" (.852); and "social media use and powerlessness" (.884) which was slightly above the given threshold, suggesting a little overlap between these two constructs. But still, it is close to the acceptable range.

Population and Sampling:

All university students of Punjab were the study population. Out of this population, 220 stuents were selected by multistage random sampling.

Table 3: Description of Sample with respect to Demographic Variables

Variable	Categories	Frequency	Percent
Study Level	BS	190	87.2
	MA	28	12.8
Study Discipline	Economics	34	15.6
	Education	29	13.3
	English	118	54.1
	Math	37	17.0
Total		218	100.0

The table indicates the number of participants with respect to two demographic factors i.e., study level and study discipline. The table also indicates an unequal distribution of the sample at all proportions. The 87.2% participation from BS level indicates that the sample was primarily composed of undergraduate students. But varying percentage of the participants at study disciplines indicated that the study involved students from different academic backgrounds. This variation also indicates that the sample comprises potential differences in attitudes, behaviours, or experiences across different academic fields

Study Findings:

Table 4: Number of Social Media Devices

	Frequency	Percent
0	40	18.3
1	126	57.8
2	48	22.0
3	2	.9
5	2	.9
Total	218	100.0

The table indicates that the majority of the students use 1-2 devices for the social media (57.8% & 22.0% respectively). While the trend for using greater number of devices or the use no devices at all, was found less common. These results also indicate that the sample participants had moderate level of social media engagement or the heavy use of social media devices was not prevalent among the sample.

Table 5: Frequency of Time Spent without Media Devices

	Frequency	Percent
0	46	21.1
1	23	10.6
2	55	25.2
3	43	19.7
4	6	2.8
5	1	.5
6	4	1.8
10	2	.9
12	9	4.1
15	2	.9
20	2	.9
24	25	11.5

Total	218	100.0

Key observations from the table indicates a diverse range of social media consumption habits among the participants. It was found that 0-3 hours avoidance time from social media is most common among the students. This also indicates that a major portion of the sample is involved in high engagement of media consumptions.

Table 6: Frequency of Time Spent on Social Media Calls

Social media Calls (in hours)	Frequency	Percent
24	3	2.5
20	1	.8
15	1	.8
6	2	1.7
4	11	9.1
3	33	27.3
2	35	28.9
1	11	9.1
0	22	18.2
Total	121	100.0

The table indicates a wide range of frequencies (from 0-24 hours) and so diverse range of social media call habits among the participants. However, most common among them were calling hours from 0-3 hours which indicates that the sample spends moderate amount of time on social media calls. While, the extreme use of social media calls was found to be limited.

Table 7: Activities on Social Media

	Frequency	Percent
General Scrolling	7	3.2
Social networking	31	14.2
Net browsing	82	37.6
Playing games	98	45.0
Total	218	100.0

The table indicates interesting trends of social media use i.e., dominance of gaming and browsing (45.0% and 37.6% respectively); less frequent use of social networking and general scrolling (14.2% and 3.2% respectively). This indicates that the most of participants have some purpose in mind while using social media and this purpose is usually gaming and net browsing.

Table 8: Frequency of the respondents regarding Social Alienation

Variables	Level	Frequency	Percent
Powerlessness	Low	4	1.8
	Medium	212	97.2
	High	2	.9
Normlessness	Low	2	.9
	Medium	214	98.2
	High	2	.9

Social Isolation	Low	2	.9
	Medium	137	62.8
	High	79	36.2
Total		218	100.0

The table indicates high levels of social isolation among the most of the participants i.e., 36.2%; moderate levels of social isolation among most of the participants i.e., 62.8%; and relatively lower level of powerlessness and normlessness (97.2% & 98.2% respectively). These results indicate that the majority of the participants feel a sense of disconnectedness or isolation from others, while the vast majority of the respondents feel a sense of agency and lack of sense of belonging to others.

Table 9: Demographic Variable Discipline and Social Alienation (ANOVA)

Independent variables	Dependent variables	Sum of Squares	Mean Square	F	Sig.
	Powerlessness	152.124	152.124	709.16	.000
Intercept	Normlessness	141.865	141.865	683.71	.000
	Social Isolation	147.216	147.216	15.43	.000
	Powerlessness	.050	.050	4.923	.001
Study level	Normlessness	.005	.005	2.281	.063
	Social Isolation	.139	.139	14.32	.000
	Powerlessness	.001	.001	4.92	.000
Discipline	Normlessness	.057	.057	6.73	.000
	Social Isolation	.105	.105	7.32	.000

The table indicates that the intercept values of all the variables under study i.e., social alienation scales, without effect of the independent variables, were found as significant (p = <.05 for each) indicating a significant baselines level of social alienation in the population.

While observing the effect of IVs, the study level had significant effect over the powerlessness and social isolation (p = .001 & .000 respectively). While, it had insignificant effect over the normlessness (p = .063).

On the other hand, discipline was found to have significant effect over the all three sub-variables of social alienation i.e., p = .000 for each.

Table 10: Impact of Social Media on Alienation (ANOVA)

		Sum of Squares	Mean Square	F	Sig.
Number of social media devices	Powerlessness Between Groups	2.113	.528	29.093	.000
	Within Groups	3.868	.018		
	Total	5.982			
	Normlessness Between Groups	2.032	.508	54.968	.000
	Within Groups	1.968	.009		
	Total	4.000			

	Social Isolation	Between Groups	2.447	.612	2.537	.041
		Within Groups	51.356	.241		
		Total	53.803			
Frequency of social media calls	Powerlessness	Between Groups	1.732	.216	10.23	.000
		Within Groups	4.250	.020		
		Total	5.982			
	Normlessness	Between Groups	.902	.113	7.606	.000
		Within Groups	3.098	.015		
		Total	4.000			
	Social Isolation	Between Groups	4.811	.601	2.565	.011
		Within Groups	48.992	.234		
		Total	53.803			
	Total		12358.573			
Activities on social media	Powerlessness	Between Groups	.030	.010	.365	.779
		Within Groups	5.951	.028		
		Total	5.982			
	Normlessness	Between Groups	.090	.030	1.634	.182
		Within Groups	3.910	.018		
		Total	4.000			
	Social Isolation	Between Groups	1.303	.434	1.771	.154
		Within Groups	52.500	.245		
		Total	53.803			
	Total		126.165			

The table indicates highly significant impact of number of social media devices on the feelings of alienation among the students ($p < .05$ for each of the sub-variable of alienation). Similarly, highly significant relationship between the frequency of calls on social media and all three sub-variables of social alienation was observed ($p < .05$ for each of the sub-variable of social alienation). This means that using greater number of social media platforms or devices, or calls is associated with higher level of social alienation and vice versa.

On the other hand, no significant impact of social media activities was observed on social alienation ($p > .05$ for each of the sub-variable of social alienation). It means that it matters no difference for the participants what they do on the social media.

Discussion:

The research revealed very important findings some of which coincide with previous researches while the others do not. In following paragraphs, it is discussed briefly.

The use of social media platforms was found 1-2 devices among the majority of students. Researches indicated that use of two or more devices is very common trend now a days among the population (Alnakhli, 2019; Myers, 2013). While the both extremes i.e., use of

multiple devices or no use of any device, were found in scarce. Researches however found that no use of social media devices is almost abandoned today (Yavich et al., 2019). Secondly, the high use of social media consumption was found among major portion of the sample. This finding is justified by most of studies of current decade (Maharani, 2021a, 2021b; Yavich et al., 2019) Thirdly, out of the social media activities, moderate trend of calls was observed in population. Researches made by Bonsaksen et al. (2023) however indicated that social media use is gone beyond the video or voice calls to more browsing and sharing of things. Fourthly, a trend of purposeful use of social media was observed out of which gaming and browsing was at the top of the list. Hamid et al. (2024) discussed that digital games use has excelled today than any other use of digital devices. They further asserted the reason behind that was their diverse use for entertainment as well as education.

While finding out the group differences, social isolation and normlessness had significant group difference among the population than powerlessness. Social isolation or disconnectedness is observed as most common and general understood term related to the social media consumption (Bai & Gao, 2021a, 2021b; Myers, 2013; Reveley, 2013b). As regard to the independent factors, number of social media platforms and frequency of calls was associated with higher level of social alienation.

Conclusions:

Study findings and discussion led to conclude that social media is blessing as well as curse for weakening the real bindings of today's generation with their families and peers around. They start idealising the virtual distant world and get misfit to their surroundings. This in turn creating chaos in the society and even disturbing cultural norms and values as well. But, this is an unavoidable trouble. Therefore, a dire need of the digital literacy is also required to the students and other social media users.

Research implications

The study has various research implications. Some potential implications are discussed as below:

Deeper exploration of mechanisms

Social context: the study considers the broader social context including societal norms, peer relationship, groupthink and societal expectations around social media usage. Thus, it helps to understand how these factors shape students' experiences.

Sensitizing social media hazards: a deeper delve into the study with respect to the social alienation leads to analyse the content which students consume, and which ultimately makes them distorted from their real whereabouts.

Individual differences: the level of normlessness as study variable indicates deviation from the established societal norms. It is inversely proportional to the group cohesion. In other words, low levels of normlessness indicate a flexible, harmonious and structured environment, and openness to new ideas or behaviours within groups. While the high level of normlessness indicates practice of such behaviours among individuals which lead to disruption in the group dynamics. Thus, addressing the issue of normlessness may help to increase resolution of conflicts, enhancing inclusivity, and fostering effective communication within group.

Moreover, longitudinal studies over this topic can lead to track the evolution of behaviour patterns over time.

Developing interventions:

The study topic leads to the development of interventions such as conducting media literacy programs by the social media organizers. The purpose of these literacy programs should be inoculation of critical thinking skills, social skills and boost up their positive mental health in the students so that they may cater such issues.

Study Limitations:

The study was based on the convenient sampling. The students of English department gave more response than others. Thus, the sample generalizability can be inclined to the linguistics.

Due to the limited time-frame and resources the data could be obtained in short time from a limited sample of 250 participants only. A longitudinal study could give it more breadth and Depth To The Topic

Recommendations for Future Studies:

As described in the previous section, a longitudinal study can give more depth to the topic, the study calls for the future researchers to explore more complex relationship between the social media use and alienation by following ways:

1. Considering other variables
2. Involving diverse population to get a cross-cultural picture of the topic.
3. Adopting qualitative research to get nuanced perspectives and uncover underlying reasons.
4. Conducting a longitudinal study to track evolution of behaviours with the passage of time and to understand temporal dynamics of the relationship between the said variables of study and to identify potential causal links in depth
5. Applying a mediation or moderation analysis to uncover the potential mediators and moderators which may produce a clearer picture of the topic.
6. Making a content analysis of the contents shared and consumed on social media platforms that can offer insight into how specific types of interactions or contents relate to the feelings of alienation.

REFERENCES:

Abdurrahman, Ariyani, F., Maulina, H., & Nurulsari, N. (2019). Design and validation of inquiry-based STEM learning strategy as a powerful alternative solution to facilitate gifted students facing 21st century challenging. Journal for the Education of Gifted Young Scientists, 7(1), 33–56. https://doi.org/10.17478/jegys.513308

Alnakhli, H. Q. (2019). Better, Bursier, or Stressed out? Exploring Social Media-Induced Technolostress in a Sales Context. Faculty of the Graduate School of The University of Texas at Arlington.

Ansari, A., & Gershoff, E. (2016). Learning-Related Social Skills as a Mediator between Teacher Instruction and Child Achievement in Head Start. Social Development, 24(4), 699–715. https://doi.org/10.1111/sode.12124.LEARNING-RELATED

Atwa, H., Shehata, M. H., Al-Ansari, A., Kumar, A., Jaradat, A., Ahmed, J., & Deifalla, A. (2022). Online, Face-to-Face, or Blended Learning? Faculty and Medical Students' Perceptions During the COVID-19 Pandemic: A Mixed-Method Study. Frontiers in Medicine, 9(February), 1–12. https://doi.org/10.3389/fmed.2022.791352

Bai, H., & Gao, K. (2021a). The Study of Social Media Alienation in the Digitized World. 5th International Seminar on Education, Management and Social Sciences (ISEMSS 2021), 652–657.

Bai, H., & Gao, K. (2021b). The Study of Social Media Alienation in the Digitized World.

Bonsaksen, T., Ruffolo, M., Price, D., Leung, J., Thygesen, H., Lamph, G., Kabelenga, I., & Geirdal, A. Ø. (2023). Associations between Social Media Use and Loneliness in a Cross-National Population: Do Motives for Social Media Use Matter? Health Psychology and Behavioral Medicine, 11(1), 1–18. https://doi.org/10.1080/21642850.2022.2158089

Canete, J. J. O., & Pandey, D. (2023a). The Paradox of Connectivity in the Worldwide Web: An Analysis of Social Alienation in the Social Media and the Response of the Church to Genuine Dialogue. Human Arenas, 6(1), 182–198. https://doi.org/10.1007/s42087-021-00192-4

Canete, J. J. O., & Pandey, D. (2023b). The Paradox of Connectivity in the Worldwide Web: An Analysis of Social Alienation in the Social Media and the Response of the Church to Genuine Dialogue. Human Arenas, 6(1), 182–198. https://doi.org/10.1007/s42087-021-00192-4

Cardoso, S., Rosa, M. J., & Stensaker, B. (2015). Why is quality in higher education not achieved? The view of academics. Assessment & Evaluation in Higher Education, 2938(December), 1–16. https://doi.org/10.1080/02602938.2015.1052775

Cartelli, A., & Di Nuzzo, A. (2013). Digital Literacy and Competence in Students Attending a Faculty of Humanities. In Fostering 21st Century Digital Literacy and Technical Competency (1st ed., Vol. 1, pp. 55–64). IGI Global. https://doi.org/10.4018/978-1-4666-2943-1.ch005

Carvalho, R. G. G. (2016). Gender differences in academic achievement: The mediating role of personality. Personality and Individual Differences, 94, 54–58. https://doi.org/10.1016/J.PAID.2016.01.011

Creswell, J. W. (2013). Qualitative Inquiry & Research Design: Choosing Among Five Approaches (J. W. Creswell, Ed.; 3rd ed.). SAGE Publications Inc.

Garrido, L. E., Frías-Hiciano, M., Moreno-Jiménez, M., Cruz, G. N., García-Batista, Z. E., Guerra-Peña, K., & Medrano, L. A. (2022). Focusing on cybersickness: pervasiveness, latent trajectories, susceptibility, and effects on the virtual reality experience. Virtual Reality, 26(4), 1347–1371. https://doi.org/10.1007/s10055-022-00636-4

Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). Educational Research: Competencies for Analysis and Applications (10th ed.). PEARSON. https://www.ptonline.com/articles/how-to-get-better-mfi-results

Hair, J. F., Babin, B. J., Anderson, R. E., & Black, W. C. (2018). Multivariate Data Analysis (8th ed.). Pearson.

Hamid, S., Tabassum, R., & Muhammad, N. (2024). Barriers to the Digital Game-Based learning at Secondary level In Punjab: Perceptions of Pre-Service Teachers. Research Journal for Societal Issues, 6, 1–11. https://doi.org/10.56976/rjsi.v6i

Hoadley, C., & Favaro, S. (2018). Digital Literacy in Higher Education. https://doi.org/10.4135/8781483346397.n97

Houston, D., & Paewai, S. (2013). Knowledge, power and meanings shaping quality assurance in higher education: a systemic critique. Quality in Higher Education, 19(3), 261–282. https://doi.org/10.1080/13538322.2013.849786

Hu, Q., Liu, Q., & Wang, Z. (2022). Meaning in Life as a Mediator between Interpersonal Alienation and Smartphone Addiction in the Context of Covid-19: A Three-Wave Longitudinal Study. Computers in Human Behavior, 127. https://doi.org/10.1016/j.chb.2021.107058

Kacire, I. (2015). The Impact of the University Students' Level of Alienation on their Perception of General Satistaction. International Journal of Higher Education, 5(1), 38–46. https://doi.org/10.5430/ijhe.v5n1p38

Kuo, Y. C., Walker, A. E., Belland, B. R., & Schroder, K. E. E. (2013). A Predictive Study of Student Satisfaction in Online Education Programs. International Review of Research in Open and Distance Learning, 14(1), 16–39. https://doi.org/10.19173/irrodl.v14i1.1338

Lee, J., & Gibson, C. C. (2003). Developing Self-Direction in an Online Course Through Computer-Mediated Interaction. American Journal of Distance Education, 17(3), 173–187. https://doi.org/10.1207/S15389286AJDE1703

Ma, C., & Wang, Y. (2019). Parental Autonomy Support and Social Competence in Chinese Emerging Adults: the Mediation Role of Social Desirablity. MATEC Web of Conferences, 267, 04003. https://doi.org/10.1051/matecconf/201926704003

Maharani, A. C. (2021a). The Influence of Excessive Use of Social Media. Indonesian Journal of Social Sciences, 13(1), 11. https://doi.org/10.20473/ijss.v13i1.26351

Maharani, A. C. (2021b). The influence of excessive use of social media. Indonesian Journal of Social Sciences, 13(1), 11. https://doi.org/10.20473/ijss.v13i1.26351

Myers, N. E. (2013). Social Isolation and Cell Phone Use By College Students. http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=2028&context=theses

Parves, S. (2024, January 1). The Future of Digital Literacy. SP Cloud Academy.

R. Blankenship, C. D. D. W. P. P. (2015). Multiple Intelligences and Digital Literacy Skills – A Blended Model FOR PREPARING THE 21ST CENTURY DIGITALLY NATIVE TEACHER CANDIDATE. 7th International Conference on Education and New Learning Technologies, 1459–1465.

Reveley, J. (2013a). Understanding Social Media Use as Alienation: A Review and Critique. E-Learning and Digital Media, 10(1), 83–94. https://doi.org/10.2304/elea.2013.10.1.83

Reveley, J. (2013b). Understanding Social Media Use as Alienation: A Review and Critique. E-Learning and Digital Media, 10(1), 83–94. https://doi.org/10.2304/elea.2013.10.1.83

Romera, E., Cano, J., & Ortega-ruiz, R. (2016). Cyberbullying : Social Competence , Motivation and Peer Relationships. Comunicar, XXIV(48), 71–79.

Sawyer, R. (2011). The Impact of New Social Media on Intercultural Adaptation. Digital Commons, 5, 1–30. https://doi.org/10.1111/j.1548-1379.2010.01107.x

SITOY, R. E., NDINGA, P., PLAISENT, M., PROSPER, B., & PETEROS, E. D. (2021). Intelligence style and digital literacy. IBIMA Business Review, 2021. https://doi.org/10.5171/2021.234285

Smith, D., Leonis, T., & Anandavalli, S. (2021). Belonging and Loneliness in Cyberspace: Impacts of Social Media on Adolescents' Well-being. Australian Journal of Psychology, 73(1), 12–23. https://doi.org/10.1080/00049530.2021.1898914

Spitler, C., Repetto, J., & Cavanaugh, C. (2013). Investigation of a special education program in a public cyber charter school. American Journal of Distance Education, 27(1), 4–15. https://doi.org/10.1080/08923647.2013.754182

Stich, D. (2021). Remote Connectedness and Meaningless Knowledge: Of Resonance and Alienation in the Phenomenology of a Digital Global Studies Programme. Tanscience , 12(2), 91–113.

Tabassum, R., Saleem, S., & Taj, S. (2024). Relation between Multiple Intelligence and Digital Literacy Skills Among University Students. Journal of Social Research Development, 5(2), 70–83. https://doi.org/10.53664/JSRD/05-02-2024-06-70-83

Tinmaz, H., Lee, Y. T., Fanea-Ivanovici, M., & Baber, H. (2022). A systematic review on digital literacy. Smart Learning Environments, 9(1). https://doi.org/10.1186/s40561-022-00204-y

Wu, P., Feng, R., & Zhang, J. (2024a). The Relationship between Loneliness and Problematic Social Media Usage in Chinese University Students: A Longitudinal Study. BMC Psychology, 12(1), 1–14. https://doi.org/10.1186/s40359-023-01498-4

Wu, P., Feng, R., & Zhang, J. (2024b). The relationship between loneliness and problematic social media usage in Chinese university students: a longitudinal study. BMC Psychology, 12(1). https://doi.org/10.1186/s40359-023-01498-4

Yang, Y., & Yang, P. (2022). Effect of College Students' Academic Stress on Anxiety Under the Background of the Normalization of COVID-19 Pandemic: The Mediating and Moderating Effects of Psychological Capital. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.880179

Yavich, R., Davidovitch, N., & Frenkel, Z. (2019). Social Media and Loneliness - Forever Connected? Higher Education Studies, 9(2), 10. https://doi.org/10.5539/hes.v9n2p10

Yudkevich, M. (2016). Academics and Higher Education Expansion. In Encyclopedia of International Higher Education Systems and Institutions (pp. 1–3). Springer Netherlands. https://doi.org/10.1007/978-94-017-9553-1_58-1

Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of Employees' Workplace Environment on Employees' Performance: A Multi-Mediation Model. Frontiers in Public Health, 10(March), 1–13. https://doi.org/10.3389/fpubh.2022.890400