Impact of Social Networking Addiction and Perceived Stress on Emotional Reactivity among University Students

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The present study aimed to investigate the relationship between social networking addiction and perceived stress with the emotional reactivity of students. This study was conducted to explore the relationship of social networking addiction and perceived stress with emotional reactivity among university students. The study also investigated the gender differences in social networking addiction, perceived stress, and emotional reactivity among university students. The study also suggest valuable recommendations for the enhancement of factors that lead to addictions to social networking, perceived stress, and emotional reactivity. The sample was taken from different universities in Lahore. The sample was selected using a correlational research design and a purposive sampling technique. The duration of the study was from (29th April 2019 to 7th August 2020). Due to pandemic situation of COVID-19 in Pakistan at that time academic tasks were delayed and conducting research was also affected during lockdowns. So, the time duration of the research was delayed. Information from participants of study was collected using the English version of the Bergen Social Media Addiction Scale (BSMAS 2012), Perceived Stress Scale (Cohen et al, 1983), and Emotional Reactivity Scale Nock et al (2008), and demographics information sheet. The sample consisted of N=266 (men=146 and women were =120). Statistical techniques used in the study were descriptive statistics, independent sample t-test, hierarchical multiple regression analysis and Pearson product-moment

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correlation. The findings of the study revealed that there was a positive and significant relation among social networking addiction, perceived stress, emotional reactivity, sensitivity, intensity, and persistence. Using the statistical technique of multiple regression analysis showed that gender doesn't significantly predict social networking addiction, perceived stress and emotional reactivity whereas social media addiction predict the sensitivity, intensity, and persistence but perceived stress only predicts sensitivity and persistence among students. Independent Sample T-test showing gender differences on scales of social networking addiction, perceived stress, and emotional reactivity. The analysis shows no significant differences in social networking addiction, perceived stress, and emotional reactivity among men and women. This research will provide insight to students, parents, and policymakers to identify the causes of excessive usage of social networking and will help them to devise strategies to reduce the addiction. From this research, the young generation can get the awareness of social networking addiction and the effect of stress on their emotional reactivity. The young generation of our society should try to avoid the use of social networking sites that affect their academic performance and emotional experiences. Similarly, the health issues related to the use of social media will also be tackled by acknowledging it to be caused by social media use among students. From this research, the young generation can get the awareness of the addiction to social media and the effect of stress on their daily lives.

Keywords: Social Networking Addiction, Perceived Stress, and Emotional Reactivity

Social media is a computer-based technology that facilitates the sharing of ideas and information and the building of virtual networks and communities. By design, social media is internet based and offers users easy electronic communication of personal information and other content, such as videos and photos. Users engage with social media via computer, tablet, or smartphone through web-based software or web application, often utilizing it for messaging.

Perceived stress is the feeling or thoughts that an individual has about how much stress they are under at a given point in time or over the

given time period. Perceived stress incorporates feelings about the uncontrollability and unpredictability of one's life, how often one must deal with irritating hassles, how much change is occurring in one's life, and confidence in one's ability to deal with problems or difficulties (Cohen and Kamrarck 1983).

Emotional reactivity is about individual know-how of emotions in response to a large array of stimuli, strongly for a long period before coming back to the normal situation of arousal (Murphy, 1995).

Every day the use of social media all over the world and the internet are becoming wider. According to a recent surveyed data, 3.45 billion were internet users and 2.34 billion people were active members of social media. Sümen and Evgin (2021) conducted a study on social media addiction among high school students and concluded that difficulties experienced by high school students increase with social media addiction, while it decreases prosocial behaviors. Social media addiction in high school students decreases students' sleep efficiency, considered important to conduct further public health studies for children and adolescents related to the risks caused by the excessive use of technology, the consequences of social media addiction, measures to protect psychological health, sleep programmers, and the importance of sleep quality.

In recent years social networking had a most important influence on students' academic performance. Even though these networks produce many opportunities, and threats and have a negative impact on students in various fields (Nahida, 2017). Obsession with social networking, perceived stress, and its impact on emotional reactivity cause the researcher's intention to conduct this study. The related research in Pakistan undermined and this study investigates the impact of social networking addictions, and perceived stress on the emotional reactivity of university students. There are many interconnections with social networking addiction. Social networking addiction is linked with a host of emotional, relational, health, psychological problems, and performance problems (Echeburua & de Corral, 2010; Kuss & Griffiths, 2011; Marino, et.al. 2017; Marino, et.al. 2018). In recent years, significant changes have taken place around the world regarding the quantitative and qualitative expansion of the internet, social networks, and the number of people who use them. Social networks include websites and applications that allow users to share content, ideas, opinions, beliefs, feelings, and personal,

social, and educational experiences. They also allow communication between a wide range of users at the global level (Alahmar 2016).

Over recent years, the use of the social media platforms such as Twitter, MySpace, Facebook, Instagram, and Google has become in excessive use and there is widespread of this technology. Many people are using these social media platforms as they have an attachment or habit of using social media in their daily routines. Particularly among today's younger generations, social media has become an integral part of their social life. While for other people, considering the use of social media platforms doesn't seem to be so interesting for them as they use it for purposes such as, searching for information and regarding business. In social media platforms, businesses have become very important too and they are establishing their presence in the form of platforms, such as Facebook, Twitter, and Whatsapp (Kouame & Watson, 2011). A study has explored that social media can be used successfully for marketing processes (Hallikainen, 2015).

In a cross-sectional study on social networking addiction (Soroush & Khatony, 2019). Among different theories of addiction to the internet and social networks the most important theories consist of dynamic psychology theory, social control theory, behavioral explanation, biomedical explanation, and cognitive explanation. Firstly, dynamic psychology theory explains that psychological shocks, personality traits, emotional deficiencies, and psychological status are due to social networking addiction. Secondly, according to the social control theory age, sex, economic status, and nationality, are the variables that vary the addiction (Sadock 2011). Thirdly, the theory of behavior explains that people use social networking for escaping as a reward and entertainment. The next theory explains that that is the biological explanation theory that some chromosomes or hormones or lack of specific chemicals that daily regulate brain activity are hardly affected by social networking addiction (Young & Rogers, 1998; Beard, 2005). Lastly, the cognitive theory explains that distorted cognition leads to social networking addiction for escaping from problems that could be internal and external (Alavi and Jannatifard 2012). Social networking addiction can be classified as a kind of cyber-relationship addiction (Can & Kaya 2016).

Social networking addiction states to mental distress. Students have been affected in social activities such as professional activities, occupational, interpersonal skills, and health due to social networking addiction (Schou & Pallesen 2014) which is the cause of mental health degradation in students and this has also led to disruption of their life (Zaremohzzabieh et.al.,2015).

There are three types of stress which are known as mild stress, chronic stress, and high stress. Mild stress can be very beneficial in good performance while persistence and high stress can lead to anxiety and depression which can be said to be neuropsychiatric diseases. In responses to high-stress individual differences are found (Pruessner, et.al. 1997)

Progressive body has examined the relationship between emotional processes and maladjustment throughout development (Shapero & Abramson, 2016). Web-Stratton and Reid (2003) conducted a study to reduce the problems and make new strategies for social and emotional competence such as train children in such skills as emotional literacy, empathy, friendship, communication skills, anger management, and interpersonal problems. This research showed that the training strategy gave long-term results. Carmeli (2003) has a study that finds out the relationship between emotional intelligence and works attitudes behavior and outcomes. Results showed that emotional intelligence has a positive relationship with work attitudes, altruistic behavior, and work outcomes.

The focus of present study is to investigate the relationship and connection between social networking addiction, perceived stress, and the role of emotional reactivity in the relationship.

Afacan and Ozbek (2019) conducted a study on social media addiction among high school students. The focus of this study was to explore the social media addiction of high school students related to age, class, type of school, gender, and day-to-day usage of internet time. The research method used in this study was the survey method. The sample was consisting of (N=596) students studying in three high schools in Kirsehir in Turkey. The discovery revealed that in terms of the gender, no significant difference was found. The Social Media Addiction Scale was administered to the participants and examined that students have a "low level of addiction". In addition, it was found that there is a significant

relationship between high school students' day-to-day usage of internet time and social media addiction.

Denq and Hsu (2019) surveyed the study on the association between stress and social media usage and this study also investigated whether stress was a sign of social media use, or not and tested moderation analysis of the relationship between stress and social media use. The research was based on the (N= 201) participants who were randomly allocated to a stress-persuading recall activity or a control task via an online assessment. The findings of the study revealed that social media users have a direct relationship with seeking social support. In addition, it was found that evoking habitual behavior has a direct and positive relationship with increased social media use.

Sanghvi and Rai (2015), conducted research on internet addiction, emotional intelligence, and perceived stress among adults. The research was mainly aimed to investigate internet addiction and its relationship between emotional intelligence and perceived stress among adults. The sample (N= 30) comprised of various universities in Bangalore. The findings of the study revealed that there is no significant relationship between internet addiction and emotional intelligence and no significant relationship between internet addiction and perceived stress.

Kalaivani and Blessing (2017) conducted research on emotional intelligence and technology addiction among high secondary school students. Although technology improves our daily life but also have some bad effects on us as smartphones addiction is reported very high in adolescents. Some researchers have also revealed that female student are more addicted than male students (N=120) but the findings of the study revealed that male students have higher internet addiction than female students.

It is a common observation that youth are getting more inclined towards social media addiction with each passing day. These people seek refuge in social media networking to increase their perception of social support. However, such falsely perceived social support in a digitalized world gives intangible emotional sustenance. Thereafter, when these students temporarily leave the digitalized world to meet the reality of everyday life (such as academic burdens) then they become emotionally

more reactive. At the same time, this can also be not ignored that stress is also a contributing factor to emotional reactivity. Therefore, a link needs to be developed between social networking addiction, perceived stress, and emotional reactivity among university students

Rationale

As per the Pakistani report of Global Digital Insight on social media usage (2020) 37 million people used different social media sites in just one year.

The use of social networking is increasing consistently in youth which is negatively affecting their lives. Excessive use of networking sites is creating psychological problems and health-related issues in youngsters. The use of excessive social networking is also contributing to poor academic grades. Though there are many advantages of social networking use, however, it has affected youth negatively also.

The present research aims to provide empirical evidence that how social networking addiction, perceived stress, and emotional reactivity play role among university students. This comparison would enable parents to identify addictive social networking and thereby help them to devise strategies.

Based on this concept, the present research focused on the relationship between social networking addiction, perceived stress, and emotional reactivity among students at university. This study was to extend prior research on social media use exploring the prevalence originating from media use like social networking addiction, perceived stress, and emotional reactivity and their relationship with each other among university students based on experience sampling data.

This present research is conducted to find out the prediction on emotional reactivity of those who are addicted to social networking and caused stress or feel stressed out. Basically, the present study investigated the possible relationship of emotional reactivity of those who are addicted to social networking and caused stress as individuals. In the same way, individuals' addiction to social networking and being stressed would have different emotional experiences.

Objectives of study

- To explore the relationship of social networking addiction, perceived stress, and emotional reactivity among university students
- To determine the influence of social networking addiction and perceived stress on emotional reactivity among university students
- To investigate the prediction between social networking addictions, perceived stress, and emotional reactivity among university students.
- To investigate the gender differences in social networking addiction, perceived stress, and emotional reactivity among university students.

Hypotheses of the study

H1: There would be a significant relationship of social networking addiction and perceived stress with emotional reactivity among university students.

H2: There would be a significant relationship between perceived stress and emotional reactivity among university students.

H3: Social networking addiction and perceived stress are likely to predict emotional reactivity among university students.

H4: There would be significant differences between men and women concerning social networking addiction, perceived stress, and emotional reactivity.

Method

Research design

The research that is used in the present study is correlational research and cross-sectional design was used to investigate the relationship among social networking addiction, perceived stress, and emotional reactivity in university students.

Sample and Sampling Strategy

A purposive sampling strategy was used in the present research. The universities were selected on the basis of availability as the field survey was conducted during pandemic lockdown. Participants were selected through purposive sampling. One private university and two semi-government universities were selected for the present research. Sampling

is an important part of the study as the results and findings are based on the selected sample. Purposive sampling was used to check the association. Purposive sampling is the type of non-probability sampling which involves the selection based on features of a population and the objectives of the study. This form of sampling can be very convenient in situations where you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. The sample consisted of N=266 from different universities in Lahore. The age range of the participants was from 21 to 30 years, which includes the students of bachelor, and post-graduates. The sample consisted of both males and females. The ratio of males and females was proportionate.

Inclusion Criteria
- Only university students were taken.
- The sample included participants with ages ranging from 21 to 30 years (the target was university students consisting of graduation and post-graduation).
- Only those students were taken who actively use social networking (Facebook, Instagram, Twitter, WhatsApp, Snapchat, Tiktok)
- Both man and woman were taken.

Exclusion Criteria
- The participants who were physically or mentally impaired at the time of conducting the research were excluded by using informed consent to look for signs or symptoms that show up some mental illnesses of the participants.
- Students who did not have any kind of social networking accounts were also excluded.

Assessment Measures
        The present study chose the three standardized assessment measures; The Bergen Social Media Addiction Scale (BSMAS) was originally adapted by the Bergen Facebook Addiction Scale (BFAS; Andreassen, et.al. 2012), and the second measure used in the present study was developed by Cohen et al, (1983) which is the Perceived Stress Scale.

And Emotional Reactivity Scale was developed by Nock et al (2008) was also used. The instruments were particularly picked since they run with theorized factors. The reliability and validity considerations were kept in mind while choosing these evaluation measures. Moreover, these instruments are comprehendible since they are directed on a group basis.

Demographic Questionnaire

The demographic interrelated questionnaire was recognized to find out the demographic-linked features of the participants. The questionnaire included variables such as age, gender, education year, parent's employment status, mostly used networking sites, etc.

The Bergen Social Media Addiction scale (BSMAS). The Bergen Social Media Addiction Scale (BSMAS) was originally adapted from the Bergen Facebook Addiction Scale (BFAS; Andreassen, et.al. 2012), the social media addiction scale consists of six items reflecting core addiction elements to the social media (Griffiths, 2005). For each item on the scale, the respondents had to rate on a 5-point Likert scale ranging from very rarely (1) to very often (5); items on the scale are like, "How often during the last year have you tried to cut down on the use of social media without success?", "How they had been feeling by using the social networking sites for example; messenger, snap chat, Instagram, Twitter, YouTube, Whatsapp, Facebook". Internal consistency of the BSMAS was good (Cronbach's α =.88).

The **S**ocial Media Addiction scale used in the current study was based on the six-item instrument constructed by developed by Stale Pallesen and was translated by Zafar and Kasur (2016).

Perceived Stress Scale (PSS; Cohen et al, 1983). Perceived Stress Scale is developed by Cohen et al, (1983). It is used to measure the degree to which people identify their lives as stressful. People were asked to choose the best option that suits their character properly. Subjects specify how often they have found their lives unpredictable, uncontrollable, and overloaded in the last month. It is 14-item scale with a four-point Likert scale (that is, 0=never to 4=very often). Sample Items include: "In the last

month, how often have you been upset because of something that happened unexpectedly?", "In the last month, how often have you felt nervous and "stressed". The Cronbach alpha of PSS scale is ($\alpha = .78$) which is measured by the scale author.

Emotional Reactivity Scale (ERS; Nock et al., 2008). The emotional Reactivity Scale is developed by Nock et al, (2008) and translated by the researcher herself. To use the Emotional Reactivity Scale, permission was taken from the original author. It has 22 items which are rated on 5 points Likert Scale and range from "Not at all like me" to "Completely like me". The emotional Reactivity Scale has 3 subscales such as sensitivity (8 items), intensity subscale (10 items), and persistence subscale (3 items). Reliability values for present research are sensitivity-subscale ($\alpha=.75$), intensity-subscale ($\alpha=.77$), and persistence subscale ($\alpha=.56$).

Ethical considerations
Some ethical considerations were taken into consideration to conduct this research. These are described below:
- Permission for the scale had to be approved by the authors.
- Then permission for data collection from the relevant institution had to be approved.
- Written consent from all participants with full information about the research explaining the nature and purpose of the study.
- The accuracy of the responses had to be kept in mind with their confidentiality
- The participants were guaranteed that the information that has been gathered from them would be kept confidential. And the research outcomes would be used strictly for research purposes.

The procedure of data collection
To carry out the present study initially the permission for assessment measures that have been used in the study has been granted by the respective authors. The concerned authorities of the institutions were approached to take permission for the sample to be drawn for filling the

questionnaires. The participants were given information about the research topic, purpose of research, and the time duration. Those respondents who were interested to take part in the study were briefed about the research purpose. A few guidelines were given to the respondents of the present study. Before gathering the information, they will be ensured that their information would keep confidential and would not be revealed to others, and would just be utilized for the research reason. Data were collected in group settings. The questionnaires were provided to the respondents of the research. They were instructed that read the items carefully and sincerely. And the participants were also requested not to leave any question/answer unfilled. Queries of participants during filling the questionnaire were answered. The information gathered was scored through the scoring framework. For the analysis and to test the hypothesis, the statistical package for social sciences (SPSS version 20) was utilized for the investigation of the information.

Results
- Descriptive statistics were used to find out the mean differences between the variables.
- Reliability analysis was done for establishing the psychometric properties of the variables.
- Pearson product-moment correlation was used to find out whether the significant relations between variables exist or not.
- Multiple regression was used to find out the significant difference between social networking addiction and perceived stress and emotional reactivity among students.
- An independent sample t-test was applied to find out the mean difference between males and females.

Table 1 shows the demographic characteristics of the research participants. The table showed participants' mean age was 21 years (SD= 2.55). 45% of males and 54% of females were included in the sample. Out of 266 participants, 75% participants were undergraduates, 78% participants were students, and 4% participants were employed. Most of the participant's mothers were housewives (62%) and fathers belonged to

army-officer and belonged to middle-class socioeconomic status with 87%, 10% belonged to the upper-class family and very few (4%) belonged to lower-class. 96% of the participants have the availability of the internet. According to the research, the most time-spending social networking site is Whatsapp and very few use other sites such as Instagram, Twitter, snap chat. 85% of participants mostly use smartphones for using social networking sites.

Table 2 showed that the reliability of all scales and subscales. The reliability of the social media addiction scale, perceived stress scale, and emotional reactivity scale is greater than 0.5 so all the scales have moderate reliability. But overall, the emotional reactivity had a reliability of 0.80, the sensitivity scale had 0.73, the intensity scale had 0.44, and the persistence scale had 0.60; all being strong reliabilities of this research.

Table 3 shows the correlation matrix of variables. The results suggested that there is a significant relationship between variables. The correlation analysis has been carried out to check the relationship between the social media addiction scale, perceived stress scale, and emotional reactivity. The correlation coefficients reported a significant relationship among all the three main variables. One of the study objectives was to determine gender differences. However, the correlation analysis showed no significant relationship between gender with social networking addictions, perceived stress, and emotional reactivity. Similarly, Table 4 also confirms insignificant results. This means the relationship among variable do not get influenced by gender (male or female).

In Table 4 it was hypothesized that social networking addiction and perceived stress predicts emotional reactivity. Hierarchical regression has been carried out to see the most important predictors of sensitivity, intensity, and persistence reactivity. Findings revealed that social networking addiction is the most important predictor which strongly impacts sensitivity, intensity, and persistence reactivity in all domains. And perceived stress positively predicts the sensitivity and persistence of reactivity. The demographic gender doesn't predict any of the variables in this research.

Table 5 shows that an independent sample t-test was used to compare the gender differences for the variables (men M=16.9, SD= 4.0; and women M=16.4, SD= 4.4) i.e. that social networking addiction and perceived stress and emotional reactivity. Social networking addiction, perceived stress, and emotional reactivity had no significant gender differences since all p-values > 0.05.

Discussion

To find the nature, direction, and relationship among addictions to social networking, perceived stress, and emotional reactivity in University students of Pakistan, Pearson correlation, regression, and t-test analysis were applied. The total sample of the study was N=266, (Male=147, Female=120). The sample was selected based on non-probability purposive sampling.

Social networking addiction, perceived stress, and emotional reactivity may lead to psychological problems. Psychological problems is a rising issue among university students, and this research can also help the people who are in the health profession and other fields related to health. To investigate the difference and relationship between social networking addiction, perceived stress, and emotional reactivity among university students. The role of demographic variables was also observed.

It was hypothesized that "there would be a significant relationship between perceived stress and emotional reactivity among university students." The findings of the study revealed that there is a significant relationship among all the three main variables with perceived stress and emotional reactivity. One of the study objectives was to determine gender differences. However, the correlation analysis showed no significant relationship between gender with social networking addictions, perceived stress, and emotional reactivity. Similarly, Table 5 also confirms insignificant results. This means the relationship among variable do not get influenced by gender (male or female). Previous research also supported the finding of this study. A study was conducted on the effects of social media on depression anxiety and stress. The finding of the study revealed that there was a positive significant correlation between the number of social media platforms across all three emotional states (depression,

anxiety, and stress). There was no significant correlation between gender variables (Hughes, 2018).

Another hypothesis has been stated that "Social networking addiction and perceived stress is likely to predict emotional reactivity among university students". There is evidence from the empirical study on exploration of generation using social media from an emotional perspective. The results showed that social media activities and perceptions were closely predicted by emotional perspectives (Xueyan 2019).

It was hypothesized that "there would be a significant difference between man and woman with respect to social networking addiction, perceived stress, and emotional reactivity." The results of the study indicate that no significant difference was found between boys and girls.

Another hypothesis has been stated that "there would be a significant relationship between perceived stress and emotional reactivity among university students." It shows that there were significant results for perceived stress and emotional reactivity. To support the finding of the current research the empirical evidence has been mentioned that research was conducted on stress and emotional reactivity for gender differences in adolescents. The results of the study indicate that the stressful events significantly mediated gender differences and individual differences in emotional reactivity to these stressors significantly moderated the relationship between stress (Stawski et. al 2008).

This study would be for individuals who use social networking most of the time and those who experience perceived stress. Most students are unaware of the consequences of social networking addiction. This research will help them know every consequence. This will allow them to manage their time properly so that they can get rid of problems associated with the use of social media. From this research, the young generation can get aware of social networking addiction and the effect of stress on their emotional reactivity. The young generation of our society should try to avoid the use of social networking sites that affect their academic performance and emotional experiences. Similarly, the health issues related to the use of social media will also be tackled by acknowledging it as caused by social media use among the students. From this research, the

young generation can get the awareness of the addiction to social media and the effect of stress on their daily lives.

Conclusion

The basic purpose of doing this research was to find out the possible connection between social networking addiction, perceived stress, and emotional reactivity among university students. Social networking addiction, perceived stress, and emotional reactivity may lead to psychological problems. The study was conducted among university students of Lahore Pakistan. Findings revealed that there is an insignificant relationship between demographics (Gender) with main variables of study.

However, no significant relationship was found with gender. This might be perhaps due to changing social norms of our society where a specific gender does not get marginalized under the slogan of equal rights and equal participation. Since our sample consists of university students (and not the marginalized section) and both genders are now facing similar situations and similar opportunities. Therefore, their access to social media and their perception of stress and emotional reactivity might not vary considerably. The young generation of our society should try to avoid the use of social networking sites that affect their emotional experiences.

Previous research stated that emotional reactivity is dependent on many factors and of course, they are correlated with the standard of living and the functions of psychology. The evidence from the empirical study showed that addiction to social networking and stress can have an impact on an individual's professional life, personal life, and living standard and it can immensely affect the level of individuals. This is the reason that there should be required attention to the social networking addiction, perceived stress, and emotional reactivity among university students. Educational organizations must promote a healthy environment for university students. The research will contribute to undermining different other aspects related to emotional reactivity.

Implications of the study

- This study would be for individuals who use social networking most of the time and those who experience perceived stress. Most students are unaware of the consequences of social networking addiction. This research will help them know every consequence. This will allow them to manage their time properly so that they can get rid of problems associated with the use of social media.

- This research will provide insight to students, parents, policymakers, and counselors to identify the consequences of excessive usage of social networking addiction and will help them to devise strategies to reduce social networking addiction.

- From this research, the young generation can get the awareness of social networking addiction and the effect of stress on their emotional reactivity.

- The young generation of our society should try to avoid the use of social networking sites that affect their academic performance and emotional experiences.

- Similarly, the health issues related to the use of social networking will also be tackled by acknowledging it to be caused by social media use among the students.

- This research has also important implications for counselors to develop productive programs, through which they can guide students to lessen how to control their desire for excessive social networking usage, stress, and emotional reactivity.

- From this research, the young generation can get aware of the addiction to social media and the effect of stress in their daily lives.

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Figure 1 Proposed model
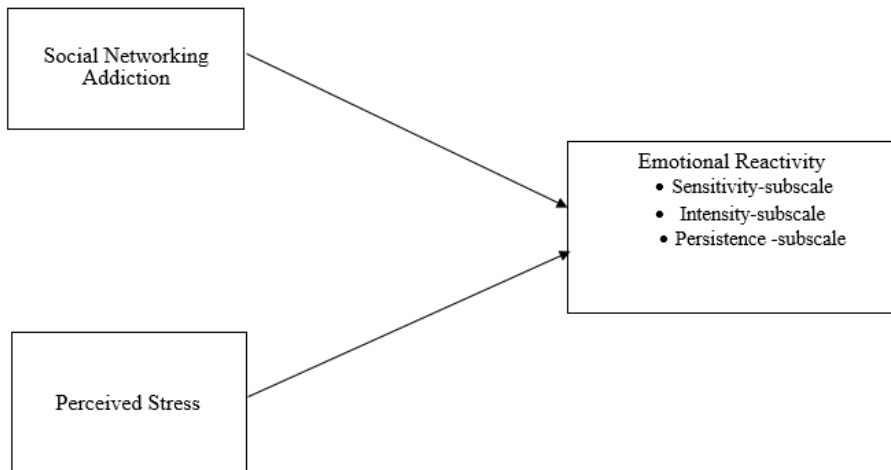
Table 1

Table Showing the Demographic Characteristics of the Research Participants (N=266)

Characteristics	*M(SD)*	*f* (%)
Age(years)	21.2(2.55)	
Gender		
Men		120(45.1)
Women		146(54.9)
Education		
Graduation		202(75.9)
Post-graduation		19(7.1)
MS		18(6.8)
M-Phil		07(2.6)
BBA		12(4.5)
MBA		08(3.0)
Employment status self		
Employed		15(4.4)
Un-employed		209(78.6)
Employment status parents		

Mother employment status	
Doctor	3(1.1)
House-wife	168(62.7)
Teacher	6(2.3)
Professor	1(.4)
Medical representative	1(.4)
Father employment status	
Businessman	53(16.0)
Army-officer	51(17.3)
Charter accountant	7(2.3)
Doctor	7(2.3)
Retired army	13(4.3)
Socio-economic status	
Upper-class	32(10.7)
Middle-class	261(87.0)
Lower-class	4(1.3)
Internet availability access	
Yes	254(95.5)
No	11(4.1)
Frequently used social networking site	
Facebook	49(18.4)
Twitter	8(3.0)
Instagram	44(16.5)
What's app	120(45.1)
YouTube	5(1.9)
Snapchat	3(1.1)
Tiktok	2(.8)
All of them	32(.8)
Frequently used electronic tool for social networking	
Laptop	30(10.8)
Smart phone	226(85.0)
Media tablet	8(3.0)
All of them	02(.8)

Note: N=266

Table 2 *Psychometric Properties of Scale, Social media addiction scale, perceived Stress Scale, and Emotional Reactivity scale (N=266).*

Variables	K	*M*	*SD*	α	Range *Actual*	*potential*
Social Media Addiction	6	16.69	4.27	.54	6-30	6-30
Perceived Stress Scale	14	27.53	5.51	.42	5-56	0-56
Emotional Reactivity	21	44.94	14.59	.80	0-82	0-84
Sensitivity-subscale	10	20.96	7.23	.73	0-38	0-40
Intensity-subscale	7	15.75	6.44	.44	0-28	0-28
Persistence-subscale	4	8.07	3.35	.60	0-16	0-16

Note: k= total numbers of items, M= mean, SD= standard deviation, a= alpha; Cronbach's index of internal consistency

Table 3

Pearson's correlation statistical technique is used to examine the relationship among variables. Correlation Matrix for Subscales of Social media addiction, perceived Stress and Emotional Reactivity among university students (N=266).

Measures	1	2	3	4	5	6	7
1.Gender	-	-.03	.09	.07	.09	.02	.08
2.Social Networking Addiction		-	-.24**	.27**	.21**	.23**	.25**
3. Perceived Stress			-	.22**	.19*	.15*	.24**
4. Emotional Reactivity				-	.91**	.86**	.76**
5. Sensitivity-subscale					-	63**	.64**
6. Intensity-subscale						-	.50**
7.Persistence-subscale							-

Note: *p<.05. **p<.01

Table 4

Hierarchical Multiple Regression Analyses predicting social networking addiction and perceived stress from emotional reactivity among university students (N=266).

Predictors	Emotional reactivity					
	Sensitivity		Intensity		Persistence	
	ΔR^2	B	ΔR^2	β	ΔR^2	B
Block 1	.00		.00		.00	
Gender		.18		.00		.07
Block 2	.05		.06		.06	
Social networking Addiction		.22***		.25***		.26***
Block 3	.01		.00		.03	
Perceived stress		.13**		.09		.18***
Total R^2	.07		.0.07		.10	
F	6.64***		6.54***		9.67***	
N	266		266		266	

Note: Δ R = R change; β = Standardized coefficient; R = Sum of R square;*p<.05, **p<.01,***p<

Figure 4.1: Statistical model predicting emotional reactivity among university students (N=266)
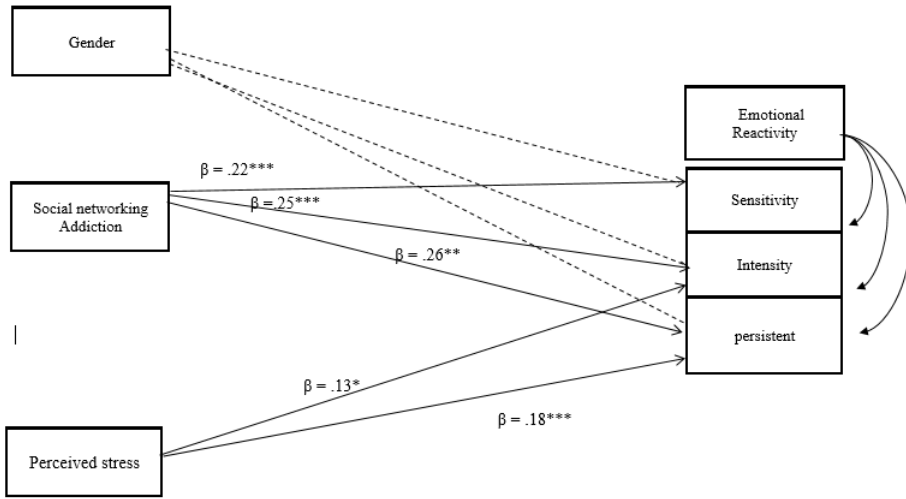

Table 5

  Independent Sample T-test showing Gender Differences on scales
of Social Networking Addiction, Perceived Stress and Emotional
Reactivity (N=266)

	Men		Women				95% CI	
	M	*SD*	*M*	*SD*	*t(264)*	*P*	*LL*	*UL*
Social networking Addiction	16.9	4.0	16.4	4.4	.83	.40	-.56	1.39
Perceived stress	27.2	5.8	27.8	5.1	-.85	.31	-1.84	.72

Sensitivity-Subscale	20.2	6.9	21.5	7.4	-1.53	.31	-3.0	.37
Intensity-Subscale	15.4	6.0	16.0	6.7	-.86	.38	-2.13	.83
Persistence-Subscale	7.7	3.3	8.4	3.3	-1.77	.38	-1.45	.07