



Comparing the psychological well-being and lifestyle of social networks user and non-user female students of high school in Sanandaj, Iran

Hooshang Jadidi¹, Roonak Rezaie²

1 Department of Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

2 School of Education and Psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran

Original Article

Abstract

BACKGROUND: Virtual networks are one of the social issues in the age of communication. The growing development of electronic communication networks among teens has brought about many tricks for the person. The purpose of this study was to compare the psychological well-being and lifestyle of social networks user and non-user female students of high school in district 1 of Sanandaj city, Iran.

METHODS: The research was of a causal type with a practical purpose. The statistical population of the study consisted of all social network user and non-user female students of a high school in district 1 of Sanandaj city in the academic year of 2017-2018. In order to do this research, 123 female students who were social networks users and 123 non-user female students were selected randomly by random sampling. The tools used were Ryff's psychological well-being scale (54-item version) and Miller-Smith lifestyle questionnaire. The data were analyzed by multivariate analysis of variance (MANOVA) via SPSS software.

RESULTS: The results of the analysis showed that there was a significant difference between the two groups in terms of psychological well-being (personal growth and domination components) and lifestyle ($P < 0.05$).

CONCLUSION: The tendency towards social networks is associated with a reduction in the mental well-being and lifestyle. Moreover, access to them for teenagers and young people is increasing, and they are more at risk than other people. Therefore, it is needed to plan the necessary psychological well-being of adolescents.

KEYWORDS: Psychological Well-Being, Life Style, Social Networks

Date of submission: 10 Sep. 2017, **Date of acceptance:** 18 Dec. 2017

Citation: Jadidi H, Rezaie R. Comparing the psychological well-being and lifestyle of social networks user and non-user female students of high school in Sanandaj, Iran. *Chron Dis J* 2018; 6(4): 179-83.

Introduction

In recent years, a pathological approach for studying human health has been criticized. In the 21st century, psychology has realized that man has to spend his rational energy on the positive aspects of his experience;¹ because at the onset of psychology, it focused more on negative emotions such as anxiety and depression, rather than on positive emotions such as happiness and satisfaction. Scientific texts also paid more attention to suffering than pleasure. Contrary to the view that health is

defined as not having a disease, new approaches emphasize being good rather than bad or sick.²

Therefore, the absence of symptoms of mental illness is not a health indicator. However, compatibility, happiness, self-esteem, and positive attributes of this kind of health are the main goals of the person in life to boost his/her capabilities. In shaping the concept of psychological well-being, theories such as Maslow self-actualization theory, Rogers's theory of personality (fully functioning person), and Allport's trait theory (adult or elite man) have accepted this fundamental assumption and used it.³

Corresponding Author:

Hooshang Jadidi

Email: hjadidi86@gmail.com

Ryff (1995) knows psychological well-being as "quest for perfection in order to realize the real potentialities of a person". The components of the psychological well-being of the Ryff model included: self-acceptance, purpose in life, personal growth, positive relationship with others, environmental mastery, and self-determination.⁴

Psychological well-being reflects how people feel about themselves and include emotional responses, life satisfaction, and judgment about quality of life. Low psychological well-being leads to depression and social isolation and a lack of sense of satisfaction and self-esteem.⁵

The term "social networks" was first proposed by Barnes in 1954 and has since become quickly a key to research and study. Social networks are a set of social institutions, including people and organizations which are connected to a set of meaningful social relationships and interact with each other in sharing values.⁶

In this research, our social networks are Telegram and WhatsApp. In addition, according to the average of the amount, social network users are students who use social networks more than 3.5 hours a day, and non-user students are those who spend less than 3.5 hours a day on social networks.

Adolescence is a stage of development (biological, psychological, and social) that the person passing through it enters a stage of life that is expected to incorporate attributes such as accountability, self-reliance, etc. into his/her personality and also be prepared to play social roles (wife, father or mother, etc.) and a special job role. The methods of social interaction, role-playing as well as being prepared for entering the community as an adult are things that anybody practices during his/her adolescence.

The excessive use of these networks can affect the other aspect of users' lives. This aspect can include the psychological well-being and the lifestyle of adolescents. The

rapid development of social networks among adolescents has made questions about their potential implications for users and the communities. Somehow that speculation about the benefits and disadvantages of social networks for individuals, especially adolescents, is perhaps the most common concern of teachers, parents, the mass media, and social policymakers. In our society, these kinds of speculations and questions have caused a lot of intellectual engagement.

Materials and Methods

The purpose of this study was to compare the psychological well-being and lifestyle of social networking user and non-user female students of high school in district 1 of Sanandaj city. The research was of a causal type with a practical purpose. The statistical population of the study consisted of all female users and non-users of social networking at high school in district 1 of Sanandaj in the academic year of 2017-2018, that the total number of members in the statistical society was estimated as 3600. The sample number was obtained 246 people using the Cochran formula. In order to do this research, 123 female high school students who were social networking users and 123 female high school students who were social networking non-users were selected randomly by random sampling. We used quota sampling, given that high school students were in different educational levels and also with regard to the age difference of one to three years.

In this research, we used the 54-item Ryff scale and Miller-Smith lifestyle questionnaire for collecting data.

54-item Ryff Scale of Psychological Well-Being (RSPWB): The RSPWB is a self-report and closed-response test. Each of its questions is composed of a 6-degree spectrum (completely disagree, somewhat disagree, disagree, agree, somewhat agree, and completely agree). In this questionnaire, some questions are scored directly and some inversely.

Several studies have examined the psychometric properties of the short versions of the Ryff test. Ryff⁴ in a research on adolescents and young adults obtained a reliability of between 0.93 and 0.86 for factors.

Miller-Smith Lifestyle Questionnaire: This questionnaire contains 20 questions, which the original questionnaire was translated into Persian and then into English.

The scoring is based on the Likert scale. Each question has five answers (always = 1, often = 2, sometimes = 3, rarely = 4, and never = 5).

The score between 20-45 represents a low lifestyle.

The score between 46-75 shows a medium lifestyle.

The score between 76-100 shows a high lifestyle.

Validity and reliability of the questionnaire were confirmed by the faculty members of Isfahan University of Medical Sciences, Isfahan, Iran, and its reliability was obtained 0.86 in a pilot study for about 20 patients with lung disease, and Cronbach's alpha was calculated higher than 0.5 for each question.

Data and extracted data were analyzed using descriptive and inferential statistics. In the descriptive statistics section, the mean and standard deviation (SD), and in the inferential statistics section, multivariate analysis of variance (MANOVA) and Mann-Whitney test were used for analyzing the data via SPSS software (version 22, IBM Corporation, Armonk, NY, USA).

Results

This study was performed on female high school students in district 1 of Sanandaj city. Of these students, 30 people (12.1%) were

studying in humanities, 40 people (16.2%) in experimental sciences, 20 people (8.1%) in mathematics and physics, 50 people (20.3%) in the vocational school, 6 people (2.4%) in pre-university, and 100 people (40.6%) in the first grade of high school.

Percentages assigned to duration of using social networking (up to 3.5 hours a day and more than 3.5 hours a day) were 60.5% and 39.4%, respectively.

Table 1, based on the Wilks' lambda test which is equal to 0.43, and with a meaningful value of < 0.001 , and a degree of freedom of 52.12, rejected the assumption of the averaging of the components of the psychological well-being of social networks user and non-user students. In other words, the six averages have a significant difference with regard to the social networks user and non-user students.

Moreover, in table 2, analysis of variance (ANOVA) of dependent variables in the levels of social networks user and non-user students indicated that the components of personal growth and domination of environment were significant ($P < 0.050$).

Table 2. Consistency of variance among the components of subjective well-being of social networks user and non-user students

Variables	Df	Df1	Df2	P
Self-autonomy	6.47	1	244	0.012
Personal growth	20.80	1	244	0.001
Environmental mastery	13.30	1	244	0.001
Purpose in life	0.16	1	244	0.690
Positive relations with others	0.06	1	244	0.810
Self-acceptance	1.05	1	244	0.310

Df: Degree of freedom

Table 3 shows that lifestyle in both groups of social networks user and non-user students is significantly different ($P < 0.050$).

Table 1. The result of Wilks' lambda test of subjective well-being of users and non-users of social networks

Test	P	Df	Hypothesis df	Error df	P	η^2
Wilks' lambda	0.43	52.12	6	239	< 0.001	0.567

Df: Degree of freedom

Table 3. Lifestyle in social networks user and non-user students using the Mann-Whitney test

Variable	Group	μ	σ	$\bar{\mu}$	T	P
Lifestyle	User students	48.02	18.90	87.09	-8.03	0.001
	Non-user students	70.91	18.07	159.91		

Discussion

Research results at Stanford University, California, USA, showed that Internet users spent less time with friends and family, shopping from stores, reading newspapers, and watching TV.⁷

Affonso points out that using the Internet causes a feeling of frustration, loneliness, anxiety, and in general, reduced mental health.⁸ People who use the Internet more, in addition to its negative effects on their family life and having less time for talking to the family, have more feelings of loneliness, depression, lack of self-esteem, academic failure, etc.^{9,10}

The findings of the present study were consistent with the findings of Kratzer and Hegerl,¹¹ Windham,¹² Shahbazirad and Mirderikvand,¹³ Kajbaf et al.,¹⁴ and Tamannai et al.¹⁵

One of the renowned researches has been the relationship between social networks and lifestyle changes, and in line with this research was a poll surveyed as 2000. The 2000 survey results indicated that people who have been members of social networks for a long time, dealt with more types of Internet activities. And increasingly, there has been increased presence in the Web, and their activities were reduced in the unofficial community, and in fact, social networks have become a central issue in building and recreating the lifestyle and activities of the user community.¹⁶

In a study by Afrasiabi et al. on the impact of cyberspace on the lifestyle of high school students in North Khorasan Province, Iran, there was a positive and significant relationship between lifestyle and cybersecurity components of students.¹⁷

Given that the present age is the age of

information and communication and the elimination of temporal and spatial constraints through social networks, social networks play a major role in changing lifestyles, attitudes, beliefs, and identity of young people. No one can ignore the role of social networks and virtual communication over adolescence lifestyles.

Reducing social function can be explained when it comes to scale of psychological well-being. In terms of psychological well-being, the components of communication with others and social interactions, which are based on the existence and continuity of the psychological well-being of individuals, are seriously damaged due to the nature of their high use of the Internet.

When one takes on an overuse of the Internet, his time for communication with others and social interactions is reduced, and he loses the ability to adapt to his surroundings over time.

Since the use of social networks as mass media is at the very beginning of its formation, certainly, the high use of virtual social networks and the Internet will bring its own mental and physical crises, which if not timely detected and dealt with, it can face the mental health of the community with new challenges, and perhaps now that we are still at the beginning of using virtual social networks, the need for more and more research is felt.

Conclusion

In general, it can be argued that more tendency towards social networks is associated with the reduction of psychological well-being and lifestyle, this is while adolescence and young people's access to the Internet is increasing,¹⁷ and they are more at risk than other people.¹⁸ Enhancing self-awareness and self-control

in adolescents is very important and essential for the optimal use of new technologies. Moreover, awareness, information, and culture promotion, and expert monitoring of social networks can be two basic suggestions for virtual domain policymakers. So, using the opportunities and conditions that are created in social networks, the conditions for the development of healthy and without stress lifestyle for adolescents were provided.

Conflict of Interests

Authors have no conflict of interests.

Acknowledgments

We would like to thank all the students who helped us to complete this research. This article has been edited from a dissertation.

References

1. Seligman ME, Csikszentmihalyi M. Positive psychology: An introduction. *Am Psychol* 2000; 55(1): 5-14.
2. Ryff CD, Singer BH, Dienberg LG. Positive health: Connecting well-being with biology. *Philos Trans R Soc Lond B Biol Sci* 2004; 359(1449): 1383-94.
3. Ryan RM, Deci EL. On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annu Rev Psychol* 2001; 52: 141-66.
4. Ryff CD. Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *J Pers Soc Psychol* 1989; 57(6): 1069-81.
5. King DB, DeCicco TL. A viable model and self-report measure of spiritual intelligence. *International Journal of Transpersonal Studies* 2009; 28(1): 68-85.
6. Memar S, Adlipour S, Khaksar F. Virtual social networks and identity crisis (with emphasis on identity crisis in Iran). *Social Studies and Research in Iran* 2013; 4(1): 155-76. [In Persian].
7. Giddens A. Modernity and isolation. *Trans. Mofeghian N*. Tehran, Iran: Ney Publications; 1999. [In Persian].
8. Affonso B. Is the Internet affecting the social skills of our children. Reno, NV: University of Nevada; 1999.
9. Qasimzadeh L, Shahraray M, Moradi A. Assessing the prevalence of internet addiction in girls and the comparison of Internet addicted and non-addicted girls In terms of loneliness, self-esteem and social skills in high schools in the city of Tehran. *Contemporary psychology* 2007; 2(1): 32-40. [In Persian].
10. Ranjbar F, Ashktorab T, Dadgari A. Effect of group cognitive-behavioral therapy on depression. *J Shaheed Sadoughi Univ Med Sci* 2010; 18(3): 299. [In Persian].
11. Kratzer S, Hegerl U. Is "Internet Addiction" a disorder of its own?-a study on subjects with excessive internet use. *Psychiatr Prax* 2008; 35(2): 80-3.
12. Windham RC. The changing landscape of adolescent Internet Communication and its relationship to psychological adjustment and academic performance [PhD Thesis]. Washington, DC: George Washington University; 2008.
13. Shahbazirad A, Mirderikvand F. The relationship of internet addiction with depression, mental health and demographic characteristic in the students of Kermanshah University of Medical Sciences. *J Ilam Univ Med Sci* 2014; 22(4): 1-8. [In Persian].
14. Kajbaf M, Kooraki M, Saffarian Z. Comparison of psychological disorders in addicted and non addicted students to internet. *Hormozgan Med J* 2014; 18(2): 156-62. [In Persian].
15. Tamannai M, Sedighiarfai F, Gandomi Z. The relationship between internet addiction and personality traits of high school students. *Zahedan J Res Med Sci* 2012; 14(1): 67-71.
16. Grajales FJ 3rd, Sheps S, Ho K, Novak-Lauscher H, Eysenbach G. Social media: a review and tutorial of applications in medicine and health care. *J Med Internet Res* 2014; 16(2): e13.
17. Afrasiabi R, Afshin, J, Reyhani M. The study of the relationship between spiritual well-being and life expectancy on prevention of addiction in first-year girls in the city of Ashkhaneh. *Management and Accounting Studies* 2017; 3(4): 268-85. [In Persian].
18. Aydm B, San SV. Internet addiction among adolescents: The role of self-esteem. *Procedia Soc Behav Sci* 2011; 15: 3500-5.