Correlates of Social Media Related Strain and Academic Performance Decrement: An Integrative Theoretical Framework and Empirical Analysis

A Thesis submitted to the

UPES

For the Award of
Doctor of Philosophy
in
Management
By
Taruni Gupta

October 2024

Supervisor
Dr. Rahul Bodhi

Department of General Management
School of Business (SOB)
UPES
Dehradun- 248007: Uttarakhand

Correlates of Social Media Related Strain and Academic Performance Decrement: An Integrative Theoretical Framework and Empirical Analysis

A Thesis submitted to the

UPES

For the Award of
Doctor of Philosophy
in
Management
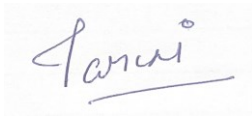By
Taruni Gupta

(SAP ID: 500080034)

October 2024

Supervisor
Dr. Rahul Bodhi
Assistant Professor- Senior Scale
UPES

Department of General Management
School of Business (SOB)
UPES
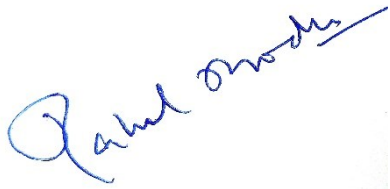**Dehradun - 248007: Uttarakhand**

DECLARATION

I declare that the thesis entitled **Correlates of Social Media Related Strain and Academic Performance Decrement: An Integrative Theoretical Framework and Empirical Analysis** has been prepared by me under the guidance of Dr. Rahul Bodhi, Assistant Professor-Senior Scale of School of Business, UPES Dehradun. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

Taruni Gupta

Department of General Management

School of Business, UPES

Dehradun, Uttarakhand

Date:

03/10/2024

CERTIFICATE

I certify that Taruni Gupta has prepared her thesis entitled **"Correlates of Social Media Related Strain and Academic Performance Decrement: An Integrative Theoretical Framework and Empirical Analysis",** for the award of PhD degree in Management of the UPES, under my guidance. She has carried out the work at the School of Business, UPES.

Internal Supervisor
Dr. Rahul Bodhi
Assistant Professor-Senior Scale
Department of General Management
School of Business, UPES
Dehradun, Uttarakhand
Date: 03/10/2024

ABSTRACT

Digital information and communication technologies enable effective communication and collaboration among individuals. They have brought numerous essential changes to social media usage. They enable the recommendation of strategies for addressing internal and external factors influencing its usage. The rapid expansion of social media platforms has helped educational universities, administrators, and developers to embrace them for social purposes. It has tried to revamp the internal communication strategy. Social media platforms, namely Facebook, Instagram, and Twitter, offer students a convenient way to stay updated and informed about the latest information and trends. The benefits of social media come with significant risks as well. One such risk is the tendency for social media use to lead to procrastination and decreased productivity, which can significantly and detrimentally affect academic performance.

In the contemporary era, social media has become an integral part of daily life, profoundly shaping communication, interaction, and perspectives. However, the overuse of social media platforms has been associated with poor time management and reduced focus on academic tasks. It further worsens its negative impact on students' academic performance. Its impact is particularly noticeable among college students, as the extensive use of social media platforms has sparked significant interest and concern about its effects on academic performance, social relationships, and overall well-being.

In recent years, significant research has been done on student's use of social media and its impact on their academic performance. The essential theory related to tracing the impact of social media usage on student's academic performance decrement is the Conservation of Resource Theory (COR). The text describes human motivation to maintain current resources and pursue new ones. Another theory used in this research is the Stress-Strain Outcome (SSO) theory. It develops and empirically evaluates a model that delineates the processes whereby students using social media platforms experience emotional exhaustion and social media fatigue, which further leads to a decrement in the academic performance of university students.

The widespread presence of social media platforms in contemporary society is undeniable. However, this widespread usage has raised concerns among academicians about the potential strains and their impact on academic performance. As social media becomes increasingly integrated into our lives, issues related to its usage are emerging in educational settings, posing challenges to students' psychological well-being and academic progress.

Social media addiction hurts people's ability to carry out their everyday tasks and can result in elevated levels of stress, anxiety, and health problems. Moreover, it highlights the potential negative impact of students' use of social media, including information overload and privacy concerns, which could hinder their academic success and well-being. Long-term exposure to social media can have psychological effects, and due to higher social media usage, signs of psychological issues such as attention problems and low motivation can affect productivity levels and academic achievement.

Studies posit that social media addiction leads to multiple interpersonal problems and ignores the significant responsibilities in day-to-day life, which further results in stress, anxiety and health issues. Since students actively use social media, it may lead to information overload amongst the student fraternity. The increased usage/exposure to social media has led to a feeling of weariness, lack of energy, difficulty focusing, and reduced motivation in students.

This thesis delves into a crucial aspect of modern student life and the impact of social media usage on academic performance among university students in India. It explores how various factors, such as the Fear of missing out, influence social media usage patterns and their academic implications. This study aims to deepen our understanding of the complex relationship between social media use and university student experiences by synthesizing existing research and shedding light on emerging trends. Ultimately, it strives to contribute to a more comprehensive understanding of this pervasive phenomenon.

The present study begins with an extensive literature review, primarily focusing on the effects of social media usage effects on students. Social media usage has become a vital component in the lives of individuals, especially students. People use social media for communication, information exchange, and entertainment to stay updated. It has become a necessary aspect of

modern life. Many factors affect students' academic performance in the complex world of higher education. The present study synthesizes various comprehensive views of empirical analyses and conceptual frameworks to fully explore the complex factors that influence students' academic performance downfall in education.

Next, a meticulously crafted research model is proposed, with each independent, dependent, and control variable duly identified. This model is designed for empirical validation, specifically in the context of university students in India. The study's hypothesis is carefully framed to comprehend the relationship between independent variables, such as privacy concern, information overload, and social media addiction, and their impact on emotional and social media exhaustion, and further their relationship with academic performance decrement.

The survey was conducted with utmost care in Indian universities. Initially, we meticulously referred to the India NIRF University Rankings 2023 report, identifying 34 private universities ranked among the top 100. These universities were purposefully selected for data collection, ensuring a comprehensive representation. Thus, the present study employs purposive sampling for data collection, a method known for its precision and reliability.

The present study employed a thorough array of data collection and analysis tools, leaving no stone unturned. We collected the data using Google Forms, a widely used and user-friendly platform, and analyzed it using Microsoft excel, IBM SPSS 22.0, and Smart PLS 3.0. Each tool was chosen for its specific purpose in the data analysis, ensuring a comprehensive approach.

The data cleaning process was performed to remove data errors, including outliers and missing values. Secondly, some necessary tests were conducted, such as Harmans's single factor test, a common method to detect common method bias in survey research. This test involves running a factor analysis on all the items in the survey to check for a single factor that explains a majority of the variance. In our case, the test indicated that common method bias is not likely to affect our results. Moreover, descriptive statistics of the demographic respondents' profiles and social media user profiles were performed to analyze the population's characteristics.

This study used five metrics for measuring the reliability and validity: Factor loadings, Cronbach's Alpha (CA), Composite Reliability (CR), Average Variance Extracted (AVE), Heterotrait-Monotrait (HTMT) ratio, and Discriminant Validity. The constructs' measurement model and the items' factor loadings for all variables were analyzed. Furthermore, the proposed research model is assessed using structural equation modelling (SEM).

The PLS-SEM was utilized for analyze the data. This method of analyzing the data has gained popularity as a research technique due to its flexibility and ability to handle complex interactions between variables, particularly in social sciences and business studies. PLS-SEM as a powerful multivariate analytical method for assessing and validating latent constructs and their interactions within structural models. Unlike other methods, PLS-SEM does not require strict assumptions about data distribution, making it suitable for non-normal data distributions. In addition to its adaptability, PLS-SEM is practical as it can be used with smaller sample sizes. The sample size calculation, guided by the ten times rule provides a clear guideline. This rule suggests that the sample size should be at least ten times the number of independent variables. The most complex regression in the PLS path model considers both measurement and structural models. It was noted that the scales have reliable internal consistency. The average variance extracted (AVE) metric displays the extent to which the indicators of a construct evaluate and converge on a common underlying concept. The discriminant validity is the degree to which a latent construct in a measurement model differs from other constructs. The Hetrotrait-Monotrait (HTMT) ratio was computed to understand the discriminant validity of the components. The HTMT was employed in the framework of structural equation modelling (SEM) to assess discriminant validity. The analysis reveals that for every latent variable, the square root of the AVEs is greater than the construct intercorrelations. This finding strongly suggests that the measurement model's discriminant validity is indeed satisfactory, further bolstering the robustness of our research. The square root of AVE for each latent variable is higher than the intercorrelations of constructs. The HTMT values are under the threshold limit of 0.90, which confirms the discriminant validity. Thus, it is concluded that the discriminant validity of the measurement model is acceptable. The variance inflation factor (VIF) values are less than 3, lower than the threshold limit of 5. The standard root mean square residual (SRMR) value was 0.071, lower than the threshold limit of 0.08.

The study presents an extensive analysis of thoroughly reviewed literature and statistically analyzed data that provides valuable insights into the impacts of excessive digital engagement, particularly the adverse effects of social media use on academic outcomes. The current study has significantly contributed to the existing literature and the social media-oriented policies and procedures of students at Indian universities. This study underscores the multifaceted nature of addressing the relationship between social media-induced stress and academic performance. It emphasizes the significance of implementing interventions that promote students' well-being and academic success, making them feel cared for and valued. Additionally, the study stresses the importance of students' familiarity with social media policies, urging mindful use to avoid information overload and mental exhaustion. However, the key to success in this endeavor lies in the collaboration between educators, administrators, and social media entities. This partnership is essential in cultivating a conducive digital environment that supports student achievement.

Extensive use of social media platforms can lead to information overload, necessitating heightened awareness among students regarding its adverse effects and the implementation of preventive measures. These measures may include time management techniques such as prioritizing academic tasks, minimizing usage duration, and utilizing filters to regulate the influx of information. Furthermore, motivating students to adopt approved platforms that emphasize privacy and feature user-friendly interfaces is imperative. This study illuminates essential points by emphasizing a balanced approach to social media usage, acknowledging its educational merits, and cultivating awareness of potential drawbacks among students. This research underscores the value of social media for students, highlighting its potential to enhance learning and academic achievement while acknowledging its impact on academic success. The study identifies practical strategies that can be implemented to minimize the harmful effects of social media, thereby creating a more supportive environment for academic success. These strategies are theoretical and can be applied in students' daily lives.

Educators play a pivotal role in addressing the detrimental effects of social media on students' well-being. Educational institutions may collaborate with social media platform developers to design and promote an intuitive user interface. This interface can effectively aid users in

proficiently managing incoming materials and information, consequently mitigating the risk of information overload. University administrators must formulate policies and procedures that safeguard students' online privacy and reduce stress arising from social media usage. Additionally, universities should provide resources for mental health support and counseling services to address challenges such as emotional exhaustion, psychological distress, and social media overload. The study emphasizes the value of comprehensive educational programs that equip students with the tools to navigate the digital world. It underscores the need to prioritize students' overall well-being and to incorporate these concepts into the broader education framework.

Furthermore, educators can leverage social media platforms to enhance teaching and learning methods, as well as to facilitate the seamless integration of technology and foster the cultivation of ideas utilizing 21st-century skills. Since students extensively use social media for knowledge exchange and entertainment, educators must teach them its advantages and drawbacks. Educational institutions should consider implementing supportive measures, such as stress management courses, mental health resources, and adaptations to online learning frameworks. More importantly, encouraging comprehensive discussions about the potential risks associated with excessive social media usage can empower students to make informed decisions about their digital habits and foster a sense of inclusivity in addressing these challenges.

Social media platform developers play a crucial role in improving online experiences. By implementing features that manage screen time, promote meaningful interactions, and prioritize positive content, they can contribute to a healthier online environment. However, it is essential for developers always to prioritize user welfare. They can support user welfare and mitigate excessive platform use by focusing on data privacy, collaborating with professionals, and implementing evidence-based strategies. This might involve introducing new features like customizable feeds and notification settings to reduce information overload. By prioritizing user privacy and emphasizing practical knowledge sharing, developers can help create a more resilient online ecosystem. The research findings are valuable for developers as they provide insights into the behavioral and psychological factors underlying user experiences. The study

advocates for responsible technology that prioritizes user needs and enhances positive online interactions while reducing exposure to potentially distressing content. It aims to foster a collaborative relationship between researchers and developers, encouraging mutual understanding and shared responsibility in designing platforms prioritizing users' mental health and academic success.

ACKNOWLEDGEMENT

First and foremost, I am deeply grateful for the divine nature's blessings that have guided and fortified me throughout this research journey. These blessings, in the form of good health, strength, inspiration, determination, and light, have been instrumental in my ability to accomplish this task. Writing this thesis has been a truly enlightening experience. I am deeply indebted to all those who have assisted me in various ways, without whom this study would not have been possible.

I would like to express my deepest appreciation to my supervisor, Dr. Rahul Bodhi, Assistant Professor-Senior Scale at the School of Business, UPES. The completion of this thesis would not have been possible without his unwavering guidance and support. Dr. Rahul Bodhi dedicated time and extensive effort to reviewing multiple drafts of my work, offering invaluable feedback, and posing thought-provoking questions. His guidance enabled me to demonstrate my capabilities and achieve new levels of success. I am truly thankful for his belief in my potential and for inspiring me to strive for excellence in my research. Without his encouragement, achieving this milestone would have seemed unattainable. Additionally, I am immensely grateful for his kindness, encouragement, and empathy throughout my research journey and for his adept handling of the challenges we encountered.

I am grateful to our Vice Chancellor, Dr. Ram Sharma, for creating an excellent academic environment and providing high-quality research facilities at UPES Dehradun. These resources have played a crucial role in the successful completion of my thesis.

I want to express my heartfelt gratitude to Mr. Manish Madaan, Registrar at UPES Dehradun, for his invaluable support and suggestions. Mr. Madaan, with his wealth of experience and expertise, has consistently provided me with astute counsel and profound insights despite his demanding academic and professional commitments. I am deeply appreciative of the unwavering support that Mr. Madaan has graciously extended to me.

I would like to thank the Dean Research, UPES Dehradun, for his timely responses at various milestones during my academic research journey. His willingness to allocate time from his busy schedule to critically assess my work and offer direction to my research pursuits has been instrumental in shaping my academic journey.

I want to express my deep appreciation to Mr. Rahul Nainwal, Director at the School of Business, UPES Dehradun, for providing an outstanding academic environment at School of Business.

I would like to thank to Dr. P. C. Bahuguna, Research Coordinator at School of Business, UPES Dehradun. Their valuable suggestions and constructive comments during progress review presentations that helped me improving this thesis.

I would also like to thank to Dr. Anita Sengar, Cluster Head of Business Studies, Strategy and Leadership, School of Business, UPES for her valuable comments during progress review presentations have been instrumental in refining this thesis.

I would also like to thank to Dr. Anurag Singh, BITS Dubai for his unwavering support and profound insights despite his demanding academic and professional commitments.

Once again, I extend my thanks to my supervisor, Dr. Rahul Bodhi for his invaluable guidance and commitment to high standards of research. His insightful and genuine suggestions have been instrumental in shaping the direction of my academic work. His mentorship has been an essential cornerstone in my academic journey.

I owe and dedicate this incredible accomplishment to my loving and supportive family. Their unwavering support and unconditional love have been the cornerstone of my success. I am eternally grateful for the sustained encouragement, unwavering support, boundless motivation, and loving blessings from my husband, Mr. Sanyam Nagalia; my son, Master Reyan Nagalia; my father, Mr. Sandeep Kumar Gupta; my mother, Mrs. Uma Gupta; my brother, Mr. Abhishek Gupta; and other family members. Their love and support have been

my guiding light, providing me with the strength and perseverance to achieve this milestone. I hope that this achievement fills them with pride and joy.

I am incredibly grateful to my friends for their unwavering kindness and generosity throughout every step of my research journey. Their unwavering support, whether it was through providing valuable feedback, lending a listening ear, or offering words of encouragement, has been a cornerstone of my progress. I also want to extend my heartfelt appreciation to the scholars in other departments for not only being exceptional friends but also for their valuable contributions as colleagues. The exchange of knowledge and insights has been instrumental in broadening my perspective and enhancing the quality of my work. Their unwavering support during challenging times has been a source of great strength.

Furthermore, I cannot overstate the importance of the assistance provided by the Career Services Department at UPES, Dehradun. Their dedicated cooperation and guidance have played a pivotal role in shaping my academic and professional journey. I am sincerely thankful for their unwavering support and valuable insights, which have been instrumental in my growth and development.

Scholar Name: Taruni Gupta
SAP ID: 500080034
Date: 03/10/2024
Place: Dehradun

TABLE OF CONTENTS

	Page No.
Declaration of the Student	iii
Certification of Supervisor	iv
Abstract	v-xi
Acknowledgement	xii-xiv
Table of Content	xv- xviii
List of Abbreviations	xv
List of Tables	xx
List of Figures	xxi

Chapter 1 Introduction

Sr. No.	Title	Page No.
1.1	Background of the study	1-2
1.2	Motivation of the study	2-3
1.3	Need of the study	3-5
1.4	Business problems	5-6
1.5	Research problems	6-7
1.6	Organization of the thesis	7-8
1.7	Chapter summary	8

Chapter 2 Literature Analysis and Theoretical Background

Chapter 3 Research Design

Chapter 4 Data Analysis & Interpretation

Chapter 5 Discussions, Conclusions, Recommendations, Limitations and Future Research Directions

LIST OF ABBREVIATIONS

APD   Academic Performance Decrement

AVE   Average Variance Extracted

CA   Cronbach's Alpha

CMB   Common Method Bias

COR   Conservation of Resource Theory

CR   Composite Reliability

EE   Emotional Exhaustion

GPA   Grade Point Average

HEI   Higher Educational Institution

HTMT   Hetrotrait- Monotrait

ICT   Information and Communication Technology

IO   Information Overload

NIRF   National Institutional Ranking Framework

PC   Privacy Concerns

PG   Postgraduate

PLS-SEM   Partial Least Square Structural Equation Modelling

SD   Standard Deviation

SMA   Social Media Addiction

SMF   Social Media Fatigue

SNS   Social Networking Sites

SRMR   Standard Root Mean Square Residual

SSO   Stressors-Strain Outcome Framework

UG   Undergraduate

VIF   Variance Inflation Factor

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1. INTRODUCTION

1.1. Background of the study

Social media has changed how people interact, communicate, and share information. Social media is a tool used to foster interactions, share knowledge, and exchange ideas within virtual communities and networks (Zeng, Wang & Liu, 2023). Thus, social media provides seamless communication between communities and individuals. It has eradicated time zones and geographic restrictions, enhancing global connectivity. According to a recent report, around 4.76 billion people use social media platforms globally. The use of social media has gradually increased as approximately 59.4% of the total global population uses some kind of social media platform (Digital Report, 2023). Furthermore, according to Digital Report (2023), an individual has registered on an average of 8.7 platforms compared to an average usage of 7.2 platforms worldwide. Facebook is a leading platform, followed by YouTube, WhatsApp, Instagram, Twitter, and Snapchat (Digital Report, 2023).

Social media has become crucial in individuals' lives because of its easy user interface, which helps its users connect well with the worldwide audience and gather information (Far, Chen, & Lee, 2023). Nowadays, social media is extensively used in universities and academic institutions. Students have constant and active access to these platforms, which help them with everyday tasks (Carrier, Spradlin, & Bruce, 2015). Moreover, universities share information and use such platforms to communicate effectively with their students (Ohara, 2023). Class instructors use various platforms to create assignments, conduct assessments, and mark students' tasks virtually (Sanchez-Diaz & Morgado, 2023).

Social media platforms have rapidly gained popularity and have transformed students' lives. On the one hand, they enhance communication and interaction and help students perform their daily academic tasks. Moreover, they aid the students in completing their assignments and projects by providing access to a plethora of information and help them create and maintain relationships (Neikirk, Chen, & Wallace, 2023). On the other hand, they have some

negative consequences. Students must sign up and register for social media platforms to access their services, which raises concerns about safeguarding privacy (Jain, Shukla, & Kumar, 2021). The urge to scroll through platforms for information and continuous use of these platforms has given birth to social media addiction (Bhargava & Velasquez, 2021). Moreover, students are engaged on multiple social media platforms, receiving continuous pop-ups and messages, leading to information overload (Oja, 2023). Furthermore, prior studies have mentioned that these factors may contribute to students' emotional exhaustion and social media fatigue (Hsu, Wang, & Chou, 2023).

Based on prior literature, extensive social media usage affects students' personal and emotional well-being and academic performance. Thus, the impact of social media platforms has escalated the interest of practitioners and scholars. Previous literature has indicated that several factors, such as government regulation, legal environments, and the availability of specific social media platforms, affect social media usage in terms of duration and intensity. Hence, it is crucial to understand how digital platforms such as social media influence various social and user-related factors that affect the academic performance of students.

1.2 Motivation of the Study

Social media has become incredibly popular among students and young adolescents. Students use it to complete academic tasks and different projects, and for entertainment purposes. They provide personal details to register on these platforms, which often serve as hubs for sharing personal information. However, students are vulnerable to potential threats such as identity theft, cyberbullying, and unauthorized access to sensitive data (Faucher, Jackson, & Cassidy, 2020). Abidin et al. (2023) suggests that social media users, including students, often share personal information without fully understanding its terms, conditions, and consequences. Consequently, students experience worries regarding their privacy. Moreover, they are worried about the potential misuse of their data on such platforms (Digital Report, 2024; Neuwirth, 2023). This serves as a reminder to the students to understand and comprehend the fine line between social media's convenience and the need to protect their privacy.

The excessive use of social media can cause addiction in students as they continuously seek more information on various subjects. This addiction results from endless scrolling, liking,

and sharing of content that may not be more significant or immediately valuable for them. As a result, social media addiction has become a concerning issue due to its unparalleled connectivity. Moreover, this addiction can have negative consequences on students' mental well-being, interpersonal relationships, and academic performance (Mohamed-Amar et al., 2023).

Excessive information overflow gives rise to social media overload. The constant flow of news, updates, and opinions creates a cognitively overwhelming situation for the students, who face issues due to the explosion in social media content (Bauman & Rivers, 2023). Each platform is unique and offers different features. The excessive information on such platforms lead to emergence of online fatigue or social media fatigue (Lee, Son, & Kim, 2016). Excessive exposure to emotionally charged content leads to emotional exhaustion. The diverse information on social media platforms can evoke a range of emotional responses, including happiness, sadness, and fatigue (Morris, Jackson, & Levine, 2024). Furthermore, such information overload in the digital age hinders effective learning, as students become demotivated and unable to focus (Berg & Lepp, 2023).

In the Indian educational context, students' academic progress and achievements are often measured by their scores and percentages (Alam & Mohanty, 2022). This cognitive overload has affected students' learning and retention, resulting in a weaker understanding of subjects and decreased academic performance. A study by Kolhar, Kazi, and Alameen (2021) highlighted that students struggle to focus during lectures or study sessions. Another study identified that students' attention spans have decreased due to their habit of constantly scrolling and tapping on social media platforms (Evans & Robertson, 2020). Hence, the undue use of social media may negatively affect students' academic performance (Almutairi et al., 2022).

1.3   Need for the Study

The exchange of ideas, information gathering, and a constant need to communicate with peers are essential parts of individuals' lives (Bauman & Rivers, 2023). Students use different platforms to stay updated and communicate to complete their regular academic tasks (Kolhar, Kazi, & Alameen, 2021). Prior literature have suggested that this urge to complete

daily assignments and academic tasks has led to weariness and fatigue among students (Lee, Son, & Kim, 2021). Students constantly search for information on different platforms to understand a particular topic or problem statement better. Social media platforms facilitate such interactions and communication for their users. However, multiple processes of searching and gathering information may lead to burnout, detachment, and disenchantment often associated with information overload and privacy depletion (Chisholm & Hartman-Caverly, 2022). Furthermore, excessive information has led to overload and raised concerns about privacy depletion, potentially contributing to social media addiction (Zheng, Lee, & Wang, 2023). Thus, it is imperative to know how the use of social media affects student-related outcomes, such as personal and academic well-being.

This increased media usage has resulted in an alarming rise in fatigue caused due to social media. This fatigue can cause emotional exhaustion, a condition marked by increased stress, worry, and diminished emotional well-being (Sheng, Zhang, & Li, 2023). Studies have shown that there are negative effects of using social media on students' productivity, face-to-face interactions, and mental well-being. The vast amount of information on these platforms often overwhelms students, making it challenging for them to process and retain the necessary information effectively. Furthermore, it may result in lower well-being and mental health issues. Thus, recent studies have suggested that social media fatigue is caused due to extreme information on social media (Dhir et al., 2019). Research has indicated that students face academic focus and especially require a break every 10-15 minutes to improve their focus. It is suggested that some transitioning activities be included every 15-20 minutes to help enhance the students' attention spans (Rice, 2023). Excessive scrolling and liking on social media create a challenge for the students to keep track of the minute, leading to weariness (Mujica, Lewis, & Shiloh, 2022). According to Mehmood and Siddiqui (2023), emotional difficulties significantly impact students' academic achievements and performances by impairing focus, motivation, and cognitive functioning. Such exposure can lead to happiness, sadness, and fatigue. Thus, the excessive inflow of information often leads to decreased focus and motivation (Berg & Lepp, 2023) in students, resulting in poor academic performance (Al-Furaih & Al-Awidi, 2021). Hence, it is critical and essential to understand how excessive social media usage affects psychological outcomes.

In today's modern digital age, it is imperative to examine the interconnections between social media use and how it affects student-related outcomes. The emergence of this research area is essential to gain a deeper understanding of how persistent and intense use of digital platforms may influence the academic pursuits of students (Liu, Zhang, & Chen, 2023). Previous research findings have suggested that digital media impacts mental well-being and academic success, highlighting the need to study these contexts further. Social media platforms may require proper guidelines to protect students' well-being and academic performance while maintaining a healthy balance. An integrated theoretical framework would be required to fully understand the link between emotional exhaustion, declining academic performance, and social media fatigue (Zheng et al., 2023). Such a framework should consider various factors, including the type of content consumed, frequency, quality of social media usage, and individual differences in coping strategies. Hence, social media-related factors and user-related factors affect student outcomes, and they should be studied.

1.4 Business Problem

Social media is used in various forms and differs from the perspective of educators, students, and developers. It plays an essential role in academic research as well. Due to the widespread use of these platforms, universities and academic institutions are actively seeking to understand the influence of the use of social media on students as it is actively being used by students to manage their daily activities. Thus, students interact, communicate, and engage with information on social media platforms in new ways. According to recent reports, students use social media platforms to assist them with academic assignments and to explore new ideas for projects and entertainment (World Economic Forum, 2020). However, it is often difficult for them to concentrate on their studies, which may negatively affect their academic performance (World Economic Forum, 2020). Hence, it is a critical concern for educational institutions worldwide.

Increased use of various platforms on social media has raised concerns about the well-being of university students (World Economic Forum, 2020). This report emphasized that social media usage and its related issues, such as depression, anxiety, and stress, are of significant concern at the university level. It impairs students' ability to process and retain knowledge due to cognitive overload and poor time management. Social media addiction, privacy concerns, information overload, and fatigue can visibly affect students' academic

performance. The widespread use of social media platforms has resulted in addictive behaviors that divert students' attention from academic tasks, making it an area of concern for educational institutions.

Educational institutions utilize social media platforms to communicate and share important information with students. It is necessary to thoroughly investigate the impact of social media dependency and the overwhelming influx of information. Previous studies have suggested that frequent use of social media and the abundance of information may lead to online fatigue and emotional issues. Emotional exhaustion negatively affects motivation and focus, hindering effective learning (Berg & Lepp, 2023). These issues are significant concerns for educators and university administrators.

Social media addiction is a common issue that raises various other concerns. It results in decreased focus and poor time management, reducing university learning engagement. Students have become addicted to scrolling through these platforms without academic purpose or needs (Purohit & Holzer, 2021).

The inherent nature of social media, which involves sharing personal information and data, raises legitimate privacy issues among students. Many students worry about the privacy of data on social media platforms, as these platforms are designed to exchange personal information and data. Overwhelming concerns and anxiety around privacy violations may strain students' cognitive capacities, making it difficult to focus on daily academic work and lowering their academic scores. Social media platforms help students to share personal information, which exposes them to hazards such as identity theft, cyberbullying, and illegal access to sensitive data. The potential misuse of personal information can cause students to feel vulnerable and apprehensive, impairing their ability to focus on their studies and other academic development activities at the university.

1.5   Research Problem

Students use social media platforms for seamless communication and academic sharing of ideas and information (Kircaburun et al., 2020). The use of social media platforms has significantly increased in modern society and has led to social media-related strains. It has raised concerns about how these factors could impact students' academic performance from

the research perspective. Excessive dependence on social media has been shown to impede individuals' ability to perform daily functions and can lead to heightened levels of stress, anxiety, and health complications. Additionally, it raises concerns regarding the adverse ramifications of students' social media engagement, including digital addiction, privacy breaches, and information overload, all of which may compromise their pursuit of academic endeavors and overall well-being.

Over-reliance on social media platforms has the potential to result in online addiction. Research suggests that social media addiction can lead to various interpersonal challenges and neglect of essential responsibilities in everyday life, resulting in increased stress, anxiety, and health issues (Kuek et al., 2023). Students may develop a reliance on these platforms, wasting time scrolling and consuming unimportant online content (Bhargava & Velasquez, 2021). The excessive use of these platforms has been linked to difficulties in concentration and reduced motivation, potentially hindering students' ability to complete their work and excel academically.

Accessing various social media platforms requires students to enter personal details to log into their accounts, which is a prerequisite for using the interface (Habib et al., 2020). This requirement often makes students feel vulnerable to losing their personal information on social platforms and can contribute to feelings of stress (Pang & Ruan, 2023). Increased exposure to social media has also been associated with emotional exhaustion, lack of energy, difficulty focusing, online fatigue, and reduced motivation in students.

1.6   Organization of the Thesis

The thesis is organized into five main chapters. Below is a brief outline of each chapter's contents and coverage.

Chapter One presents the study's introduction, discussing the background, motivation, need for the study, business problem, research problem, and a chapter summary in detail.

Chapter Two covers an extensive literature review and conceptual development related to business and research problems, as well as the need for this study. The literature review addresses the identified research variables. Additionally, the chapter outlines the conceptual development of the reviewed literature. Definitions of the identified research variables are

provided, including social media addiction, privacy concern, information overload, emotional exhaustion, social media fatigue, and academic performance decrement. The theoretical frameworks of "Conservation of Resource (COR) theory" and "Stress-Strain Outcome (SSO) model" are discussed. Research gaps, research questions, and study objectives are also identified.

Chapter Three focuses on the research design. It includes an introduction, the research scope, and the study's assumptions. The research variables are thoroughly explained, and a research model is proposed to facilitate hypothesis development. Furthermore, a research methodology is discussed, and the means for surveying the target sample is highlighted. The sampling design and design of the measurement instruments are discussed. The format of the questionnaire is discussed to serve as the basis for the pilot study. Hence, it is comprehensively explained. Finally, the tools used for data analysis and visualization during data collection are comprehensively covered in this chapter.

Chapter Four presents' data analysis and interpretation. It comprehensively explains data analysis using PLS-SEM and insights from internal consistency reliability and discriminant validity. Furthermore, the chapter discusses hypotheses and their corresponding results on each of the variables which has been studied while conducting this research.

Chapter Five summarizes the conclusions from the literature review and the data analysis. It also presents the conclusions derived from the measurement (outer) and structural (inner) models. Additionally, the chapter recommends a policy to help future researchers conduct efficient research. The research contributions and implications are discussed, shedding light on the research limitations and future scope of the research.

1.7 Chapter Summary

The current chapter outlines the study's background and the motivation for conducting the research. It also discusses the need for study, along with business and research problems. Additionally, it lays the foundation for the organization and writing of the thesis. The following chapter provides an in-depth literature review to establish the theoretical foundation for the present study.

CHAPTER 2. LITERATURE ANALYSIS AND THEORETICAL BACKGROUND

2.1.   Introduction

Social media is a platform where users create and share content, collaborate, and communicate with others (Khalayleh & Al-Hawary, 2022; Hanafizadeh et al., 2021). Belle (2023) suggests that Facebook, WhatsApp, Instagram, and YouTube are among the most widely used social media platforms (SMPs). According to the *"Digital Report"* (2024), there are approximately 5.61 billion social media users, which accounts for more than 62.3 percent of the world's population. Prior literature have suggested that each social media platform encourages different ways of user interaction (Giannikas, 2020). Students use different social media platforms daily, and these platforms have a multi-generational user base. Social media offers a multifaceted experience, facilitating diverse interactions and content sharing by consistently innovating and introducing features such as image and video sharing, comment sections, story creation, status updates, private messaging, user tagging, and live content streaming (Clark & Moloney, 2020). This dynamic evolution has not only captivated the audience but also showcased the adaptability and continuous scope of improvement in social media platforms, further reflecting the ever-changing nature of this technology.

Educational institutions have utilized the potential of social media to create communities that efficiently connect with their large student populations and ensure the effective dissemination of vital information (Jabbar et al., 2021). Social media platforms have evolved, with messengers like WhatsApp serving as viable alternatives to traditional communication methods. These messengers enable the exchange of various types of media such as text messages, videos, images, geographical locations, documents, and voice and video calling (Gebbia et al., 2021). Messengers are used to share information and transmit content, and they have been observed to enhance user efficiency, satisfaction, and contentment (Udenze & Oshionebo, 2020). This highlights the diverse roles that social

media platforms play in maintaining relationships, facilitating self-expression, providing entertainment, and serving informational or instructional purposes.

2.2. Literature Review & Conceptual Development

Social media is used to share ideas and information, gather knowledge, entertain, and spread awareness across all age groups (Goriss-Hunter et al., 2022). However, it has various adverse effects on users, particularly students, including online fatigue and other psychological issues (Tandon et al., 2022; Kaur et al., 2021). This literature review aims to identify research gaps based on existing studies and propose research questions. Furthermore, it seeks to establish the study's objectives and empirically examine them using integrative and theoretical frameworks. Numerous essential factors affect students' academic performance in Higher Education Institutions (HEIs). This literature review draws upon diverse empirical and conceptual studies to investigate the multifaceted elements contributing to students' academic performance.

2.2.1 Concept and definitions of social media

Social media platforms enable users to create content, share knowledge, and disseminate information. They also help build brand image, gain popularity, and develop user connections (Tandon et al., 2020; Digital Report, 2024). A study by Jung (2021) stated that social media platforms offer numerous benefits, such as self-expression, entertainment, convenience, surveillance, documentation, and innovation. Another study by Chen et al. (2020) highlighted that the platforms have a significant role in distributing and monitoring crucial news and developments across diverse regions. Bossetta and Schmøkel (2023) found that most active social media users are between the ages of 18 and 29, contributing to about 95% of the platform's overall content. Such platforms have evolved into valuable tools for educators and students, serving as platforms for professional development, networking, and technology integration in the classroom (Perez et al., 2023). Previous studies have demonstrated that digital platforms positively impact communication and interaction in online asynchronous courses. Thus, indicating potential benefits for student engagement and connections (Rasheed et al., 2020). However, it is crucial to further explore how social media platforms influence assessment and affect learning outcomes (Dumont, 2021; Levin & Mamlok, 2021). Social media is used in everyday life as it

provides its users with a space to freely share their experiences, creativity, thoughts, and knowledge. It also offers opportunities for continuous learning by exposing users to new ideas in the digital space (Jabeen et al., 2023b). Users are often troubled by the constant influx of platform notifications and the compulsion to react to others' posts, such as liking, commenting, or sharing to enhance connectivity and reach in the global digital space (Kitchens et al., 2020). While social media has simplified many aspects of life, the negative effects associated with its usage need further investigation.

Today, social media platforms are used for both social and educational objectives, including socializing, meeting new people, projecting a more popular self, and pursuing informational and educational goals. However, the consequences and challenges of this digital revolution, particularly in the context of students, require further study. The following definitions based on the prior literature are given below in Table 2.1.

Table 2.1 Definitions of social media

Sr. No.	Definitions	References
1.	"A group of Internet-based applications that build on the ideological and technological foundations of web 2.0, and that allow the creation and exchange of user-generated content."	(Kaplan, 2015, p. 197)
2.	"The digital means of interactions between people in which they create, share, and exchange knowledge and ideas within virtual communities and networks."	(Muliadi et al., 2024, p.823)
3.	"User-generated content creation, sharing, and social interaction—often through text, images, videos, and links—are referred to as social media."	(Jameel et al., 2024, p. 171)

| 4. | "Online spaces that enable users to establish connections, create and exchange content, and interact with others in real-time, blurring the lines between producers and consumers of information." | (Bialaszewski et al., 2024, p. 53) |

Source: Author's own compilation

2.2.2 Concept and definitions of privacy concerns

Social media platforms typically require personal information and other details for registration (Breuer et al., 2023). In today's digitally interconnected society, there is a growing trend of individuals willingly sharing their personal information publicly via online platforms (Omotayo & Olayiwola, 2023). Prior studies indicate that users frequently pay more attention to how third parties may utilize their information (Langer & Landers, 2021). However, many users are often unaware of the complex algorithms that social media use for targeted ads and customization (Büchi et al., 2023). Di Minin et al. (2021) defined privacy concerns as those related to the disclosure and misuse of personal information, including online tracking, data mining, and identity theft, and highlighted the impact of these concerns have on user behavior trust.

Privacy concerns related to social media arise from the mental and emotional response to the potential misuse of personal information. These concerns stem from sharing content, engaging with other users, and the policies and practices of the platforms themselves (Cheng et al., 2022). Users' privacy concerns are complex and involve balancing personal data protection with the desire for connectivity. These concerns influence how students behave online, emphasizing the important role educational institutions play in addressing these issues. A prominent theme in the literature revolves around the tension between safeguarding personal information and the desire for social interaction. Users often feel anxious about how their privacy is handled when sharing personal information online, particularly on social networking platforms (Cain & Imre, 2022). Moreover, students commonly use various platforms such as WhatsApp, Instagram, and Snapchat to share ideas and nurture relationships, which may expose them to potential privacy breaches. The urge to gather and manage personal data on social media has become more prevalent in the digital age (Acquisti et al.,2020). The potential misuse of personal information,

surveillance, and the adverse effects of oversharing are leading causes of privacy-related issues. Privacy concerns can distract students from their academic goals, leading to emotional distress (Conijn et al., 2022). Prior studies have stated that students value the convenience of social media and may also harbor concerns about exposing sensitive information (Oeldorf-Hirsch & Srinivasan, 2022). Thus, prior literature suggests that privacy concerns can contribute emergence of fatigue caused due to use of social media (Zhang et al., 2022). The following definitions, based on the prior literature, are provided in Table 2.2.

Table 2.2 Definitions of privacy concerns

Sr. No	Definitions	References
1.	"Privacy concerns in the context of social media usage is the cognitive and emotional response to perceived risks and threats to personal information and privacy, stemming from sharing content, interactions with other users, and platform policies and practices."	(Jozani et al., 2020 a, p. 107)
2.	"Privacy concerns in social media encompass a range of worries related to the disclosure and misuse of personal information, including the potential for online tracking, data mining, and identity theft, and the impact of these concerns on user behavior and trust."	(Hummer & Rebovich, 2023,p.38)
3.	"Privacy concerns in social media refers to the unease or apprehension individuals experience when they perceive their personal information, communications, or online activities to be vulnerable to surveillance, data breaches, or unauthorized access by other users or third parties."	(Hassanzadeh et al., 2021,p. 374)
4.	Privacy concerns are dynamic, and multifaceted, and may change as technology advances.	(Kawaf et al., 2024)

2.2.3 Concept and definitions of social media addiction

A compulsive urge to engage in digital space regularly can lead to addiction (Zhuang et al., 2023). Prior studies have stated that over two-thirds of internet users frequently use social networking sites (SNSs), underscoring the pervasive nature of social media in today's digital landscape (Jenkins et al., 2020; Dhir et al., 2021). An interview with YouTube's co-founder and former CEO, Chad Hurley, suggested that the rapid increase in social media data production and consumption inevitably leads to social media fatigue, an issue that requires further research. Furthermore, social media users express intentions to leave these platforms due to increasing digital addiction and fatigue (Brailovskaia & Margraf, 2024). The expansion of the user base for major digital platforms is decelerating, resulting in an apparent decline in user engagement (Mazur & Serafin, 2023).

Researchers have explored a potential link between social media use and disrupted sleeping patterns (Tandon et al., 2020). Additionally, it showcased that excessive digital platform use negatively influences students' relationships, academic performance, and social engagement. Prior studies suggest that users become overwhelmed by the excessive inflow of information (Sheng et al., 2023). Therefore, Dhir et al. (2021) state that social media fatigue harms users' physical and mental health.

Previous literature have highlighted the impact of integrating digital skills and information and communication technologies (ICT) on academic success (Ben et al., 2022). The digital divide, which results in unequal access to technology, impacts students' ability to use educational resources and affects their academic performance. An in-depth analysis of this digital disparity reveals its complex connections to students' academic achievement, underscoring the urgent need to address this issue (Sarwar et al., 2023). Due to advancements in social technologies, social media platforms might help students in their academic endeavors (Vandeyar, 2020). In today's educational landscape, students actively participate in online learning platforms and increasingly rely on social media for educational purposes. However, students may also become distracted by unrelated content or spend excessive time on social media, neglecting their academic responsibilities. The following definitions, based on the prior literature, are exhibited in Table 2.3.

Table 2.3 Definitions of social media addiction

Sr. No	Definitions	References
1.	"Excessive, compulsive, and recurrent use of social media platforms to the detriment of an individual's daily life and well-being."	(Duradoni et al., 2020, p. 24)
2.	Social media addiction is a "maladaptive pattern of social media use", often driven by a perceived need for online social validation and a growing preoccupation with digital interactions, leading to negative offline consequences.	(Marino et al., 2023, p. 107572)
3.	Social media addiction is an addictive behavior associated with the loss of control over the use of social media, often resulting in neglect of real-life responsibilities and negative outcomes.	(Aslan, 2020)
4.	"Social media addiction has been defined as a phenomenon marked by excessive use of social media platforms, leading to cognitive preoccupation, emotional dependence, and withdrawal symptoms when attempting to disengage from digital social interaction."	(Ajibade & Zaidi al., 20203, p. 13)
5.	The term social media addiction refers to the condition in which people use social media obsessively, frequently without self-control, and motivated by the desire for online social rewards.	(Kwak et al., 2022)

Source: Author's own compilation

2.2.4 Concept and definitions of information overload

Information overload occurs when "individuals are confronted with excessive information that exceeds their ability to process or handle it effectively" (Bawden & Robinson, 2020). As a result, users may experience exhaustion, leading to reduced motivation, which impacts students' ability to focus on academic responsibilities (Hu & Yeo, 2020). Researchers have explored the relationship between information overload and social media usage,

highlighting the intricate dynamics of this phenomenon (Masood et al., 2020). Therefore, it is essential to understand how information overload can lead to emotional exhaustion and other psychological outcomes.

The popularity of social media continuously brings new features and updates, which can overwhelm users who may struggle to adjust to these new features or interfaces (Hilbolling et al., 2021). Although social media is a valuable tool for maintaining connections and communication, excessive information can force users to engage with irrelevant content like spam, rumors, gossip, and forced content, causing information overload. Additionally, users are often expected to demonstrate their commitment to their social media connections by actively engaging with them through commenting and liking their posts, displaying their work and content to the connections, and regularly sharing information (Shawky et al., 2020. It causes a significant social burden on users and, if not managed effectively, could cause social overload (Bawden & Robinson, 2020). Definitions based on the prior literature are provided below in Table 2.4.

Table 2.4 Concept and definitions of information overload

Sr. No	Definitions	References
1.	"Social media addiction is a crucial factor that leads to negative outcomes due to the usage of information and communication technologies (ICTs)."	(Nugapitiya & Wickramarachchi, 2023, p. 1)
2.	"Information overload is the condition of information overload on social media. It refers to people's exposure to excessive information beyond their cognitive processing ability, making it difficult for them to organize, prioritize, and derive value from the information."	(Al-Youzbaky et al., 2022, p. 195)
3.	Information overload is a cognitive load brought by to deluge of content, notifications, and information on social networking sites. It can impair users' capacity to concentrate and make wise decisions.	(Forman, 2023)

| 4. | Information overload refers to consuming "an excessive amount of information on social media" frequently causes cognitive fatigue, a decrease in attention span, and difficulties identifying trustworthy and relevant content. | (Sheng et al., 2023) |

Source: Author's own compilation

2.2.5   Concept and definitions of emotional exhaustion

"Emotional exhaustion is defined as a condition where individuals suffer from heightened emotional stress, fatigue, and psychological depletion" (Nadeem et al., 2020, p. 256). Emotional exhaustion can lead to burnout and a reduced capacity to engage in social communication (Fan et al., 2020; Huang et al., 2024). Symptoms of emotional exhaustion include intense detachment and an inability to perform daily tasks effectively (Rusdi et al., 2023). It may also result in stress, and prolonged stress can lead to severe problems. Prior studies have indicated that individuals may experience disturbed sleep patterns due to emotional exhaustion (Mårtensson et al., 2024). Additionally, emotional exhaustion may cause dissatisfaction with daily lives and poor performance in routine activities (Pang & Shao, 2023). The psychological signs of emotional exhaustion include the following:

- Absence of focus, inability to finish a task, or hopping from item to item
- Decreased drive or motivation to perform
- Feeling that job-related actions are worthless or "just don't matter"
- Inability to communicate with coworkers
- Lack of implementation of concepts or initiatives

Previous studies have suggested that digital platforms facilitate effective communication and information sharing (Muliadi et al., 2024). However, the overuse of these platforms has resulted in the emergence of social media exhaustion (Jost, 2023). This indicates that emotional exhaustion might be connected to various factors contributing to social media fatigue. According to earlier studies, emotional exhaustion can lead to complex mental health and relationship issues (Rosado-Solomon et al., 2023). The following definitions based on the prior literature are provided below in Table 2.5.

Table 2.5 Definitions of emotional exhaustion

Sr. No	Definition	References
1.	"A state of emotional depletion and fatigue resulting from prolonged and intense emotional investment in online interactions, often leading to feelings of burnout and a reduced capacity to engage in further online social exchanges."	(Kim et al., 2020, p. 7742)
2.	The term "emotional exhaustion" refers to the psychological issues that result from people routinely engaging in intense and emotionally taxing interactions on social media platforms, which can exhaust their emotional reserves and well-being.	(Rodis, 2024, p. 1)
3.	Emotional exhaustion is "a condition where individuals suffer from heightened emotional stress, fatigue, and psychological depletion caused by prolonged exposure to emotionally charged content, cyberbullying, or the demands of online social relationships."	(Ou et al., 2023a, p. 107597)

Source: Author's own compilation

2.2.6 Concept and definitions of social media fatigue

Individuals can connect effortlessly regardless of geographical barriers (Burnell & Odgers, 2023). Today, social media is used extensively across all age groups, but it is specifically popular among those aged 18 to 24 years (Hruska & Maresova, 2020). Users are increasingly interested in building networks and establishing personal brands on platforms such as Instagram, Facebook, and Snapchat.

According to *Digital Report* (2024), individuals spend an average of "2 hours and 23 minutes daily on social media platforms globally". However, the average usage time in India is slightly higher, at 2 hours 25 minutes. According to Shen et al. (2020, p. 1), "social media fatigue" refers to "feeling overwhelmed by the excessive amount of information available online." This phenomenon has been associated with the excessive use of different digital platforms and may impact students' academic performance (Tandon et al., 2021, p.

120931). Therefore, it is imperative to understand the effect of social media fatigue on students' lives, particularly in how they digitally engage and fulfill students' academic responsibilities. Parry and Bantjes (2020) found a negative relationship between media multitasking and the ability to exercise cognitive control, which leads to lower academic performance in adolescents. Social media is widely used in educational institutions to intensify teaching and learning experiences (Sobaih et al., 2020). Research has shown that integrating social media technologies into education offers numerous benefits (Figueras et al., 2021). Thus, it is essential to understand that excessive digital platform use can lead to fatigue due to social media (Islam et al., 2020). The following definitions based on the prior literature are given below in Table 2.6.

Table 2.6 Definitions of social media fatigue

Sr. No	Definitions	References
1.	"Social media fatigue refers to compulsive use of social networking sites which might result in users psychological issues."	(Świątek et al., 2023, p. 211)
2.	"Social media fatigue is when users are overwhelmed with multiple social networking sites, content, friends and much time spent keeping up with these connections."	(Matthews, 2022, p. 239)
3.	Social media fatigue is "a subjective and self-evaluated feeling of fatigue from social media usage."	(Xiao et al., 2023, p. 2488)
4.	Social media fatigue in undergraduate students is characterized by a variety of symptoms, such as fatigue, a lack of energy, difficulty focusing, increased distractibility, and decreased motivation.	(Barry, 2023)
5.	"Social media fatigue is when individuals feel overwhelmed with excessive content, friends and time is consumed."	(Qin et al., 2024, p. 1277846)

Source: Author's own compilation

2.2.7 Concept and definitions of academic performance decrement

Academic performance decrement (APD) refers to the gradual decline in a student's academic achievements over time (Madigan & Curran, 2021). To address this issue effectively, it is crucial to understand why and how students experience a decrease in academic performance. APD specifically relates to the reduction in students' ability to excel academically and achieve academic success (Tadese et al., 2022). However, there are several concerns regarding the decline in academic performance despite allocating substantial resources and targeted initiatives to enhance educational outcomes. A thorough examination of the key causes and their impact on academic performance is essential. A large body of literature identifies multiple factors that influence academic endeavors, including the learning environment, mental well-being, socioeconomic status, social media usage, addiction, and individual learning preferences (Adeboye et al., 2024). Based on the prior literature, the following definitions are exhibited below in Table 2.7.

Table 2.7 Concept and definitions of academic performance decrement

Sr. No	Definitions	References
1.	"Academic performance decrement refers to a decline or reduction in a student's academic performance, characterized by a decrease in grades, lower test scores, and a decline in overall academic achievement."	(Liou et al., 2022, P. 107363)
2.	"Academic performance decrement can be defined as "a significant and sustained reduction in students' grade point average (GPA), reflecting a decline in overall scholastic achievement across various subjects."	(Homaid, 2022, P. 107370)
3.	"Academic performance decrement typically refers to a decline or reduction in a student's academic achievements or abilities over a specific period."	(Singh et al., 2023, P. 131)

Source: Author's own compilation

2.3. Theoretical Framework

2.3.1 Stressor Strain Outcome (SSO) Model

The *"Stressor-Strain-Outcome (SSO) framework"* was introduced by Koeske and Koeske (1993, p. 107) in industrial and organizational psychology. This model explores the complex interactions between stressors, strains, and behavioral outcomes such as well-being and performance. The SSO framework provides invaluable insights into how stressors, strains, and outcomes are interrelated. Koeske et al. (1993) highlighted the harmful impact of stressors and strains on various behavioral outcomes.

Stressors can include user-related and environmental factors such as privacy concerns, social media addiction, information overload, features overload, communication overload, deficient self-esteem, social comparison, presenteeism, and information equivocality (Bodhi, 2024). Strains encompass emotional exhaustion, social media fatigue, anxiety, irritability, physical tension, and other psychological factors (Junça et al., 2024). Outcomes may include well-being, performance, and information avoidance (Zolkepli et al., 2024)

The SSO framework was designed to elucidate the complex mechanisms underlying how stressors affect individuals' psychological and physiological states, which, in turn, impact their performance and overall functioning in social and organizational settings (Yoon et al., 2016). Various studies have demonstrated how the SSO framework can be adapted to different scenarios, providing insight into the stress-related dynamics influencing behavior and well-being. For instance, Aubouin-Bonnaventure et al. (2024) used the *"SSO framework"* to explain the association between mental well-being and employees' job performance within organizational settings (Khan, 2021). The systematic approach of the SSO framework offers comprehensive ways to investigate how stressors impact individuals' emotional and cognitive well-being, giving rise to strains that encompass psychological, physiological, and emotional dimensions.

The *"SSO framework"* allows researchers to comprehensively investigate the proposed relationships within the model and develop hypotheses that enhance understanding of the stressor-strain-outcome dynamics (Gao & Zhao, 2024). According to Obbarius et al. (2021), behavioral outcomes can range from positive consequences such as personal growth, improved coping mechanisms, and increased resilience, to negative consequences like mental health problems, physical ailments, decreased performance, and strained relationships.

21

In conclusion, Koeske and Koeske's *"stressor-strain-outcome (SSO) framework"* a fundamental for comprehending the intricate interactions between stressors, strains, and outcomes. Its adaptability and enduring relevance are evident, as shown by its expansion beyond the original focus and wide application across various contexts by numerous researchers (Duong et al., 2024). The SSO framework remains a crucial model for understanding the complexities of stress-related processes, offering a structured lens to meticulously examine the impact of stressors on individuals' well-being and behavior.

2.3.2 Conservation of resource theory (COR)

The *"COR theory"* was first proposed by Hobfoll (1989). It offers a robust and nuanced understanding of the various stages involved in encountering and managing chronic and traumatic stress (Hobfoll, 1989). According to the COR theory (Hobfoll 1989), an individual's traits determine the value of a resource and how to evaluate its loss. This highlights its extensive applicability and relevance to various academic and professional contexts. The Conservation of resource theory is essential for explaining resource gain and loss (Neveu et al.,2024). According to this theory, the main driving force behind human behavior is the creation, preservation, and upkeep of objects, personal conditions, and energy resources (Merino et al., 2021). Stress arises when there is a threat of resource loss or when resources are invested and not gained. Humans are driven to create, maintain, hold, and expand their assets to protect themselves and the social ties that sustain them. The theory outlines various dimensions, such as avoiding resource loss, preventing current resources, and acquiring new resources necessary for appropriate behavior (Russen et al., 2024). Thus, the COR theory helps to understand how individuals strategically determine resource investment – "whether to protect current resources or acquire new ones" (Hobfoll, 1989; Masood et al., 2020). Moreover, individuals invest additional capital "to avoid resource loss, repair such losses, and gain more resources" (Hobfoll, 1989). Consequently, this theory has been widely applied in organizational behavior research as it explains how individuals' resources are depleted (Lin et al., 2019; Uy et al., 2017; Ye et al., 2019).

This study adopts the *"COR theory"* to investigate the association between *"social media-related strains"* and academic performance decrement. Hobfoll (1989) explained that "individuals seek to obtain, protect, and retain their personal and social resources." COR focuses on individuals' stressful situations, particularly the ones that pose a threat to or

deplete their resources. According to Ye et al. (2019), when people place a high value on social connections but do not receive the desired outcomes from their social relationships, it can negatively impact their emotional state (Luqman et al. 2021). Thus, the COR theory suggests that individuals experiencing stress, such as fatigue and exhaustion, might lose resources, leading to adverse outcomes like academic performance decrement.

2.4   Research Gaps

- Prior literature suggests that compulsive social media use is more prevalent in younger age groups, particularly between 18 to 23 years (Jameel et al., 2024; Gutierrez-Aguilar et al., 2024). Users have become dependent on digital platforms to fulfill their daily routines. Students, academics, and educational institutions rely on social media platforms to enhance the academic experience. These platforms are used to complete their daily academic tasks, communicate content with fellow students, and make various announcements. Consequently, social media platforms are being excessively used by all, and overusing and exposure to digital platforms results in privacy depletion concerns and social media addiction (Hawi & Samaha, 2017; Grau, et al., 2019). Additionally, this overuse results in information overload due to access to excessive material and data. Students face various issues due to the excessive inflow of information, privacy issues, and additions related to media/technology use, making it an essential area of concern (Tandon et al., 2020; Tandon et al., 202; Dalvi-Esfahani et al., 2021). Prior studies have pointed out that minimal research has been conducted to understand the reasons behind the progressive depletion in students' academic performances (Borgohain et al., 2024; Chowdhury et al., 2023). Moreover, few studies have assessed how overload, privacy issues, and digital addiction affect students' emotional exhaustion and online fatigue.

- Excessive social media use causes stress, exhaustion, and fatigue in its users. Thus, it is imperative to understand how excessive social media use leads to various psychological and physical problems (Brailovskaia & Margraf, 2024; Dhir et al., 2018; Shen et al., 2020; Sriwilai & Charoensukmongkol, 2016).

- Students use social media to complete their academic tasks, communicate and connect with their peers, and for entertainment (Muliadi, 2024; Lau, 2017; Giunchiglia et al.,

23

2018). Since social media has become a crucial component of users' lives, it is important to explore the major factors that affect them and lead to a decline in academic performance. Emotional exhaustion and online fatigue have become more prevalent among student populations (Lacka et al., 2021). Therefore, it is necessary to examine the impact of these issues on students' academic performance (Pang & Ruan, 2023; Whelan et al., 2020).

2.5 Research Questions (RQ)

Based on these research gaps, the following research questions have been framed.

RQ1: What is the relationship between privacy concerns, social media addiction, information overload, and emotional exhaustion among university students?

RQ2: What is the relationship between privacy concerns, social media addiction, information overload, and social media fatigue among university students?

RQ3: How do emotional exhaustion and social media fatigue affect academic performance decrement among university students?

2.6 Research Objectives (RO)

Based on the research questions the following research objectives have been formulated.

RO1: To investigate the relationship between privacy concerns, social media addiction, information overload, and emotional exhaustion among university students.

RO2: To explore the relationship between privacy concerns, social media addiction, information overload, and social media fatigue among university students.

RO3: To analyze the effect of emotional exhaustion and social media fatigue on academic performance among university students.

2.7 Chapter Summary

This chapter reports a comprehensive literature review on users and social-related factors and how they affect academic performance. The theoretical background is discussed using the "*stress-strain outcome (SSO) framework*" developed by Koeske and Koeske (1993, p. 107) and "*conservation of resource (COR) theory*" established by Hobfoll (1989, p. 513). This chapter provides an in-depth literature review to lay down the theoretical foundation

for the present study. Furthermore, research gaps, research questions and research objectives are identified and framed.

CHAPTER 3. RESEARCH DESIGN

3.1   Introduction

Social media's ubiquity in students' lives has raised a compelling question about how it influences their academic success and overall performance (Muliadi et al., 2024; Bou-Hamad, 2020; Marker et al., 2018). This study explores how extensive social technology usage adversely affects academic performance among university students in India. The widespread use of such media is well-documented, particularly among adolescents and young adults aged between 18 and 24 years (Brailovskaia & Margraf, 2024; Digital Report, 2024). The increased access to these platforms has sparked concerns about their potential impact on behavioral outcomes (Thapliyal et al., 2024; Verdugo & Villaroel, 2021).

This chapter discusses the interconnections among variables such as social media addiction, information overload, privacy concerns, and emotional exhaustion. It also investigates the association between privacy concerns, social media addiction, social media fatigue, and information overload. Furthermore, it examines in detail the potential impact of emotional exhaustion on the decline in students' academic performance. The study discusses the role of social media and its related factors, as well as its potential impact on students' academic performance. The research follows a systematic process to examine the association between social media use and academic performance among students and shares a blueprint for the study.

3.2   Research Scope

This study specifically and exclusively focuses on students in Indian universities. The research aims to understand how various social media-related factors, such as excessive information load, privacy concerns, and social media addiction, impact students' social media fatigue and emotional exhaustion. Furthermore, it seeks to identify how social media fatigue and emotional exhaustion affect students' academic performance.

The study employs a rigorous methodology involving surveys, sampling, and statistical analysis. Additionally, it provides valuable insights for educators, students, social media developers, and policymakers. Previous studies, such as Aljukhadar et al. (2020), have suggested that some users excessively use social media platforms for leisure and

entertainment, driven by an indefinite urge to stay updated. This urge can lead to feelings of exhaustion and fatigue, which can impact students' overall well-being and academic performance (Pradhan, 2022).

Stage 1:
Specifying the Structural Model

Stage 2:
Specifying the Measurement Model

Stage 3:
Data Collection and Examination

Stage 4:
PLS Path Model Estimation

Stage 5:
Assessing PLS-SEM results for Measurement Model

Stage 6:
Assessing PLS-SEM results for Structural Model

Stage 7:
Interpretation of Results and Drawing Conclusions
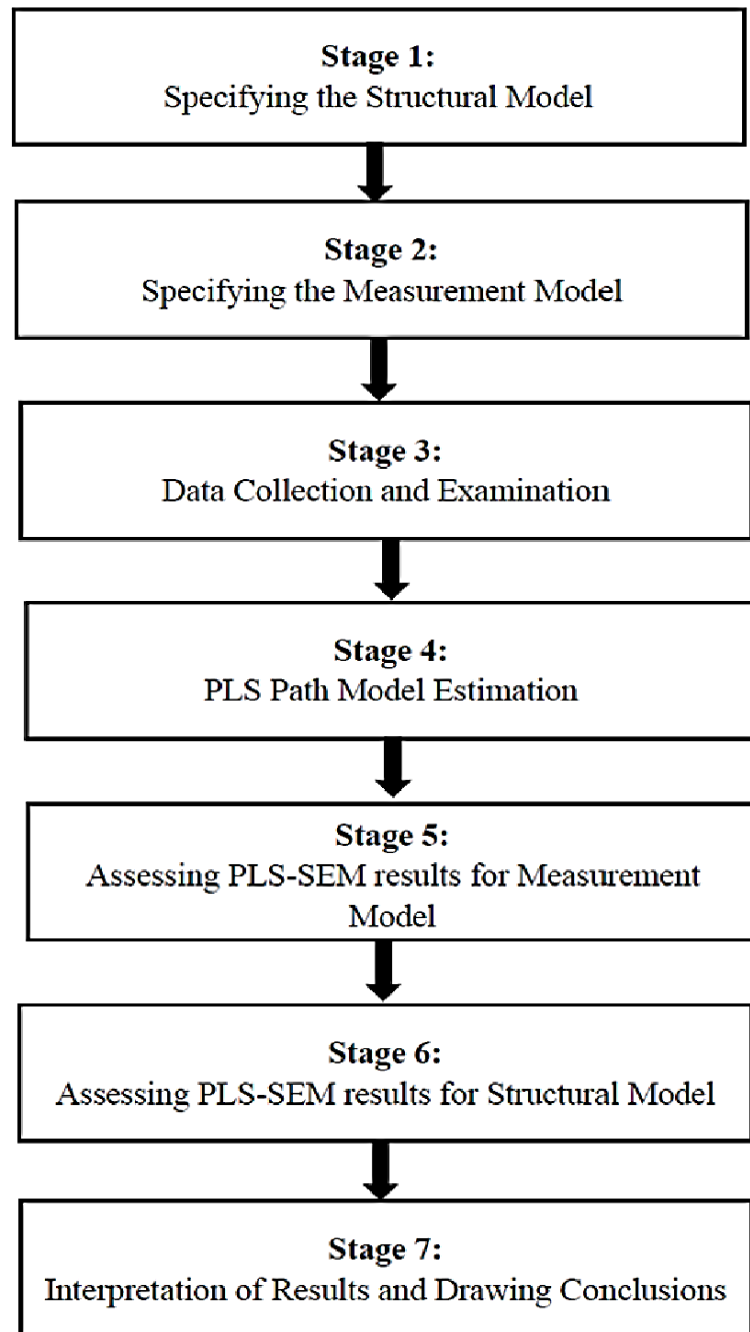
Source: Hair, Hult, Ringle, & Sarstedt, 2016

Figure 3.1. Process of research design

The structural model involves the preparation of a path model. This model contains variables, and their relationships are based on the theoretical background, logical reasoning, or real-world experiences of the researcher. The specification of the measurement model addresses how the variables are measured. The measurement model incorporates reliability and validity tests. Data was collected from the Indian universities. Based on the Indian NIRF University Rankings 2023 report, 34 private universities ranked among the top 100 were identified for data collection. A structured questionnaire was distributed to 700 potential participants through both online and offline surveys, with assistance from university administrators. This study uses a cross-sectional method for data collection, utilizing purposive sampling from students in Indian universities through a self-administered questionnaire survey. A total of 412 participants responded to the questionnaire. Nineteen responses were incomplete and removed due to missing values and respondent biases. Ultimately, 393 fully completed responses were used in the final analysis, resulting in a response rate of over 50%.

The PLS path model estimation describes how "Partial Least Squares Structural Equation Modeling (PLS-SEM)" is applied for assessment purposes. This process involves importing data, constructing the model, selecting the path waiting scheme, and choosing the stopping criteria. This study utilizes various reliability and validity tests. The "PLS-SEM" model analyzes the size and significance of the path coefficient and R-squared values. Based on these steps, the interpretation of the results and conclusions are presented in chapter 5.

3.3 Assumption of the Study

Assumptions refer to considerations made without adequate research or factual data (Nayak & Singh, 2021). The study is built upon core beliefs, principles, and assumptions that guide data exploration and analysis (Verma & Abdel-Salam, 2019). These assumptions allow the researcher to view the subject of study through a specific lens, influencing the development of hypotheses and research questions. This involves theoretical speculations about the connections between factors, expected participant behaviors, and the research context (Thabit et al., 2022). Thus, the assumptions clarify their position and acknowledge how variables may impact the interpretation and applicability of the results, thereby ensuring transparency and rigor in the research process. The following assumptions have been made:

- The identified variables for the study are privacy concerns, social media addiction, social media fatigue, information overload, academic performance decrement, and emotional exhaustion. However, other variables such as age, gender, technostress, communication overload, social capital, and personality traits may also affect students' academic performance. These additional variables are assumed to be constant and have not been considered in this study.

- In India, the educational system is influenced by various factors such as public and private institutions and higher educational institutions. These institutional differences have been assumed to be constant in this study. Furthermore, the cultural diversity of students, which may affect academic performance, is acknowledged as a limitation of the research cannot be fully controlled.

- Technology plays a vital role in everyone's life, especially in the life of students. Social media usage is one such technology integral to their daily routines. It is up to the individual's usage and understanding of social media in their routine activities. Hence, this factor should not be ruled out.

3.4 Operational Definitions of Research Variables

- *Social media addiction:* This is a psychological phenomenon that provides individuals with a sense of happiness from using social media. Despite its negative impacts, users continue to engage with it and are unable to reduce social media usage.

- *Information overload*: Social media users are often distracted by the excessive amount of information available on various platforms. They feel overwhelmed by the volume of information they process daily on social media.

- *Privacy concerns*: Users worry that the data submitted on various social media platforms could be misused, and anyone could find or access private information.

- ***Emotional exhaustion:*** Social media users are emotionally drained by using social media. The excessive use of these platforms stresses them, and they feel burned out due to social media use.

- ***Social media fatigue***: Social media users may become tensed and mentally exhausted due to social media usage. Moreover, they may face difficulties in relaxing after continually using social media.

- ***Academic performance decrement***: This refers to students whose college work suffers due to their enormous time on different digital platforms, such as social media. They tend to sleep late because of excessive social media use. Moreover, their academic percentages also go down, and they cannot complete the work because of the time spent on such platforms.

3.5 Research model

The proposed theoretical model shown in Figure 3.2 below is based on the "Stress-Strain Outcome (SSO) framework" and "The Conservation of Resource (COR) theory".
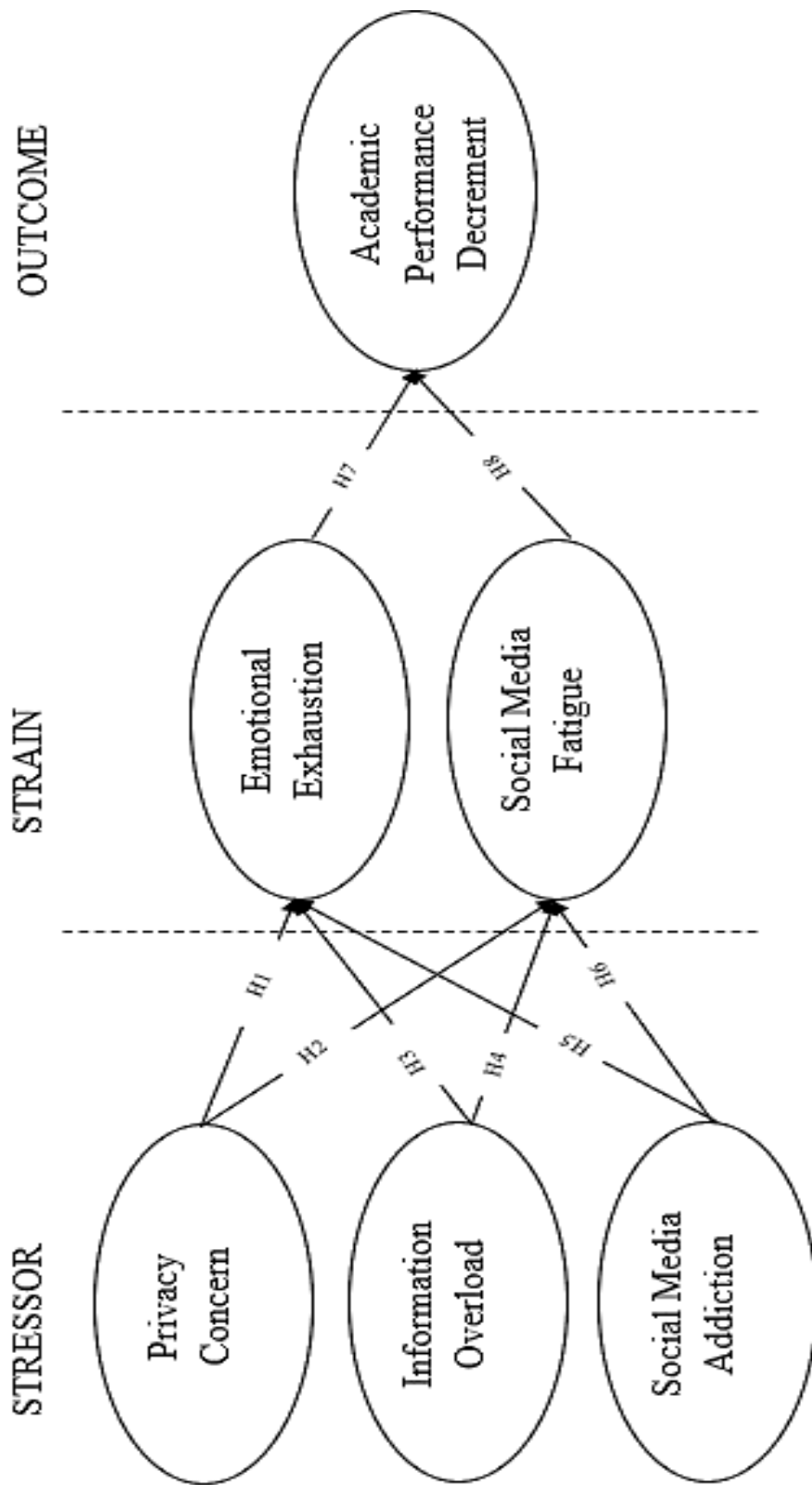
Figure 3.2 Proposed theoretical model

3.6   Hypothesis Development

A hypothesis is a suggested explanation or association for a fact; it is a dynamic and ever-evolving statement that can be tested and validated through further investigation and experimentation (McGuire et al., 2022). As researchers, we use the hypothesis as a prediction upon which further research is conducted (Ishikawa, 2024). Thus, it serves as a forward-looking statement, a prediction about the future intent of the study and what the research will reveal. Based on the theoretical model, the following hypotheses as shown in Table 3.2 have been proposed.

3.6.1 Privacy concerns and emotional exhaustion

Privacy has become increasingly valuable in the lives of social media users (Jozani et al., 2020). Users often need to share personal information and other details on various social media platforms, which has blurred the boundaries between personal and social life. Privacy concerns refer to individuals' fears about the confidentiality of their personal information online. It leads to feelings of burnout, and depletion in users' emotional exhaustion (Zhang et al., 2022). Students, in particular, are concerned about their privacy on social media platforms, and they may experience heightened emotional exhaustion and other psychological issues (Fu et al., 2023; Naslund et al., 2020).

Previous studies have suggested that concerns related to privacy are positively related to emotional exhaustion in adolescents (Tang et al., 2021). This shift in the landscape has given rise to growing concerns about the privacy of data on social media platforms (Chen & Atkin, 2021). Moreover, Jozani et al. (2020) stated that people might constantly feel uncertain about sharing information and protecting their data on social media platforms. Thus, perceptions of control over privacy settings and fears of privacy breaches may influence users' relationships. This hypothesis emphasizes the potential adverse effects of privacy concerns on students' emotional health, highlighting that privacy concerns are positively associated with emotional exhaustion among students. Hence, the first hypothesis is proposed.

H1: Privacy concerns are positively related to emotional exhaustion among university students.

3.6.2 *Privacy concerns and social media fatigue*

Fatigue due to social media is the "physical and psychological stress" caused by concerns about maintaining the privacy of information and content in the digital space (Fan et al., 2021). Privacy concerns are linked to information depletion in the digital realm (Sheng et al., 2023) and it seeks to identify how much people worry about their data being accessed, shared, or used online. The fatigue arises from using various online platforms and keeping up with the online presence (Van Der Schyff et al., 2023). It represents a state of psychological draining from constant interaction with social media users (Pang & Ruan, 2023; Sun et al., 2023). Due to privacy concerns, incidents of privacy theft and social comparisons on digital media may lead to feelings of fatigue (Jabeen et al.,2023a; Malik et al., 2020; Zheng & Ling, 2021). Moreover, privacy concerns have increased in the recent past, particularly among social media users (Liu & He, 2021; Jain et al., 2021). Users of social media platforms may face more privacy issues as they are exposed to a plethora of information and are likely to experience fatigue related to social media (Huang et al., 2023). Thus, it is predicted that concerns about the disclosure of private information and data will give rise to fatigue related to social media (Fan et al.,2021; Cao et al.,2020). Hence, the second hypothesis has been proposed.

H2: Privacy concern is positively related to social media fatigue among university students.

3.6.3 Information overload and emotional exhaustion

Information overload occurs when users are overwhelmed by large amounts of data, surpassing their ability to process and absorb the information effectively (Phillips-Wren & Adya, 2020). Emotional exhaustion is a significant aspect of burnout syndrome and a widespread issue that arises from prolonged emotional and interpersonal stressors (Shao et al., 2021). This condition is prevalent among several individuals who experience chronic work-related stress and interpersonal demands, leading to feelings of emotional drain and reduced personal accomplishment (Nam & Kabutey, 2021). Prior literature suggests that excessive feelings related to psychological and emotional exhaustion could adversely affect overall well-being (Meredith et al., 2020). Moreover, the exponential growth of information available on social media platforms negatively impacts psychological dimensions such as emotional depletion, highlighting the need for individuals to develop strategies for efficient

33

information management and synthesis (Bawden & Robinson,2020). Additionally, research suggests excessive media use can impact psychological well-being (Cheng et al., 2024). Furthermore, it has been linked to increased negative feelings and emotions in individuals (Labban & Bizzi, 2023).

Students express themselves on social media platforms, exhibiting their different behaviors' (AlDayel & Magdy, 2021). They share their moments of achievement and happiness with their connections and acquaintances on other social platforms (Lee et al., 2023). Moreover, it is recognized that students who engage, communicate, and connect more on digital platforms are more likely to experience multiple issues related to emotional and psychological well-being. Thus, students may feel mentally fatigued and find it challenging to manage and process information due to the deluge of content and notifications. Furthermore, it requires cognitive and emotional energy to keep up with the flow of information. Students overloaded with information may find it challenging to maintain a balanced online presence, leaving them feeling emotionally exhausted (Arnold et al., 2023; Feroz et al.,2022). Thus, information overload is hypothesized to affect emotional exhaustion. Hence, the third hypothesis has been proposed.

H3: Information overload is positively related to emotional exhaustion among university students.

3.6.4 Information overload and social media fatigue

Social media has added convenience to users' lives (Vinoi et al., 2024) and helps them to interact and communicate effectively with others (Ni et al., 2020). Information overload is the experience of having excessive information to process, which overwhelms one's cognitive abilities (Misra et al., 2020). Information overload may affect an individual's experience of online fatigue (Alheneidi et al., 2021). Social media users may become psychologically stressed, feeling helpless, anxious, and fatigued due to the overabundance of various digital platforms, content, and functions (Jiang, 2022). Nowadays, users engage excessively with different social media platforms, leading to unhealthy habits such as mindless scrolling, comparing themselves to others, and seeking validation through likes and comments (AlHeneidi et al., 2021).

Despite the challenges, there are various ways for users to filter and customize platforms according to their requirements (Qi et al., 2020). This highlights the power and agency users have in shaping their social media experiences. Social networks have grown far beyond their capacity, with only a small percentage of users connected via different platforms communicating regularly with each other. College students may experience social media fatigue due to the cognitive and emotional stressors of excessive exposure to abundant information (Sheng et al., 2023). This mental load stems from dealing with and processing information digitally, contributing to social media fatigue (Arnold et al.,2023). Thus, the hypothesis postulates that students who experience information overload may develop fatigue due to social media. Hence, the fourth hypothesis has been proposed.

H4: Information overload is positively related to social media fatigue among university students.

3.6.5 Social media addiction and emotional exhaustion

The users on the different platforms in the digital space are utilized by users from all age groups, specifically by the younger generation. Social media users utilize various digital platforms to connect with friends, communicate, and go beyond geographical boundaries (Faqihi et al., 2024). Social media addiction involves excessive and compulsive use of these platforms, which adversely affects users' psychological well-being (Baumer, 2013; Choi et al., 2016; Nikolinakou et al., 2024). "Emotional exhaustion refers to feelings of depletion, burnout, and emotional drain" (Brailovskaia & Margraf, 2024; Seidler et al., 2014; Wright et al., 1998). Research by Zhao (2023) suggests that college students extensively use social media, which may affect their emotional health.

Previous research also indicates that addictive behaviors may harm a person's emotional health (Paiman & Fauzi, 2024). Excessive social media use can set off a cycle of interaction that causes emotional overload, increased stress, and decreased satisfaction. This emotional cost is consistent with the emotional exhaustion component, which is a frequent result of excessive engagement in emotionally taxing activities. Due to constant connectivity and the pressure to maintain an online presence, social media addiction can also lead to cognitive overload and emotional distress (Kim et al., 2023). Thus, it is hypothesized that students who exhibit higher levels of social media addiction will also experience higher levels of emotional exhaustion. Increased social media usage is expected

to result in greater emotional exhaustion (Pang, 2021). Thus, it is argued that social media addiction affects emotional exhaustion. Hence, the fifth hypothesis has been proposed.

H5: Social media addiction is positively related to emotional exhaustion among university students.

3.6.6 Social media addiction and social media fatigue

The addictive nature of social media platforms can lead to a continuous cycle of engagement, increased connectivity, and the need to remain constantly updated (Montag & Elhai, 2023; Świątek et al., 2021). Students often use social media extensively, which can give rise to social media addiction. Moreover, social media addiction contributes to cognitive overload and a decline in psychological well-being (Ou et al., 2023; Tugtekin et al., 2020). Social media fatigue is characterized by mental and emotional exhaustion from managing relationships, maintaining an online presence, and constantly processing information (Hattingh et al., 2022; Bekalu et al., 2019). One of the critical factors contributing to social media fatigue is the constant urge to be online, which can also result in cognitive overload and emotional distress (Pang & Ruan, 2023). Previous studies have indicated that social media addiction is a significant cause of fatigue in users (Zhang et al.,2022; Liu & Ma, 2020). This hypothesis suggests that addiction caused due to excessive social media has a potential consequence on individuals, such as fatigue (Jeevar et al., 2023). As excessive social media usage causes emotional strain and depletion, it is anticipated that higher degrees of addiction related to social media among students are related to increased levels of social media fatigue. Hence, the sixth hypothesis has been proposed.

H6: Social media addiction is positively related to social media fatigue among university students.

3.6.7 Emotional exhaustion and academic performance decrement

Emotional exhaustion is primarily driven by the demanding nature of social media platforms (Molero Jurado et al., 2021). Furthermore, emotional exhaustion can impair an individual's cognitive abilities, decision-making processes, and overall functioning (March-Amengual et al., 2022). Students experiencing higher levels of emotional exhaustion are more prone to a decline in their psychological well-being (Neto et al., 2017).

Prior studies have indicated that emotional exhaustion can negatively affect students' academic performance, leading to a drop in grades and overall achievements (Madigan & Curran., 2021). The decline reflects a reduction in students' cognitive abilities, resulting in lower grades and diminished learning outcomes (Khan, 2024; Stubb et al., 2011). These effects are likely to hinder academic performance by making it difficult for students to concentrate and process information. Addressing the cognitive and emotional stress induced by extensive social media usage requires students to take proactive measures to regulate their online activities. By incorporating such strategies, students may effectively mitigate the adverse impacts of emotional exhaustion on their academic performance. Hence, it is hypothesized that emotional exhaustion leads to poorer academic performance. Thus, the seventh hypothesis has been proposed.

H7: Emotional exhaustion is positively related to academic performance decrement among university students.

3.6.8 Social media fatigue and academic performance decrement

Social media fatigue refers to dissatisfaction with social media use and can be influenced by various factors, such as privacy concerns, information overload, and constant self-comparison with others online (Eliyana et al., 2020). Prior studies have shown that cognitive overload significantly contributes to social media fatigue and can impair cognitive processes, such as information processing and decision-making (Zhang et al., 2022). This cognitive strain can disrupt students' ability to concentrate. focus on learning, and it comprehends and retains academic facts (Jiang, 2014).

Social media usage can hinder students' ability to actively engage in their studies, resulting in poorer academic performance (Homaid, 2022). This deterioration in academic outcomes is referred to as "academic performance degradation" (Bhati et al., 2022). This idea suggests that students experiencing higher levels of social media fatigue are more likely to see a decrement in their academic performance. This is based on the potential impact of excessive time spent on social media, which drains students' psychological resources and affects their academic results. The adverse effects of social media fatigue can lead to lower grades and overall academic achievement (Zhuang et al., 2023). Therefore, it is

hypothesized that higher levels of social media fatigue will negatively impact students' academic performance. Hence, the eighth hypothesis has been proposed.

H8: Social media fatigue is positively related to academic performance decrement among university students.

Table 3.2 Summary of hypothesis

Proposed relationships	Hypothesis
Privacy concerns (PC)	**H1:** PC is positively related to EE. **H2:** PC is positively related to SMF.
Information overload (IO)	**H3:** IO is positively related to EE. **H4:** IO is positively related to SMF.
Social media addiction (SMA)	**H5:** SMA is positively related to EE. **H6:** SMA is positively related to SMF.
Emotional exhaustion (EE)	**H7:** EE is positively related to APD.
Social media fatigue (SMF)	**H8**: SMF is positively related to APD.

Source: Author's own compilation

3.7   Research Methodology

Methodology is defined as "a set of rules and procedures to guide research and are fundamental to the construction of all forms of knowledge" (Brewer, 2003, p. 1). It primarily focuses on how a researcher develops theories, hypotheses, and abstractions, as well as the techniques and procedures that are undertaken to gather and examine data. The suitability and rigor of the chosen research methods determine management research's impact (Scandura & Hamilton, 2002). This section discusses the methods, measurement

tool design, pilot research, questionnaire reliability, and final data collection. The study adopts a purposive sampling technique, which is a "non-probability sampling method where units are selected based on specific characteristics" that meet the research needs.

3.8. Survey

A survey is a method of gathering data through various tools, including questionnaires, in-depth interviews, observations, etc. It may be conducted in person, via email, on social media, or through other means. The purpose of surveys is to gather data from a specifically targeted sample or population (Lehdonvirta et al., 2021). This study employs a cross-sectional method to collect the data. Moreover, the data were collected using purposive sampling from students at Indian universities through a self-administered questionnaire survey.

3.9 Sampling

Sampling is a procedure that involves the methods and techniques of selecting a sample, often based on a larger population (McEwan, 2020). The purposive sampling was employed, considering the research objectives in this study. Indian universities were selected for the data collection process. Based on the Indian NIRF University Rankings 2023 report, 34 private universities ranked among the top 100 were identified for the data collection. A structured questionnaire was distributed to 700 potential participants through both online and offline surveys, with assistance from university administrators. The present study employs a cross-sectional method to collect data. Moreover, the data were collected using purposive sampling from students in Indian universities through a self-administered questionnaire survey. A total of 412 participants responded to the questionnaire. Since 19 responses were incomplete, they were removed due to missing values and respondent biases. In the final analysis, 393 fully completed responses were used, resulting in a response rate of over 50%.

3.10 Measurement instrument design & types of scales

The scales or measurement items were adopted from prior literature for the measurement model. This study used a "psychometric response" scale based on a "five-point Likert scale".

5. "Strongly Agree"

4. "Agree"

3. "Neutral"

2. "Disagree"

1. "Strongly Disagree"

- A three-item scale was used to measure privacy concerns based on Dinev and Hart, (2006)

- A three items scale was used to measure the information overload based on Zhang et al. (2016)

- A four items scale was used to measure social media addiction based on Liu and Ma (2018)

- A six items scale was used to measure emotional exhaustion based on Maslach and Jackson (1981)

- A four items scale was used to measure social media fatigue based on Bright et al. (2015)

- A five items scale was used to measure the academic performance decrement based on Kubey et al. (2001)

3.11 Format of Questionnaire

The assessment was conducted using a self-administered questionnaire, as shown in Table 3.3. It consisted of questions regarding demographic information (e.g., gender, age, educational qualifications). The variables included in this study were information overload, privacy concerns, emotional exhaustion, social media fatigue, social media addiction, and academic performance decrement.

Table 3.3 Format for questionnaire

Demographic information	1. **Mention your gender-**
	
	   • Male
	
	   • Female
	
	   • Others
	
	2. **Age group-**
	
	   • 18 years-20years
	
	   • 20 years-22 years
	
	   • 22 years and above
	
	3. **Education qualification-**
	
	   • Currently studying in UG
	
	   • Currently studying in PG

Variables	**Items**
Privacy concerns (PC)	**PC1: "**I am concerned about my privacy on social media" **PC2:** "I am concerned about the information submitted on social media as it could be misused" **PC3:** "I am concerned that any person can find/access to private information on social media"
Social media fatigue (SMF)	**SMF1:** "The amount of information available on social media makes me tense" **SMF2:** "Due to using social media, I feel rather mentally exhausted" **SMF3:** "After a session of using social media, I feel really fatigued"

	SMF4: "I find it difficult to relax after continually using social media"
Academic performance decrement (APD)	**APD1:** "College work gets suffered because of the time spent on social media" **APD 2: "**Sleep late because of using social media" **APD3:** "Too tired to go to the University the next day because of too much time spent on social media" **APD4:** "College percentage gone down because of the time spent on social media" **APD5:** "Did not complete my work because of the time spent on social media"
Emotional exhaustion (EE)	**EE1: "**I feel emotionally drained by using social media" **EE2: "**I feel worn out by using social media" **EE3: "**Using social media all day is really a stress for me" **EE4: "**I feel burned out due to social media use" **EE5: "**I feel frustrated due to excessive social media use" `EE6: "Using social media puts too much stress on me"

Information overload (IO)	**IO1:** "I am often distracted by the excessive amount of information on social media" **IO2:** "I am overwhelmed by the amount of information that I process daily on social media" **IO3:** "It feels difficult to synthesize too much information on social media"
Social media addiction (SMA)	**SMA 1-** "When I am not happy, the use of social media can make me happy" **SMA 2-** "When I am in a bad mood, using social media can make me feel better" **SMA 3-** "Although social media has had some negative impacts on me, I will continue to use it" **SMA 4-** "I almost forget all the other things when I am using social media" **SMA 5-** "I have tried to reduce the use of social media but unable to reduce it"

3.12 Pilot Study

The pilot tests are based on responses from 72 participants (n = 72). The "Cronbach's alpha (CA)" and "composite reliability (CR)" values exceeded the threshold of 0.7 (Hair et al., 2017). Additionally, discriminant validity was acceptable, as per Fornell and Larcker (1981). Tables 3.4 and 3.5 demonstrate that the initial results of this study are valid and acceptable.

Table 3.4 Reliability and validity

Variables	CA	CR	AVE
Academic performance decrement (APD)	0.913	0.935	0.744
Emotional exhaustion (EE)	0.926	0.942	0.731
Information overload (IO)	0.883	0.928	0.812
Privacy concerns (PC)	0.867	0.917	0.787
Social media addiction (SMA)	0.781	0.873	0.697
Social media fatigue (SMF)	0.927	0.948	0.821

Note: CA= "Cronbach's Alpha", CR= "Composite Reliability", AVE= "Average Variance Extracted"

Source: Author's own compilation

The pilot study outcomes provided confidence to the researcher to advance with collection of data for final study. Consequently, data was collected using questions that were empirically reliable and valid. The following variables were utilized "privacy concerns", "social media addiction", "information overload", "social media fatigue", "emotional exhaustion" and "academic performance decrement".

Table 3.5 Discriminant Validity

Variables	(APD)	(EE)	(IO)	(PC)	(SMA)	(SMF)
Academic performance decrement (APD)	0.862					
Emotional exhaustion (EE)	0.698	0.855				
Information overload (IO)	0.607	0.653	0.901			
Privacy concerns (PC)	0.258	0.314	0.417	0.887		
Social media addiction (SMA)	0.722	0.596	0.578	0.248	0.835	
Social media fatigue (SMF)	0.503	0.720	0.487	0.283	0.534	0.906

Source: Author's own compilation

3.13 Final Data Collection

The final data collection was based on the results of the pilot study. For the final analysis, data was gathered from students in Indian universities. Initially, based on the India NIRF University rankings, (2023), the top private universities were targeted for data analyses. In the University category, 34 private universities ranked among the top 100. Moreover, the researcher aimed to target these 34 private universities for data collection purposes. This study utilized purposive sampling for data collection.

3.14 Tools Used for Data Analysis and Visualizations

The present study used various tools for data analysis, including Microsoft Excel, IBM SPSS 22.0, and Smart PLS version 3.0.

3.15 Chapter Summary

The current chapter presents the research design used in conducting the study, outlining the research scope and assumptions behind it. The research model includes various variables such as addiction due to social media, information overload, emotional exhaustion, social media fatigue, privacy concerns, and academic performance decrement. Based on this model, the study proposes several hypotheses. The research methodology is then discussed, including the survey and sampling techniques used. The pre-established instrument design and types of scales are also explained. Additionally, the format of the questionnaire employed in the study is described. A pilot test of the proposed study is conducted and explained, along with the tools used for data analysis and visualization.

CHAPTER 4. DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Data analysis is the process of gathering, transforming, cleansing, and analyzing data to find out the necessary information (Vanier, 2021). It is a systematic process that involves defining, showing, compressing, recapturing, and assessing data to derive conclusions using statistical and logical methodologies (van Koningsbruggen et al., 2022). Wolski and Gomolińska (2020) have stated that data analysis is required to validate the suggested research or theoretical model, which further facilitates decision-making by describing and analyzing the different trends. Alsaigh and Coyne (2021) have described data analysis as extracting meaningful insights from collected data and drawing conclusions that enhance understanding. Khan et al. (2021) have indicated the effectiveness of data analysis by systematically examining raw data to find patterns, trends, and linkages. Thus, it is helpful for different research as it addresses the aims and hypotheses of the study. Furthermore, the procedure is essential for converting unprocessed data into relevant information. Hence, it is crucial to accurately select the data analysis methods (Timmermans & Tavory, 2022).

Data interpretation is more than just description it is about giving the examined data context, connecting the dots between variables, and explaining noticed patterns (Mezmir, 2020). Data interpretation of information is crucial to this data analysis process as it makes data more accessible by simplifying its meaning and effectively presenting it as a visual narrative (Kotronoulas et al., 2023). Mertens et al. (2020) have described data analysis and interpretation as an iterative process that aids researchers in generating well-informed and convincing assertions by requiring a thorough grasp of the theoretical framework and study context. Data processing and interpretation can be complicated, and researchers need to be conscious of their biases and limitations. According to Shufutinsky (2020), subjectivity within the study's team may impact how the findings are understood. Therefore, reflexivity and maintaining transparency in the research process are crucial to ensure the validity of interpretations. Furthermore, it is vital to know the limitations of the data analysis methods for an honest and accurate evaluation of the study's scope and generalizability (Bozkurt,

2021). This information increases the overall credibility of the research and reinforces the validity of the conclusions drawn from the data.

4.2 Data Cleaning

Data cleaning is a crucial stage in the research process that ensures the validity and reliability of the research findings (Koehler & Link, 2021). It is essential to emphasize the significance of maintaining high data quality standards. A comprehensive and meticulous examination of the collected data is necessary to precisely identify and rectify if there are any errors and inconsistencies. This rigorous process is essential for developing well-founded and meaningful conclusions and for formulating informed decisions based on the study's findings. (Popov et al., 2023). Hence, this meticulous assessment is essential to identifying missing data, removing discrepancies, standardizing formatting and coding, and confirming data distributions (Whang et al., 2023). Thus, data cleaning is necessary for research as the errors or variances in the dataset could lead to incorrect conclusions and compromise the validity of the research findings (Rovetta, 2021). Ilyas and Rekatsinas (2022) have suggested that it is essential to approach data cleaning methodically, with meticulous data input validation, cross-referencing with source materials, and thorough checks for duplicate entries. Moreover, by embracing recommended techniques for data cleaning, researchers can increase the overall credibility of their research thesis and make sure that their findings accurately reflect the phenomena (Wulff, 2023).

One of the major biases resulting from data gathered from multiple sources is common method bias (CMB), which is caused by "consistency concern and social desirability." (Jordan & Troth, 2020, p.3). Thus, "Harman's single-factor test" was performed, and a single-factor covariance is 31.73%, which is less than 50% (Kock, 2020). Hence, the results show that CMB is not an issue in our data.

4.3. Descriptive Analysis of Data

A descriptive analysis of the data is conducted based on the demographic profiles of the respondents. Table 4.1 exhibits the gender of the respondents, which consist of 254 males (64.63%) and 139 females (35.37%). Moreover, the respondents aged between 18 and 20 years were 178 (45.29%), 21 and 23 years were 123 (31.29%), and 24 years and above

were 92 (23.42%). The undergraduate (UG) respondents were 291 (74.04%) and postgraduate (PG) were 102 (25.96%).

Table 4.1 Respondent's profile

Respondents Profile	No.	Percentage
Gender		
Male	254	64.63
Female	139	35.37
Age		
18 Years- 20 Years	178	45.29
21 Years- 23Years	123	31.29
24 Years and above	92	23.42
Qualifications		
UG	291	74.04
PG	102	25.96

Source: Authors own compilation

4.4. Data Analysis using PLS-SEM

"Partial Least Squares Structural Equation Modeling," or "PLS-SEM", is a powerful multivariate analytic technique for assessing and validating the reliability and validity and structural models (Guenther et al., 2023, p.127). It has become popular in social sciences and business studies research techniques due to its remarkable adaptability and capacity to manage intricate interactions (Vaithilingam et al., 2024). According to Memon et al. (2021), "PLS-SEM" allows the modeling of various theoretical frameworks and facilitates the testing of complex theoretical models. Researchers can assess moderating and mediating effects using PLS-SEM, providing a better understanding of the subtle

differences and mechanisms. Strict assumptions about the data distribution are not required and can be used for non-normal data distributions. (Sabol et al., 2023). Furthermore, by testing the hypothesis, PLS-SEM can predict, validate, and confirm various theoretical approaches.

The 'ten times rule' is a guideline that fosters the sample size calculation in "PLS-SEM" (Hair et al., 2019, p.2). It is suggested that the "sample size should equal ten times the number of independent variables in the most complex regression in the PLS path model." Hence, 24 items were used for the final data analysis, and the required sample size "10 times the number of items" should be n = 240 (Hair et al., 2019). Moreover, (n=393 responses) were used for final data analysis.

4.4.1 Assessment of Measurement Model

The process of data assessment is an essential step in research. It is fundamental in helping educators and researchers derive meaningful insights from the collected data. It is essential to carefully process the data, starting from the act of collecting the data, quantifying the collected data, and making interpretations about the data. Thus, it invariably brings up concerns related to maintaining the reliability and validity of the data (Schwartz et al., 2023).

The current study as shown in Table 4.2 applied five key metrics to assess "reliability and validity", "factor loadings", "Cronbach's Alpha (CA)", "Composite reliability (CR)", "Average variance extracted (AVE)", and "Discriminant validity". The researcher meticulously analyzed the measurement model for the constructs. The factor loadings of the items for all variables were carefully examined, and they consistently exceeded 0.60 (Hair et al., 2016), demonstrating the effectiveness of our methods.

Table 4.2 Factor loadings

Variable Name	Items no.	Factor loadings
Academic performance decrement (APD)	APD1	0.80
	APD2	0.77
	APD3	0.83

	APD4	0.83
	APD5	0.82
Emotional exhaustion (EE)	EE1	0.85
	EE2	0.81
	EE3	0.87
	EE4	0.88
	EE5	0.84
	EE6	0.77
Information overload (IO)	IO 1	0.84
	IO 2	0.83
	IO 3	0.90
Privacy concerns (PC)	PC1	0.75
	PC2	0.89
	PC3	0.87
Social media addiction (SMA)	SMA 1	0.82
	SMA 2	0.77
	SMA3	0.85
Social media fatigue (SMF)	SMF1	0.86
	SMF2	0.87
	SMF3	0.91
	SMF4	0.63

Source: Author's own compilation

4.4.1.1 Internal Consistency Reliability

Streiner (2003, p. 99) mentioned that a high degree of internal consistency is desirable because it "speaks directly to the ability of the clinician or the researcher to interpret the composite score as a reflection of the test's items". This study employs a robust methodology to measure internal consistency, using "Cronbach's alpha (CA)" as the

primary tool (Leue, 2023). This widely accepted measure assesses the reliability of the data ensuring that data is used for further analysis.

In this study, all scales demonstrated robust reliability, with "Cronbach's alpha" values exceeding 0.75 and "composite reliabilities" surpassing 0.85 (recommended value > 0.7). The "convergent validity" further supported this, assessed based on "average variance extracted (AVEs)" values for all latent constructs more than 0.5 (Jakada et al., 2020). The specific "Cronbach's Alpha (CA)" values for the variables used in this study are as follows: privacy concerns (PC) is 0.80, social media addiction (SMA) is 0.75, social media fatigue (SMF) is 0.76, information overload (IO) is 0.82, emotional exhaustion (EE) is 0.89, and academic performance decrement (APD) is 0.87. Moreover, "Composite reliability (CR)" is crucial in this study. It mirrors the function of "Cronbach's alpha", providing a measure of stability in the items of a given scale (Netemeyer et al., 2003). In other words, it indicates the shared variance among the observed variables (Fornell & Larcker, 1981; Afthanorhan, 2021).

The results are computed based on the factor loadings and error variances of the indicators connected to the latent construct. The result of "Composite reliability (CR)" the variables reviewed in this study are as follows: academic performance decrement (APD) is 0.90, emotional exhaustion (EE) is 0.90, information overload (IO) is 0.89, privacy concerns (PC) is 0.88, social media addiction (SMA) is 0.86, and social media fatigue (SMF) is 0.85.

The "average variance extracted (AVE)" is a standard method to validate the constructs. Furthermore, it shows the extent to which the indicators of a construct evaluate and converge on a common underlying concept and measures the amount of variance captured by a construct.

The following AVE results for the variables are: The values for academic performance decrement (APD), privacy concerns (PC), social media addiction (SMA), social media fatigue (SMF), information overload (IO) and emotional exhaustion (EE) are 0.65, 0.70, 0.66, 0.61, 0.74 and 0.70 respectively. Table 4.3 exhibited the result of "reliability and validity" of the variables.

Table 4.3 Internal consistency reliability

Variables	CA	CR	AVE
Academic performance decrement (APD)	0.87	0.90	0.65
Emotional exhaustion (EE)	0.89	0.90	0.70
Information overload (IO)	0.82	0.89	0.74
Privacy concerns (PC)	0.80	0.88	0.70
Social media addiction (SMA)	0.75	0.86	0.66
Social media fatigue (SMF)	0.76	0.85	0.61

Note: CA= Cronbach's Alpha, CR= Composite Reliability, AVE=Average Variance Extracted

Source: Author's own compilation

4.4.1.2 Discriminant validity

"Discriminant validity" seeks to measure how a latent construct in a measurement model differs from other constructs (Afthanorhan, 2021). *"Discriminant validity"* ensures the distinctiveness of each construct, confirming its identity (Han et al., 2024). For every latent variable, the square root of the AVEs is greater than the construct intercorrelations. Therefore, it may be said that the measurement model's discriminant validity is satisfactory (Fornell& Larcker, 1981). It was graded by competing the inter-construct correlations with the square root of average variance extracted (AVEs), as shown in Table 4.4.

Table 4.4 Discriminant validity

Variables	APD	EE	IO	PC	SMA	SMF
Academic performance decrement (APD)	**0.81**					
Emotional exhaustion (EE)	0.60	**0.84**				
Information overload (IO)	0.55	0.64	**0.86**			
Privacy concerns (PC)	0.20	0.21	0.27	**0.84**		
Social media addiction (SMA)	0.54	0.56	0.54	0.19	**0.81**	
Social media fatigue (SMF)	0.45	0.72	0.53	0.21	0.46	**0.78**

Source: Author's own compilation

Moreover, the *"Hetrotrait-Monotrait (HTMT) ratio"* was used to understand the discriminant validity of the components. Yusoff et al. (2020) suggests that it examines whether a construct lacks a significant association with other constructs and is measuring what it should be measuring. Cheung et al. (2023) explain how the HTMT ratio is computed.

HTMT= Average Hetrotrait Correlation/Average – Monotrait Correlation

It is suggested that if the HTMT ratio is less than 0.90, it is free from any multicollinearity (Hair et al., 2016) and depicts the discriminant validity as acceptable. On the other hand, a considerably greater HTMT ratio indicates a weak discriminant validity (Ringle et al., 2023; Cheung et al., 2023).

Previous studies have suggested that the HTMT ratio is extremely useful in SEM when working with multiple latent constructs. It offers a numerical evaluation of the degree of discrimination between the measurements of various constructs (Imran et al., 2021). This

study mentioned that the "square root of AVEs for each latent variable is higher than the intercorrelations of constructs" (Fornell & Larcker, 1981). Furthermore, Table 4.5 shows that the HTMT values are under the threshold limit of 0.90, confirming the discriminant validity as acceptable (Hair et al., 2016).

Table 4.5 HTMT

Variables	APD	EE	IO	PC	SMA	SMF
Academic performance decrement (APD)	0.07					
Emotional exhaustion (EE)	0.67					
Information overload (IO)	0.65	0.73				
Privacy concern (PC)	0.23	0.24	0.33			
Social media addiction (SMA)	0.78	0.66	0.68	0.24		
Social media fatigue (SMF)	0.53	0.83	0.66	0.25	0.57	

Source: Author's own compilation

Moreover, in Table 4.6 the "Variance Inflation Factor (VIF)" values are less than 3, lower than the threshold limit of 5 (Hair et al., 2017). The "standard root mean square residual (SRMR)" value was 0.071, lower than the threshold limit of 0.08 (Kueh et al., 2024).

Table 4.6 Variance inflation factor (VIF)

Variables Name	Items No.	VIF
Academic performance decrement (APD)	APD1	1.86
	APD2	2.11
	APD3	2.38

	APD4	2.40
	APD5	2.29
Emotional exhaustion (EE)	EE1	2.52
	EE2	2.18
	EE3	2.95
	EE4	2.90
	EE5	2.51
	EE6	1.95
Information overload (IO)	IO 1	1.74
	IO 2	1.84
	IO 3	2.12
Privacy concerns (PC)	PC1	1.66
	PC2	2.08
	PC3	1.63
Social media addiction (SMA)	SMA 1	1.50
	SMA 2	1.52
	SMA3	1.50
Social media fatigue (SMF)	SMF1	2.14
	SMF2	2.27
	SMF3	2.97
	SMF4	1.05

Source: Author's own compilation

4.5 Assessment of Structural Model

4.5.1 Hypothesis testing & Results

This study tested hypotheses using PLS-SEM or Partial Least Square structure equation modeling 3.0. The details are shown in Table 4.7.

The hypothesis (H1) suggests that privacy concerns is positively related to emotional exhaustion. The structural (inner) model shows β- value of 0.032, standard deviation of 0.037, t-value of 0.741, and p-value of 0.459. Thus, H1 is not supported.

The hypothesis (H2) proposed that privacy concerns is positively related to social media fatigue. The structural (inner) model is shown with a β- value of 0.066, standard deviation of 0.041, t-value of 1.544, and p-value of 0.123. Thus, H2 is not supported.

The hypothesis (H3) stated information overload is positively related to emotional exhaustion. The structural (inner) model is shown with β- value of 0.471, standard deviation of 0.045, t-value of 10.553, and p-value of 0.000. Thus, H3 is supported.

The hypothesis (H4) stated that information overload is positively related to social media fatigue. The structural (inner) model confirms β- value as 0.384, standard deviation as 0.052, t- value as 7.331, and p-value as 0.000. Thus, H4 is supported.

The hypothesis (H5) stated that social media addiction is positively related to emotional exhaustion. The structural model was evaluated with β- value of 0.299, a standard deviation of 0.046, t- a value of 6.416, and a p-value of 0.000. Thus, H5 is supported.

The hypothesis (H6) proposed that social media addiction is positively related to social media fatigue. The path analysis shows the β- value is 0.237, standard deviation is 0.054, t-value is 4.390, and p-value is 0.000. Thus, H6 is supported.

The hypothesis (H7) states that emotional exhaustion is positively related to academic performance decrement. The structural model is shown with a β- value of 0.582, standard deviation of 0.063, t- value of 9.122, and p-value of 0.000. Thus, H7 is supported.

Finally, the hypothesis (H8) states that social media fatigue is positively related to academic performance decrement. The structural (inner)model was evaluated with β- value as 0.034, standard deviation as 0.069, t- value is 0.507, and p-value is 0.612. Thus, H8 is not supported.

Table 4.7 Results of the Structural Model

Hypothesis	Paths	β-values	SD	t- values	p-values
H1	PC→EE	0.032	0.037	0.741	*0.459*
H2	PC→SMF	0.066	0.041	1.544	*0.123*
H3	IO→EE	0.471	0.045	10.553	0.000
H4	IO→SMF	0.384	0.052	7.331	0.000
H5	SMA→EE	0.299	0.046	6.416	0.000
H6	SMA→SMF	0.237	0.054	4.390	0.000
H7	EE→APD	0.582	0.063	9.122	0.000
H8	SMF→ APD	0.034	0.069	0.507	*0.612*

Source: Author's own compilation

Notes: PC = "Privacy Concerns," IO = "Information Overload," SMA = "Social media addiction," EE = "Emotional Exhaustion," SMF = "Social media Fatigue", APD = "Academic Performance Decrement"

The R^2 value of emotional exhaustion is 0.47, social media fatigue is 0.32, and of academic performance decrement is 0.36. Furthermore, the adjusted R^2 value of emotional exhaustion is 0.46, of social media fatigue is 0.31, and of academic performance decrement is 0.35.
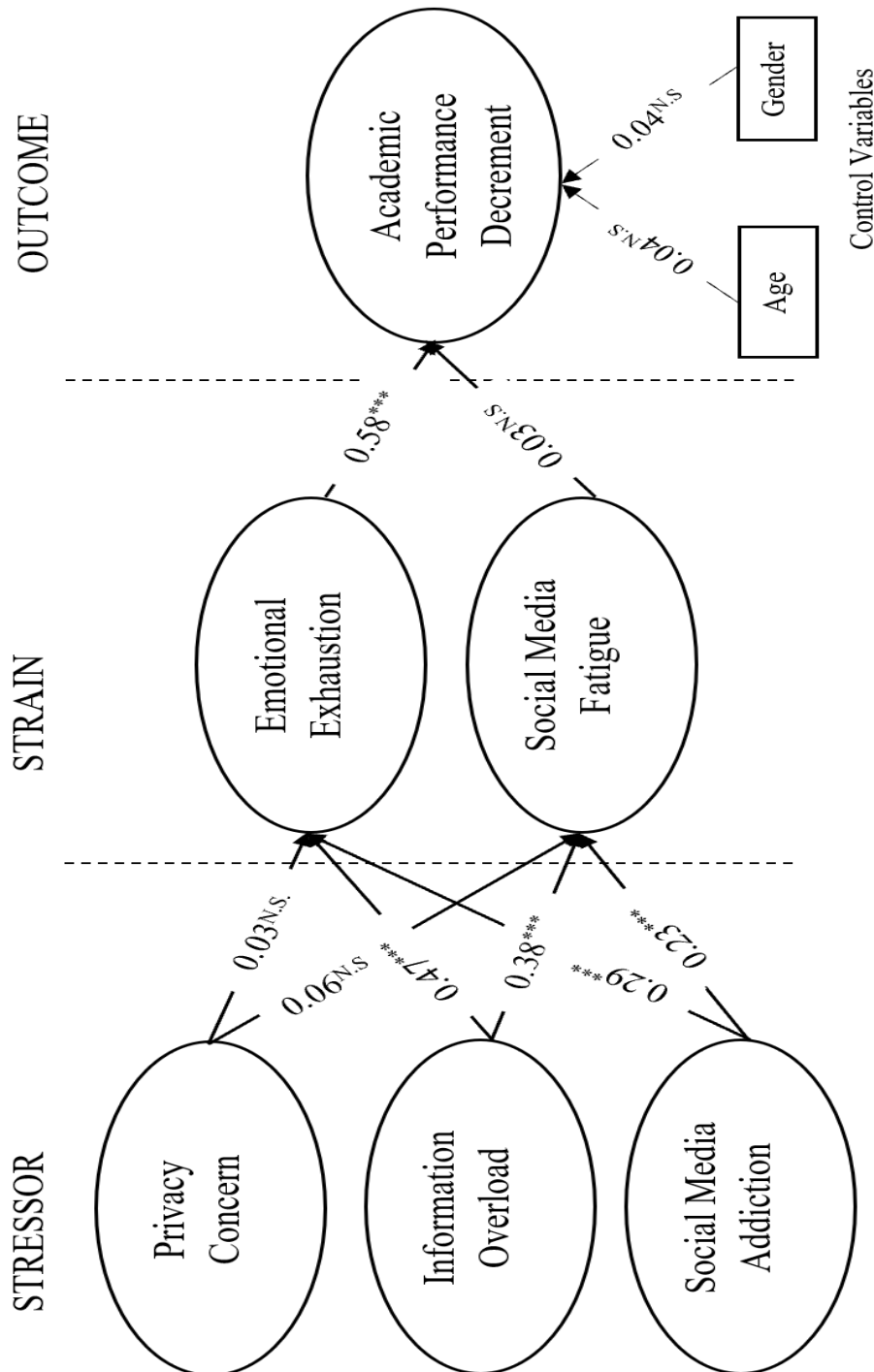
Figure 4.1 Structural model results

The summary of the hypothesis is exhibited in Table 4.8.

Table 4.8 Summary of hypothesis

Hypothesis No.	Hypothesis	Results
H1	PC is positively related to EE	Not supported
H2	PC is positively related to SMF	Not supported
H3	IO is positively related to EE	Supported
H4	IO is positively related to SMF	Supported
H5	SMA is positively related to EE	Supported
H6	SMA is positively related to SMF	Supported
H7	EE is positively related to APD	Supported
H8	SMF is positively related to APD	Not supported

Source: Author's own compilation

4.6 Chapter Summary

This chapter outlines the study's data analysis and interpretation. It focuses on data cleaning and analysis using PLS-SEM. It assessed the reliability and validity of the data. Furthermore, the assessment of the structural model was analyzed. This chapter concludes with an in-depth understanding of the various reliability and validity. Furthermore, the hypothesis testing was conducted.

CHAPTER 5. DISCUSSION, CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Introduction

The current chapter presents a comprehensive summary of the research conducted in this study. It synthesizes the extensive literature review and statistical data analysis, aligning with the study's research objectives. Moreover, the conclusions of both the measurement model and structural model are discussed. Theoretical implications are also explored to determine how this study contributes to the existing literature. Additionally, practical implications for students, social media developers, and university administrators have been highlighted.

The research contributions of this study are outlined, and the researcher's observations and insights are incorporated, reflecting the collaborative nature of the research. Recommendations based on the research outcomes are proposed for educators, academicians, students, and platform developers, inviting them to participate in the process for better utilization. Finally, this chapter presents the study's limitations and the scope for future research.

5.2 Conclusion drawn from the literature review

The study's theoretical framework was proposed based on the comprehensive literature review. This review helped identify the research gaps and questions of the study. Moreover, it provides concepts and definitions of social media, privacy concerns, information overload, social media addiction, social media fatigue, emotional exhaustion, and academic performance decrement. Additionally, the review outlined several essential factors that contribute to students' emotional exhaustion and social media fatigue, leading to academic performance decline.

The study explores the extensive use of social media platforms, which boast over 5.61 billion global users (Digital Report, 2024). It highlights the diverse ways social media is utilized, including its role in forming communities within educational institutions and

serving as an alternative to traditional communication methods. The study also underscores the intricate nature of digital media, its evolution, and its impact on users' daily activities. It brings attention to the risks associated with excessive online information, particularly the concerns related to privacy depletion on social media. Furthermore, it emphasizes the importance of implementing policies to protect users' personal information in the rapidly advancing digital landscape.

In the context of higher education, students are gradually experiencing the adverse effects of technology, such as emotional exhaustion and social media fatigue, which are impacting their academic performance (Ali et al., 2024). Research suggests that student digital addiction is associated with psychological and emotional issues (Feroz et al., 2022; Yazgan, 2022). Previous literature has highlighted those digital activities on social media platforms, including online gaming, online shopping, excessive use of various applications, and spending time on texting and other chats, can be highly addictive and detrimental to users' mental health and development (Singh et al., 2023; Kardaras, 2022; Pourranjbar & Shokouhyar, 2023). Therefore, it is essential to understand how technology addiction affects student-related outcomes and to develop preventive strategies to maintain students' emotional and psychological well-being. Previous literature has highlighted how excessive social media use affects emotional exhaustion and social media fatigue. Moreover, previous studies have also highlighted that there may be various influencing factors that affect students' performance.

The research highlights the importance of understanding how psychological issues and online fatigue impact academic achievement, especially in the global shift to digital learning environments. The accelerated transition to digital platforms, triggered by events such as the COVID-19 pandemic, underscores the need for a thorough investigation into the relationships arising from digital platform usage (Alshare et al., 2023; Chowdhury et al., 2024; Shoshani & Kor, 2024). This research focuses on concerns regarding privacy, information overload, and social media addiction and how they affect student-related outcomes. Previous literature suggests that students require support to achieve and develop their academic goals (Nurudeen et al., 2023). Moreover, excessive social media usage impairs cognitive function, making it difficult to maintain emotional well-being and decreasing motivation and concentration (Li et al., 2023; Tanputera et al., 2024). As a

result, it is crucial to understand social media usage patterns, the associated factors, and the role policies that can be catalyzed in academic and research domains. Thus, this study predominantly focuses on university students, understanding their usage patterns and the outcomes of excessive social media use.

A comprehensive literature review identified the relevant theories to propose the research model. As a result, the "*Stress-Strain Outcome (SSO) model*" and *"Conservation of Resource (COR) theory*" were deemed suitable for this study (Franceschini et al., 2023; Murphy et al., 2023; Koeske & Koeske, 1993; Hobfoll & Shirom, 2000; Bettini et al., 2020).

The SSO model examines the complex interactions between stressors, strains, and behavioral outcomes such as well-being and performance. This framework provides invaluable insights into how stressors, strains, and outcomes interrelate. It helped identify the stressors in the study, which included social media addiction, privacy concerns, and information overload. Additionally, it analyzes the affected strains, such as emotional exhaustion and social media fatigue. Finally, it suggests the outcome of the strains, specifically a decline in academic performance in students. The framework clarifies the complex mechanisms underlying how stressors affect individuals' psychological and physiological states, subsequently influencing their performance and general functioning in social and organizational settings.

The COR theory, as outlined by Hobfoll (1989), examines how individuals encounter, manage, and develop resources, particularly in stressful situations. These circumstances are considered stress triggers as they threaten or deplete resources. The theory posits that individuals experiencing stress, such as fatigue and exhaustion, may suffer resource loss (Pham Thi & Duong, 2024).

Furthermore, the literature review illustrates how social media has become pervasive and is extensively used by students for academic and other purposes, such as gathering information, sharing content, and expressing emotions (Sivakumar et al., 2023; Shane-Simpson & Bakken, 2024). It encompasses mobile and web-based technologies that function through applications, websites, or online platforms, enabling users to generate, collaborate, and share information. However, using digital interfaces has advantages and disadvantages (Naslund et al., 2020). The benefits may include sharing information and

content and serving as a means of gathering information. Moreover, the adverse factors may include privacy issues, information overload, and the risk of social media addiction (Świątek et al., 2023; Fu et al., 2020; Shabahang et al., 2024). Additionally, users are worried about the potential exposure of their customized information, as accessing the platforms requires providing various personal details (Sheng et al., 2023). While users extensively use different platforms, they may not be fully aware of their policies and procedures. Therefore, the literature suggests that social media usage may impact students' psychological well-being, causing feelings of exhaustion and fatigue (Kamal et al., 2020). The literature highlights the trend of sharing personal information and daily affairs on social media platforms, eventually resulting in concerns related to individual privacy (Aeini et al., 2023; Shrivastava, 2023). Thus, this study highlights the need for users to understand the various implications of social media use and how it affects student-related outcomes.

Previous research by Sivakumar et al. (2023) suggests that privacy concerns due to social media can impact mental and emotional well-being. Such users commonly worry about privacy breaches as they engage with people on social media platforms (Nannim et al., 2023; Rathore, 2023). Thus, issues related to privacy concerns occur as personal information is misused on these platforms. Concerns related to privacy may arise from surveillance and the sharing of personal user-generated content on different digital forums (Oz & Yanik, 2024). Additionally, this study discusses the potential impact of privacy concerns on various strains, such as emotional exhaustion and social media fatigue. Jozani (2024) defines privacy concern as the cognitive and emotional response to perceived risks and threats to personal information stemming from sharing content, interactions with other users, and platform policies and practices. Furthermore, Zonoobi et al. (2024) suggest that privacy concerns in social media denote the discomfort or apprehension experienced by individuals when they perceive their personal information, communications, or online activities to be susceptible to surveillance, data breaches, or unauthorized access by other users or third parties.

The present research explores the harmful effects of excessive use of social media platforms. It suggests that excessive use leads to digital addiction and fatigue, with other adverse effects on mental and physical health. Prior literature has identified the rapid increase in consumption and utilization of data as a cause of fatigue due to social media

use, potentially leading to a decline in user's overall development (Zubair et al., 2023; Tereshchenko, 2023). Additionally, excessive use of digital platforms has been connected to adverse effects on sleeping patterns, relationships, academic performance, and social engagement (Wang et al., 2023). Zhao (2023) suggests that the integration of digital proficiency has a declining impact on the academic development of its users. Thus, in today's educational era students actively participate in online learning platforms and have become increasingly dependent on social media platforms for educational and other purposes (Tullett-Prado et al., 2023).

Excessive use of social media makes it evident that information overload is a significant issue and can impact academic responsibilities (Wang et al., 2023; Bawden & Robinson, 2020; Eliyana et al., 2020). Previous literature has suggested that information overload is caused due to the multiple sources of information available across social media platforms, leading to emotional exhaustion and decreased motivation in students' performance (Evers et al., 2020). In the past, some researchers have delved into the relationship between information overload and digital usage, shedding light on complex dynamics (Masood et al., 2022).

The Digital Report (2024) shows that social media usage is increasing yearly, and multiple platforms continue to introduce new features and updates, necessitating user adaptation and interfaces (Abrahão et al., 2021; Miraz et al., 2021). Furthermore, information on these platforms may lead users to access irrelevant content, such as spam, ultimately resulting in information overload (Rao et al., 2021; Wood & Krasowski, 2020). Thus, social media can be valuable for building connections and facilitating effective communication between individuals and organizations. However, it is associated with several challenges (Miller, 2020).

Emotional exhaustion results from prolonged and intense emotional engagement in digital interactions (Fan et al., 2020), which can affect overall performance in daily tasks (Pang, 2021). This condition can result in burnout and a reduced ability to sustain ongoing social interactions within the digital sphere (Karakose et al., 2022). Previous literature has suggested that some common symptoms of emotional and psychological well-being symptoms include acute fatigue, severance, mental boredom, and compromised

performance in daily responsibilities (Han et al., 2020). Prolonged emotional exhaustion can induce stress, which has significant consequences for the affected individual and their immediate social circle (Evers et al., 2020). Behavioral responses to emotional exhaustion can vary, ranging from agitation to disrupted sleep patterns and fatigue (Luqman et al., 2021). This can lead to reduced performance, characterized by decreased focus, diminished motivation, a feeling of futility in job-related actions, and impaired communication with colleagues (Tandon et al., 2021). Previous studies have indicated that digital platforms enable effective communication and information dissemination. However, over-reliance on these platforms can trigger psychological and emotional exhaustion (Kamal et al., 2020). The rapid growth of social media has fundamentally transformed interpersonal dynamics and involves various factors contributing to emotional exhaustion.

The digital space and social media platforms are dominant for their users, facilitating seamless connectivity irrespective of geographic constraints (Burnell & Odgers, 2023). Social media is extensively utilized across all age groups but is more prevalent among the younger generation (Hattingh, 2022). Zeng et al. (2021) stated that fatigue related to social media characterizes the sense of being overwhelmed by the excessive information available on social media platforms (Kaur et al., 2021). Parry and Bantjes (2020) concluded that social media multitasking results in diminished academic performance among adolescents. While the use of social media platforms is important for facilitating seamless connectivity, it is essential to recognize that excessive use can lead to social media fatigue (Burnell & Odgers, 2023).

Academic excellence is a persistent obligation for students, educational institutions, and educators. Despite significant resource allocation and targeted initiatives to enhance educational outcomes, concerns regarding diminishing academic performance persist. It's crucial for educators to play a proactive role in addressing the challenges posed by social media. Extensive literature has pinpointed that various factors affect academic pursuits, including the learning environment, mental well-being, social media engagement, and individualized learning preferences (Miranda-Comas et al., 2022; Gonzalez-Nucamendi et al., 2021).

The term academic performance denotes the gradual progress of students within their academic environments, a progression that significantly influences their careers and

contributes to their professional development (Malik et al., 2020; Homaid,2022). A student's performance, encompassing grades and the execution of assignments and tests, is instrumental in fostering confidence. However, prior literature suggests that increased social media use among students has led to growing concerns regarding academic performance decrement (APD), which refers to the gradual decline in a student's academic achievements (Liou et al., 2022; Limniou, 2021; Spitzer & Musslick, (2021).

5.3 Conclusion drawn from data analysis

The current study investigates the influence of information overload, privacy concerns, and social media addiction on social media fatigue and emotional exhaustion. Furthermore, it examines their impact on students' academic performance.

5.3.1 Descriptive Analysis of Data

A descriptive analysis was used to present the demographic summaries of the respondents. It shares an outline of the respondents' social media usage patterns.

5.3.1.1 Respondent's profile

Based on the demographic profiles, most respondents were at the undergraduate level (74.04%), while the remaining were at the postgraduate level (25.96%). Males made up 64.63% of the sampling population, while females included 35.37%. The majority of the respondents were in the age group of 18 years to 20 years (45.29%) while others belonged to the age group of 21 to 23 years (31.29%), and 24 years and above (23.42%).

5.3.1.2 Social media usage profile of respondents

According to the survey's findings, social media usage among students from different universities in India can be explained by factors such as the duration of use, the various social media platforms accessed, and number of social connections. The data shows that 74.04% of undergraduate students were affiliated with more platforms than 25.96% of postgraduate students. Additionally, the data indicates a higher inclination toward social media usage among male students compared to female students in Indian universities.

5.3.2 Conclusion drawn from measurement (outer) model

The reliability and validity of the scales were assessed after the data-cleaning process and assessment common method bias (CMB). The data were analyzed and measured using PLS-SEM and Microsoft Excel.

PLS-SEM is a powerful multivariate analytic approach designed to assess and validate latent constructs (Guenther et al., 2023, p.127; Memon et al., 2021, p.1). PLS-SEM can be effectively applied with smaller sample sizes (Hair et al., 2017). The "ten times rule'" also serves as a principle for sample size determination in PLS-SEM (Hair et al., 2019, p.2). Therefore, the final data analysis employed 24 items, indicating a required sample size of n = 240 (Hair et al., 2019). Moreover, the study utilized a sample of n=393 responses.

In this study, the "reliability and validity" of the data were assessed using five key metrics: "factor loadings, Cronbach's alpha (CA), composite reliability (CR), average variance extracted (AVE), and discriminant validity". The "factor loadings" consistently exceeded 0.60, demonstrating the effectiveness of the measurement methods.

First, the measurement model for the constructs was analyzed, and the factor loadings of the items for all variables were examined. These were found to range between 0.63 and 0.90. Specifically, the factor loadings for each construct were as follows: APD ranged between 0.77 and 0.85, EE ranged between 0.77 and 0.85, IO ranged between 0.90 and 0.84, PC ranged between 0.87 and 0.75, SMA ranged between 0.86 and 0.82, and SMF ranged between 0.63 and 0.87.

Subsequently, the internal consistency reliability of the scales was evaluated, with all Cronbach's alpha values for the scales exceeding 0.75, and composite reliabilities surpassing 0.85 (a recommended value > 0.70), indicating robust reliability (Hair et al., 2021). Convergent validity was determined based on AVE values, with all latent constructs showing values greater than 0.5 (Fornell & Larcker, 1981). Notably, the Cronbach's alpha (CA) values for the following variables are APD = 0.87, EE = 0.89, IO = 0.82, PC = 0.80, SMA = 0.75, and SMF = 0.76. The composite reliability (CR) of the measurement model, which assesses the internal consistency of latent constructs, was found to be as follows: APD = 0.90, EE = 0.90, IO = 0.89, PC = 0.88, SMA = 0.86, and SMF = 0.85. Discriminant validity measures the extent to which a latent construct in a measurement model differs from others. The HTMT values for the variables are less than 0.85, confirming the model's

discriminant validity (Hair et al., 2017). The variance inflation factor (VIF), used to detect multicollinearity. The VIF values are below 3 for all variables (Hair et al., 2017); thus, multicollinearity concerns were mitigated. The standard root mean square residual (SRMR) value was detected at 0.071, falling the threshold limit of 0.08 (Hair et al., 2016).

5.3.3 Conclusion drawn from the structural (inner) model

The study assessed the structural model and revealed the proposed relationships based on the identified variables.

a. ***Relationship between "privacy concerns (PC)" and "emotional exhaustion (EE)":***
This study found no significant relationship between privacy concerns (PC) and emotional exhaustion (EE). The statistical analysis of the inner model revealed a beta coefficient of 0.032, a standard deviation of 0.037, t-value of 0.741, and p-value of 0.459. Therefore, privacy concerns do not impact students' emotional exhaustion (EE). This study contributes to the ongoing debate regarding the influence of privacy concerns on students' emotional exhaustion, providing empirical evidence. While previous studies suggested that privacy concerns may negatively affect users' emotional and psychological well-being, this study specifically focused on students in Indian universities and found no evidence to support this (Aksar et al., 2024). Impact of privacy concerns on psychological dimensions may vary depending on individuals and contextual factors. Hence, the hypothesis is not supported.

b. ***Relationship between "privacy concerns (PC)" and "social media fatigue (SMF)":***
This study also found no significant relationship between privacy concerns (PC) and social media fatigue (SMF). The inner model showed a β- value of 0.066, a standard deviation of 0.041, t-value of 1.544, and p-value of 0.123, indicating that the hypothesis is not supported. However, previous literature has posited that privacy concerns may impact social media fatigue (Zhou & Xie, 2024; Cheng et al., 2024). Thus, the hypothesis is not supported in this study.

c. ***Relationship between "information overload (IO)" and "emotional exhaustion (EE)":***
This study shows that information overload (IO) positively influences emotional exhaustion (EE). The structural model exhibited a β- value as 0.471, a standard deviation as 0.045, t-value as 10.553, and p-value as 0.000. Previous literature suggests that social

media use can lead to information overload, which affects emotional exhaustion (Azri et al., 2024; Arnold et al., 2023). Thus, the study highlights the impact of information overload (IO) on students' emotional exhaustion (EE). Thus, the hypothesis is supported.

d. Relationship between "information overload (IO)" and "social media fatigue (SMF)":

The present study empirically validated that information overload (IO) positively and significantly impacts students' social media fatigue (SMF). The study's results indicated that information overload positively affects social media fatigue. The structural (inner) model confirmed this by showing β- value of 0.384, standard deviation of 0.052, t-value of 7.331, and a p-value of 0.000. Prior literature supports a positive relationship between information overload and social media fatigue in various settings (Li et al., 2024). Thus, the hypothesis is supported.

e. Relationship between "social media addiction (SMA)" and "emotional exhaustion (EE)":

Based on the result, this study exhibits a positive and significant relationship between social media addiction and emotional exhaustion. The present study's structural model showed the following statistical values: β- value of 0.299, standard deviation of 0.046, t-value of 6.416, and p-value of 0.000. Previous research has provided empirical evidence that social media addiction (SMA) results from the extensive use of social media, which further affects emotional exhaustion (EE) in its users (Zubair et al., 2023). Hence, it is inferred that social media usage leads to information overload (IO) among students and adversely impacts them. Thus, the hypothesis is supported.

f. Relationship between "social media addiction (SMA)" and "social media fatigue (SMF)":

This study delivers an empirical evidence of a positive association between social media addiction (SMA) and social media fatigue (SMF). The structural model has been assessed, and the path analysis result revealed a statistically significant impact in which β- value was 0.237, standard deviation was 0.054, t- value was 4.390, and p-value was 0.000. Previous literature has also supported this association between social media addiction and social media fatigue (Ou et al., 2023). Thus, the present study supports that social media addiction (SMA) contributes to social media fatigue (SMF). Thus, the hypothesis is supported.

g. Relationship between "emotional exhaustion (EE)" and "academic performance decrement (APD)":

The study assessed the impact of emotional exhaustion (EE) on academic performance decrement (APD) among students. The structural model showcased that the statement is supported as β- value is 0.582, standard deviation is 0.063, t- value is 9.122, and the p-value is 0.000. Prior research has indicated that emotional exhaustion, often exacerbated by social media use, negatively impacts academic performance and academic achievements (Ghislieri et al., 2023; Sheng et al., 2023). Hence, the hypothesis is supported.

h. Relationship between "social media fatigue (SMF")" and "academic performance decrement (APD)":

The hypothesis testing result indicates that social media fatigue (SMF) does not significantly impact students' academic performance decrement. The structural model was evaluated with the following results: β- value is 0.034, standard deviation is 0.069, t- value is 0.507, and p-value is 0.612. The results indicates that the relationship between social media fatigue and academic performance decrement is statistically insignificant. This suggests that other factors may have a more pronounced effect on students' academic performance. Hence, the hypothesis that social media fatigue impacts academic performance decrement is not supported. The role of social media fatigue (SMF) in students' academic performance decrement (APD) is a complex and multifaceted issue. According to Zhuang et al. (2023), there is a significant relationship between social media fatigue (SMF) and academic performance decrement (APD). Hence, the hypothesis is not supported. The insignificant relationship between social media fatigue and academic performance decrement could be due to a different cultural setting and how academic performance is measured in India.

5.4 Policy recommendations

5.4.1 Educational Institutions:

Educational institutions should strongly consider implementing comprehensive digital literacy programs to promote responsible digital engagement and enhance student welfare (Aroba, 2024). These programs should encompass essential topics, such as tutorials and policies on the optimum utilization of social media platforms, time management, stress management, and maintaining a healthy balance between online and offline activities. Integrating scheduled social media breaks into the academic curriculum throughout the academic semester would be a feasible solution. Moreover, it would provide designated periods for students to disconnect from social platforms, reducing anxiety and fatigue associated with constant online connectivity (Gregersen et al., 2023). Thus, creating a collaborative approach between social media platforms and policymakers is imperative to develop features that foster a positive online environment and minimize factors contributing to emotional exhaustion (Aithal & Aithal, 2023).

Universities should integrate emotional well-being into comprehensive student wellness programs. Academic advisers should have access to counseling services and receive training to identify signs of anxiety related to social media usage (Riggs et al., 2023). Additionally, universities should collaborate with faculty members to offer courses exploring social media usage's behavioral and psychological aspects, fostering a comprehensive understanding among both academic staff and students (Petruzziello et al., 2023). Institutions should also integrate mental health services into their support systems, including counseling and resources designed to address the specific challenges arising from emotional exhaustion and social media usage.

5.4.2   Social media platform developers:

An essential aspect of collaboration for social media platform developers could involve creating algorithms to detect and limit exposure to emotionally taxing or time-consuming content. Furthermore, platforms should promote positive relationships, discourage cyberbullying, and provide mental health resources to cultivate a supportive online community (Adeniyi et al., 2024). Social media developers should take the lead in creating responsible technological designs, including implementing algorithms that identify signs of emotional distress and fatigue in users to prevent exposure to harmful content (Karizat

et al., 2024). Additionally, developers can foster a positive online environment by integrating features that encourage meaningful relationships, enforce screen time limitations, and provide mental health resources directly on their platforms. Collaboration between researchers, lawmakers, and social media developers is critical to establishing industry standards and guidelines that promote digital well-being. This comprehensive policy approach aims to enhance student's overall well-being and academic performance by providing access to a resilient and balanced digital environment.

5.5 Research Contributions

This research offers significant benefits to students, educators, university administrators, and social media platform developers. It provides valuable insights into the negative impacts of excessive digital engagement, establishing a clear relation between use of social media and detrimental impact on academic performance. Understanding these connections empowers students to make informed choices about their online activities, encouraging responsible use and a healthier balance between social media and academic responsibilities. Additionally, by identifying the factors contributing to emotional exhaustion, students can adopt targeted strategies to minimize the adverse impact of social media use, thereby creating a more supportive environment for academic success.

This research also aids colleges, universities, and educators by highlighting the importance of educational programs that comprehensively address the adverse impact of social media usage on emotional and psychological well-being. Institutions can take proactive measures, such as offering personalized counseling services, promoting digital well-being initiatives, and providing academic advising, with a deep understanding of the variables impacting academic performance. This study underscores the need to integrate these concepts into the broader educational framework, ensuring that institutions prioritize students' overall well-being and foster an environment conducive to academic excellence.

Furthermore, the research findings are invaluable for social media platform developers, as they clarify the behavioral and psychological factors underlying user experiences. Developers can make informed decisions about platform features and design, specifically focusing on the correlations between emotional stress and social media fatigue. The research advocates for the development of responsible technology that prioritizes user needs, incorporating features that enhance positive online interactions and implementing

algorithmic improvements to reduce exposure to potentially distressing content. Ultimately, the research aims to lay the groundwork for collaboration between researchers and developers in designing platforms that prioritize users' emotional and psychological well-being and academic success.

5.6 Implications

5.6.1 Theoretical implications

This study expands the SSO framework (Koeske & Koeske, 1993) by examining social media's effects on the depletion of academic performance of students. The present research examined the impact of social media addiction, information overload, and privacy concerns on social media fatigue and emotional exhaustion providing an in-depth understanding of the consequences and stressors of excessive social media use. Furthermore, the study employed the COR theory to inspect the effect of social media fatigue and emotional exhaustion, offering significant insights into how continuous use of social media platforms can deplete users' resources. The study intended to understand the complex interactions between social media-related strains and their impact on students' academic outcomes (Hynes & Cullinane, 2024; Hobfoll & Shirom, 2000). The study highlights how social media and how it adversely impacts their emotional and psychological well-being, further impacting students' academic outcomes.

The present study addressed the issues associated with social media usage in academic environments. Ultimately, this study sheds light on social media's dual nature, illustrating how it can be beneficial and a source of user stress for its users (Sharma et al., 2024). Thus, this research offered an in-depth understanding of the detrimental effects of excessive social media use in educational settings.

5.6.2 Practical Implications

The study's findings provide several practical implications for students, social media developers, educators, and University administrators.

a. Implications for Students:

Students regularly engage with various social media platforms and explore the diverse

interface of each platform. However, persistent and extensive use of these platforms can lead to information overload and addiction. Thus, it is vital for students to be aware of the detrimental effects of extensive social media use. Students may include different techniques and ways for optimum utilization of such social media platforms. They may include time management techniques such as prioritizing academic endeavors, limiting usage duration, and employing filters to regulate the influx of information. Additionally, this study encourages students to prioritize privacy when using social media platforms.

This study highlights the multifaceted nature of addressing the association between social media-induced stress and academic performance. It underscores the significance of implementing involvements that promote students' well-being and academic success. Additionally, the study emphasizes the importance of students' familiarity with social media policies, urging mindful use to avoid information overload and mental exhaustion. Collaboration between educators, administrators, and social media entities is essential to cultivating a digital environment that supports student achievement. Finally, the study emphasizes a balanced approach to social media usage, acknowledging its educational merits, and cultivating awareness of potential drawbacks among students are essential focal points illuminated. Overall, the research underscores the value of social media for students while acknowledging its impact on academic achievement.

b. *Implications for Developers:*

Developers have the potential to integrate features such as tools for managing screen time and fostering meaningful interactions, which could alleviate feelings of exhaustion and fatigue. Individuals can also make informed choices about their online activities by utilizing educational tools on the platform and optimizing algorithms to prioritize content that promotes positive engagement. Creating an improved online environment entails focusing on data privacy and a willingness to collaborate with researchers and mental health professionals to incorporate evidence-based strategies. By implementing these strategies, social media developers can elevate the user experience and support overall well-being. By prioritizing user welfare, developers of social media platforms can mitigate excessive platform use and its adverse effects. It may involve introducing new features, such as customizable feeds and notification settings, to alleviate information overload. Moreover, developers can safeguard user privacy by incorporating robust privacy settings

and transparent data regulations. Social media developers can foster a more resilient ecosystem by emphasizing user experience, effective knowledge sharing, and well-being. Developers can incorporate features such as tools for limiting screen time and promoting meaningful interactions to reduce feelings of exhaustion and fatigue. Additionally, individuals can make more informed decisions about their online activity by using educational tools on the platform and optimizing algorithms to prioritize content that fosters positive engagement. Enhancing the online environment involves emphasizing data privacy and collaborating with researchers and mental health professionals to implement evidence-based strategies. By implementing the above strategies, social media developers can improve the user experience and support user well-being. By prioritizing student welfare, developers of social media platforms can minimize platform overuse and its negative impact. Thus, it can include introducing new features such as customizable feeds and notification settings to reduce information overload. Developers should prioritize user privacy by implementing strong privacy settings and data handling rules. Emphasizing user experience, practical knowledge sharing, and well-being can help social media developers create a more robust ecosystem.

c. *Implications for University Administrators:*

In educational system, social media platforms are a critical area of concern. Administrators must devise policies and procedures that safeguard students' online privacy. Moreover, they can establish institutional guidelines and support students in managing stress arising from social media. To address issues such as emotional exhaustion, psychological challenges, and social media overload, universities may offer mental health support resources and counseling services. Collaboration with IT teams could lead to technological solutions, such as restrictions on access to certain social media sites that exacerbate information overload or privacy concerns. Taking proactive measures to address social media-related stressors can enhance the learning environment for students. Additionally, educational institutions should collaborate with social media platform developers to create and promote an intuitive user interface that can assist users in efficiently managing incoming materials and information. Educators may also leverage the power of social media to enhance teaching and learning methods and improve the effective integration of technology. Since students use social media extensively for knowledge sharing and entertainment from an early age, educators must

educate them about its benefits and drawbacks. Pang and Ruan (2023) suggest that educational institutions should implement supportive measures. The study aimed to provide understandings into the factors contributing to psychological distress and online fatigue for educators and policymakers. Educators should integrate responsible digital use into their classroom instruction and advocate for better platform use among students. By balancing online engagement with academic responsibilities, educators can collaborate with students to establish ethical guidelines. Encouraging open discussions about the potential risks of excessive social media usage will help students make informed decisions about their digital habits.

5.7   Limitations of the Study

Social media plays an essential part in everyone's life. Thus, it is vital to recognize the study's limitations, despite its significant contribution to understanding the link between social media usage and a decline in academic performance. This research primarily involved undergraduate and postgraduate students from Indian universities, which may limit the generalizability of the findings to different cultural contexts. The impact of digital platforms may vary based on cultural and geographical contexts, potentially leading to different outcomes for student groups in other regions. Another limitation is the cross-sectional nature of the study, which only captures data at a specific point in time, thereby limiting the ability to infer long-term effects. Additionally, the cross-sectional study may introduce bias and limit our understanding of participants' experiences. The technology interface may be changed as technology progresses in the future. Thus, it may affect the generalizability of the research.

5.8.   Scope for future research

The present study gives an adequate understanding about social media use and student related outcomes. Future research could examine how social media platforms impact social and subjective well-being. Future studies need to understand the different cultural settings and think about how to minimize the adverse effects of social media usage. Moreover, the future studies may utilize different theories and models to prevent privacy-related issues in an educational setting.

Future research might adopt a longitudinal approach to demonstrate how different features of social media affect behavioral outcomes over time. Furthermore, future studies should provide specific guidelines that can be integrated into academic programs. As technology continues to evolve, and virtual reality-based and artificial intelligence have begun to play a significant role. Since different social media platforms offer unique features, it is important to examine how these features impacts students in diverse ways. Thus, future studies may be conducted in order to examine the role of social media features and how it affects students' learning outcomes.

The current study focused on the impact of social media use on emotional exhaustion and social media fatigue among undergraduate and postgraduation students. Future research might focus on performance during significant educational transitions (e.g., switching from undergraduate to post-graduate school or entering the workforce). Furthermore, it can provide insight into the relationship between students' evolving social media habits and how it is associated with different academic responsibilities. Moreover, future studies may involve various psychological elements, such as anxiety or low self-esteem, associated with excessive social media use.

Future research could also involve conducting cross-national comparative studies across different educational systems. Additionally, examining the role of social media in non-academic contexts, such as professional settings and corporate organizations, may provide that extend beyond the academic environment. Future studies may include students from diverse educational levels, such as high school, competitive exam preparatory backgrounds, distance learning, PhD programs, and vocational training. Additionally, qualitative methods could be employed. Future studies could also focus on developing and evaluating specific measures to mitigate the adverse effects. This could involve creating and implementing initiatives focused on digital well-being in educational settings, designing responsible social media platforms, and exploring policy recommendations to promote a safer online environment. Recognizing and addressing these challenges will enhance the relevance and strength of future research, leading to a more nuanced understanding of the relationships under investigation. Finally, future studies should focus on developing evidence-based strategies to support academic achievement and improve digital well-being.

5.9 Chapter Summary

This chapter provides a concise overview of the entire study. First, it presents the conclusions drawn from the reviewed literature and summarizes the correlates of social media, information overload, privacy concerns, social media addiction, social media fatigue, emotional exhaustion, and academic performance decrement. Second, this study examined the conclusion drawn from data analysis, highlighting the respondents and the social media profiles of the respondents under study. Third, it explored the conclusions drawn from the measurement (outer) model. Fourth, the conclusion from the structural (inner) model was deliberated wherein a comprehensive summary of the conclusions drawn from the hypothesis was discussed. Sixth, the policy recommendations for students, educational institutions, and social media developers were discussed. The limitations of the study have been discussed. Lastly, the future scope of the study provides a significant room for the future researchers.

References

Abidin, I., Kurniawan, M. N., Pramudita, R., & Prasetyo, S. I. (2023). Social Media as Communication for Natural Disasters: Analysis of Social Media for Disaster Management in Bantul Regency. *4th Borobudur International Symposium on Science and Technology 2022 (BIS-STE 2022)*, 460–469.

Abowha, G. J. (2023). *Information overload and research productivity of librarians at University of ilorin library*. Library Philosophy & Practice.

Abrahão, S., Insfran, E., Sluÿters, A., & Vanderdonckt, J. (2021). Model-based intelligent user interface adaptation: challenges and future directions. *Software and Systems Modeling*, *20*(5), 1335–1349. https://doi.org/10.1007/s10270-021-00909-7

Acquisti, A., Brandimarte, L., & Loewenstein, G. (2020). Secrets and likes: The drive for privacy and the difficulty of achieving it in the digital age. *Journal of Consumer Psychology*, *30*(4), 736–758. https://doi.org/10.1002/jcpy.1191

Adeboye, A. T. A., & Ogunleye, O. A. (2024). Unraveling the tapestry: understanding athletes'development in nigeria. *Current Journal of Sports Science and Medicine*, *12*(1), 32–47. https://doi.org/10.5281/zenodo.10640376

Adeniyi, I. S., Al Hamad, N. M., Adewusi, O. E., Unachukwu, C. C., Osawaru, B., Onyebuchi, C. N., & David, I. O. (2024). E-learning platforms in higher education: A comparative review of the USA and Africa. *International Journal of Science and Research Archive*, *11*(1), 1686–1697.

Aeini, B., Zohouri, M., & Mousavand, M. (2023). Iranians and privacy preservation on social media: A systematic review. *Positif Journal*, *23*(10), 88–100.

Afthanorhan, A., Ghazali, P. L., & Rashid, N. (2021). Discriminant validity: A comparison of CBSEM and consistent PLS using Fornell & Larcker and HTMT

approaches. *Journal of Physics: Conference Series*, *1874*(1), 012085.

Aithal, P. S., & Aithal, S. (2023). How to increase emotional infrastructure of higher education institutions. *International Journal of Management, Technology, and Social Sciences (IJMTS*, *8*(3), 356–394.

Ajibade, S., Mejarito, C., Egere, O., Adediran, A., Gido, N., & Bassey, M. (2022). An analysis of the impact of social media addiction on academic engagement of students. *Journal of Pharmaceutical Negative Results*, *13*. 10.47750/pnr.2022.13.s04.166

Aksar, I. A., Firdaus, A., Gong, J., & Anwar Pasha, S. (2024). Examining the impacts of social media on the psychological well-being in a patriarchal culture: a study of women in Pakistan. *Online Information Review*, *48*(2), 294–313. https://doi.org/10.1108/OIR-01-2022-0057

Alam, A., & Mohanty, A. (2022). Predicting Students' Performance Employing Educational Data Mining Techniques, Machine Learning, and Learning Analytics. *International Conference on Communication, Networks and Computing*, 166–177. https://doi.org/10.1007/978-981-19-2980-9_32

AlDayel, A., & Magdy, W. (2021). Stance detection on social media: State of the art and trends. *Information Processing & Management*, *58*(4), 102597. https://doi.org/10.1016/j.ipm.2021.102597

Al-Furaih, S. A., & Al-Awidi, H. M. (2021). Fear of missing out (FoMO) among undergraduate students in relation to attention distraction and learning disengagement in lectures. *Education and Information Technologies*, *26*(2), 2355–2373.

Alheneidi, H., AlSumait, L., AlSumait, D., & Smith, A. P. (2021). Loneliness and problematic internet use during COVID-19 lock-down. *Behavioral Sciences*, *11*(1), 5. https://doi.org/10.3390/bs11010005

Ali, A., Wang, H., Gong, M., & Mehmood, K. (2024). Conservation of resources theory perspective of social media ostracism influence on lurking intentions. *Behaviour & Information Technology*, *43*(1), 212-229. https://doi.org/10.1080/0144929X.2022.2159873

Ali, F., Yasar, B., Khan, U., Ali, L., & Ryu, K. (2024). Can the compulsive use of e-learning lead to lower academic performance? The role of technology fatigue and technostress in hospitality and tourism students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *34*, 100478 https://doi.org/10.1016/j.jhlste.2024.100478

Aljukhadar, M., Bériault Poirier, A., & Senecal, S. (2020). Imagery makes social media captivating! Aesthetic value in a consumer-as-value-maximizer framework. *Journal of Research in Interactive Marketing*, *14*(3), 285–303.

Almutairi, M., Simpson, A., Khan, E., & Dickinson, T. (2022). The value of social media use in improving nursing students' engagement: A systematic review. *Nurse Education in Practice*, *64*(103455), 103455. https://doi.org/10.1016/j.nepr.2022.103455

Alsaigh, R., & Coyne, I. (2021). Doing a hermeneutic phenomenology research underpinned by Gadamer's philosophy: A framework to facilitate data analysis. *International Journal of Qualitative Methods*, *20*, 16094069211047820. https://doi.org/10.1177/16094069211047820

Alshare, K. A., Moqbel, M., & Merhi, M. I. (2023). The double-edged sword of social media usage during the COVID-19 pandemic: demographical and cultural analyses. *Journal of Enterprise Information Management*, *36*(1), 197–220.

Al-Youzbaky, B. A., Hanna, R. D., & Najeeb, S. H. (2022). The effect of information overload, and social media fatigue on online consumers purchasing decisions: the mediating role of technostress and information anxiety. *Journal of System and Management Sciences*, *12*(2), 195-220.

Arnold, M., Goldschmitt, M., & Rigotti, T. (2023). Dealing with information overload: a comprehensive review. *Frontiers in Psychology*, *14*, 1122200. https://doi.org/10.3389/fpsyg.2023.1122200

Aroba, O. J. (2024). Professional leadership investigation in big data and computer-mediated communication in relation to the 11th Sustainable Development Goals (SDG) Global Blueprint global blueprint. *International Journal of Computing Sciences Research*, in press.

Aslan, I. (2020). Social Media Addiction and Controlling Social Media Use: An Extensive Study. *Academic Studies in Social, Human and Administrative Sciences-I*, *1*, 209–245.

Aubouin-Bonnaventure, J., Chevalier, S., Lahiani, F. J., & Fouquereau, E. (2024). Well-being and performance at work: a new approach favourable to the optimal functioning of workers through virtuous organisational practices. *International Journal of Organizational Analysis*, *32*(4), 608–623. https://doi.org/10.1108/IJOA-01-2023-3584

Azri, M. D. N., Malek, S. N. N. A., & Besar, T. B. H. T. (2024). An Overview of Information Overload, System Feature Overload, Social Overload and Communication Overload. *Environment-Behaviour Proceedings Journal*, *9*(SI19), 179–186. https://doi.org/10.21834/e-bpj.v9iSI19.5789

Barry, S. A. (2023). *Evaluating Strategies for Focusing on What Is Important: Text Presentation and Comprehension*. Fordham University.

Bauman, S., Rivers, I. (2023). Digital Aggression, Cyberbullying, and the Impact of COVID-19. In: Mental Health in the Digital Age. Palgrave Macmillan, Cham.

Baumer, S. (2013). Social media, human connectivity and psychological well-being. *The SAGE handbook of digital technology research*, 71-87.

Bawden, D., & Robinson, L. (2020). Information Overload: An Introduction. In *Oxford Research Encyclopedia of Politics*.
https://doi.org/10.1093/acrefore/9780190228637.013.1360

Bekalu, M. A., McCloud, R. F., & Viswanath, K. (2019). Association of social media use with social well-being, positive mental health, and self-rated health: disentangling routine use from emotional connection to use. *Health Education & Behavior*, *46*(2), 69S-80S.   https://doi.org/10.1177/1090198119863768

Belle Wong, J. D. (2023). *Top social media statistics and trends of 2024*.
https://www.forbes.com/advisor/business/social-media-statistics/

Ben Youssef, A., Dahmani, M., & Ragni, L. (2022). ICT use, digital skills and students' academic performance: Exploring the digital divide. *Information*, *13*(3), 129.
https://doi.org/10.3390/info13030129

Berg, E., & Lepp, M. (2023). The meaning and application of student-centered learning in nursing education: An integrative review of the literature. *Nurse Education in Practice*, *69*(103622), 103622.
https://doi.org/10.1016/j.nepr.2023.103622

Bettini, E., Gilmour, A. F., Williams, T. O., & Billingsley, B. (2020). Predicting special and general educators' intent to continue teaching using conservation of resources theory. *Exceptional Children*, *86*(3), 310–329.
https://doi.org/10.1177/0014402919870464

Bhargava, V. R., & Velasquez, M. (2021). Ethics of the attention economy: The problem of social media addiction. *Business Ethics Quarterly*, *31*(3), 321–359.

Bhati, N., Pal, Y., & Talwar, T. (2022). Social Media Fatigue and Academic

Performance: Gender Differences. *Gender Equity: Challenges and Opportunities: Proceedings of 2nd International Conference of Sardar Vallabhbhai National Institute of Technology*, 331–337.

Bialaszewski, R., Gaddis, J., Laboret, B., Bergman, E., Mulligan, E. P., LaCross, J., ... & Wells, J. (2024). Perceived outcomes of periacetabular osteotomy: a social media analysis. *Bone & Joint Open*, *5*(1), 53-59.

Bodhi, R. (2024). How does enterprise social media use affect employees' psychological well-being and innovative work performance? Findings from hybrid approaches. *Information Technology* (In press) https://doi.org/10.1108/ITP-02-2023-0195

Borgohain, D. J., Yuvaraj, M., & Verma, M. K. (2024). Analysing the relationship between altmetric attention score (AAS) and citation: a correlational study. *Information Discovery and Delivery*, *52*(1), 11–22. https://doi.org/10.1108/IDD-05-2022-0035

Bossetta, M., & Schmøkel, R. (2023). Cross-platform emotions and audience engagement in social media political campaigning: Comparing candidates' Facebook and Instagram images in the 2020 US election. *Political Communication*, *40*(1), 48–68. https://doi.org/10.1080/10584609.2022.2128949

Bou-Hamad, I. (2020). The impact of social media usage and lifestyle habits on academic achievement: Insights from a developing country context. *Children and Youth Services Review*, *118*, 105425. https://doi.org/10.1016/j.childyouth.2020.105425

Bozkurt, A. (2021). Surfing on three waves of MOOCs: An examination and snapshot of research in Massive Open Online Courses. *Open Praxis*, *13*(3), 296–311.

Bozkurt, B., Hershberger, R. E., Butler, J., Grady, K. L., Heidenreich, P. A., Isler, M. L., & Weintraub, W. S. (2021). 2021 ACC/AHA key data elements and definitions for heart failure: a report of the American College of Cardiology/American Heart Association task force on clinical data standards (Writing Committee to Develop Clinical Data Standards for Heart Failure. *Circulation: Cardiovascular Quality and Outcomes*, *14*(4), 000102. https://doi.org/10.1161/HCQ.0000000000000102

Brailovskaia, J., & Margraf, J. (2024). Addictive social media use during Covid-19 outbreak: Validation of the Bergen Social Media Addiction Scale (BSMAS) and investigation of protective factors in nine countries. *Current Psychology*, *43*(14), 13022–13040.

Brennan, A., Garavan, T., Egan, T., O'Brien, F., & Ullah, I. (2024). A conservation of resources perspective on public sector employee work engagement. *European Management Review*, *21*(2), 393-407. https://doi.org/10.1111/emre.12594

Breuer, J., Kmetty, Z., Haim, M., & Stier, S. (2023). User-centric approaches for collecting Facebook data in the 'post-API age': Experiences from two studies and recommendations for future research. *Information, Communication & Society*, *26*(14), 2649–2668. https://doi.org/10.1080/1369118X.2022.2097015

Brewer, J. D., & Miller, R. L. (2003). The AZ of social research: a dictionary of key social science research concepts. In *The AZ of Social Research* (pp. 1–346).

Bright, L. F., Kleiser, S. B., & Grau, S. L. (2015). Too much Facebook? An exploratory examination of social media fatigue. *Computers in Human Behavior*, *44*, 148–155. https://doi.org/10.1016/j.chb.2014.11.048

Büchi, M., Fosch-Villaronga, E., Lutz, C., Tamò-Larrieux, A., & Velidi, S. (2023). Making sense of algorithmic profiling: user perceptions on Facebook. *Information, Communication & Society*, *26*(4), 809–825. https://doi.org/10.1080/1369118X.2021.1989011

Burnell, K., & Odgers, C. L. (2023). Trajectories of perceived technological impairment and psychological distress in adolescents. *Journal of Youth and Adolescence*, *52*(2), 258–272.

Cain, J. A., & Imre, I. (2022). Everybody wants some: Collection and control of personal information, privacy concerns, and social media use. *New Media & Society*, *24*(12), 2705–2724. https://doi.org/10.1177/14614448211000327

Cao, X., Khan, A. N., Ali, A., & Khan, N. A. (2020). Consequences of cyberbullying and social overload while using SNSs: A study of users' discontinuous usage behavior in SNSs. *Information Systems Frontiers*, *22*, 1343–1356.

Carrier, L. M., Rosen, L. D., Cheever, N. A., & Lim, A. F. (2015). Causes, effects, and practicalities of everyday multitasking. *Developmental Review*, *35*, 64–78. https://doi.org/10.1016/j.dr.2014.12.005

Chen, E., Lerman, K., & Ferrara, E. (2020). Tracking social media discourse about the covid-19 pandemic: Development of a public coronavirus twitter data set. *JMIR Public Health and Surveillance*, *6*(2), 19273. doi:10.2196/19273

Chen, H., & Atkin, D. (2021). Understanding third-person perception about Internet privacy risks. *New Media & Society*, *23*(3), 419–437. https://doi.org/10.1177/1461444820902103

Chen, J., & Wang, Y. (2021). Social media use for health purposes: systematic review. *Journal of Medical Internet Research*, *23*(5), 17917.

Cheng, L., Fang, G., Zhang, X., Lv, Y., & Liu, L. (2024). Impact of social media use on critical thinking ability of University students. *Library Hi Tech*, *42*(2), 642–669. https://doi.org/10.1108/LHT-11-2021-0393

Cheng, X., Qiao, L., Yang, B., & Zhang, X. (2024). Investigation on users' resistance intention to facial recognition payment: a perspective of privacy. *Electronic*

Commerce Research, 24(1), 275–301.

Cheng, X., Su, L., Luo, X., Benitez, J., & Cai, S. (2022). The good, the bad, and the ugly: Impact of analytics and artificial intelligence-enabled personal information collection on privacy and participation in ridesharing. *European Journal of Information Systems*, *31*(3), 339–363.

Cheung, G. W., Cooper-Thomas, H. D., Lau, R. S., & Wang, L. C. (2023a). Reporting reliability, convergent and discriminant validity with structural equation modeling: A review and best-practice recommendations. *Asia Pacific Journal of Management*, 1–39.

Cheung, G. W., Cooper-Thomas, H. D., Lau, R. S., & Wang, L. C. (2023b). Reporting reliability, convergent and discriminant validity with structural equation modeling: A review and best-practice recommendations. *Asia Pacific Journal of Management*, 1–39.

Chisholm, A., & Hartman-Caverly, S. (2022). Privacy literacy: From doomscrolling to digital wellness. *Portal: Libraries and the Academy*, *22*(1), 53–79.

Choi, S. B., & Lim, M. S. (2016). Effects of social and technology overload on psychological well-being in young South Korean adults: The mediatory role of social network service addiction. *Computers in Human Behavior*, *61*, 245-254.

https://doi.org/10.1016/j.chb.2016.03.032

Chowdhury, E. K. (2024). Examining the benefits and drawbacks of social media usage on academic performance: a study among University students in Bangladesh. *Journal of Research in Innovative Teaching & Learning* (in press)

Chowdhury, S., Rahman, M., Doddanavar, I. A., Zayed, N. M., Nitsenko, V., Melnykovych, O., & Holik, O. (2023). Impact of social media on knowledge of the COVID-19 pandemic on Bangladeshi University students. *Computation*, *11*(2), 38. https://doi.org/10.3390/computation11020038

Clark, R., & Moloney, G. (2020). Facebook and older adults: Fulfilling psychological needs? *Journal of Aging Studies*, *55*, 100897.

Conijn, R., Kleingeld, A., Matzat, U., & Snijders, C. (2022). The fear of big brother: The potential negative side-effects of proctored exams. *Journal of Computer Assisted Learning*, *38*(6), 1521–1534.

Dalvi-Esfahani, M., Niknafs, A., Alaedini, Z., Ahmadabadi, H. B., Kuss, D. J., & Ramayah, T. (2021). Social Media Addiction and Empathy: Moderating impact of personality traits among high school students. *Telematics and Informatics*, *57*, 101516.

https://doi.org/10.1016/j.tele.2020.101516

Demerouti, E., & Bakker, A. B. (2023). Job demands-resources theory in times of crises: New propositions. *Organizational Psychology Review*, *13*(3), 209-236.

Dhir, A., Kaur, P., Chen, S., & Pallesen, S. (2019). Antecedents and consequences of social media fatigue. *International Journal of Information Management*, *48*, 193–202.

Dhir, A., Talwar, S., Kaur, P., Budhiraja, S., & Islam, N. (2021). The dark side of social media: Stalking, online self-disclosure and problematic sleep. *International Journal of Consumer Studies*, *45*(6), 1373–1391.

Dhir, A., Yossatorn, Y., Kaur, P., & Chen, S. (2018). Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue, anxiety and depression. *International journal of information management*, *40*, 141-152.

Dinev, T., & Hart, P. (2006). An extended privacy calculus model for e-commerce transactions. *Information Systems Research*, *17*(1), 61–80.
https://doi.org/10.1287/isre.1060.0080

Dlamini, N. G., & Dlamini, N. D. (2024). Understanding the well-being challenges confronting academic staff in South African universities: a narrative review. *Discover Education*, *3*(1), 9.

Dong, X., & Geng, L. (2023). Nature deficit and mental health among adolescents: A perspective of conservation of resources theory. *Journal of Environmental Psychology*, *87*, 101995.

Duan, N., Li, L., & Deeprasert, J. (2024). A Qualitative Study on Social Media Overload and Learning Engagement of Undergraduate Students. *Educational Administration: Theory and Practice*, *30*(6), 4172–4188.

Dumont, L. M. (2021). *Prelicensure Practical Nursing Faculty's Perspectives Using Web 2.0 Technology: A Basic Qualitative Study*.

Duong, C. D., Ngo, T. V. N., Khuc, T. A., Tran, N. M., & Nguyen, T. P. T. (2024). *Unraveling the dark side of ChatGPT: a moderated mediation model of technology anxiety and technostress*. Information Technology. https://doi.org/10.1108/ITP-11-2023-1151

Duradoni, M., Innocenti, F., & Guazzini, A. (2020). Well-being and social media: A systematic review of Bergen addiction scales. *Future Internet*, *12*(2), 24. https://doi.org/10.3390/fi12020024

Eliyana, A., Ajija, S. R., Sridadi, A. R., Setyawati, A., & Emur, A. P. (2020). Information Overload and Communication Overload on Social Media Exhaustion and Job Performance. *Systematic Reviews in Pharmacy*, *11*(8), 344–351.

Evans, C., & Robertson, W. (2020). The four phases of the digital natives debate. *Human Behavior and Emerging Technologies*, *2*(3), 269–277. https://doi.org/10.1002/hbe2.196

Evers, K., Chen, S., Rothmann, S., Dhir, A., & Pallesen, S. (2020). Investigating the

relation among disturbed sleep due to social media use, school burnout, and academic performance. *Journal of Adolescence*, *84*, 156–164.

Fan, X. L., Wang, Q. Q., Liu, J., Liu, C., & Cai, T. (2020). Why do supervisors abuse subordinates? Effects of team performance, regulatory focus, and emotional exhaustion. *Journal of Occupational and Organizational Psychology*, *93*(3), 605–628.

Fan, X., Jiang, X., Deng, N., Dong, X., & Lin, Y. (2021). Does role conflict influence discontinuous usage intentions? Privacy concerns, social media fatigue, and self-esteem. *Information Technology & People*, *34*(3), 1152–1174. https://doi.org/10.1108/ITP-08-2019-0416

Faqihi, F. A., Qutob, R. A., Subh, R. H. M., Aljathalin, L. A. M., Alshalan, L. Z., Yati, S. M. A., & Alzahrani, S. S. (2024). Examining the Effects of Social Media on Mental Health Among Adolescents in Saudi Arabia. *Cureus*, *16*(1). doi: 10.7759/cureus.53261

Far, S. B., Rad, A. I., & Asaar, M. R. (2023). Blockchain and its derived technologies shape the future generation of digital businesses: a focus on decentralized finance and the Metaverse. *Data Science and Management*, *6*(3), 183–197. https://doi.org/10.1016/j.dsm.2023.06.002

Farr-Wharton, B., Bentley, T., Onnis, L. A., Caponecchia, C., Neto, A. D. A., O'Neill, S., & Andrew, C. (2023). Older worker-orientated human resource practices, wellbeing and leave intentions: A conservation of resources approach for ageing workforces. *International Journal of Environmental Research and Public Health*, *20*(3), 2725.

Faucher, C., Cassidy, W., & Jackson, M. (2020). Awareness, policy, privacy, and more: Post-secondary students voice their solutions to cyberbullying. *European Journal of Investigation in Health, Psychology and Education*, *10*(3), 795–815.

Feroz, H. M. B., Zulfiqar, S., Noor, S., & Huo, C. (2022). Examining multiple engagements and their impact on students' knowledge acquisition: The moderating role of information overload. *Journal of Applied Research in Higher Education*, *14*(1), 366–393.

Figueras Maz, M., Grandío Pérez, M. D. M., & Mateus, J. C. (2021). Students' perceptions on social media teaching tools in higher education settings. *Communication & Society*, *34*(1), 15–28.
　DOI: 10.15581/003.34.1.15-28

Forman, B. M. (2023). *Leadership Strategies to Address Information Overload and Never-Ending Email Messages*. University of Pennsylvania.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, *18*(1), 39–50.

Franceschini, L., Belletti, B., Tondolo, F., & Sanchez Montero, J. (2023). A simplified stress–strain relationship for the mechanical behavior of corroded prestressing strands: The SCPS-model. *Structural Concrete*, *24*(1), 189–210.
　https://doi.org/10.1002/suco.202200170

Fu, S., Li, H., Liu, Y., Pirkkalainen, H., & Salo, M. (2020). Social media overload, exhaustion, and use discontinuance: Examining the effects of information overload, system feature overload, and social overload. *Information Processing & Management*, *57*(6), 102307. https://doi.org/10.1016/j.ipm.2020.102307

Fu, W., Li, R., & Liang, Y. (2023). The Relationship between Stress Perception and Problematic Social Network Use among Chinese College Students: The Mediating Role of the Fear of Missing Out. *Behavioral Sciences*, *13*(6), 497.
　https://doi.org/10.3390/bs13060497

Gao, S., & Zhao, X. (2024). Social media overload and proactive–reactive innovation behaviour: A TTSC framework perspective. *International Journal of Information Management*, *75*, 102735.

Gebbia, V., Piazza, D., Valerio, M. R., & Firenze, A. (2021). WhatsApp Messenger use in oncology: a narrative review on pros and contras of a flexible and practical, non-specific communication tool. In *ecancermedicalscience* (p. 15). doi: 10.3332/ecancer.2021.1334

Ghislieri, C., Sanseverino, D., Dolce, V., Spagnoli, P., Manuti, A., Ingusci, E., & Addabbo, T. (2023). Emotional exhaustion and engagement in higher education students during a crisis, lessons learned from COVID-19 experience in Italian universities. *Social Sciences*, *12*(2), 109. https://doi.org/10.3390/socsci12020109

Giannikas, C., & Technology, C. U. (2020). Facebook in tertiary education: The impact of social media in e-Learning. *Journal of University Teaching & Learning Practice*, *17*(1), 23–36.

Giunchiglia, F., Zeni, M., Gobbi, E., Bignotti, E., & Bison, I. (2018). Mobile social media usage and academic performance. *Computers in Human Behavior*, *82*, 177-185. https://doi.org/10.1016/j.chb.2017.12.041

Global competitiveness report 2020. (2020). https://www.weforum.org/publications/the-global-competitiveness-report-2020/

Gonzalez-Nucamendi, A., Noguez, J., Neri, L., Robledo-Rella, V., García-Castelán, R. M. G., & Escobar-Castillejos, D. (2021). The prediction of academic performance using engineering student's profiles. *Computers & Electrical Engineering*, *93*, 107288. https://doi.org/10.1016/j.compeleceng.2021.107288

Goriss-Hunter, A., Sellings, P., & Echter, A. (2022). Information communication technology in schools: Students exercise 'digital agency'to engage with learning. *Technology, Knowledge and Learning*, *27*(3), 785–800.

Grau, S., Kleiser, S., & Bright, L. (2019). Exploring social media addiction among student Millennials. *Qualitative Market Research: An International Journal*, *22*(2), 200-216.

Gregersen, E. M., Astrupgaard, S. L., Jespersen, M. H., Gårdhus, T. P., & Albris, K. (2023). Digital dependence: Online fatigue and coping strategies during the COVID-19 lockdown. *Media, Culture & Society*, *45*(5), 967–984. https://doi.org/10.1177/01634437231154781

Guenther, P., Guenther, M., Ringle, C. M., Zaefarian, G., & Cartwright, S. (2023). Improving PLS-SEM use for business marketing research. *Industrial Marketing Management*, *111*, 127–142. https://doi.org/10.1016/j.indmarman.2023.03.010

Gutiérrez-Aguilar, O., Turpo-Gebera, O., Chicaña-Huanca, S., Cruz, K. M., Pérez-Postigo, G., Zavala, R. D., & Ccoya, I. O. (2024). Digital skills and digital citizenship education: An analysis based on structural equation modeling. *Journal of Technology and Science Education*, *14*(3), 738–755.

Habib, H., Pearman, S., Wang, J., Zou, Y., Acquisti, A., Cranor, L. F., & Schaub, F. (2020). "It's a scavenger hunt": Usability of Websites' Opt-Out and Data Deletion Choices. *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*, 1–12.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hair, J. F., Sarstedt, M., Pieper, T. M., & Ringle, C. M. (2012). The use of partial least squares structural equation modeling in strategic management research: a review of

past practices and recommendations for future applications. *Long Range Planning*, *45*(5–6), 320–340. https://doi.org/10.1108/EBR-11-2018-0203

Hair, J., Hollingsworth, C. L., Randolph, A. B., & Chong, A. Y. L. (2017). An updated and expanded assessment of PLS-SEM in information systems research. *Industrial Management & Data Systems*, *117*(3), 442–458. https://doi.org/10.1108/IMDS-04-2016-0130

Han, L., Liu, X., Chang, Y., Liu, Y., Ma, L., Ren, J., & Wang, X. (2024). *Assessing Social Support's Mediating Effects on Rational Antimicrobial Prescribing: A Structural Equation Modeling Study of Healthcare Professionals' Behavior*. https://doi.org/10.21203/rs.3.rs-4140928/v1

Han, R., Xu, J., Ge, Y., & Qin, Y. (2020). The impact of social media use on job burnout: The role of social comparison. *Frontiers in Public Health*, *8*, 588097. https://doi.org/10.3389/fpubh.2020.588097

Hanafizadeh, P., Shafia, S., & Bohlin, E. (2021). Exploring the consequence of social media usage on firm performance. *Digital Business*, *1*(2), 100013. https://doi.org/10.1016/j.digbus.2021.100013

Hassanzadeh, Z., Biddle, R., & Marsen, S. (2021). User perception of data breaches. *IEEE Transactions on Professional Communication*, *64*(4), 374–389.

Hattingh, M., Dhir, A., Ractham, P., Ferraris, A., & Yahiaoui, D. (2022). Factors mediating social media-induced fear of missing out (FoMO) and social media fatigue: A comparative study among Instagram and Snapchat users. *Technological Forecasting and Social Change*, *185*, 122099. https://doi.org/10.1016/j.techfore.2022.122099

Hawi, N. S., & Samaha, M. (2017). The relations among social media addiction, self-esteem, and life satisfaction in University students. *Social Science Computer Review*, *35*(5), 576-586. https://doi.org/10.1177/0894439316660340

Hilbolling, S., Berends, H., Deken, F., & Tuertscher, P. (2021). Sustaining complement quality for digital product platforms: A case study of the Philips Hue ecosystem. *Journal of Product Innovation Management*, *38*(1), 21–48.

Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American Psychologist*, *44*(3), 513.

Hobfoll, S. E. (2011). Conservation of resources theory: Its implication for stress. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 127–147). Oxford University Press.

Hobfoll, S. E., & Shirom, A. (2000). Conservation of resources theory: Applications to stress and management in the workplace. *Handbook of Organization Behavior*, *2*, 57–81.

Homaid, A. A. (2022). Problematic social media use and associated consequences on academic performance decrement during Covid-19. *Addictive Behaviors*, *132*, 107370.https://doi.org/10.1016/j.addbeh.2022.107370

Hong, Y., Xu, M., & Furnell, S. (2024). Situational support and information security behavioural intention: a comparative study using conservation of resources theory. *Behaviour & Information Technology*, *43*(3), 523-539. https://doi.org/10.1080/0144929X.2023.2177825

Hruska, J., & Maresova, P. (2020). Use of social media platforms among adults in the United States—behavior on social media. *Societies*, *10*(1), 27. https://doi.org/10.3390/soc10010027

Hsu, J. S. C., Chiu, C. M., Chang-Chien, Y. T., & Tang, K. (2023). *How social media fatigue feigning and altering emotion discourage the use of social media*. Internet Research. https://doi.org/10.1108/INTR-06-2022-0390

Hu, X., & Yeo, G. B. (2020). Emotional exhaustion and reduced self-efficacy: The

mediating role of deep and surface learning strategies. *Motivation and Emotion*, *44*(5), 785–795. https://doi.org/10.1007/s11031-020-09846-2

Hua, L., Jing, Y., Sun, X., Tian, L., & Apuke, O. D. (2024). Developing a Stressor Strain Outcome Model That Predicts Fake News Sharing Behaviour on Social Media: The Mediating Role of Social Media Exhaustion. *International Journal of Human–Computer Interaction*, 1-14.

Huang, C., Tu, Y., He, T., Han, Z., & Wu, X. (2024). Longitudinal exploration of online learning burnout: the role of social support and cognitive engagement. *European Journal of Psychology of Education*, *39*(1), 361–388.

Huang, Y., Li, Y. J., & Cai, Z. (2023). Security and privacy in metaverse: A comprehensive survey. *Big Data Mining and Analytics*, *6*(2), 234–247.

Hummer, D., & Rebovich, D. J. (2023). Identity theft and financial loss. In *Handbook on Crime and Technology* (pp. 38–53). Edward Elgar Publishing.

Hynes, J., & Cullinane, S. J. (2024). Sustainable Working and Academia: A Transdisciplinary Model of Workaholism within Higher Education. *International Journal of Educational Organization & Leadership*, *31*(1).

Ilyas, I. F., & Rekatsinas, T. (2022). Machine learning and data cleaning: Which serves the other? *ACM Journal of Data and Information Quality (JDIQ*, *14*(3), 1–11.

Imran, M., Ismail, F., Hussain, K., & Zeb, F. (2021). Job Satisfaction and Organizational Performance: Empirical Evidence from Pakistan's Banking sector. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 5–8.

Ishikawa, H. (2024). Hypothesis. In *Hypothesis Generation and Interpretation: Design Principles and Patterns for Big Data Applications* (pp. 33–69). Springer International Publishing.

Islam, A. N., Laato, S., Talukder, S., & Sutinen, E. (2020). Misinformation sharing and social media fatigue during COVID-19: An affordance and cognitive load perspective. *Technological Forecasting and Social Change*, *159*, 120201. https://doi.org/10.1016/j.techfore.2020.120201

Jabbar, J., Malik, S. I., AlFarsi, G., & Tawafak, R. M. (2021). The impact of WhatsApp on employees in higher education. In *Recent Advances in Intelligent Systems and Smart Applications* (pp. 639–651). https://doi.org/10.1007/978-3-030-47411-9_34

Jabeen, F., Tandon, A., Azad, N., Islam, A. N., & Pereira, V. (2023b). The dark side of social media platforms: A situation-organism-behaviour-consequence approach. *Technological Forecasting and Social Change*, *186*, 122104. https://doi.org/10.1016/j.techfore.2022.122104

Jabeen, F., Tandon, A., Sithipolvanichgul, J., Srivastava, S., & Dhir, A. (2023a). Social media-induced fear of missing out (FoMO) and social media fatigue: The role of narcissism, comparison and disclosure. *Journal of Business Research*, *159*, 113693.

Jain, A. K., Sahoo, S. R., & Kaubiyal, J. (2021). Online social networks security and privacy: comprehensive review and analysis. *Complex & Intelligent Systems*, *7*(5), 2157–2177.

Jakada, M. B., Kassim, S. I., Hussaini, A., Mohammed, A. I., & Rabi'u, A. (2020). Construct validity and reliability of individual work performance questionnaire. *Ilorin Journal of Human Resource Management*, *4*(2), 155–164.

Jameel, A., Khan, S., Alonazi, W. B., & Khan, A. A. (2024). Exploring the Impact of Social Media Sites on Compulsive Shopping Behavior: The Mediating Role of Materialism. *Psychology Research and Behavior Management*, 171–185.

Jeevar, V., Reif, S., & Bliesener, M. (2023). Social media and anxiety. *The Journal of*

Social Media in Society, *12*(2), 126–143.

Jenkins, R. H., Shen, C., Dumontheil, I., Thomas, M. S., Elliott, P., Röösli, M., & Toledano, M. B. (2020). Social networking site use in young adolescents: Association with health-related quality of life and behavioural difficulties. *Computers in Human Behavior*, *109*, 106320. https://doi.org/10.1016/j.chb.2020.106320

Jiang, Q. (2014). Internet addiction among young people in China: Internet connectedness, online gaming, and academic performance decrement. *Internet Research*, *24*(1), 2-20. https://doi.org/10.1108/IntR-01-2013-0004

Jiang, S. (2022). The roles of worry, social media information overload, and social media fatigue in hindering health fact-checking. *Social Media+ Society*, *8*(3), 20563051221113070. https://doi.org/10.1177/20563051221113070

Jordan, P. J., & Troth, A. C. (2020). Common method bias in applied settings: The dilemma of researching in organizations. *Australian Journal of Management*, *45*(1), 3–14.

Jost, P. (2023). How politicians adapt to new media logic. A longitudinal perspective on accommodation to user-engagement on Facebook. *Journal of Information Technology & Politics*, *20*(2), 184–197.

Jozani, D. (2024). *Artificial intelligence vs. human recommenders: the influence of culture on luxury fashion recommendation acceptance*.

Jozani, M., Ayaburi, E., Ko, M., & Choo, K. K. R. (2020). Privacy concerns and benefits of engagement with social media-enabled apps: A privacy calculus perspective. *Computers in Human Behavior*, *107*, 106260. https://doi.org/10.1016/j.chb.2020.106260

Junça Silva, A., Almeida, A., & Rebelo, C. (2024). The effect of telework on emotional exhaustion and task performance via work overload: the moderating role of self-leadership. *International Journal of Manpower*, *45*(2), 398–421.

Jung, N., & Im, S. (2021). The mechanism of social media marketing: influencer characteristics, consumer empathy, immersion, and sponsorship disclosure. *International Journal of Advertising*, *40*(8), 1265–1293.

Kamal, N., Rabbani, S., Samdani, H., Shujaat, S., & Ahmad, M. (2020). Social media usage, overload and exhaustion: A performance perspective. *International Review of Management and Marketing*, *10*(5), 19–26.

Kaplan, A. M. (2015). Social media, the digital revolution, and the business of media. *International Journal on Media Management*, *17*(4), 197–199.

Karakose, T., Yirci, R., & Papadakis, S. (2022). Examining the associations between COVID-19-related psychological distress, social media addiction, COVID-19-related burnout, and depression among school principals and teachers through structural equation modeling. *International Journal of Environmental Research and Public Health*, *19*(4).

Kardaras, N. (2022). *Digital Madness: How Social Media Is Driving Our Mental Health Crisis--and How to Restore Our Sanity*. St. Martin's Press.

Karizat, N., Vinson, A. H., Parthasarathy, S., & Andalibi, N. (2024). Patent Applications as Glimpses into the Sociotechnical Imaginary: Ethical Speculation on the Imagined Futures of Emotion AI for Mental Health Monitoring and Detection. *Proceedings of the ACM on Human-Computer Interaction*, *8*(CSCW1), 1–43. https://doi.org/10.1145/3637383

Kaur, P., Islam, N., Tandon, A., & Dhir, A. (2021). Social media users' online subjective well-being and fatigue: A network heterogeneity perspective. *Technological Forecasting and Social Change*, *172*, 121039.

https://doi.org/10.1016/j.techfore.2021.121039

Kawaf, F., Montgomery, A., & Thuemmler, M. (2024). Unpacking the privacy–personalisation paradox in GDPR-2018 regulated environments: consumer vulnerability and the curse of personalisation. *Information Technology & People*, *37*(4), 1674–1695. https://doi.org/10.1108/ITP-04-2022-0275

Kemp, S. (2017). *Digital 2017: Global digital overview. DataReportal – Global Digital Insights*. https://datareportal.com/reports/digital-2017-global-digital-overview

Kemp, S. (2023). *Digital 2023: Global overview report. DataReportal – Global Digital Insights*. https://datareportal.com/reports/digital-2023-global-overview-report

Kemp, S., & S. (2024). *Digital 2024: Global overview report. DataReportal – Global Digital Insights*. https://datareportal.com/reports/digital-2024-global-overview-reportKemp,

Khan, A. N. (2021). A diary study of psychological effects of misinformation and COVID-19 threat on work engagement of working from home employees. *Technological Forecasting and Social Change*, *171*, 120968. https://doi.org/10.1016/j.techfore.2021.120968

Khan, A. N. (2024). Students are at risk? Elucidating the impact of health risks of COVID-19 on emotional exhaustion and academic performance: role of mindfulness and online interaction quality. *Current Psychology*, *43*(13), 12285–12298.

Khan, I., Luo, Z., Shaikh, A. K., & Hedjam, R. (2021). Ensemble clustering using extended fuzzy k-means for cancer data analysis. *Expert Systems with Applications*, *172*, 114622. https://doi.org/10.1016/j.eswa.2021.114622

Kim, J. H., Jung, S. H., & Choi, H. J. (2023). Antecedents influencing SNS addiction and exhaustion (fatigue syndrome): focusing on six countries. *Behaviour &*

Information Technology, *42*(15), 2601–2625.
https://doi.org/10.1080/0144929X.2022.2136531

Kim, N., Kang, Y. J., Choi, J., & Sohn, Y. W. (2020). The crossover effects of supervisors' workaholism on subordinates' turnover intention: The mediating role of two types of job demands and emotional exhaustion. *International journal of environmental research and public health*, *17*(21), 7742.

Kim, S., Ma, I., & Son, J. (2024). How does stress experienced on instagram differ from threads? Comparing social media fatigue based on platform types. *Computers in Human Behavior*, *157*, 108249.https://doi.org/10.1016/j.chb.2024.108249

Kircaburun, K., Alhabash, S., Tosuntaş, Ş. B., & Griffiths, M. D. (2020). Uses and gratifications of problematic social media use among University students: A simultaneous examination of the Big Five of personality traits, social media platforms, and social media use motives. *International Journal of Mental Health and Addiction*, *18*, 525–547.

Kitchens, B., Johnson, S. L., & Gray, P. (2020). Understanding echo chambers and filter bubbles: The impact of social media on diversification and partisan shifts in news consumption. *MIS Quarterly*, *44*(4).

Kock, N. (2020). Harman's single factor test in PLS-SEM: Checking for common method bias. *Data Analysis Perspectives Journal*, *2*(2), 1–6.

Koehler, H., & Link, S. (2021). Possibilistic data cleaning. *IEEE Transactions on Knowledge and Data Engineering*, *34*(12), 5939–5950.

Koeske, G. F., & Koeske, R. D. (1993). A preliminary test of a stress-strain-outcome model for reconceptualizing the burnout phenomenon. *Journal of Social Service Research*, *17*(3–4), 107–135.

Kolhar, M., Kazi, R. N. A., & Alameen, A. (2021). Effect of social media use on

learning, social interactions, and sleep duration among University students. *Saudi Journal of Biological Sciences*, *28*(4), 2216–2222.

Koningsbruggen, R., Waldschütz, H., & Hornecker, E. (2022). What is Data?-Exploring the Meaning of Data in Data Physicalisation Teaching. *Proceedings of the Sixteenth International Conference on Tangible, Embedded, and Embodied Interaction*, 1–21.

Kotronoulas, G., Miguel, S., Dowling, M., Fernández-Ortega, P., Colomer-Lahiguera, S., Bağçivan, G., & Papadopoulou, C. (2023). An overview of the fundamentals of data management, analysis, and interpretation in quantitative research. *Seminars in Oncology Nursing*, *39*(2), 151398.

Kubey, R. W., Lavin, M. J., & Barrows, J. R. (2001). Internet use and collegiate academic performance decrements: Early findings. *Journal of Communication*, *51*(2), 366–382.

Kueh, Y. C., Atamamen, T., Arifin, W. N., Abdullah, N., & Kuan, G. (2024). Validation of the Malay version of the recovery-stress questionnaire for athletes: Application of confirmatory factor analysis and exploratory structural equation modeling. *Asian Journal of Sport and Exercise Psychology*.

Kuek, D. H. E., Kunkel, T., Kennedy, H., Baker, B. J., & Doyle, J. P. (2023). A study of smartphone addiction, fear of rejection and interpersonal communication skills as predictors of social connectedness among Malaysian undergraduate students (Doctoral dissertation, UTAR. *International Journal of Sport Communication*, *1*, 1–8.

Kwak, M. J., Cho, H., & Kim, D. J. (2022). The role of motivation systems, anxiety, and low self-control in smartphone addiction among smartphone-based social networking service (SNS) users. *International Journal of Environmental Research and Public Health*, *19*(11), 6918.

Labban, A., & Bizzi, L. (2023). Communication via social media: How employees will

paradoxically support the organization while putting less effort at work. *International Journal of Business Communication*, *60*(2), 487–511.

Lacka, E., Wong, T. C., & Haddoud, M. Y. (2021). Can digital technologies improve students' efficiency? Exploring the role of Virtual Learning Environment and Social Media use in Higher Education. *Computers & Education*, *163*, 104099.

  https://doi.org/10.1016/j.compedu.2020.104099

Langer, M., & Landers, R. N. (2021). The future of artificial intelligence at work: A review on effects of decision automation and augmentation on workers targeted by algorithms and third-party observers. *Computers in Human Behavior*, *123*, 106878.
  https://doi.org/10.1016/j.chb.2021.106878

Lau, W. W. (2017). Effects of social media usage and social media multitasking on the academic performance of University students. *Computers in human behavior*, *68*, 286-291. https://doi.org/10.1016/j.chb.2016.11.043

Lee, F. C., Diefendorff, J. M., Nolan, M. T., & Trougakos, J. P. (2023). Emotional exhaustion across the workday: Person-level and day-level predictors of workday emotional exhaustion growth curves. *Journal of Applied Psychology*.

Lee, S. Y., Kang, H. J., & Kim, J. W. (2016). Beyond the resources: The role of social media fatigue and emotional exhaustion in the effects of social media use on well-being. *Journal of Broadcasting & Electronic Media*, *60*(2), 193–210.

Lee, Y. C., Malcein, L. A., & Kim, S. C. (2021). Information and communications technology (ICT) usage during COVID-19: Motivating factors and implications. *International Journal of Environmental Research and Public Health*, *7*.

Lehdonvirta, V., Oksanen, A., Räsänen, P., & Blank, G. (2021). Social media, web, and panel surveys: using non-probability samples in social and policy research. *Policy & Internet*, *13*(1), 134–155. https://doi.org/10.1016/j.chb.2016.11.043

Leue, A. (2023). Reliability of the P3 component in a 3-stimulus concealed information test with known and unknown stimuli. *Brain and Cognition*, *170*, 106004. https://doi.org/10.1016/j.bandc.2023.106004

Levin, I., & Mamlok, D. (2021). Culture and society in the digital age. *Information*, *12*(2), 68. https://doi.org/10.3390/info12020068

Li, J., Gao, T., & Ye, Y. (2023). How college students' social media information overload affects sleep quality: The mediating effect of social fatigue and irrational procrastination. *Journal of Psychology in Africa*, *33*(5), 440–447.

Li, K., Jiang, S., Yan, X., & Li, J. (2024). Mechanism study of social media overload on health self-efficacy and anxiety. *Heliyon*, *10*(1).

Limniou, M. (2021). The effect of digital device usage on student academic performance: A case study. *Education Sciences*, *11*(3), 121. https://doi.org/10.3390/educsci11030121

Lin, Y. H. (2022). Compulsive Instagram use: Roles of stickiness, gratifications, and mindfulness. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, *16*(1).

Liou, P. Y., Huang, S. C., & Chen, S. (2022). Longitudinal relationships between school burnout, compulsive Internet use, and academic decrement: A three-wave cross-lagged study. *Computers in Human Behavior*, *135*, 107363. https://doi.org/10.1016/j.chb.2022.107363

Liu, C., & Ma, J. (2018). Development and validation of the Chinese social media addiction scale. *Personality and Individual Differences*, *134*, 55–59. https://doi.org/10.1016/j.paid.2018.05.046

Liu, C., & Ma, J. (2020). Social media addiction and burnout: The mediating roles of

envy and social media use anxiety. *Current Psychology*, *39*(6), 1883–1891.

Liu, Y., & He, J. (2021). "Why are you running away from social media?" Analysis of the factors influencing social media fatigue: An empirical data study based on Chinese youth. *Frontiers in Psychology*, *12*, 674641. https://doi.org/10.3389/fpsyg.2021.674641

Liu, Z., Geng, R., Tse, Y. K. M., & Han, S. (2023). Mapping the relationship between social media usage and organizational performance: A meta-analysis. *Technological Forecasting and Social Change*, *187*, 122253. https://doi.org/10.1016/j.techfore.2022.122253

Luqman, A., Talwar, S., Masood, A., & Dhir, A. (2021). Does enterprise social media use promote employee creativity and well-being? *Journal of Business Research*, *131*, 40–54.

Madigan, D. J., & Curran, T. (2021). Does burnout affect academic achievement? A meta-analysis of over 100,000 students. *Educational Psychology Review*, *33*, 387–405. https://doi.org/10.1007/s10648-020-09533-1

Majeed, M., Irshad, M., Fatima, T., Khan, J., & Hassan, M. M. (2020). Relationship between problematic social media usage and employee depression: A moderated mediation model of mindfulness and fear of COVID-19. *Frontiers in psychology*, *11*, 557987. https://doi.org/10.3389/fpsyg.2020.557987

Malik, A., Dhir, A., Kaur, P., & Johri, A. (2020). Correlates of social media fatigue and academic performance decrement: A large cross-sectional study. *Information Technology & People*, *34*(2), 557–580. https://doi.org/10.1108/ITP-06-2019-0289

March-Amengual, J. M., Cambra Badii, I., Casas-Baroy, J. C., Altarriba, C., Comella Company, A., Pujol-Farriols, R., & Comella Cayuela, A. (2022). Psychological distress, burnout, and academic performance in first year college students.

International Journal of Environmental Research and Public Health, *19*(6), 3356.

Marino, C., Manari, T., Vieno, A., Imperato, C., Spada, M. M., Franceschini, C., & Musetti, A. (2023). Problematic social networking sites use and online social anxiety: The role of attachment, emotion dysregulation and motives. *Addictive Behaviors*, *138*, 107572. https://doi.org/10.1016/j.addbeh.2022.107572

Marker, C., Gnambs, T., & Appel, M. (2018). Active on Facebook and failing at school? Meta-analytic findings on the relationship between online social networking activities and academic achievement. *Educational Psychology Review*, *30*(3), 651-677.

Mårtensson, G., Johansson, F., Buhrman, M., Åhs, F., & Leur, J. (2024). A network analysis of exhaustion disorder symptoms throughout treatment. *BMC Psychiatry*, *24*(1), 389. https://doi.org/10.1186/s12888-024-05842-9

Maslach, C., & Jackson, S. (1981). "The measurement of experienced burnout." *Journal of Occupational Behavior*, *2*, 99–113.

Masood, A., Luqman, A., Feng, Y., & Ali, A. (2020). Adverse consequences of excessive social networking site use on academic performance: Explaining underlying mechanism from stress perspective. *Computers in Human Behavior*, *113*, 106476. https://doi.org/10.1016/j.chb.2020.106476

Masood, A., Luqman, A., Feng, Y., & Shahzad, F. (2022). Untangling the adverse effect of SNS stressors on academic performance and its impact on students' social media discontinuation intention: the moderating role of guilt. Sage Open, 12(1), 21582440221079904. https://doi.org/10.1177/21582440221079905

Matthews, L. M., & Edmondson, D. R. (2022). The Role of Grit and Emotional Exhaustion in the Selling Process. Journal of Business-to-Business Marketing, 29(3-

4), 239-246.

Mazur, J., & Serafin, M. (2023). Stalling the state: How digital platforms contribute to and profit from delays in the enforcement and adoption of regulations. *Comparative Political Studies,* 56(1), 101–130. https://doi.org/10.1177/00104140221089651

McEwan, B. (2020). Sampling and validity. Annals of the International Communication Association, 44(3), 235–247. https://doi.org/10.1080/23808985.2020.1792793

Mehmood, H., & Siddiqui, D. A. (2023). The Mediatory Role of Active, and Passive Procrastination in the Impact of Personality Traits. In *and other factors on Students' Academic performance and Wellbeing in Higher Education Institutions of Pakistan.*

Memon, M. A., Ramayah, T., Cheah, J. H., Ting, H., Chuah, F., & Cham, T. H. (2021). PLS-SEM statistical programs: a review. *Journal of Applied Structural Equation Modeling*, *5*(1), 1–14.

Meredith, C., Schaufeli, W., Struyve, C., Vandecandelaere, M., Gielen, S., & Kyndt, E. (2020). Burnout contagion among teachers: A social network approach. *Journal of Occupational and Organizational Psychology*, *93*(2), 328–352.

Merino, M. D., Vallellano, M. D., Oliver, C., & Mateo, I. (2021). What makes one feel eustress or distress in quarantine? An analysis from conservation of resources (COR) theory. *British Journal of Health Psychology*, *26*(2), 606–623.

Mertens, B. J., Banzato, E., & Wreede, L. C. (2020). Construction and assessment of prediction rules for binary outcome in the presence of missing predictor data using multiple imputation and cross-validation: Methodological approach and data-based evaluation. *Biometrical Journal*, *62*(3), 724–741.

Mezmir, E. A. (2020). Qualitative data analysis: An overview of data reduction, data display, and interpretation. *Research on Humanities and Social Sciences*, *10*(21), 15–27. DOI: 10.7176/RHSS/10-21-02

Miller, R. E. (2020). College students and inappropriate social media posting: Is it a question of personality or the influence of friends? *Personality and Individual Differences*, *158*, 109857. https://doi.org/10.1016/j.paid.2020.109857

Minin, E., Fink, C., Hausmann, A., Kremer, J., & Kulkarni, R. (2021). How to address data privacy concerns when using social media data in conservation science. *Conservation Biology*, *35*(2), 437–446. https://doi.org/10.1111/cobi.13708

Miranda-Comas, G., Zaman, N., Ramin, J., & Gluck, A. (2022). The role of workload management in injury prevention, athletic, and academic performance in the student-athlete. *Current Sports Medicine Reports*, *21*(6), 186–191. *DOI:* 10.1249/JSR.0000000000000964

Miraz, M. H., Ali, M., & Excell, P. S. (2021). Adaptive user interfaces and universal usability through plasticity of user interface design. *Computer Science Review*, *40*, 100363. https://doi.org/10.1016/j.cosrev.2021.100363

Misra, S., Roberts, P., & Rhodes, M. (2020). Information overload, stress, and emergency managerial thinking. *International Journal of Disaster Risk Reduction*, *51*, 101762.

Mohamed-Amar, H., Mohamed-Amar, R., Amar, A. M. M., Shafiq, N., & Elmansoury, A. (2023). Factors and consequences of Burnout Syndrome in University teachers during the Covid- 19 pandemic. *South Florida Journal of Development*, *4*(10), 4022–4032.

Molero Jurado, M. D. M., Pérez-Fuentes, M. D. C., Martos Martínez, Á., Barragán Martín, A. B., Simón Márquez, M. D. M., & Gázquez Linares, J. J. (2021). Emotional intelligence as a mediator in the relationship between academic performance and burnout in high school students. *Plos One*, *16*(6), 0253552. https://doi.org/10.1371/journal.pone.0253552

Montag, C., & Elhai, J. D. (2023). On Social Media Design,(Online-) Time well-spent and addictive behaviors in the age of surveillance capitalism. *Current Addiction Reports*, *10*(3), 610–616.

Morris, K., Lane, F., Nelson, A. L., & Stohl, H. E. (2024). How Do Women Vote: What Women Post About Home Birth Versus Hospital Birth on Popular Social Media Platforms. *Cureus*, *16*(4).
doi: 10.7759/cureus.57621

Mujica, A. L., Crowell, C. R., Villano, M. A., & Uddin, K. M. (2022). Addiction by design: Some dimensions and challenges of excessive social media use. *Medical Research Archives*, *10*(2) https://doi.org/10.18103/mra.v10i2.2677

Muliadi, M., Muhammadiah, M. U., Amin, K. F., Kaharuddin, K., Junaidi, J., Pratiwi, B. I., & Fitriani, F. (2024a). The information sharing among students on social media: the role of social capital and trust. *VINE Journal of Information and Knowledge Management Systems*, *54*(4), 823–840.

Muliadi, M., Muhammadiah, M. U., Amin, K. F., Kaharuddin, K., Junaidi, J., Pratiwi, B. I., & Fitriani, F. (2024b). The information sharing among students on social media: the role of social capital and trust. *VINE Journal of Information and Knowledge Management Systems*, *54*(4), 823–840.

Murphy, L. D., Cobb, H. R., Rudolph, C. W., & Zacher, H. (2023). Commuting demands and appraisals: A systematic review and meta-analysis of strain and wellbeing outcomes. *Organizational Psychology Review*, *13*(1), 11–43.
https://doi.org/10.1177/20413866221131404

Nadeem, Q., Saeed, I., & Gul, H. (2020). Effect of destructive leadership on workplace deviance and interpersonal deviance: Mediating role of emotional exhaustion. *International Journal of Business and Economic Affairs*, *5*(5), 256-271.

Nam, T., & Kabutey, R. (2021). How does social media use influence the relationship

between emotional labor and burnout?: the case of public employees in Ghana. *Journal of Global Information Management (JGIM*, *29*(4), 32–52.

Nannim, F. A., Njoku, Z. C., Onuoha, J. C., Orji, E. I., & Njoku, O. C. (2023). Undergraduate students' use of social media in school: A need for regulatory policies in Nigerian universities. *Pedagogical Research*, *8*(1).

Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of Technology in Behavioral Science*, *5*, 245–257.

Nayak, J. K., & Singh, P. (2021). *Fundamentals of research methodology problems and prospects*. SSDN Publishers & Distributors.

Neikirk, K., Barongan, T., Rolle, T., Garza Lopez, E., Marshall, A., Beasley, H. K., & Vue, Z. (2023). Using quotients as a mentor to facilitate the success of underrepresented students. *Pathogens and Disease*, *81*, 008. https://doi.org/10.1093/femspd/ftad008

Netemeyer, R. G., Bearden, W. O., & Sharma, S. (2003). *Scaling procedures: Issues and applications*. sage publications.

Neto, M., Ferreira, A. I., Martinez, L. F., & Ferreira, P. C. (2017). Workplace bullying and presenteeism: the path through emotional exhaustion and psychological wellbeing. *Annals of work exposures and health*, *61*(5), 528-538.

https://doi.org/10.1093/annweh/wxx022

Neuwirth, R. J. (2023). Prohibited artificial intelligence practices in the proposed EU artificial intelligence act (AIA. *Computer Law & Security Review*, *48*. https://doi.org/10.1016/j.clsr.2023.105798

Neveu, J. P., Khan, R., & Murtaza, G. (2024). Investing in resources: an interaction

model of personal resources, commitment, and work achievement. *Journal of Personality*, *92*(2), 361–377.

Ni, M. Y., Yang, L., Leung, C. M., Li, N., Yao, X. I., Wang, Y., & Liao, Q. (2020). Mental health, risk factors, and social media use during the COVID-19 epidemic and cordon sanitaire among the community and health professionals in Wuhan, China: cross-sectional survey. *JMIR Mental Health*, *7*(5), 19009. doi:10.2196/19009

Nikolinakou, A., Phua, J., & Kwon, E. S. (2024). What drives addiction on social media sites? The relationships between psychological well-being states, social media addiction, brand addiction and impulse buying on social media. *Computers in Human Behavior*, *153*, 108086.https://doi.org/10.1016/j.chb.2023.108086

Nugapitiya, O., & Wickramarachchi, R. (2023, April). Strategies to Overcome Information Overload in the Workplace: A Systematic Literature Review. In *2023 IEEE 8th International Conference for Convergence in Technology (I2CT)* (pp. 1-5). IEEE.

Nurudeen, M., Abdul-Samad, S., Owusu-Oware, E., Koi-Akrofi, G. Y., & Tanye, H. A. (2023). Measuring the effect of social media on student academic performance using a social media influence factor model. *Education and Information Technologies*, *28*(1), 1165–1188.
https://doi.org/10.6084/m9.figshare.14905089.v1

Obbarius, N., Fischer, F., Liegl, G., Obbarius, A., & Rose, M. (2021). A modified version of the transactional stress concept according to Lazarus and Folkman was confirmed in a psychosomatic inpatient sample. *Frontiers in Psychology*, *12*, 584333.
https://doi.org/10.3389/fpsyg.2021.584333

Oeldorf-Hirsch, A., & Srinivasan, P. (2022). An unavoidable convenience: How post-millennials engage with the news that finds them on social and mobile media. *Journalism*, *23*(9), 1939–1954. https://doi.org/10.1177/1464884921990251

Ohara, M. R. (2023). The role of social media in educational communication

management. *Journal of Contemporary Administration and Management (ADMAN*, *1*(2), 70–76. https://doi.org/10.61100/adman.v1i2.25

Oja, L. A. (2023). Unplugging for Inner Peace: Fostering Digital Wellness in an Overconnected World. *Journal of Hospital Librarianship*, *23*(4), 284–290. https://doi.org/10.1080/15323269.2023.2253132

Oksanen, A., Oksa, R., Savela, N., Mantere, E., Savolainen, I., & Kaakinen, M. (2021). COVID-19 crisis and digital stressors at work: A longitudinal study on the Finnish working population. *Computers in Human Behavior*, *122*, 106853. https://doi.org/10.1016/j.chb.2021.106853

Omotayo, F. O., & Olayiwola, J. O. (2023). Privacy and Security Information Awareness and Disclosure of Private Information by Users of Online Social Media in the Ibadan Metropolis, Nigeria. *The African Journal of Information Systems*, *15*(1), 3.

Ou, M., Zheng, H., Kim, H. K., & Chen, X. (2023a). A meta-analysis of social media fatigue: Drivers and a major consequence. *Computers in Human Behavior*, *140*(107597), 107597. https://doi.org/10.1016/j.chb.2022.107597

Oz, M., & Yanik, A. (2024). Fear of surveillance: Examining Turkish social media users' perception of surveillance and willingness to express opinions on social media. *Mediterranean Politics*, *29*(1), 1–25. https://doi.org/10.1080/13629395.2022.2046911

Paiman, N., & Fauzi, M. A. (2024). Exploring determinants of social media addiction in higher education through the integrated lenses of technology acceptance model (TAM) and usage habit. *Journal of Applied Research in Higher Education*, *16*(3), 776–803.

Pang, H. (2021). How compulsive WeChat use and information overload affect social

media fatigue and well-being during the COVID-19 pandemic? A stressor-strain-outcome perspective. *Telematics and Informatics*, *64*, 101690. https://doi.org/10.1016/j.tele.2021.101690

Pang, H., & Ruan, Y. (2023). Can information and communication overload influence smartphone app users' social network exhaustion, privacy invasion and discontinuance intention? A cognition-affect-conation approach. *Journal of Retailing and Consumer Services*, *73*, 103378.

Pang, H., & Shao, Q. (2023). Unpacking the Potential Influence of Life Satisfaction on Network Heterogeneity, Emotional Exhaustion and Mobile App Fatigue: A Stressor–Strain–Outcome Approach. *International Journal of Environmental Research and Public Health*, *20*(4), 3500.

Parry, Bantjes Zhang, Y., Liu, Y., Li, W., Peng, L., & Yuan, C. (2020). A study of the influencing factors of mobile social media fatigue behavior based on the grounded theory. *Information Discovery and Delivery*, *48*(2), 91–102. https://doi.org/10.1108/IDD-11-2019-0084

Perez, E., Manca, S., Fernández-Pascual, R., & Mc Guckin, C. (2023). A systematic review of social media as a teaching and learning tool in higher education: A theoretical grounding perspective. *Education and Information Technologies*, *28*(9), 11921–11950.

Petruzziello, G., Mariani, M. G., Guglielmi, D., Heijden, B. I., Jong, J. P., & Chiesa, R. (2023). The role of teaching staff in fostering perceived employability of University students. *Studies in Higher Education*, *48*(1), 20–36. https://doi.org/10.1080/03075079.2022.2105830

Pham Thi, T. D., & Duong, N. T. (2024). Investigating learning burnout and academic performance among management students: a longitudinal study in English courses. *BMC Psychology*, *12*(1), 219. https://doi.org/10.1186/s40359-024-01725-6

Phillips-Wren, G., & Adya, M. (2020). Decision making under stress: The role of information overload, time pressure, complexity, and uncertainty. *Journal of Decision Systems*, *29*(sup1), 213–225.

Popov, K., Bold, R., Chai, H. K., Forde, M. C., Ho, C. L., Hyslip, J. P., & Rippin, M. (2023). Data-driven track geometry fault localization using unsupervised machine learning. *Construction and Building Materials*, *377*, 131141. https://doi.org/10.1016/j.conbuildmat.2023.131141

Pourranjbar, A., & Shokouhyar, S. (2023). Shedding light on the efficiency of the product-service system in waste from electrical and electronic equipment: A social media analysis of consumer tweets. *Journal of Cleaner Production*, *415*, 137545.

Pradhan, S. (2022). Social network fatigue: revisiting the antecedents and consequences. *Online Information Review*, *46*(6), 1115–1131. https://doi.org/10.1108/OIR-10-2020-0474

Purohit, A. K., & Holzer, A. (2021). Unhooked by Design: Scrolling Mindfully on Social Media by Automating Digital Nudges. In *AMCIS* (Vol. 21, pp. 1–10).

Qi, L., Wang, X., Xu, X., Dou, W., & Li, S. (2020). Privacy-aware cross-platform service recommendation based on enhanced locality-sensitive hashing. *IEEE Transactions on Network Science and Engineering*, *8*(2), 1145–1153.

Qin, C., Li, Y., Wang, T., Zhao, J., Tong, L., Yang, J., & Liu, Y. (2024). Too much social media? Unveiling the effects of determinants in social media fatigue. *Frontiers in psychology*, *15*, 1277846. https://doi.org/10.3389/fpsyg.2024.1277846

Radford, K. (2024). Conservation of resources theory. In *A Guide to Key Theories for Human Resource Management Research* (pp. 59-66). Edward Elgar Publishing. https://doi.org/10.4337/9781035308767.ch05

Rao, S., Verma, A. K., & Bhatia, T. (2021). A review on social spam detection: Challenges, open issues, and future directions. *Expert Systems with Applications*, *186*, 115742. https://doi.org/10.1016/j.eswa.2021.115742

Rasheed, M. I., Malik, M. J., Pitafi, A. H., Iqbal, J., Anser, M. K., & Abbas, M. (2020). Usage of social media, student engagement, and creativity: The role of knowledge sharing behavior and cyberbullying. *Computers & Education*, *159*, 104002. https://doi.org/10.1016/j.compedu.2020.104002

Rasoolimanesh, S. M. (2022). Discriminant validity assessment in PLS-SEM: A comprehensive composite-based approach. *Data Analysis Perspectives Journal*, *3*(2), 1–8.

Rathore, S. S. (2023). New Dimension of Right to Privacy in Social Media ERA. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *3*(9), 21–51.

Reed, M. S., & Rudman, H. (2023). Re-thinking research impact: voice, context and power at the interface of science, policy and practice. *Sustainability Science*, *18*(2), 967–981.

Ren, X., Hao, Y., & Xu, J. (2024). How do Teleworkers Relieve Negative Emotions to Improve Job Performance Through Enterprise Social Media? The Conservation of Resources Theory View. *Social Science Computer Review*, 08944393241235183. https://doi.org/10.1177/08944393241235183

Rice, G. T. (2023). *Hitting pause: 65 lecture breaks to refresh and reinforce learning*. Taylor & Francis.

Riggs, R. E., Starkey, J. C., Rasmussen, E. E., & Shannon, K. L. (2023). Graduate students' perspectives on the role of faculty advisors in helping students with mental health problems. *Journal of American College Health*, 1–10.

Ringle, C. M., Sarstedt, M., Sinkovics, N., & Sinkovics, R. R. (2023). A perspective on using partial least squares structural equation modelling in data articles. *Data in Brief*, *48*, 109074. https://doi.org/10.1016/j.dib.2023.109074

Rodis, I. (2024). The Managed Response: Digital Emotional Labor in Navigating Intersectional Cyber Aggression. *Social Psychology Quarterly*, *87*(1). https://doi.org/10.1177/01902725231166377

Rosado-Solomon, E. H., Koopmann, J., Lee, W., & Cronin, M. A. (2023). Mental health and mental illness in organizations: A review, comparison, and extension. *Academy of Management Annals*, *17*(2), 751–797. https://doi.org/10.5465/annals.2021.0211

Rovetta, A. (2021). Reliability of Google Trends: analysis of the limits and potential of web infoveillance during COVID-19 pandemic and for future research. *Frontiers in Research Metrics and Analytics*, *6*, 670226. https://doi.org/10.3389/frma.2021.670226

Rusdi, F., Razak, A. A., & Embong, Z. (2023). "I find it very difficult to go to work; it is emotionally exhausting": Understanding the Burnout and Underlying Emotions among Malaysian University Academics. *International Journal of Learning, Teaching and Educational Research*.

Russen, M., Pasamehmetoglu, A., Guchait, P., & Tews, M. J. (2024). Coworker support in a sexual harassment climate: A conservation of resources perspective. *International Journal of Hospitality Management*, *119*, 103710.

Sabol, M., Hair, J., Cepeda, G., Roldán, J. L., & Chong, A. Y. L. (2023). PLS-SEM in information systems: seizing the opportunity and marching ahead full speed to adopt methodological updates. *Industrial Management & Data Systems*, *123*(12), 2997–3017 https://doi.org/10.1108/IMDS-07-2023-0429

Sanchez-Diaz, M. D. L. N., & Morgado, B. (2023). Democratizing higher education: The use of educational technologies to promote the academic success of University students with disabilities. *Societies*, *13*(3), 57https://doi.org/10.3390/soc13030057

Santos, P. M., & Cirillo, M. Â. (2023). Construction of the average variance extracted index for construct validation in structural equation models with adaptive regressions. *Communications in Statistics-Simulation and Computation*, *52*(4), 1639–1650. https://doi.org/10.1080/03610918.2021.1888122

Sarwar, A., Imran, M. K., Akhtar, N., & Fatima, T. (2023). Does social media usage boost career prospects of women: an exploratory study in the academia. *Kybernetes*, *52*(6), 2061–2091. https://doi.org/10.1108/K-04-2021-0294

Scandura, T. A., & Hamilton, B. A. (2002). Enhancing performance through mentoring. In *Psychological management of individual performance* (pp. 293–308).

Schwartz, B., Uhl, J., & Atzil-Slonim, D. (2023). Assessments and measures in psychotherapy research: going beyond self-report data. *Frontiers in Psychiatry*, *14*, 1276222. https://doi.org/10.3389/fpsyt.2023.1276222

Schyff, K., Foster, G., Renaud, K., & Flowerday, S. (2023). Online privacy fatigue: a scoping review and research agenda. *Future Internet*, *15*(5), 164. https://doi.org/10.3390/fi15050164

Seidler, A., Thinschmidt, M., Deckert, S., Then, F., Hegewald, J., Nieuwenhuijsen, K., & Riedel-Heller, S. G. (2014). The role of psychosocial working conditions on burnout and its core component emotional exhaustion–a systematic review. *Journal of occupational medicine and toxicology*, *9*, 1-13.

Shabahang, R., Shim, H., Aruguete, M. S., & Zsila, A. (2024). Oversharing on social media: Anxiety, attention-seeking, and social media addiction predict the breadth and

depth of sharing. *Psychological Reports*, *127*(2), 513–530.
https://doi.org/10.1177/00332941221122861

Shane-Simpson, C., & Bakken, T. (2024). Students' fear of missing out predicts in-class social media use. *Teaching of Psychology*, *51*(2), 141–150.
https://doi.org/10.1177/00986283211060752

Shao, R., Shi, Z., & Zhang, D. (2021). Social media and emotional burnout regulation during the COVID-19 pandemic: multilevel approach. *Journal of Medical Internet Research*, *23*(3), 27015.

Sharma, R., Sharma, M., & Joshi, S. (2024). Social media mirage-the two actual selves of an individual: Conceptualization and scale development. *Technological Forecasting and Social Change*, *206*, 123502.
https://doi.org/10.1016/j.techfore.2024.123502

Shawky, S., Kubacki, K., Dietrich, T., & Weaven, S. (2020). A dynamic framework for managing customer engagement on social media. *Journal of Business Research*, *121*, 567–577.

Shen, Y., Zhang, S., & Xin, T. (2020). Extrinsic academic motivation and social media fatigue: Fear of missing out and problematic social media use as mediators. *Current Psychology*, 1-7.

Sheng, N., Yang, C., Han, L., & Jou, M. (2023a). Too much overload and concerns: Antecedents of social media fatigue and the mediating role of emotional exhaustion. *Computers in Human Behavior*, *139*, 107500.
https://doi.org/10.1016/j.chb.2022.107500

Shoshani, A., & Kor, A. (2024). The longitudinal impact of the COVID-19 pandemic on adolescents' internalizing symptoms, substance use, and digital media use. *European Child & Adolescent Psychiatry*, *33*(5), 1583–1595.

Shrivastava, S. (2023). Recent trends in supply chain management of business-to-business firms: a review and future research directions. *Journal of Business & Industrial Marketing*, *38*(12), 2673–2693.

Shufutinsky, A. (2020). Employing use of self for transparency, rigor, trustworthiness, and credibility in qualitative organizational research methods. *Organization Development Review*, *52*(1), 50–58.

Singh, S., Gupta, P. K., Jasial, S. S., & Mahajan, A. (2023). Correlates of compulsive use of social media and academic performance decrement: A stress-strain-outcome approach. *J. Content Community Commun*, *17*, 131–146. DOI: 10.31620/JCCC.06.23/10

Sivakumar, A., Jayasingh, S., & Shaik, S. (2023). Social media influence on students' knowledge sharing and learning: An empirical study. *Education Sciences*, *13*(7), 745. https://doi.org/10.3390/educsci13070745

Sobaih, A. E. E., Hasanein, A. M., & Abu Elnasr, A. E. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability, 12*(16), 6520. https://doi.org/10.3390/su12166520

Spitzer, M. W. H., & Musslick, S. (2021). Academic performance of K-12 students in an online-learning environment for mathematics increased during the shutdown of schools in wake of the COVID-19 pandemic. *PloS One*, *16*(8), 0255629. https://doi.org/10.1371/journal.pone.0255629

Sriwilai, K., & Charoensukmongkol, P. (2016). Face it, don't Facebook it: impacts of social media addiction on mindfulness, coping strategies and the consequence on emotional exhaustion. *Stress and Health*, *32*(4), 427-434.https://doi.org/10.1002/smi.2637

Stewart, O. G. (2023). Using digital media in the classroom as writing platforms for multimodal authoring, publishing, and reflecting. *Computers and Composition*, *67*, 102764. https://doi.org/10.1016/j.compcom.2023.102764

Streiner, D. L. (2003). Starting at the beginning: An introduction to coefficient alpha and internal consistency. *Journal of Personality Assessment*, *80*(1), 99-103.

Stubb, J., Pyhältö, K., & Lonka, K. (2011). Balancing between inspiration and exhaustion: PhD students' experienced socio-psychological well-being. *Studies in Continuing Education*, *33*(1), 33-50.

   https://doi.org/10.1080/0158037X.2010.515572

Sun, G., Kim, Y., Tan, Y., & Parker, G. G. (2023). *Dinner at Your Doorstep: Service Innovation via the Gig Economy on Food Delivery Platforms*. Information Systems Research. https://doi.org/10.1287/isre.2022.0119

Süß, H. M., & Beauducel, A. (2015). Modeling the construct validity of the Berlin Intelligence Structure Model. *Estudos de Psicologia (Campinas*, *32*, 13–25.

Świątek, A. H., Szcześniak, M., & Bielecka, G. (2021). Trait anxiety and social media fatigue: Fear of missing out as a mediator. Psychology Research and Behavior Management, 1499-1507.

Świątek, A. H., Szcześniak, M., Aleksandrowicz, B., Zaczkowska, D., Wawer, W., & Ścisłowska, M. (2023). Problematic smartphone use and social media fatigue: The mediating role of self-control. In *Psychology research and behavior management* (pp. 211–222).

Tadese, M., Yeshaneh, A., & Mulu, G. B. (2022). Determinants of good academic performance among University students in Ethiopia: a cross-sectional study. *BMC Medical Education*, *22*(1), 395. https://doi.org/10.1186/s12909-022-03461-0

Tandon, A., Dhir, A., Islam, N., Talwar, S., & Mäntymäki, M. (2021). Psychological and behavioral outcomes of social media-induced fear of missing out at the workplace. *Journal of Business Research*, *136*, 186–197.

Tandon, A., Dhir, A., Talwar, S., Kaur, P., & Mäntymäki, M. (2021). Dark consequences of social media-induced fear of missing out (FoMO): Social media stalking, comparisons, and fatigue. *Technological Forecasting and Social Change*, *171*, 120931.https://doi.org/10.1016/j.techfore.2021.120931

Tandon, A., Dhir, A., Talwar, S., Kaur, P., & Mäntymäki, M. (2022). Social media induced fear of missing out (FoMO) and phubbing: Behavioural, relational and psychological outcomes. *Technological Forecasting and Social Change*, *174*, 121149.
https://doi.org/10.1016/j.techfore.2021.121149

Tandon, A., Kaur, P., Dhir, A., & Mäntymäki, M. (2020). Sleepless due to social media? Investigating problematic sleep due to social media and social media sleep hygiene. *Computers in human behavior*, *113*, 106487.
https://doi.org/10.1016/j.chb.2020.106487

Tang, J., Akram, U., & Shi, W. (2021). Why people need privacy? The role of privacy fatigue in app users' intention to disclose privacy: based on personality traits. *Journal of Enterprise Information Management*, *34*(4), 1097–1120.

Tanputera, A. G., Palit, H. C., & Aysia, D. A. Y. (2024). The rate of student's academic burnout during Covid-19 pandemic. *AIP Conference Proceedings*, *2951*(1).

Teng, L., Liu, D., & Luo, J. (2022). Explicating user negative behavior toward social media: an exploratory examination based on stressor–strain–outcome model. *Cognition, Technology & Work*, *24*(1), 183-194.

Tereshchenko, S. Y. (2023). Neurobiological risk factors for problematic social media use as a specific form of Internet addiction: A narrative review. *World Journal of Psychiatry*, *13*(5), 160.

Thabit, E. A. A., Ismaeal, N. N., & Abdulla, A. I. (2022). *Study and Evaluation of the*

Assumptions of Statistical Methods in Published Educational Research: Al-Mandumah Database as A Model: Review Study.

Thapliyal, K., Thapliyal, M., & Thapliyal, D. (2024). Social Media and Health Communication: A Review of Advantages, Challenges, and Best Practices. *Emerging Technologies for Health Literacy and Medical Practice*, 364–384.

Timmermans, S., & Tavory, I. (2022). *Data analysis in qualitative research: Theorizing with abductive analysis*. University of Chicago Press.

Tugtekin, U., Barut Tugtekin, E., Kurt, A. A., & Demir, K. (2020). Associations between fear of missing out, problematic smartphone use, and social networking services fatigue among young adults. *Social Media+ Society*, *6*(4), 2056305120963760. https://doi.org/10.1177/2056305120963760

Tullett-Prado, D., Stavropoulos, V., Gomez, R., & Doley, J. (2023). Social media use and abuse: Different profiles of users and their associations with addictive behaviours. *Addictive Behaviors Reports*, *17*, 100479. https://doi.org/10.1016/j.abrep.2023.100479

Udenze, S., & Oshıonebo, B. (2020). Investigating 'WhatsApp'for collaborative learning among undergraduates. *Etkileşim*, *5*, 24–50. https://doi.org/10.32739/etkilesim.2020.5.92

Vaithilingam, S., Ong, C. S., Moisescu, O. I., & Nair, M. S. (2024). Robustness checks in PLS-SEM: A review of recent practices and recommendations for future applications in business research. *Journal of Business Research*, *173*, 114465.

Vandenbroele, J., Kerckhove, A., & Geuens, M. (2020). If you work it, flaunt it: Conspicuous displays of exercise efforts increase mate value. *Journal of Business*

Research, *120*, 586–598.

Vandeyar, T. (2020). The academic turn: Social media in higher education. *Education and Information Technologies*, *25*(6), 5617–5635.

Vanier, A., Sébille, V., Blanchin, M., & Hardouin, J. B. (2021). The minimal perceived change: a formal model of the responder definition according to the patient's meaning of change for patient-reported outcome data analysis and interpretation. *BMC Medical Research Methodology*, *21*, 1–14.

Verdugo, G. B., & Villarroel, A. V. (2021). Measuring the association between students' exposure to social media and their valuation of sustainability in entrepreneurship. *Heliyon*, *7*(6).

Verma, J. P., & Abdel-Salam, A. S. G. (2019). *Testing statistical assumptions in research*. John Wiley & Sons.

Vinoi, N., Shankar, A., Khalil, A., Mehrotra, A., Kumar, J., H., D., A., H., H., W. C., R., H., A., & Larson, K. (2024). Holding on to your memories: Factors influencing social media hoarding behaviour. *Journal of Retailing and Consumer Services*, *103617*(Wei), 369–376.

Wang, C., Yuan, T., Feng, J., & Peng, X. (2023). How can leaders alleviate employees' workplace anxiety caused by information overload on enterprise social media? Evidence from Chinese employees. *Information Technology & People*, *36*(1), 224–244. https://doi.org/10.1108/ITP-01-2021-0097

Wang, Q., Azam, S., Murtza, M. H., Shaikh, J. M., & Rasheed, M. I. (2023). *Social media addiction and employee sleep: implications for performance and wellbeing in the hospitality industry*. Kybernetes. https://doi.org/10.1108/K-06-2023-0939

Whang, S. E., Roh, Y., Song, H., & Lee, J. G. (2023). Data collection and quality challenges in deep learning: A data-centric ai perspective. *The VLDB Journal*, *32*(4),

791–813.

Whelan, E., Najmul Islam, A. K. M., & Brooks, S. (2020). Is boredom proneness related to social media overload and fatigue? A stress–strain–outcome approach. *Internet Research*, *30*(3), 869–887. https://doi.org/10.1108/INTR-03-2019-0112

Whelan, E., Najmul Islam, A. K. M., & Brooks, S. (2020). Is boredom proneness related to social media overload and fatigue? A stress–strain–outcome approach. *Internet Research*, *30*(3), 869-887. https://doi.org/10.1108/INTR-03-2019-0112

Wolski, M., & Gomolińska, A. (2020). Data meaning and knowledge discovery: Semantical aspects of information systems. *International Journal of Approximate Reasoning*, *119*, 40–57.

Wood, K. E., & Krasowski, M. D. (2020). Academic e-mail overload and the burden of "academic spam." *Academic Pathology*, *7*, 2374289519898858. https://doi.org/10.1177/2374289519898858

Wright, T. A., & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of applied psychology*, *83*(3), 486-493.

Wulff, P. (2023). Network analysis of terms in the natural sciences insights from Wikipedia through natural language processing and network analysis. *Education and Information Technologies*, *28*(11), 14325–14346. https://doi.org/10.1007/s10956-022-09969-w.

Xiao, H., Zhang, Z., & Zhang, L. (2023). An investigation on information quality, media richness, and social media fatigue during the disruptions of COVID-19 pandemic. *Current Psychology*, *42*(3), 2488-2499.

Yazgan, Ç. Ü. (2022). Investigation of the relationship between online privacy concerns and internet addiction among University students. *Medya ve Din Araştırmaları*

Dergisi, *5*(1), 61–77.

https://doi.org/10.47951/mediad.1090414

Yoon, J. I., Kim, J. G., Jung, J. M., Lee, D. J., Jeong, H. J., Shahbaz, M., & Kim, H. S. (2016). Using digital image correlation in tensile testing, obtaining reliable true plastic stress-strain curves in a wide range of strains. *Korean J Met Mater*, *54*, 231–236.

DOI: 10.3365/KJMM.2016.54.4.231

Yusoff, A. S. M., Peng, F. S., Abd Razak, F. Z., & Mustafa, W. A. (2020). Discriminant validity assessment of religious teacher acceptance: The use of HTMT criterion. *Journal of Physics: Conference Series*, *1529*(4), 042045.

Zeng, K. J., Wang, C. L., Yang, M. X., & Li, G. (2023). Understanding social and psychological effects of social media on contemporary digital consumers. *Frontiers in Psychology*, *14*, 1213731.

https://doi.org/10.3389/fpsyg.2023.1213731

Zhang, S., Shen, Y., Xin, T., Sun, H., Wang, Y., Zhang, X., & Ren, S. (2021). The development and validation of a social media fatigue scale: From a cognitive-behavioral-emotional perspective. *PloS One*, *16*(1), 0245464.

https://doi.org/10.1371/journal.pone.0245464

Zhang, S., Zhao, L., Lu, Y., & Yang, J. (2016). Do you get tired of socializing? An empirical explanation of discontinuous usage behaviour in social network services. *Information & Management*, *53*(7), 904–914.

https://doi.org/10.1016/j.im.2016.03.006

Zhang, X., Ding, X., & Ma, L. (2022). The influences of information overload and social overload on intention to switch in social media. *Behaviour & Information Technology*, *41*(2), 228–241. https://doi.org/10.1080/0144929X.2020.1800820

Zhang, Y., He, W., & Peng, L. (2022). How perceived pressure affects users' social

media fatigue behavior: a case on WeChat. *Journal of Computer Information Systems*, *62*(2), 337–348.

Zhao, L. (2023). Social media addiction and its impact on college students' academic performance: The mediating role of stress. *The Asia-Pacific Education Researcher*, *32*(1), 81–90.

Zheng, H., & Ling, R. (2021). Drivers of social media fatigue: A systematic review. *Telematics and Informatics*, *64*, 101696. https://doi.org/10.1016/j.tele.2021.101696

Zheng, H., Chen, X., Jiang, S., & Sun, L. (2023). How does health information seeking from different online sources trigger cyberchondria? The roles of online information overload and information trust. *Information Processing & Management*, *60*(4), 103364. https://doi.org/10.1016/j.ipm.2023.103364

Zhou, T., & Xie, Y. (2024). Understanding social media users' information avoidance intention: A CAC perspective. *Aslib Journal of Information Management*, *76*(4), 570–584

Zhu, W., Zhou, J., Lau, W. K., & Welch, S. (2020). How harmonious family encourages individuals to enter entrepreneurship: A view from conservation of resource theory. *International Journal of Conflict Management*, *31*(3), 333-351.

Zhuang, J., Mou, Q., Zheng, T., Gao, F., Zhong, Y., Lu, Q., & Zhao, M. (2023). A serial mediation model of social media addiction and college students' academic engagement: the role of sleep quality and fatigue. *BMC Psychiatry*, *23*(1), 333.

Zolkepli, I. A., Tariq, R., Isawasan, P., Shamugam, L., & Mustafa, H. (2024). The effects of negative social media connotations on subjective wellbeing of an ageing population: A stressor-strain-outcome perspective. *Plos One*, *19*(1), 0296973. https://doi.org/10.1371/journal.pone.0296973

Zong, W., Yang, J., & Bao, Z. (2019). Social network fatigue affecting continuance

intention of social networking services: The case of WeChat users in China's universities. *Data Technologies and Applications*, *53*(1), 123–139. https://doi.org/10.1108/DTA-06-2018-0054

Zubair, U., Khan, M. K., & Albashari, M. (2023). Link between excessive social media use and psychiatric disorders. *Annals of Medicine and Surgery*, *85*(4), 875–878. *DOI:* 10.1097/MS9.0000000000000112

List of Publications

Gupta, T., Bodhi, R., & Pandey, A. (2024). Impact of privacy concern, information overload, and social media addiction on emotional exhaustion: an empirical study. *Academy of Marketing Studies Journal, 28*(S6), 1-11.

Gupta, T., Bodhi, R., & Salim, M. (2024). "The intersection of information overload, emotional exhaustion, and social media fatigue: A comprehensive literature review". *Academy of Marketing Studies Journal, 28*(4), 1-6.

Dear Respondent		

Dear Respondent

This questionnaire is a component of a PhD thesis on the topic "Correlates of Social Media Related Strains and Academic Performance Decrement: An Integrative Theoretical Framework and Empirical Analysis." Your responses will be used only for academic purposes. We thank you sincerely in advance for your valued participation.

Demographic profile:

1. Please indicate your gender   (a) Male   (b) Female   (c) Others
2. Please indicate your age (in years) (a) 18-20   (b) 21-23   (c) 24 and above
3. Please indicate your level of ongoing qualification   (a) Undergraduate (b) Postgraduate
4. Do you know anything about social media   (a) Yes   (b) No
5. Please indicate if you use any social media platforms   (a) Yes   (b) No

(a)	Approximately how many hours do you spend on social media every day?	Less than 1 hour (b)1-2 hours (c) 2-3 hours (d)3-4 hours (e) more than 4 hours				
(b)	The number of social media platforms you use.	(a)1-2 (b)3 (c) 4 (d)5 (e) more than 5				
(c)	Number of friends you have on social media	200 or less (b) 201-400 (c) 401-600 (d) 601-800 (e) 801 and above				
	Please indicate your response/ perception on a five-point scale, by ticking on the most appropriate	**Strongly Disagree** **1**	**Disagree** **2**	**Neutral** **3**	**Agree** **4**	**Strongly Agree** **5**

	option as given against each other statement						
PC 1	I am concerned about my privacy on social media	1	2	3	4	5	
PC 2	I am concerned about the information submitted on social media as it could be misused	1	2	3	4	5	
PC 3	I am concerned that any person can find/ access to private information on social media	1	2	3	4	5	

SMF 1	The amount of information available on social media makes me tense	1	2	3	4	5	
SMF 2	Due to using social media, I feel rather mentally exhausted	1	2	3	4	5	
SMF 3	After a session of using social media, I feel really fatigued	1	2	3	4	5	
SMF 4	I find it difficult to relax after continually using social media.	1	2	3	4	5	
SMF 5	I have little interest in new things on social media	1	2	3	4	5	

APD 1	College work gets suffered because of the time spent on social media	1	2	3	4	5	
APD 2	Sleep late because of using social media	1	2	3	4	5	
APD 3	Too tired to go to the University the next day because of too much time spent on social media	1	2	3	4	5	
APD 4	College percentage gone down because of the time spent on social media	1	2	3	4	5	

APD 5	Did not complete my work because of the time spent on social media	1	2	3	4	5

EE 1	I feel emotionally drained by using social media	1	2	3	4	5
EE 2	I feel worn out by using social media	1	2	3	4	5
EE 3	Using social media all day is really a stress for me	1	2	3	4	5
EE 4	I feel burned out due to social media use	1	2	3	4	5
EE 5	I feel frustrated due to excessive social media use	1	2	3	4	5
EE 6	Using social media puts too much stress on me	1	2	3	4	5

IO 1	I am often distracted by the excessive amount of information on social media	1	2	3	4	5
IO 2	I am overwhelmed by the amount of information that I process daily on social media	1	2	3	4	5
IO 3	It feels difficult to synthesize too much information on social media	1	2	3	4	5

SMA 1	When I am not happy, the use of social media can make me happy	1	2	3	4	5
SMA 2	When I am in a bad mood, using social media can make me feel better	1	2	3	4	5
SMA 3	Although social media has had some negative impacts on me, I will continue to use it	1	2	3	4	5
SMA 4	I almost forget all the other things when	1	2	3	4	5

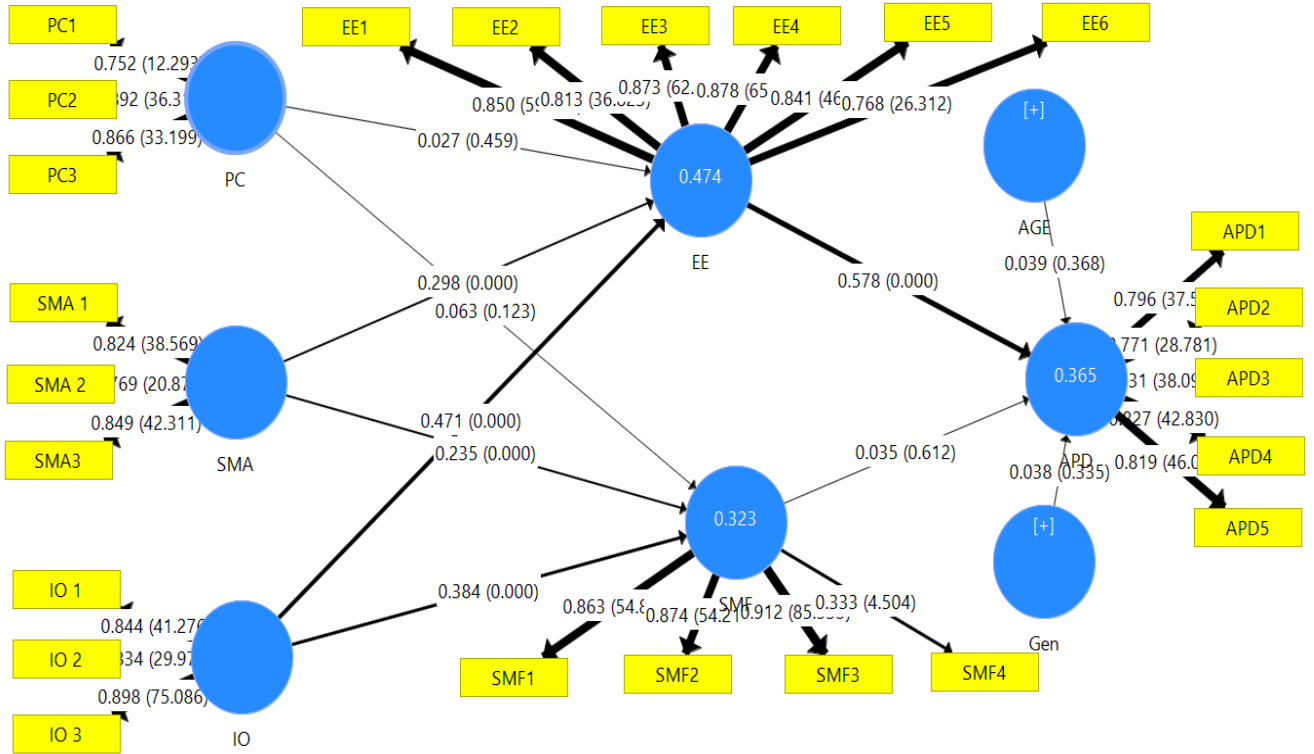|	I am using social media					
SMA 5	I have tried to reduce the use of social media but unable to reduce it	1	2	3	4	5

Taruni Gupta

School of Business

UPES Dehradun

Uttarakhand

Email: taruni.nagalia@gmail.com

Appendix A2: Path Results

Brief Profile of the Author

Taruni Gupta is a PhD scholar working in social media use and student-related outcomes at the School of Business UPES, Dehradun, Uttarakhand. She completed her Master's Degree in Psychology from Hemwati Nandan Bahuguna, Garhwal University, in the year 2018 and completed her Bachelor's Degree in Psychology and Human Resource Management from Indraprastha College for Women, Delhi University, in 2013.

Taruni Gupta
SAP ID: 500080034
PhD Scholar
School of Business
UPES Dehradun

Plagiarism Report

Taruni Gupta_500080034

136