



Social Media Usage and Psychological Well-Being of College

Teens in Pakistan: A Correlational Study

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Abstract

Social media has become part and parcel of today's youth life and it has altogether changed the ways people interact with each other. There is ample evidence in research suggesting impact of social media on different facets of physical, psychological and mental health of the users (Pantic, 2014; Braynt, 2018; O'Reilly et al., 2018; Kennedy, 2019; Keles, McCrae, & Grealish, 2019). The purpose of this study was to investigate the relationship between social media usage and eudaimonic well-being. The study was quantitative in nature and the data was collected by opting cross-sectional survey research method. Social media usage was analyzed by adapting Facebook intensity scale and eudaimonic well-being was assessed through Ryff's scale (1989) of psychological well-being. It was revealed that respondents of the study are active users of social media and primarily they are using social media more for self-projection, socialization and escape. Social media usage intensity showed a positive significant correlation with all six dimensions of psychological well-being. A greater strength of effects and relationship was found with personal growth and autonomy respectively. It was also found that males in the study possessed more positive psychological well-being. Similarly the males showed more significantly positive relations with others and they scored higher in self-acceptance. It is concluded that social media usage is predominantly contributing in increasing the psychological well-being of teenagers in Pakistan in a positive direction.

Keyword: *Psychological Well-being, Eudaimonia, Social Media Use, Motivations, College Teens*

Introduction

In modern times the young generations are pervasively surrounded by Information and communication technology (ICT)

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usage around the world. Palfrey and Gasser (2008) discuss the term “Digital natives” labeled for this generation who is born and upraised in an environment where life seems non-existent without ICTs. ICTs such as electronic media, mobile phone technology, computers, internet etc. are central part of life of the youth.

It is almost impossible to detach one’s self from internet and SNSs (social networking sites) in today’s world. The way people around the globe are indulged in using these virtual platforms and the manner in which interaction patterns have altered the ways people communicate with each other, the social networking platforms tend to have a significant role in the individual’s emotional, social and mental growth. On social media the users share their photographs, personal information, interests, affiliations and inclinations hence moving their identities to the virtual world. Through these interactions the youth gratify their need of companionship, getting opinions and remarks from their peers (Pempek, Yermolayeva & Calvert, 2009). Communicating on social media is not at all complex, rather it is easy and simple (Valkenburg, Peter, & Schouten, 2006). The presence of people on internet or social media is part and parcel of today’s humans’ lives. Hence the entire human civilization is existing in two worlds; the real and the virtual world simultaneously (Lasala, et al, 2013).

Effects of media and its relationship with different aspects of human life has been a topic of concern since its inception. As stated by Mathers et al., (2009) negative relationship has been found in many studies between the uses of electronic media and

psychological health of the users. Researchers have also shown concerns over the impact of information and communication technologies usage whether harmful or useful (Shaw & Gant, 2002; Livingstone & Brake, 2010; Wartella & Jennings, 2000) particularly related to the psychological well-being (Kraut et al., 2002; Jackson, Zhao, et al., 2008). Similarly there are investigations pointing out the negative influence of social media usage on psychological well-being of the users as it causes disturbance in interpersonal relationships, it makes people more involved in virtual world ignoring and cutting off the real life interpersonal environments resulting in seclusion from the relationships (Lee, Lee, Choi, Kim, & Han, 2014). However, there are researchers in the field opposing these conclusions and conforming a positive influence of social media on psychological well-being of the users arguing that SNSs provide its users the opportunities to express their opinions freely and to allow them to socialize to friends (Chiu, Cheng, Huang, & Chen, 2013).

In a study conducted by Yang and Brown (2013) there was a difference in confidence levels and state of loneliness in the college teens who were new to social networking sites as compared to those who were already the members of social media and they were maintaining their relationships on social media. The incoming students were reported more lonely and hesitant towards new social adjustments as compared to the students already there on the social media.

As reported by We are Social, Digital 2019 Pakistan, Pakistan's total population is 202.7 million out of which 37% percent of the population is living in urban areas. As far as

Internet and social media usage statistics of Pakistan are concerned, the report states that 44.61 million (21% of the total population) people in Pakistan are internet users. Out of these netizens, 37 million are part social media users which comprise 18% of the total population. And this number is increasing day by day. Social media users in Pakistan are of different age groups, however in the age group 13-17 years 1.6% of the social media users are females and 6% are males. Amongst the age group 18-24, 9% are females and 32% are males. Facebook users are 36 million, twitter 1.26 million, Instagram 6.3 million and snapchat 2.15 million.

Kaplan and Haenlein in 2010 mentioned definition of social media as, “a group of internet based applications that are built on the ideological and technical foundations of web 2.0 and that allow the creation and exchange of user generated content” (p.61). In comparison to the traditional media, social media is potentially very different as it allows an entire user community to exchange private messages, users can comment or share their opinions on what is pooled online with an interminable record of all conversations, activities and shared information (Boyd, 2006). The teenagers around the world are using social media quite persistently and religiously which is consequently arising concerns for the researchers to see whether and how it affects the emotional and social lives of the users. Social media’s effects on teenage development are documented with queries and controversies in literature.

Researchers have classified social media users’ activities as either consumption or contribution (Shao, 2009; Schlosser,

2005). It was found that consumption of social media content is higher than the contribution by its users (Jones et al., 2004). Developing new relationships and keeping in contact with the older ones is a basic activity of social media users, so for Generation Y, socialization remains one of the major reasons to use social networking platforms (Palfrey & Gasser, 2008). Moreover Generation Y mainly gratifies their information and entertainment needs through social media (Park et al., 2009), they actively participate on social media to interact with others and to undergo a sense of connectedness and part of the social community (Valkenburg et al., 2006).

Well-being: Hedonic and Eudaimonic Concepts

The concept of well-being is defined as, “the ability to function fully and actively over the physical, intellectual, emotional, spiritual, social and environmental domains of health” (Gerrig & Zimbardo, 2002). The researchers’ believe that the contents of well-being fall under two umbrellas; Hedonia and Eudaimonia (Ryan & Deci, 2001). Hedonic concepts involve pleasure, enjoyment, satisfaction, comfort and ease. On the other hand eudaimonic well-being is about ‘personal growth’, ‘self-realization’, ‘personal maturity’, ‘autonomy’ and ‘excellence’ (Huta & Waterman, 2013). On biological basis Steger and Shin (2012) differentiate between hedonia and Eudaimonia as pleasure and mattering respectively. They refer hedonia to immediate subjective feelings of pleasure and Eudaimonia as commitment to in self-reflection, deliberation and existence appraisal from the abstract, value-based and long-term standpoints. Quests associated with hedonia linked with short-term well-being while

eudaimonic pursuits result in relatively extended well-being (Huta & Ryan, 2010; Steger et al., 2008). Ryff (1989) states about what constitutes well-being and she identified 'environmental mastery', 'positive relationships with others', 'autonomy', 'personal growth', 'self-acceptance' and 'purpose in life' as important indicators of well-being. However well-being is a multifaceted concept and Ryff's scale assesses the objective well-being; eudaimonic well-being which is further described as psychological well-being.

Health is characterized as, "A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" by WHO (2005). Mental health includes emotional, psychological and social well-being. All these facets of health are extremely important for proper functioning as human. In a report WHO (2005) explains mental health as a form of well-being in which a person is well aware about his capabilities and potentials, can manage with the routine life problems and can play a constructive and productive role in society.

Psychological Well-being

Psychological well-being is seen as a foundation stone of mental health. While traditionally psychological well-being is defined as a lack of symptoms of distress. However, over time the term has taken on a more positive demarcation (Lopez & Cynder, 2003). Now it includes the qualities individuals possess that can further contribute positively towards mental health. Recently new models of PWB have been designed and its components have been outlined. However the terms has remained vague/elusive (Guindon, O'Rourke & Cappeliez, 2004).

Variations in defining this concept have made it difficult to have significant measurements and interpretations. Even last couple of decades ago the term was not defined or measured on the basis of theory. However Ryff (1989) identified the key components and conceived a new model of progressive working integrating six dimensions. Thus she defined PWB as a multifaceted concept, explaining the extent to which individuals perceive themselves to be working well within all six facets of life.

Psychological well-being is a concept (MacLeaod & Moore, 2000; Ryff, 1989) which is a blend of identity, life experience personality characteristics and emotional regulation (Helson & Srivastava 2001). PWB gets better with age, education, consciousness and extraversion and declines with neuroticism (Keyes et al., 2002). Carol Ryff's (1989) research has brought about a shift from subjective to an objective approach towards describing the Psychological well-being. In this research the researcher has considered only eudaimonic (objective) perspective of positive psychology espoused by Ryff (1989). Her work is grounded on conceptions of different research scholars in the relevant field. The dimensions or components of PWB explained by Ryff are as explained as:

Autonomy, as argued by Ryff and Keyes (1995) is the functioning of an individual's own behavior through an internal control nexus. An effusively functioning person has a high degree of internal appraisal with his/her expectations not depending other people's standards. PersonalGrowth is self-actualization, the desire to establish and magnify one's self and becoming a fully functioning individual (Ryff & Keyes, 1995; Ryff, 1989). It is

further said that Personal growth is the dimension of PWB closest to Eudemonia (Ryff, 1989). Personal growth requires to persistently develop and elucidate the problems by escalating one's talents and abilities. According to Rani et al. (2012) a person believing in personal growth can have good relationships with family, colleagues and society. Ryff and Keyes (1995) present Environmental Mastery as selection and control of the real and imagined environment by physical and mental behavior. The environmental mastery further refers to being capable of managing dynamic and complex circumstances faced in lifetime (Ryff, 1989). According to Garcia, Al Nima and Kjell (2014) self-acceptance and environmental mastery are positively associated with a peaceful life. Purpose in life, the facet of PWB is about how one perceives about his or her being, setting and accomplishing the goals further contributing to valuing one's life (Ryff, 1989b; Ryff & Keyes, 1995). Considering the importance of purpose in life Ryff and Singer (2008) state that having a purposeful life gives meaning, direction and intentionality which characterizes different phases of a person's life. People having a purpose in their lives can do better than others (Rani et al., 2012). Positive relations with others as presented by Ryff and Keyes (1995) is all about trusting as well as enduring relationships in life. It is important to have good/positive relations with others to have a good well-being. They further argue that positive relations with others also become source of a supportive network of communication. Poor relations can be a reason of frustration and disturbance (Ryff, 1989b). Self-Acceptance is the most recurring part of psychological well-being, associated with positive

approach and fulfilment in life (Ryff, 1989b). Believing and having assurance in one's self results in greater achievement and acceptance (Weinberg & Gloud, 2007). Ryff (1989b) further argues that self-acceptance is an important constituent of self-actualization and better psychological functioning.

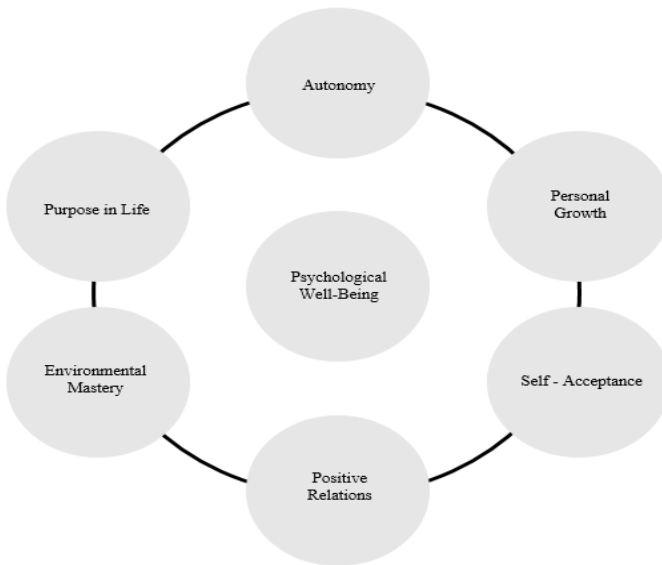


Figure 1: Ryff's model of Psychological well-being

Adolescence is seen as a critical stage in one's life as it is a developmental phase where substantial changes take place in brain development, interpersonal relationships, cognition, behavior etc. It is a transitional stage towards adulthood. Well-being at this very stage of life has been a very important research topic in Psychology but different people have worked on it in different ways and in different dimensions. As far as the definition of well-being is concerned, Andrews et al., as cited in (Ben-Aryeh, 2014) state that, "Healthy and successful individual

functioning at psychological, physiological and behavioral levels of organization, positive social relationships and a positive social ecology that provides safety is well-being” (p.103). This is a holistic perspective of this term (Bergman, 2001). However in this study the main focus is on psychological well-being of teenagers/adolescence only.

It is very important to reflect on the PWB of teenagers as there are rapid changes linked with this stage of life for example physical growth, changes in physical and psychological makeup of the individuals which can consequently affect individuals’ health and transitions of adolescence (Santrock, 2014). Dahl (2004) argues that adolescence is an evolving period of strength and resilience. As this generation’s entire years are spent in religiously using social media so consequently their emotional and social lives are affected (Rideout & Victoria J, 2012). Even the childhood experience in this age bracket has been transformed in this cohort. The complete fabric of today’s youth life is tortuously surrounded by social media and it is impossible for them to even imagine a life with ICTs and social media.

U & G theory and Motivations/Purposes of Social Media Usage

The prevalence of social media has compelled the social scientists have extensively researched on various dimensions of social media specifically the SNSs. The uses and gratifications theory very effectively and efficiently addresses the queries and concerns regarding needs gratification through social media. For instance Facebook has been used to gratify the need for socialization and preserving relationships, and as a tool by which people can keep themselves informed about the people they meet other than the

virtual life (Lampe, Ellison & Steinfield 2006). Valkenberg, Peter and Shouton (2006) have also endorsed that social media platforms are used to socialize with friends and family.

Over the years researchers have conducted various researches to inquire the users' motivations for social media usage and most of them have considered U & G theory in order to explain gratification and needs of social media users. In this study the researcher has reflected on a few major uses of social media; socialization, cognition, escape, entertainment and a novel use which is self-projection.

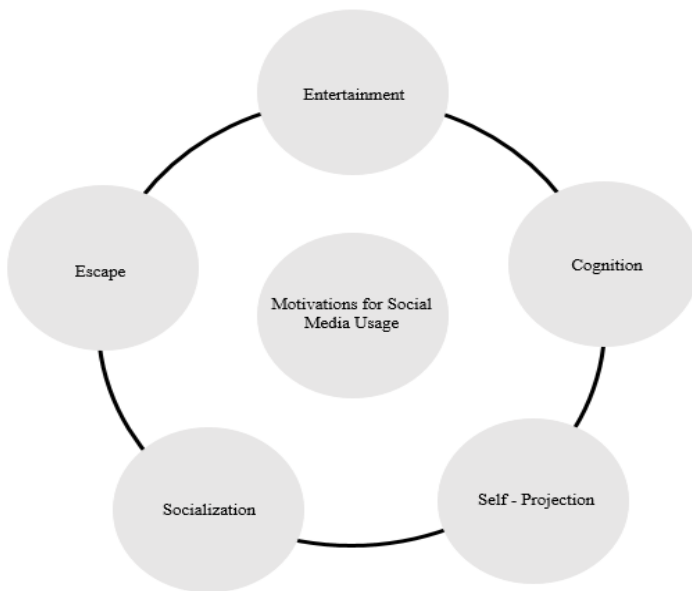


Figure: Motivational needs of Pakistani teenagers for using social media

Research Questions

RQ 1: What are the patterns of social media usage among college teens in Pakistan in terms of intensity and purposes/motivation?

RQ 2: Is there any relationship between intensity of social media use and the dimensions of psychological well-being of teenagers in Pakistan?

Hypotheses

H1: There is a relationship between social media usage intensity and the constructs of teens motivations.

H2: There is a relationship between social media usage intensity and dimensions of psychological well-being of teenagers in Pakistan.

H3: The psychological well-being of female college teens who are social media users is higher.

H4: There is a significant relationship between psychological well-being and motives for social media usage among college teens in Pakistan.

Methodology

Study Variables

In this study social media usage intensity and the motives behind this usage; socialization, escape, cognition, self-projection and entertainment were independent variables and PWB was a dependent variable. Psychological well-being was measured through Ryff's scale however to measure the extent of social media usage FBI (Facebook Intensity Scale) was changed to Social Media Intensity scale.

Study Settings and Data Collection

The study was conducted in Islamabad. A large number of private and public educational institutions are present here. Federal

Directorate of Education (FDE) deals with the schools and colleges in Pakistan. There are more than 400 schools and colleges established by FDE in Islamabad and Rawalpindi. Six Model Colleges out of 32 were selected to collect the data opting the lottery method. A closed ended questionnaire was used as a tool in this study.

Population of this study were college teens and six Islamabad Model Colleges (IMC) from Islamabad were selected for this purpose. Sample was selected from the educational institutes of Islamabad because Islamabad is representing the whole Pakistan in a way that people from different cities of Pakistan are residing here in Islamabad, it is the capital and planned city of this country. The identities are blurred and blended. The institutions selected are the premier educational institutions. Social diversity and national representation can be found in these institutions. Most importantly students from almost every socio-economic status get education in these educational institutions.

Total 1200 questionnaires were distributed amongst population of the study (200 each college). Initially it was decided to extract the sample of 1000 students but as there were six colleges selected so to distribute the equal number of questionnaires the sample was increased to 1200.

As the researcher had to gather data from teenagers who were enrolled in these six colleges nth number was selected from the attendance sheets of intermediate part-I and part-II taken from the colleges.

After selecting the colleges by using lottery method sample size was allocated to the selected colleges. In all the selected colleges the strength of the students at intermediate level was under 1000. The researcher distributed 200 questionnaires in each college and nth number was generated by dividing the total number of students with total number of questionnaires to be distributed.

Sample Characteristics

Out of 745 respondents, (Table 1) 381 were males and 364 were females. 332 students participated in the study from intermediate part-I and 413 from part-II. Majority of the students, 586 out of the total respondents were 18 years old and 159 students were of 16-17 years age.

Table 1: Demographics of the respondents

		Number of respondents	Percentage
Gender	Male	381	51.1%
	Female	364	48.9%
Age	16-18	745	100%
Education	First year	332	44.6%
Level	Second year	413	55.4%

Social Media Usage Intensity

Using social media has emerged out as daily activity of the teenagers in Pakistan. The Facebook Intensity Scale developed by Ellison et al. (2007) was used to examine the use of social media by the respondents. The study reported high credibility of the scale (chronbach’s alpha=.878).

The results illustrate that most of the teenagers feel upset if they do not access social media or social media is shut down. It shows that for college teens in Pakistan social media usage is a

regular activity and they feel part of the virtual world. They claimed to be the intense users of social media.

Table 2: Mean and standard deviation (SD) of the intensity of social media use (N=745)

	Mean	SD
<i>Intensity of social media use (Chronbach's alpha=.878)</i>		
Social Media usage is part of my daily activity	3.57	1.240
I am proud to tell people I am on social media	3.06	1.169
Social media has become part of my daily routine	3.41	1.240
I feel out of touch when I have not logged on to my social media accounts	3.10	1.278
I feel I am part of the social media community	3.42	1.127
I feel upset if social media shut down	2.81	1.318

The results in Table 2 illustrate that the number of respondents who feel themselves as part of the social media community, those who are proud to be on social media, participants for whom social media usage if part of their daily routine is higher in number.

Purposes for using Social Media

The results of motivations for using social media are presented in Table 3. Values of Chronbach's alpha for each of the scales showed reliability as; socialization (Chronbach's alpha=.781), Self-Projection (Chronbach's alpha=. 857, Entertainment (Chronbach's alpha=.723, Escape (Chronbach's alpha=.767) and Cognition (Chronbach's alpha= .640).

Mean values of these scales ranged from 2.30 to 4.08 indicating respondents' agreement with the statements. The data revealed that teens claimed using social media for all of the

determined motivations but mainly for self-projection, escape and entertainment.

Table 3: Mean and standard deviation (SD) for motivations of using social media (N=745)

	Mean	SD
<i>Socialization (Chronbach's alpha= .781)</i>		
It allows me to communicate with my friends/family	3.48	1.148
It allows me to find companionship/friendship	2.63	1.226
It helps me to stay in touch with others	2.30	1.288
Sharing my memories and thoughts with other people	3.09	1.227
<i>Self-Projection (Chronbach's alpha=. 857)</i>		
To share events of my life with my social media circle	3.08	1.172
To showcase my photography and other skills	3.10	1.158
I like it when people praise/appreciate me on social media	3.13	1.178
It makes me cool among my peers	3.12	1.222
To post selfies/pictures of myself	3.11	1.221
<i>Entertainment (Chronbach's alpha=.723)</i>		
Knowing about updates related to showbiz	3.07	1.327
To play games	3.48	1.116
To watch and post funny content/memes/music/videos etc	3.44	1.155
To kill/pass time	3.17	1.249
<i>Escape (Chronbach's alpha=.767)</i>		
To get escape from tensions/depression	3.63	.997
It helps me to feel less lonely	3.67	.998
To have escape from my problems	3.39	1.141
To have a good time	3.11	1.239
To put off something I should be doing	3.48	1.233
For diversion from daily routine	3.61	1.070
To relax	3.32	1.163
<i>Cognition (Chronbach's alpha= .640)</i>		
To have updates relevant to my research area/field of study	4.04	.874
To have access to academic information	4.08	.951
To have discussions with people on different issues	3.94	1.038

Psychological well-being of the respondents was assessed by adapting Ryff's scale (1989) of PWB. All six dimensions of PWB were measured and the scales showed reliability as; Autonomy (Chronbach's alpha= .794), Purpose in Life (Chronbach's alpha=.884), PersonalGrowth (Chronbach's alpha=.795), Self-Acceptance (Chronbach's alpha= .793), Positive Relations with

others (Chronbach's alpha= .834) and Environmental Mastery (Chronbach's alpha= .830). The scale depicted high levels of reliability in Pakistani context.

Table 4: Mean and standard deviation (SD) for the constructs of psychological well-being (N=745)

Dimensions of PWB	Mean	SD
Autonomy (Chronbach's alpha=.794)		
I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people	3.36	1.174
My decisions are not usually influenced by what everyone else is doing	2.98	1.341
It's difficult for me to voice my opinions on controversial matters	3.35	1.118
I judge myself by what I think is important not by the values of what others think is important	3.40	1.170
Environmental Mastery (Chronbach's alpha=.830)		
I have difficulty arranging my life in a way that is satisfying to me	3.73	1.018
In general I feel I am the in charge of the situation in which I live	3.83	.930
The demands of everyday life often get me down	3.75	.992
I do not fit very well with the people and the community around me	3.53	1.080
I am quite good at maintaining the many responsibilities of my daily life	3.78	1.020
I often feel overwhelmed by my responsibilities	3.66	1.061
Personal Growth (Chronbach's alpha=.795)		
For me life has been a continuous process of learning, changing and growth	3.70	.959
I am not interested in activities that will expand my horizons	3.63	.965
Dimensions of PWB	Mean	SD
I think it is important to have new experiences often	3.58	1.016
When I think about it, I haven't really improved as person over the years	3.68	1.003
I have the sense that I have developed a lot as a person over time	3.23	1.061
I do not enjoy being in new situations that require me to change my old familiar ways of doing things	3.19	1.188
Positive Relations with others (Chronbach's alpha=.834)		
I know that I can trust my friends and they know they can trust me	3.21	1.452

I have not experienced warm and trusting relationships with others	2.96	1.416
People would describe me as a giving person, willing to share my time with others	3.02	1.452
Purpose in Life (Chronbach's alpha=.884)		
I sometimes feel I have done all there is to do in life	2.85	1.463
Some people wander aimlessly in life but in am not one of them	3.07	1.384
I enjoy making plans for the future and working to make them a reality	2.90	1.421
I do not have a good sense of what it is I am trying to accomplish in life	2.97	1.306
My daily activities often seem unimportant to me	3.07	1.353
I live one day at a time and do not really think about the future	2.80	1.386
I have a sense of direction and purpose in life	2.83	1.400
Self-Acceptance (Chronbach's alpha=.793)		
When I compare myself with friends and acquaintances, it makes me feel good about who I am	3.44	1.110
My attitude about myself is probably not as positive as most people feel about themselves	3.37	1.120
In general I feel confident and positive about myself	3.33	1.259
I feel like many of the people I know are more successful than me	3.44	1.161
I am happy with my life	3.44	1.110

Correlational Analysis of Intensity and Motivations of Social Media Use

Results of the correlation applied revealed significant positive relationship of social media use with all motivations studied in this research with a slight difference in the r value. The variable social media usage intensity was correlated with all the motivations for using social media.

With reference to the motivations for using social media it was found that correlation of social media usage intensity with Self-Projection ($r=.570, p< 0.01$), Socialization ($r=.483, p<0.01$) was significant and the values revealed a moderate relationship. However, Escape ($r=.417, p<0.01$), Entertainment ($r=.409, p<0.01$)

and Cognition ($r=.401$, $p<0.01$) showed positive but weak relationships with social media usage intensity.

Table 5: Pearson’s r correlation between social media use intensity and teens’ motivations

	SOC	COG	ES	Ent	SP
Pearson Correlation	.483**	.401**	.417**	.409**	.570**
Sig. (2-tailed)	.000	.000	.000	.000	.000
N	745	745	745	745	745

** . Correlation is significant at the 0.01 level (2-tailed).

Respondents of the study claimed using social media for different purposes. These motivations actually determine the kind of needs being gratified by the students using social media. The correlational analysis conclude college teens use social media mostly for Self-Projection and Socialization. They do use it for Escape, Entertainment and Cognition but not at very high levels. It is interpreted that the variables showing high correlation with social media usage intensity remained the major motivations for social media usage which were Self-projection and Socialization. In terms of socialization the results are supported by the existing literature as it is one of the major motivations for using social media amongst young people.

Correlational Analysis of Social Media Usage Intensity and Dimensions of PWB

Association of social media usage with all six constructs of Psychological well-being has been analyzed. Table (6) shows that social media usage is positively associated with all six dimensions of psychological well-being. However the relationship is strong ($r=.510$, $p<0.01$) with personalgrowth. With all other dimensions of PWB; autonomy ($r=.408$, $p<0.01$), purpose in life ($r=.399$).

$p < 0.01$), positive relations ($r = .384$, $p < 0.01$), self-acceptance ($r = .337$, $p < 0.01$) and environmental mastery ($r = .334$, $p < 0.01$) the relationship of social media usage was significant but they were considered weak relationships.

Table 6: Correlational Analysis of Social Media Usage Intensity and Dimensions of PWB

		PG	EM	AUT	SA	PR	PIL
Social Media Use	Pearson	.510**	.334**	.408**	.337**	.384**	.399**
	Correlation						
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	745	745	745	745	745	745

** . Correlation is significant at the 0.01 level (2-tailed).

Gender and Constructs of PWB

An independent samples t test was performed to compare all six dimensions of psychological well-being in male and female respondents of the study. No significant difference is reported in PersonalGrowth of the males and females ($M = 20.79$, $SD = 4.589$) and ($M = 21.19$, $SD = 4.129$) conditions; $t(743) = -1.244$, $p = .214$. In case of Environmental Mastery of the respondents there was again no significant difference in the scores for females ($M = 22.23$, $SD = 4.362$) and males ($M = 22.31$, $SD = 4.619$) conditions; $t(743) = -.239$, $p = .811$. The difference found in the scores of Autonomy was not statistically significant in females ($M = 13.04$, $SD = 3.787$) and males ($M = 13.14$, $SD = 3.792$) conditions; $t(743) = -.333$, $p = .739$. These results show that there is no difference in autonomy of males and females of the study.

However significant difference is seen for self-acceptance in the scores of females ($M = 16.11$, $SD = 4.517$) and males ($M = 17.49$, $SD = 3.945$) conditions; $t(743) = -4.442$, $p = .000$. It was revealed that

self-acceptance of males is higher than the females in the college teens. Similarly the results of the independent samples t test shows significant difference for positive relations with others in the scores of females ((M=8.71, SD=3.882) and males (M=9.65, SD=3.574) conditions; $t(743) = -3.451, p = .001$. It was concluded that males have more positive relations with others.

With regard to the difference of purpose in life amongst males and females of the study the results of independent sample t test shows no significant difference in the scores of females (M=20.14, SD=7.629) and males (M=20.83, SD=7.288) conditions; $t(743) = -1.271, p = .204$. These results show that there is no significant difference in purpose of life of males and females of the study.

Table 7: Analysis of difference in dimensions of PWB on the basis of gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
PG	Female	364	20.79	4.589	.241
	Male	381	21.19	4.129	.212
EM	Female	364	22.23	4.362	.229
	Male	381	22.31	4.619	.237
AUT	Female	364	13.04	3.787	.198
	Male	381	13.14	3.792	.194
SA	Female	364	16.11	4.517	.237
	Male	381	17.49	3.945	.202
PR	Female	364	8.71	3.882	.203
	Male	381	9.65	3.547	.182
PIL	Female	364	20.14	7.629	.400
	Male	381	20.83	7.288	.373

Independent Samples Test									
	Levene's Test for Equality of Variances			t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
PG	3.227	.073	-1.244	743	.214	-.398	.320	-1.025	.230
EM	.307	.580	-2.239	743	.811	-.079	.329	-.726	.568
AU	.008	.930	-3.333	743	.739	-.093	.278	-.638	.453
T									
SA	4.562	.033	4.442	743	.000	-1.378	.310	-1.988	-.769
PR	7.694	.006	3.451	743	.001	-.940	.272	-1.474	-.405
PIL	.973	.324	1.271	743	.204	-.695	.547	-1.768	.378

Psychological Well-being and Motivations for using Social Media

To examine the strength of associations among independent and dependent variables Pearson r correlational analysis was done. In this section association of psychological well-being with all motivations of social media usage has been analyzed. The social media motivations were socialization, cognition, escape, entertainment and self-projection.

Table (9) shows that PWB is positively and significantly correlated with all determined motivations of social media usage. However the relationship is strong ($r=.619$, $p<0.01$) with self-projection. Relationship of PWB was also strong with the motivation escape ($r=.606$, $p<0.01$) Socialization also had strong effect on PWB ($r=.574$, $p<0.01$). However entertainment ($r=.421$,

p<0.01) and Cognition (r=.408, p<0.01) had weaker positive effect on PWB of the college teens.

Table 9: Association of PWB with motivations for using social media

		Correlations				
		Socialization	Cognition	Escape	Entertainment	Self-Projection
PWB	Pearson Correlation	.574**	.408**	.606*	.421**	.619**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	745	745	745	745	745

** . Correlation is significant at the 0.01 level (2-tailed).

Difference in Psychological Well-being on the basis of Gender

To see the difference of psychological well-being amongst males and females of the study the results of independent samples t test show significant difference in the scores of females (M=101.02, SD=21.201) and males (M=104.61, SD=19.238) conditions; t (743) =-2.417, p=.016. Psychological well-being of males in this study is higher. Thus hypothesis 3 stands not proven as the males in this study showed higher psychological well-being.

Table 10: Analysis of difference in Psychological Well-being on the basis of Gender

		Group Statistics			
PWB	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Femal	364	101.02	21.201	1.111
	Male	381	104.61	19.238	.986

Independent Samples t-test									
Equal variances assumed									
t-test for Equality of Means									
Levene's Test for Equality of Variances	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
PWB	2.750	.098	-2.417	743	.016	-3.582	1.482	-6.491	-.672

Discussion

Gratification of needs is considered as major cause of success of any technological artifact and application (Papacharissi, 2008). Results of the data in this study showed that social media is being used for various purposes by the college teens in Pakistan such as socialization, cognition, self-projection, escape and entertainment. In other words the respondents of the study had multiple-purpose of social media usage. However the major reasons for teens to use social media were self-projection, socialization and escape.

It was aimed to examine relationship of social media usage and its motivations with psychological well-being of college teens in Pakistan. As per results of this study social media usage showed positive relationship with psychological well-being of the teenagers. Rae and Lonborg (2015) reported a positive relationship between SNS usage and happiness, hence supporting the findings. Brooks (2015) has also found that SNS usage is positively linked with happiness. Here it is very important to see the motivations behind using social media or SNS. There are several reasons for which social media is being used. The previous

studies revealed different uses of SNS such as, to remain in contact with friends and family through communication via these platforms (Isman & Albayrak, 2014; Rae & Lonborg, 2015, Sahin Baltaci et al., 2012), for making new friends (Brandtzaeg & Heim, 2009; Dal & Dal, 2015; Nadkarni & Hofmann, 2012). Another interesting motivation; “Online Disclosure” was found by Pempek et al., (2009). Tandoc Jr, Ferrucci, and Duffy (2015) write that Facebook usage facilitates to communicate and socialize, it reduces depression as well.

It was analyzed whether there is any relationship between social media usage and psychological wellbeing of the teenagers. Correlational analysis showed a positive relationship between social media usage and all six dimensions of psychological well-being. However the relationship was stronger with Personalgrowth and Autonomy of the teenagers. According to the interpretations of the used scale given by Ryff (1989) teenagers with positive personalgrowth have a feeling of constant progress and improvement in their life; they see themselves as living their life in a constructive direction. They are also open to new experiences. Strong personalgrowth also refers to having a sense of realizing one’s own potentials; seeing improvement in themselves over time. The results revealed that these social media users possess more self-knowledge and effectiveness.

It was also found that social media users are scoring higher in Autonomy as well. It means majority of the teenagers are self-determining, they are courageous enough to resist and respond to the social pressures; furthermore they evaluate themselves by their own lens of looking at themselves.

Limitations and Recommendations

It is suggested to do qualitative studies on the topic. More profound results can be generated through a longitudinal study. An interesting comparative study of social media users and non-users' samples could also be conducted to validate this study.

This study had a sample size of 745 students; studies with larger samples with more demographic characteristics should also be done in order to deeply analyze the effects on psychological well-being of the social media users such as comparison of different age groups, different educational backgrounds, socio-economic status etc should also be done. This will help in generalizing the results of this study.

The associations of psychological well-being with motivations for social media usage was the basic focus of the study. The effects on psychological well-being could also be analyzed on the basis of the content shared, created, accessed on social media accounts, and the activities they are doing on social media. In this study it was found that social media usage on the basis of various motivations contributed positively towards psychological well-being of the college teens. It was also found that males possessed more positive psychological well-being which contradicts the previous studies.

Conclusions

Five motivations for using social media were identified in this study; socialization, escape, cognition, entertainment and self-projection. It was found that mainly teenagers are using social media for all of the motivations acknowledged in this research and all motivations were showing positive correlation with the

intensity of social media usage. However, students who were more into social media usage they showed higher usage of social media for self-projection and socialization. In this study self-projection was introduced as a new motivation hence this study has supplemented the debate of U & G theory which assumes that social media usage is based on the motives of the users. Other than gratifications sought by using social media the researcher has also analyzed the psychological well-being of college teens on the basis of the motivations. It was found that all of the purposes are contributing positively towards psychological well-being however self-projection followed by escape and socialization contributed more towards increasing the psychological well-being of the social media users in the study.

Interestingly personal growth and autonomy were leading to more positive psychological well-being amongst the college teens of the study. It means that social media users have a continued feeling of development, they realize their potentials and they see over time improvement in self and behavior. They also reflect more knowledge and effectiveness. As the results of correlation revealed good strength of autonomy in the students, it means they are self-determining and independent. They evaluate themselves by their personal standards rather than regulating their behaviors from outside.

As far as the difference in psychological well-being in terms of gender is concerned males are found to have better PWB which contradicts the previous findings. Moreover the aspects of PWB with better strength in males were, 'self-acceptance' and 'positive relations with others'. The results showed that males

were having more positive attitude towards themselves, acknowledging their strengths and weaknesses, having positive feelings about their past. They also showed more positive relations with others as compared to the females. And this all lead to better psychological well-being in males.

So social media usage showed a positive relationship with psychological well-being of the teenagers. The teens used social media more for self-projection and socialization which lead to higher levels of personal growth and autonomy ultimately leading to more positive PWB. The study concluded that social media usage for socialization and self-projection contributed more to positive psychological well-being in Pakistani college teens.

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