

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/369226151>

The Effect of Social Media Addiction and Social Anxiety on the Happiness of Tertiary Students Amidst the COVID-19 Pandemic

Article · March 2023

DOI: 10.5281/zenodo.7725466

CITATIONS

0

READS

360

9 authors, including:



Ella Mae Solmiano

Jesus Is Lord Colleges Foundation Inc.

6 PUBLICATIONS 50 CITATIONS

[SEE PROFILE](#)



Jannah Reangela Buenaobra

4 PUBLICATIONS 7 CITATIONS

[SEE PROFILE](#)



Marco Paolo Santiago

Jesus Is Lord College foundation inc.

3 PUBLICATIONS 13 CITATIONS

[SEE PROFILE](#)



Aira Del Rosario

3 PUBLICATIONS 14 CITATIONS

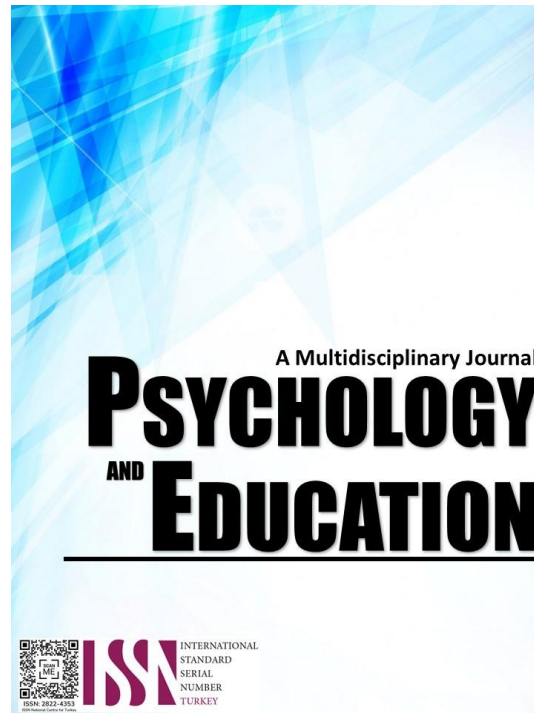
[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Professional Quality of Life and Social Support among School Counselors [View project](#)

**THE EFFECT OF SOCIAL MEDIA ADDICTION AND
SOCIAL ANXIETY ON THE HAPPINESS OF
TERTIARY STUDENTS AMIDST THE COVID-19
PANDEMIC**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 7

Pages: 502-510

Document ID: 2023PEMJ570

DOI: 10.5281/zenodo.7725466

Manuscript Accepted: 2023-08-3

The Effect of Social Media Addiction and Social Anxiety on the Happiness of Tertiary Students Amidst the COVID-19 Pandemic

Ella Mae T. Solmiano*, Jannah Reangela V. Buenaobra, Marco Paolo B. Santiago, Aira R. Del Rosario, Ygianna A. Rivera, Shane Khevin Selisana, Amor S. Artiola, Wenifreda Templonuevo, Joselle Tus
 For affiliations and correspondence, see the last page.

Abstract

Learning to adapt to the new set of conditions that confound behavioral standards was made possible by the pandemic-driven change in the school system. Due to these conditions and the COVID-19 pandemic, students may experience behaviors like social media addiction and social anxiety that may affect their well-being or happiness. Thus, this study aims to investigate the effects of social media addiction and social anxiety on the happiness of tertiary students amidst the COVID-19 pandemic. The study was conducted on 316 first-year college students utilizing Google forms to disseminate questionnaires. After utilizing Bergen Social Media Addiction Scale, Social Anxiety Scale, and Oxford Happiness Questionnaire, it was found that social media addiction ($\beta = -0.30, p < .00$) and social anxiety ($\beta = -0.003, p < .00$) has a significant negative effect on happiness. Therefore, the study recommended and designed a student wellness program that provides a range of recreational, health-improving, self-esteem-boosting, and relationship-strengthening activities for students in order to mitigate the negative effects of problematic social media usage and social anxiety that negatively affect their happiness.

Keywords: *social anxiety, happiness, social media addiction, COVID-19 pandemic, first year college students*

Introduction

The innovation of the educational system driven by the pandemic caused learners to acclimate to the new set of circumstances that complicate the norms of behavior. These behaviors are often associated with the situation brought about by online and self-paced learning. During the COVID-19 pandemic, one method of educating students to protect them against the coronavirus was online education (Solmiano, Buenaobra, Santiago, Rivera, Del Rosario, Hung, & Tus 2022). According to Barrot, Llenares, and Del Rosario (2021), COVID-19 has harmed educational systems worldwide, affecting over 1.5 billion children. It has caused the government to postpone nationwide examinations, temporarily close schools, suspend face-to-face schooling, and enforce tight physical distancing. Most students experience difficulty related to their learning habits, the environment at home, and communication with their instructors (Baticulon, Sy, Alberto, Baron, Mabulay, Rizada, Tiu, Clarion, & Reyes, 2021). Correspondingly, most teachers and students express concern about continuing online learning regarding the issues of varying insufficiency in technology and mental health (Ignacio, 2021).

Thus, these circumstances make students form techniques to cope with the new learning system during the pandemic, such as developing self-paced learning habits. Self-paced learners were recognized by personal characteristics such as awareness,

consciousness, passion, resiliency, and good learning skills and behaviors. Learning demands and goals are met more easily using cooperative learning networks and web-based learning platforms. However, self-paced learners struggle when prompted with fear and uncertainty, untrustworthy education sources, uncertainty regarding completion, financial concerns, and difficulty in learning settings (Singaram, Naidoo, & Singh, 2022). Nevertheless, students stated that flexible and self-paced learning time is essential (Donald, Robenson, Zach, Choresh, & Rosenthal, 2021).

Furthermore, these circumstances may render behaviors such as social media addiction and social anxiety to learners' happiness because of the COVID-19 pandemic. In this study, social media addiction refers to the student's obsession with social media, such as Facebook, Instagram, Twitter, Snapchat, and other social networking sites. According to Griffiths' the component model of addiction proposes that SMD consists of a core set of requirements (Luo, Qin, Cheng, Wang, Zhu, Xu, Chen, Liu, Hu, Tong, Hao, Wei, & Liao, 2021). These criteria are as follows: salience (i.e., social media use becomes the primary activity), tolerance (i.e., increased time spent on social media use is required to accomplish the former consequences), mood modification (i.e., exploiting social media as a coping technique for mood changes), relapse (i.e., loss of establishment of social media use and repetitive

invalidations to troublesome use), withdrawal symptoms (i.e., cause inadequate physical efficacy) (i.e., disputes other persons, actions, and the individual themselves began by social media use).

Moreover, behavior such as social anxiety pertains to the tension and uneasiness of the student to interact with their peers or form a social bond with other people. Individuals with social anxiety fear social settings where they expect unfavorable feedback from others or believe their presence would make others uncomfortable (Jefferies & Ungar, 2021). Thus, this hinders happiness as the state of students' psychological well-being. The student's experience of pleasant feelings such as happiness and pleasure, Along with realizing one's potential, having some degree of control over one's life, feeling purposeful, and engaging in meaningful relationships, have been classified as well-being (Ruggeri, Garcia-Garzon, Maguire, Matz, & Huppert, 2020).

Furthermore, COVID-19 is causing havoc and impacting people's lives and societies worldwide, affecting physiological factors as it implicates the mental health of seeking a professional understanding of happiness amidst diversity. Thus, it showed a significant negative connection between social media addiction and subjective happiness (Khodabakhsh & Ahmadi, 2020). Correspondingly, in the study of Zinna and Thanusri (2018), it is revealed that there is a significant negative association between social media addiction to happiness. However, in the study by Wang (2021), it is found that there is a significant positive relationship between social media addiction and satisfaction of being and reputation.

According to Dijk, Fischer, Morina, van Eeuwijk, and van Kleef (2018), social anxiety or socially anxious persons have more emotional problems than healthy people, managing unpleasant emotions and creating positive interpersonal interactions in the context of social anxiety and happiness. It is significantly correlated with the degree of facial gestures. In the study by Karasar and Baytemir (2018), it was found that the theoretical underpinning of social anxiety was shown to be significantly and adversely related to happiness. Correspondingly, to Cerbara, Ciancimino, Crescimbene, La Longa, Parsi, Tintori, and Palomba (2020), in terms of interpersonal relationships, social distance reduces outside social contact while boosting inside cohabitation. This profound shift in behavior has changed people's focus on their emotional needs for safety and security over the decades.

Moreover, this study investigates the effect of social

media addiction and social anxiety on the happiness of tertiary students amidst the COVID-19 pandemic. Furthermore, to contribute to the body of knowledge of psychology by identifying and explaining the behavior of tertiary students upon the effect of social media addiction and social anxiety on happiness amidst the COVID-19 pandemic.

Research Questions

The study aims to assess the effects of social media addiction and social anxiety on the happiness of tertiary students amidst the COVID-19 pandemic. Specifically, it sought to answer the following questions:

1. How may the level of social media addiction of the students be described?
2. How may the level of social anxiety of the students be described?
3. How may the level of happiness of the students be described?
4. Does social media addiction have significant effect on the happiness of tertiary students?
5. Does social anxiety have significant effect on the happiness of tertiary students?

Methodology

Research Method

This study employs a descriptive-causal research method to describe the levels of social media addiction, social anxiety and happiness of tertiary students and to eventually assess the effects of the two aforementioned variables on the happiness of the respondents. A descriptive study provides extensive information on a social setting, group of individuals, community, event, or other occurrences (Salkind, 2007). On the other hand, causal research design examines causal associations and invariably implicates one or more independent variables (or hypothesized causalities) and their connections with one or multiple dependent variables (Oppewal, 2010).

Population and Sampling Techniques

The study's respondents are first-year college students from a tertiary school in Bocaue, Bulacan. Using

slovin's formula and convenience sampling technique, the study acquires 316 first-year college students. The researchers chose first-year college students for their experience of the new learning modality adapted for the educational system during the pandemic. They are shifting from secondary to tertiary level without social interaction, which is perceived to be difficult, especially during an educational transition. This difficulty in social interaction may lead to social anxiety, which is one of the main parameters of the study. Self-growth is one of the many essential developmental tasks, especially for those first-year college students. They are in their early developmental stage of adulthood and just have gone through adolescence. In line with this, students are expected to be able to respond to the demands of college to succeed in their studies, emotional development, and interpersonal relationships. Changes and competitions occur in this period. Entering college, many students have failed to prepare for their studies. In a study, first-year students have shown that they are having difficulty adapting to the new environment, making them suffer from suicidal impulses (Jun, Lee, & Shim, 2021).

Research Instruments

The study utilized various questionnaires in the survey. The Bergen Social Media Addiction by Andreassen, Torsheim, Brunborg, and Pallesen determines an individual addiction to social media. The Social Anxiety Scale by Liebowitz examines how social anxiety affects individuals in various instances. And lastly, the Oxford Happiness Questionnaire by Argyle and Hills will measure the mental well-being of an individual.

The Bergen Social Media Addiction Scale (BSMAS) is a 6-item questionnaire with one (1) to five (5) scores corresponding to "Very Rarely" for one, "Rarely" for two, "Sometimes" for three, "Often" for four, and "Very Often" for five. A higher BSMAS score implies a more severe addiction to social media. In contrast, a BSMAS score greater than 19 suggests a person is at risk of adapting to changes in social media usage (Lin, Brostrom, Nilsen, Griffiths, & Pakpour, 2017). Moreover, report excellent internal consistency and have a Cronbach's alpha $\alpha = 0.94$ (Soraci, Ferrari, Barberis, Luvarà, Urso, Del Fante, & Griffiths, 2020).

BSMAS was utilized in several studies. For instance, in the survey by Panno, Carbone, Massullo, Farina, and Imperatori (2020), BSMAS was used in their research to evaluate the presence of addictive behavior symptoms in connection to extensive and obsessive

use of social media. On the other hand, Brailovskaia and Margraf (2022) assess the BSMAS' psychometric features and possible reasons behind compulsive social media usage during the COVID-19 pandemic, demonstrating that BSMAS is an accurate and reliable tool for evaluating social media usage that is additive across national countries. In addition, BSMAS is also utilized for linkages between stress and university students in Malaysia, which found a substantial correlation between internet usage and mental distress (Tung, Gan, Chen, Kamolthip, Pramukti, Nadhiroh, Chang, Lin, Pakpour, Lin, & Griffiths, 2022).

The Social Anxiety Scale is a 24-item questionnaire with zero (0) to three (3) scores for fear corresponding to "None" for zero, "Mild" for one, "Moderate" for two, and "Severe" for three. Moreover, the scores for avoidance correspond to "Never" for zero, "Occasionally" for one, "Often" for two, and "Usually" for three. The greater score results, the severity of social anxiety increases from 0 to 29 for not suffering from social anxiety, 30 to 49 for mild social anxiety, 50 to 64 for moderate social anxiety, 65 to 79 for marked social anxiety, 80 to 94 for severe social anxiety, and greater than 95 for very severe social anxiety. Further, found to be excellent in internal consistency and has Cronbach's alpha of $\alpha = 0.90-0.96$ (Forni dos Santos, Loureiro, Crippa, & Osório, 2013).

Thus, the Social Anxiety Scale was employed in several studies, such as the study of Gokce and Ozer (2021), which investigated university students' association with problematic mobile phone usage, eating problems, and social anxiety, which demonstrated a higher correlation. Moreover, Liebowitz Social Anxiety Scale is also utilized in the study of Itani, Eltannir, Tinawi, Daher, Eltannir, and Moukarzel (2021), which examines the incidence of severe social anxiety among teenagers during the COVID-19 pandemic. Correspondingly, the same instrument used in the study about the correlation between social anxiety and academic performance among university students is mediated by internet addiction and quality of sleep (Mou, Zhuang, Gao, Zhong, Lu, Gao, & Zhao, 2022).

The Oxford Happiness Questionnaire is a 29-item scale with one (1) to six (6) scores corresponding to "Strongly Disagree" for one, "Moderately Disagree" for two, "Slightly Disagree" for three, "Slightly Agree" for four, "Moderately Agree" for five, and "Strongly Agree" for six. The higher score, the happier the taker's results are, 1 to 2 for not happy, 2 to 3 for somewhat unhappy, 3 to 4 for not particularly happy or unhappy, 4 for somewhat happy or moderately happy,



4 to 5 for rather happy and pretty happy, 5 to 6 for very happy, and 6 for too happy. Furthermore, it reported having good internal consistency and Cronbach's alpha of $\alpha = 0.84$ to 0.87 (Hadinezhad & Zaree, 2009). Therefore, Oxford Happiness Questionnaire is widely employed in several studies. For instance, the study by Jiang, Lu, Chen, Miao, Li, and Deng (2022) found prevalent elements affecting student satisfaction through Oxford Happiness Questionnaire. Correspondingly, the instrument is also used to study the investigated effect of spiritual intelligence on students' happiness (Pati & Dash, 2022). Likewise, the same instrument is used in the study of Moussa and Ali (2022) to examine the connection between academic success and student happiness in higher education settings during the COVID-19 lockdown.

Data Gathering Procedures

This study aims to scrutinize the effect of social media addiction and social anxiety on the happiness of tertiary students amidst the COVID-19 pandemic. To collect data, researchers use web-based platforms such as Google, Google Scholar, and ResearchGate to classify publications, research papers, and specialized journals that make more in-depth research findings. To reach out to first-year college students, some of the advisers per program are contacted and help to properly disseminate questionnaires. More so, the participants are given informed consent to ask for permission to participate in the study, then undergo survey questionnaires through Google Forms due to the COVID-19 pandemic restrictions.

Results and Discussion

The Level of Social Media Addiction of Tertiary Students

Table 1. *Levels of Social Media Addiction*

Scores' Interval	Frequency	Frequency Percentage	Verbal Interpretation
< 19	209	66.14%	Not at risk of developing problematic social media use
> 19	107	33.86%	At the risk of developing problematic social media use
N= 316		$\bar{X} = 158$	

Table 1 shows the level of social media addiction of tertiary students. Based on the assessment of the student's level of addiction to social media, there are more students who are not in danger of using social media problematically than those who are. It found that 209 (66.14 %) of first-year college students are not at risk of problematic social media use out of 316 (100%). Meanwhile, students at risk of problematic social media usage are 107 (33.86%). However, even though the number of students that are not at risk is higher, they are considered a remarkable number out of the population. Therefore, the overall mean score of respondents in this domain is 158. These findings supported the study of Arslan, Yıldırım, and Zangeneh (2022) that the anxiety brought by the pandemic had a higher predictive effect on college students' belongingness under the circumstances of moderate to low addiction to social media. Thus, it is observed that students deal with the pandemic through social media usage, which brings them a mild addiction. Correspondingly, the study by Grau, Kleiser, and Bright (2019) also discovered that some students are almost addicted to social media, which accords with the study's result of the considerable percentage of the participants showing how can they be at risk of developing problematic use in social media. Likewise, Simsek, Elciyar, and Kizilhan (2019) supported the study's results because they found that several college and secondary school students have a modest degree of social media addiction.

The Level of Social Anxiety of Tertiary Students

Table 2. *Levels of Social Anxiety*

Scores' Interval	Frequency	Frequency Percentage	Verbal Interpretation
0-29	9	2.84%	Do Not Suffer From Social Anxiety
30-49	14	4.43%	Mild Social Anxiety
50-64	30	9.49%	Moderate Social Anxiety
65-79	26	8.23%	Marked Social Anxiety
80 - 94	180	56.96%	Severe Social Anxiety
> 95	57	18.04%	Very Severe Social Anxiety
N = 316		$\bar{X} = 52.67$	

Table 2 presents the levels of social anxiety of the respondents. It was found that 180 (56.96%) out of 316 first-year students have severe social anxiety.



Then, 57 (18.04%) had very severe social anxiety. Moreover, 30 (9.49%) students have moderate social anxiety, 26 (8.23%) marked social anxiety, 14 (4.43%) had mild social anxiety, and 9 (2.84%) students do not suffer from social anxiety. Therefore, the overall mean score of respondents in this domain is 52.67. These results supported the study of Pearcey, Gordon, Chakrabarti, Dodd, Halldorsson, and Creswell (2020). The prevalence of social anxiety has been discovered to be substantially higher than previously thought (SAD). Accordingly, social anxiety is a problem for young adults worldwide, and many are unaware of their troubles. Many young people may face significant disturbances in their functioning and well-being, which could be alleviated with appropriate education and intervention. Other studies also show that college students in China are experiencing moderate and severe social anxiety (Pan, Zhang, Hu, & Pan, 2018). Additionally, Saudi Arabian students also suffer from the condition, clearly showing a significant effect and a high volume of tertiary students suffering from social anxiety (Hakami, Mahfouz, & Areeshi, 2018).

The Level of Happiness of Tertiary Students

Table 3. *Levels of Happiness*

Scores' Interval	Frequency	Frequency Percentage	Verbal Interpretation
1-1.99	2	0.63%	Not Happy
2-2.99	15	4.75%	Somewhat Unhappy
3-3.99	185	58.54%	Not Particularly Happy
4	8	2.53%	Moderately Happy
4.01-5	103	32.59%	Rather Happy
5.01-5.99	3	0.95%	Very Happy
6	0	0%	Too Happy
N=316		$\bar{x} = 45.14$	

Upon investigating the happiness of first-year college students, it has been revealed that most are not particularly happy. As shown in Table 3, 185 (58.54 %) out of 316 (100 %) students are not particularly happy, which is the highest score result—followed by 103 (32.59 %) students who are rather happy. Then 15 (4.75%) are somewhat happy, 8 (2.53%) are moderately happy, 3 (0.95%) are very happy, 2 (0.63%) are not happy, and 0 (0%) are not too happy. Therefore, the overall mean score of respondents in this domain is 45.14. These results support the findings of Wan Mohd Yunus, Badri, Panatik, and Mukthar (2021), who showed that college students had stress, anxiety, and depression symptoms ranging from mild to quite severe. For degrees of happiness, half received fairly happy or happy scores.

Correspondingly, the study by Kurniati and Atikasari (2019) also utilized the oxford happiness questionnaire and revealed that the degree of happiness among Borneo-born students participating in Malang's regional community is average. Notably, even though the students actively participate in community engagement, their happiness is still moderate. In addition, the study of Mauri, Saucedo, and Beltran (2021) about the academic success and happiness of graduate students at the National Pedagogical University found that the participants' happiness is low, with a good life perception of 50%, satisfaction with life of 60%, and pleasure of the life of 55%.

Effect of Social Media Addiction and Social Anxiety on Happiness of Tertiary Students

Table 4. *Regression Analysis on the Effect of Social Media Addiction to Happiness*

Variables	Df	F	p	R	Adjusted r square	Unstandardized β
Social Media Addiction	1	17.845	0.000	-.23	0.051	-0.30
Happiness	314					

The analysis revealed that social media addiction has a significant negative effect on happiness ($\beta = -0.30$, $p < .00$). As social media addiction increases, happiness decreases. Social media addiction accounts for 5.10% of the variance in happiness, $F(1,314) = 17.845$, $p < .00$. Thus, the null hypothesis is rejected. These findings supported the study by Cha, Niu, Lian, Chu, Liu, and Sun (2019), which found that the effect of social saturation was significantly negative and suggested that using social media platforms had an inhibitory effect on happiness. Correspondingly, the study of Yavuz (2019) proved a statistically significant and negative relationship between addiction to the internet and the levels of happiness experienced by the students attending high school sports. Moreover, this also supports the study of Satici and Deniz (2020), which found that perceived happiness and social media addiction are significantly negatively associated. Further, the study's findings are justified by the fact that the investigation by Baltaci (2019) also discovered a negative association between students' levels of social media addiction and their degrees of happiness.

Table 5. Regression Analysis of the Effect of Social Anxiety on Happiness

Variables	Df	F	p	r	Adjusted r square	Unstandardized β
Social Anxiety	1	9.941	0.002	-.175	0.028	-0.003
Happiness	314					

The analysis revealed that social anxiety has a significant negative effect on happiness ($\beta = -0.003$, $p < .00$). As social anxiety increases, happiness decreases slightly. Social anxiety accounts for 2.80% of the variance in happiness, $F(1,314) = 9.941$, $p < .00$. Thus, the null hypothesis is rejected. The findings support the study of Karasar and Baytemir (2018) that college students' demand for social acceptance was discovered to be positively and strongly connected with social anxiety and negatively and significantly correlated with happiness. Additionally, it was found that social anxiety subdimensions are strongly and negatively associated with happiness. Thus, the social aspect of college students is crucial to their well-being and happiness

Conclusion

The findings of the study led to the following conclusions: (1) Social media addiction is not prevalent among first-year college students hence their long exposure to the online class setup; (2) However, social anxiety is observed to be predominant and common in first-year college students, specifically, most of them notably suffer from severe social anxiety; (3) Consequently, the happiness of first-year college students is remarkably low. Thus, needs to take action to stabilize their emotional well-being; (4) Therefore, it is determined that social media addiction and social anxiety have a significant negative effect on the happiness of first-year college students.

Based on the findings and conclusions presented, the following recommendations are suggested: (1) It is recommended that students ask for consultation of counseling and guidance on school premises to provide them with advice regarding the risk of social media addiction. Moreover, students are recommended to join programs that include recreational activities to activate themselves aside from using social media platforms. (2) Interactive seminars, social colleague gatherings, and college department program festivals are recommended to create participation of students, collaborate with fellow students, and gradually eradicate social anxiety. (3) Future researchers may explore and investigate other perspectives that were

not covered in this study, like the contributing factors to the high levels of students' social media addiction and social anxiety and other causes of students' low levels of happiness.

References

- Ackerman, C. (2022). What Is Happiness and Why Is It Important? <https://positivepsychology.com/what-is-happiness/>
- Al-kreimeen, R., & Murad, O. (2022). Using Moodle in University Courses and Its Impact on Future Anxiety and Psychological Happiness. *Electronic Journal of e-Learning*, 20(2), pp171-179. <https://www.academic-publishing.org/index.php/ejel/article/view/2077>
- Altuwairiqi, M., Jiang, N., & Ali, R. (2019). Problematic attachment to social media: five behavioural archetypes. *International journal of environmental research and public health*, 16(12), 2136. <https://doi.org/10.3390/ijerph16122136>
- Andreassen, C. S. (2015). Online social network site addiction: A comprehensive review. *Current Addiction Reports*, 2(2), 175-184.
- Arslan, G., Yıldırım, M., & Zangeneh, M. (2021). Coronavirus anxiety and psychological adjustment in college students: Exploring the role of college belongingness and social media addiction. *International Journal of Mental Health and Addiction*, 1-14. <https://doi.org/10.1007/s11469-020-00460-4>
- Aruma, E. O., & Hanachor, M. E. (2022, April 7). Abraham Maslow's Hierarchy of Needs and Assessment of Needs in Community Development - EAJournals; <https://www.eajournals.org/journals/international-journal-of-development-and-economic-sustainability-ijdes/vol-5-issue-7-december-2017/abraham-maslows-hierarchy-needs-assessment-needs-community-development/>
- Awoke, M., Mamo, G., Abdu, S., & Terefe, B. (2021). Perceived stress and coping strategies among undergraduate health science students of jimma university amid the COVID-19 outbreak: online cross-sectional survey. *Frontiers in psychology*, 12. <https://dx.doi.org/10.3389%2Fpsyg.2021.639955>
- Azizi, S. M., Soroush, A., & Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC psychology*, 7(1), 28. <https://doi.org/10.1186/s40359-019-0305-0>
- Baltaci, Ö. (2019). The Predictive Relationships between the Social Media Addiction and Social Anxiety, Loneliness, and Happiness. *International Journal of Progressive Education*, 15(4), 73-82. <https://doi.org/10.29329/ijpe.2019.203.6>
- Barrot, J.S., Llenares, I.I. & Del Rosario, L.S. Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Educ Inf Technol* 26, 7321–7338 (2021). <https://doi.org/10.1007/s10639-021-10589-x>
- Baticulon, R. E., Sy, J. J., I. Alberto, N. R., C. Baron, M. B., C. Mabulay, R. E., T. Rizada, L. G., S. Tiu, C. J., Clarion, C. A., & B. Reyes, J. C. (2021, February 24). Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines - *Medical Science Educator*. SpringerLink; [link.springer.com. https://doi.org/10.1007/s40670-021-01231-z](https://doi.org/10.1007/s40670-021-01231-z)

- Bilgin, O., & Tas, I. (2018). Effects of Perceived Social Support and Psychological Resilience on Social Media Addiction among University Students. *Universal journal of educational research*, 6(4), 751-758. <http://dx.doi.org/10.13189/ujer.2018.060418>
- Brailovskaia, J., & Margraf, J. (2022). 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*, 1-19. <https://doi.org/10.1007/s12144-022-03182-z>
- Brailovskaia, J., Schillack, H., & Margraf, J. (2018). Facebook addiction disorder in Germany. *Cyberpsychology, Behavior, and Social Networking*, 21(7), 450-456. <https://doi.org/10.1089/cyber.2018.0140>
- Caballo, V. E., Salazar, I. C., Arias, V., Hofmann, S. G., & Curtiss, J. (2018). Psychometric properties of the Liebowitz Social Anxiety Scale in a large cross-cultural Spanish and Portuguese speaking sample. *Brazilian Journal of Psychiatry*, 41, 122-130.
- Cerbara, L., Ciancimino, G., Crescimbene, M., La Longa, F., Parsi, M. R., Tintori, A., & Palomba, R. (2020). A nationwide survey on emotional and psychological impacts of COVID-19 social distancing. *European review for medical and pharmacological sciences*. <http://hdl.handle.net/2122/13713>
- Chai, H. Y., Niu, G. F., Lian, S. L., Chu, X. W., Liu, S., & Sun, X. J. (2019). Why social network site use fails to promote well-being? The roles of social overload and fear of missing out. *Computers in Human Behavior*, 100, 85-92.
- Collins, N. M., Cromartie, F., Butler, S., & Bae, J. (2018). Effects of early sport participation on self-esteem and happiness. *The sport journal*, 20, 1-20. <https://thesportjournal.org/article/effects-of-early-sport-participation-on-self-esteem-and-happiness/>
- D'Arienzo, M. C., Boursier, V., & Griffiths, M. D. (2019). Addiction to social media and attachment styles: a systematic literature review. *International Journal of Mental Health and Addiction*, 17(4), 1094-1118. <https://doi.org/10.1007/s11469-019-00082-5>
- De Cagna, F., Fusar-Poli, L., Damiani, S., Rocchetti, M., Giovanna, G., Mori, A., & Brondino, N. (2019). The role of intranasal oxytocin in anxiety and depressive disorders: a systematic review of randomized controlled trials. *Clinical Psychopharmacology and Neuroscience*, 17(1), 1. doi: 10.9758/cpn.2019.17.1.1
- DePinho, G., Nappi, C., & Thomas, M. (2020). Facing Social Anxiety in College. <https://mcquad.org/2020/03/10/facing-social-anxiety-in-college/>
- Dijk, C., Fischer, A. H., Morina, N., van Eeuwijk, C., & van Kleef, G. A. (2018). Effects of social anxiety on emotional mimicry and contagion: Feeling negative, but smiling politely. *Journal of nonverbal behavior*, 42(1), 81-99. <https://doi.org/10.1007/s10919-017-0266-z>
- Donald, D.N., Robenson N., Zach, S. Chores, N., & Rosenthal, I. (2021). Self Directed Learning: A Longstanding Tool for Uncertain Times. *Scientific Research*. <https://doi.org/10.4236/ce.2021.125074>
- 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>
- Felman, A. (2020). What to know about social anxiety disorder. *Medical News Today*. <https://www.medicalnewstoday.com/articles/176891>
- Forni dos Santos, L., Loureiro, S. R., Crippa, J. A., & Osório, F. (2013). Psychometric validation study of the liebowitz social anxiety scale - self-reported version for Brazilian Portuguese. *PloS one*, 8(7), e70235. <https://doi.org/10.1371/journal.pone.0070235>
- Foroughi, B., Iranmanesh, M., Nikbin, D., & Hyun, S. S. (2019). Are depression and social anxiety the missing link between Facebook addiction and life satisfaction? The interactive effect of needs and self-regulation. *Telematics*
- Gokce, A., & Ozer, A. (2021). The relationship between problematic cell phone use, eating disorders and social anxiety among university students. *Pakistan journal of medical sciences*, 37(4), 1201-1205. <https://doi.org/10.12669/pjms.37.4.4124>
- Grau, S., Kleiser, S. & Bright, L. (2019), "Exploring social media addiction among student Millennials", *Qualitative Market Research*, Vol. 22 No. 2, pp. 200-216. <https://doi.org/10.1108/QMR-02-2017-0058>
- Grinde, B. (2022). Role of Happiness When Evaluating Society. *Encyclopedia*, 2(1), 230-236. <https://doi.org/10.3390/encyclopedia2010014>
- Haand, R., & Shuwang, Z. (2020). The relationship between social media addiction and depression: A quantitative study among university students in Khost, Afghanistan. *International Journal of Adolescence and Youth*, 25(1), 780-786.
- Hadinezhad, H., & Zaree, F. (2009). Reliability, validity, and normalization of the Oxford Happiness Questionnaire. *Psychological Research*, 12(1-2), 62-77.
- Hakami, R., Mahfouz, M., & Areeshi, N. (2018). Social anxiety disorder and its impact in undergraduate students at Jazan University, Saudi Arabia. *PM C*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5768085/>
- Hawi, N., & Samaha, M. (2019). Identifying commonalities and differences in personality characteristics of Internet and social media addiction profiles: traits, self-esteem, and self-construal. *Behaviour & Information Technology*, 38(2), 110-119. <https://doi.org/10.1080/0144929X.2018.1515984>
- Hilliard, J. (2021). Social Media Addiction. *Addiction Center*. <https://www.addictioncenter.com/drugs/social-media-addiction/>
- Hills, P., & Argyle, M. (2001). Emotional stability as a major dimension of happiness. *Personality and Individual Differences*, 31, 1357-1364.
- Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology: Journal of psychosocial research on cyberspace*, 13(1). <https://doi.org/10.5817/CP2019-1-4>
- Ignacio, A.E. (2021). Online classes and learning in the Philippines during the Covid-19 Pandemic. *International Journal on Integrated Education*, 4(3), 1-6. <https://doi.org/10.31149/ijie.v4i3.1301>
- Itani, M. H., Eltannir, E., Tinawi, H., Daher, D., Eltannir, A., & Moukarzel, A. A. (2021). Severe Social Anxiety Among Adolescents During COVID-19 Lockdown. *Journal of patient experience*, 8, 23743735211038386.
- Jefferies P, Ungar M (2020) Social anxiety in young people: A prevalence study in seven countries. *PLoS ONE* 15(9): e0239133.

<https://doi.org/10.1371/journal.pone.0239133>

Jiang, Y., Lu, C., Chen, J., Miao, Y., Li, Y., & Deng, Q. (2022, April 13). IJERPH | Free Full-Text | Happiness in University Students: Personal, Familial, and Social Factors: A Cross-Sectional Questionnaire Survey. MDPI. <https://www.mdpi.com/1660-4601/19/8/4713>

Jun, M., Lee, S., & Shim, T. (2021). First-Year College Student Life Experiences during COVID-19 in South Korea. *International journal of environmental research and public health*, 18(18), 9895. <https://doi.org/10.3390/ijerph18189895>

Karasar, B. & Baytemir, K. (2018). Need for Social Approval and Happiness in College Students: The Mediation Role of Social Anxiety. *Universal Journal of Educational Research* 6(5): 919-927, 2018

Khodabakhsh, S., & Ahmadi, S. (2020). The relationship between subjective happiness and social media usage during the COVID-19 pandemic: the moderating role of resilience. *Aloma: revista de psicología, ciències de l'educació de l'esport* Blanquerna, 38(2), 105-112.

Kurniati, N., & Atikasari, F. (2019, March). The Happiness Level of Students from Borneo. In 4th ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2018) (pp. 57-59). *Atlantis Press*.

Lin, C. Y., Broström, A., Nilsen, P., Griffiths, M. D., & Pakpour, A. H. (2017). Psychometric validation of the Persian Bergen Social Media Addiction Scale using classic test theory and Rasch models. *Journal of behavioral addictions*, 6(4), 620-629. <https://doi.org/10.1556/2006.6.2017.071>

Livarjani, S., Mohammadin, A., & Azmode, M. (2019). The Study of Self-efficacy, Social Anxiety and Psychological Hardiness Among High School Students with Different Levels of Happiness. *Journal of Instruction and Evaluation*, 12(46), 105-124. DOI: .30495/JINEV.2019.66824110

Luo, T., Qin, L., Cheng, L., Wang, S., Zhu, Z., Xu, J., Chen, H., Liu, Q., Hu, M., Tong, J., Hao, W., Wei, B., & Liao, Y. (2021). Determination the cut-off point for the Bergen social media addiction (BSMAS): Diagnostic contribution of the six criteria of the components model of addiction for social media disorder. *Journal of behavioral addictions*, 10(2), 281-290. <https://doi.org/10.1556/2006.2021.00025>

Mauri, A. R., Saucedo, L. C., & Beltrán, S. B. (2021). Happiness and academic performance in students of the degree in pedagogy. *International Journal of Educational Policy Research and Review*.

Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of cardiac anaesthesia*, 22(1), 67-72. https://doi.org/10.4103/aca.ACA_157_18

Mou, Q., Zhuang, J., Gao, Y., Zhong, Y., Lu, Q., Gao, F., & Zhao, M. (2022, May 2). The relationship between social anxiety and academic engagement among Chinese college students: A serial mediation model. The Relationship between Social Anxiety and Academic Engagement among Chinese College Students: A Serial Mediation Model - ScienceDirect. <https://doi.org/10.1016/j.jad.2022.04.158>

Moussa, N. M., & Ali, W. F. (2022). Exploring the relationship between students' academic success and happiness levels in the higher education settings during the lockdown period of COVID-19.

Psychological Reports, 125(2), 986-1010.

Murad, O. (2021). Social Anxiety in Relation to Self-Esteem among University Students in Jordan. <https://files.eric.ed.gov/fulltext/EJ1241876.pdf>

Oppewal, H. (2010). Causal Research. Wiley Online Library. <https://doi.org/10.1002/9781444316568.wiem02001>

Osman, E. R. O. L., & Cirak, N. S. (2019). Exploring the loneliness and internet addiction level of college students based on demographic variables. *Contemporary Educational Technology*, 10(2), 156-172. <https://doi.org/10.30935/cet.554488>

Unprasertsuk, J., Ruksachat, J., Rojanabenjakun, P., Benjanirat, T., Jaroengarmsamer, P., Tiyaphom, N., & Sillabutra, J. (2022). The environment of Educational Institute and Learning Happiness of Students: A Cross-sectional Survey Rajabhat University, Thailand. *Journal of Positive School Psychology*, 6(2), 2911-2920. <http://journalppw.com>

Pan, Z., Zhang, D., Hu, T., & Pan, Y. (2018). The relationship between psychological Suzhi and social anxiety among Chinese adolescents: The mediating role of self-esteem and sense of security. *Child and Adolescent Psychiatry and Mental Health*, 12(1), 1-9.

Panno, A., Carbone, G. A., Massullo, C., Farina, B., & Imperatori, C. (2020). COVID-19 related distress is associated with alcohol problems, social media and food addiction symptoms: insights from the Italian experience during the lockdown. *Frontiers in psychiatry*, 11, 577135. <https://doi.org/10.3389/fpsy.2020.577135>

Pati, D., & Dash, M. (2022). Role of Spiritual Intelligence in Happiness of Adolescent Students during COVID-19 Pandemic. *Indian Journal of Positive Psychology*, 13(1), 42-45.

Pearcy, S., Gordon, K., Chakarabarti, B., Dood, H., Halldorsson, B., and Cresswell, C. (2020). Research Review: The relationship between social anxiety and social cognition in children and adolescents: a systematic review and meta-analysis. <https://acamh.onlinelibrary.wiley.com/doi/full/10.1111/jcpp.13310>

Pittman, M. (2018). Happiness, loneliness, and social media: perceived intimacy mediates the emotional benefits of platform use. *The Journal of Social Media in Society*, 7(2), 164-176. <https://thejsms.org/index.php/JSMS/article/view/384>

Ren, Y., & Li, M. (2020). Influence of physical exercise on social anxiety of left-behind children in rural areas in China: The mediator and moderator role of perceived social support. *Journal of Affective Disorders*, 266, 223-229. <https://doi.org/10.1016/j.jad.2020.01.152>

Rodowicz, C. M., Morris, L., Sidman, C. L., & Beyer, K. (2020). The impact of an online happiness course on subjective happiness among college students. *Building Healthy Academic Communities Journal*, 4(1), 69-81. <https://doi.org/10.18061/bhac.v4i1.7086>

Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, A., Huppert, F.A. (2020). Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries. *Health Qual Life Outcomes* 18, 192. <https://doi.org/10.1186/s12955-020-01423-y>

Salkind, N. J. (2007). Encyclopedia of measurement and statistics (Vols. 1-0). Thousand Oaks, CA: Sage Publications, Inc. doi: 10.4135/9781412952644

Satici, B., & Deniz, M. E. (2020). Modeling emotion regulation and subjective happiness: smartphone addiction as a mediator.

Schneider, A., Hommel, G., & Blettner, M. (2010). Linear



regression analysis: part 14 of a series on evaluation of scientific publications. *Deutsches Ärzteblatt International*, 107(44), 776.

Simsek, A., Elciyar, K., & Kizilhan, T. (2019). A comparative study on social media addiction of high school and university students. *Contemporary educational technology*, 10(2), 106-119.

Singaram, V. S., Naidoo, K. L., & Singh, S. (2022). Self-Directed Learning During the COVID-19 Pandemic: Perspectives of South African Final-Year Health Professions Students. *Advances in medical education and practice*, 13, 1–10. <https://doi.org/10.2147/AMEP.S339840>

Solmiano E., Buenaobra J., Santiago M., Rivera Y., Del Rosario A., Hung P., Tus J.. (2022). KayodKalabaw: The Phenomenological Study of the Experiences and Challenges Faced By Working Students Amidst the COVID-19 Pandemic. *Researchgate*. 10.6084/m9.figshare.18667553.v1

Soraci, P., Ferrari, A., Barberis, N., Luvarà, G., Urso, A., Del Fante, E., & Griffiths, M.D. (2020). Psychometric Analysis and Validation of the Italian Bergen Facebook Addiction Scale. *Int J Ment Health Addiction* <https://doi.org/10.1007/s11469-020-00346-5>

Sümen, A., & Evgin, D. (2021). Social Media Addiction in High School Students: A Cross-Sectional Study Examining Its Relationship with Sleep Quality and Psychological Problems. *Child Ind Res* 14, 2265–2283. <https://doi.org/10.1007/s12187-021-09838-9>

Sun, Y., & Zhang, Y. (2021). A review of theories and models applied in studies of social media addiction and implications for future research. *Addictive Behaviors*, 114, 106699. <https://doi.org/10.1016/j.addbeh.2020.106699>

Tayag, E. & Gonzales, L. (2021). "POOR ACADEMIC PERFORMANCE CAUSED BY SOCIAL ANXIETY" *Electronic Theses, Projects, and Dissertations*. 1229. <https://scholarworks.lib.csusb.edu/etd/1229>

Tei, S., and Wu, Y. (2021). Historical reflection on Taijin-kyōfushō during COVID-19: a global phenomenon of social anxiety. <https://link.springer.com/article/10.1007/s40656-021-00392-9>

Tung, S. E. H., Gan, W. Y., Chen, J. S., Kamolthip, R., Pramukti, I., Nadhiroh, S. R., Chang, Y. L., Lin, C. C., Pakpour, A. H., Lin, C. Y., & Griffiths, M. D. (2022, August 2). Healthcare | Free Full-Text | Internet-Related Instruments (Bergen Social Media Addiction Scale, Smartphone Application-Based Addiction Scale, Internet Gaming Disorder Scale-Short Form, and Nomophobia Questionnaire) and Their Associations with Distress among Malaysian University Students. *MDPI*. <https://doi.org/10.3390/healthcare10081448>

Tus, J., Paras, N. A. Espiritu, N. E., Dalmacio, J. M., Deluna, A., Garcia, S. R., Aglamma, J. A., ... & Mohamitano, A. The Correlation between Social Media Addiction, Social Anxiety, Loneliness, and Happiness Among Filipino Tertiary Students. *Researchgate*. DOI:10.6084/m9.figshare.17338787.v1

Wainner, C. N. (2018). "Social Media Addiction and its Implications for Communication" Chancellor's Honors Program Projects. https://trace.tennessee.edu/utk_chanhonoproj/2168

Wan Mohd Yunus, W. M. A., Badri, S. K. Z., Panatik, S. A., & Mukhtar, F. (2021). The unprecedented movement control order (lockdown) and factors associated with the negative emotional symptoms, happiness, and work-life balance of Malaysian University students during the coronavirus disease (COVID-19) pandemic. *Frontiers in psychiatry*, 11, 566221.

Wang, X. (2021). Positive Emotions' Role on Social Media Addiction among Chinese Young Adults. *Atlantis Press*. <https://doi.org/10.2991/assehr.k.211220.382>

Winarso, W., & Haqq, A. A. (2019). Psychological Disposition of Student; Mathematics Anxiety Versus Happiness Learning on the Level Education. *International Journal of Trends in Mathematics Education Research*, 2(1), 19-25. DOI: 10.33122/ijtmr.v2i1.32

Yavuz, C. (2019). Does internet addiction predict happiness for the students of sports high school?. *International Online Journal of Educational Sciences*, 11(1).

Zinna A A & Thanusri R (2018). Materialism, happiness and social media addiction among adolescents. *International Journal of Indian Psychology*, 6(2), 5-15. DIP: 18.01.002/20180602, DOI: 10.25215/0602.002

Affiliations and Corresponding Information

Ella Mae T. Solmiano

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Jannah Reangela V. Buenaobra

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Marco Paolo B. Santiago

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Aira Del R. Rosario

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Ygianna A. Rivera

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Shane Khevin Selisana

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Amor S. Artiola

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Wenifreda Templonuevo

Jesus Is Lord Colleges Foundation, Inc. -Philippines

Jhoselle Tus

Jesus Is Lord Colleges Foundation, Inc. -Philippines