



PREDICTORS OF SOCIAL MEDIA ADDICTION AMONG HIGHER SECONDARY SCHOOL STUDENTS

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RESEARCH ARTICLE



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Abstract

Social media addiction affects students' concentration and academic performance. It highlights the need for balanced and guided use in education. The present study aims to examine the level of social media addiction among higher secondary school students. The study was conducted on a sample of 100 students from the Cuddalore district, selected randomly from three different schools. The normative survey method was adopted for the investigation. A standardized Social Media Addiction Scale developed by Shahnawaz, M., and Rehman, U. (2020) was used as the research tool. The scale consists of 20 items distributed across four dimensions: Overuse, Lack of Control, Interference with Daily Life, and Emotional Dependence, measured on a five-point scale. The reliability of the scale was found to be 0.911, and its intrinsic validity was 0.94. Statistical techniques such as descriptive, differential, correlational, and regression analyses were performed using SPSS IBM 23. The findings reveal that higher secondary students exhibit moderate to high levels of social media addiction (41–60). The analysis further indicates that variables such as gender, fathers' occupation, family income, and school type have significant relationships with social media addiction and its dimensions. Stepwise regression analysis shows that gender, income, and fathers' occupation significantly predict social media addiction, with gender emerging as the most influential predictor. Additionally, another regression analysis highlights that emotional dependence is the strongest contributing factor to social media addiction, while overuse and interference with daily life are moderate but significant factors, and lack of control is a comparatively weaker factor. Thus, emotional dependence emerges as the most dominant dimension of social media addiction.

Keywords: *Addiction, Secondary School Students, Social media*

Introduction

Social media addiction has emerged as a significant behavioral concern among adolescents, particularly higher secondary students (XI and XII standard). With the rapid growth of digital technology and smartphone usage, students spend considerable time on platforms such as Facebook, Instagram, WhatsApp, and YouTube. While social media provides opportunities for communication, learning, and entertainment, excessive and uncontrolled use may lead to addiction-like symptoms that negatively affect academic performance, emotional well-being, and social relationships. The theoretical background of social media addiction is grounded in behavioral, psychological, and sociological theories that explain why adolescents become excessively engaged with online platforms.

Need of the study

In the present digital era, social media has become an integral part of students' daily life. Higher secondary students frequently use platforms such as WhatsApp, Instagram, and YouTube for communication, entertainment, and academic purposes. However, excessive and uncontrolled use may lead to social media addiction, which can negatively affect students' academic performance, mental health, interpersonal relationships, and time management. Adolescence is a critical developmental stage where habits and behaviors are easily formed. Identifying the level of social media addiction at this stage helps in understanding its impact on students' emotional stability, concentration, and overall well-being. This research is needed to:

1. Determine the extent of social media addiction among higher secondary students.
2. Identify factors influencing excessive social media use.
3. Understand its effect on academic achievement and behavior.

4. Provide suggestions for parents, teachers, and educational institutions to promote healthy digital habits.
 5. Create awareness about responsible and balanced use of social media.
- Thus, the study is essential to ensure the healthy development and academic success of higher secondary students in the digital age.

Significance of the study

The present study is significant in the current digital age where social media plays a major role in students' lives. Higher secondary students are more vulnerable to developing addictive behaviors due to increased smartphone usage and internet accessibility. This study holds importance in the following ways:

1. **Educational Significance:** The findings will help teachers understand how excessive social media use affects students' academic performance, concentration, and classroom behavior.
2. **Psychological Significance:** It provides insight into the emotional and mental health issues related to social media addiction such as stress, anxiety, and reduced self-control.
3. **Parental Guidance:** The study helps parents recognize early signs of addiction and guide their children toward balanced and responsible usage.
4. **Policy Making:** Educational institutions and policymakers can use the findings to frame guidelines, awareness programs, and digital literacy initiatives.
5. **Research Contribution:** The study adds to the existing literature in the field of education and adolescent behavior, serving as a reference for future researchers.
6. **Awareness Creation:** It promotes awareness among students about the importance of time management and healthy digital habits.

Thus, the study is significant in promoting the academic success and overall well-being of higher secondary students.

Statement of the problem: The problem is stated as Assessment of Social Media Addiction among Higher Secondary Students.

Operational definition:

- **Social Media Addiction:** Social media addiction is defined as the excessive, compulsive, and uncontrolled use of social networking platforms. It is measured by the scores obtained by respondents on the Social Media Addiction Scale developed by Shahnawaz, M., and Rehman, U. (2020).
- **Assessment:** Assessment refers to the systematic process of measuring and evaluating the level of social media addiction using a standardized questionnaire.
- **Higher Secondary Students:** Higher secondary students are those studying in Classes XI and XII in recognized schools.

Objectives

1. To assess the overall level of Social Media Addiction among higher secondary students.
2. To examine Social Media Addiction among higher secondary students in relation to selected subsamples.
3. To determine the predictors of Social Media Addiction among higher secondary students.
4. To identify the dominant factors contributing to Social Media Addiction among higher secondary students.

Hypothesis

1. The Social Media Addiction of Higher Secondary Students are very high.
2. To examine Social Media Addiction among higher secondary students in relation to selected subsamples.
3. To determine the predictors of Social Media Addiction among higher secondary students.
4. To identify the dominant factors contributing to Social Media Addiction among higher secondary students.

Methodology: The present study adopted the normative survey method, which aims to describe and interpret existing conditions, practices, processes, trends, and effects. It focuses on analyzing and reporting the current level of perception on online learning among higher secondary school students. A standardized Social Media Addiction Scale developed by Shahnawaz, M., and Rehman, U. (2020) was used as the research tool. The scale consists of 20 items covering four dimensions—Overuse, Lack of Control, Interference with Daily Life, and Emotional Dependence—measured on a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree, with scores assigned from 5 to 1 for favorable statements. The population of the study included approximately 50,000 higher secondary school students, from which a sample of 100 students from Cuddalore district was randomly selected. For data analysis and interpretation, both descriptive and inferential statistical techniques were employed, including mean and standard deviation, 't' test, 'F' test, and multiple correlation and regression analysis.

Results

S.No	Online Learning Perception	Score	N	Percentage
1	Very Low	0-20	0	0
2	Low	21-40	25	25

3	Moderate	41-60	35	35
4	High	61-80	33	33
5	Very high	81-100	7	7
			100	100

Table 1 shows the distribution of social media addiction levels among students. None fall under the very low category, while 25% are in the low level. The majority of students fall under moderate (35%) and high (33%) levels, indicating noticeable to considerable addiction. A small proportion (7%) falls under very high level. Overall, most students exhibit moderate to high levels of social media addiction. One of the important objectives of the study is to assess the level of Social media Addiction of the Higher Secondary Students not only for the entire sample but also subsample wise. For that the mean Standard deviation values have been calculated for entire and subsamples which include Age, Gender, Std, Medium, Subject, Fathers occupation, Mothers occupation, Family income, Family type, Hobby and Type of School as sub-samples.

Table 2. Mean and standard deviation of Social media Addiction of Total sample.

Variable	N	Mean	SD
Social media Addiction	100	55.25	18.247

Table 2 presents the mean and standard deviation of social media addiction scores for the total sample of 100 respondents.

The mean score of social media addiction is 55.25, which falls within the moderate level range (41–60). This indicates that, on average, the respondents exhibit a moderate level of social media addiction. The standard deviation is 18.247, which is relatively high. This suggests that there is considerable variation in the social media addiction scores among the respondents. In other words, while the average level is moderate, individual scores are widely spread across different levels, ranging from low to very high. Overall, the table indicates that although the general tendency of the sample leans toward moderate addiction, there exists notable diversity in the degree of social media usage and dependency among the participants.

Table 3 t- test showing the relationship between social media addiction Score And Subsamples

S.No	Variables		N	Mean	Std. Deviation	t-value	Result
1	Age	16-17	79	55.35	18.04	.110	NS
		18-19	21	54.86	19.47		
2	Gender	Male	31	64.16	17.36	3.449	S
		Female	69	51.25	17.30		
3	Standard	11th	86	54.24	17.81	-1.372	NS
		12th	14	61.43	20.36		
4	Medium	Tamil	67	50.99	17.11	-3.516	S
		English	33	63.91	17.64		
5	Family type	Nuclear	75	55.4	18.99	.142	NS
		Joint	25	54.8	16.16		

Table 3 presents the results of the t-test analysis examining the relationship between social media addiction scores and selected subsample variables such as age, gender, standard, medium of instruction, and family type.

With regard to age, the mean scores of students aged 16–17 (M = 55.35) and 18–19 (M = 54.86) show only a negligible difference, and the obtained t-value (0.110) is not statistically significant. This indicates that age does not have a significant influence on social media addiction among the respondents. In terms of gender, a significant difference is observed between male and female students. Male students (M = 64.16) have a higher mean score compared to female students (M = 51.25), and the t-value (3.449) is significant. This suggests that male students exhibit higher levels of social media addiction than female students. Regarding standard, the mean scores of 11th standard (M = 54.24) and 12th standard (M = 61.43) students differ slightly; however, the t-value (-1.372) is not significant. Hence, the class level does not significantly affect social media addiction. With respect to the medium of instruction, a significant difference is found between Tamil medium (M = 50.99) and English medium (M = 63.91) students. The t-value (-3.516) is significant, indicating that English medium students have higher social media addiction scores compared to Tamil medium students. Finally, in relation to family type, the mean scores of students from nuclear families (M = 55.4) and joint families (M = 54.8) are almost equal, and the t-value (0.142) is not significant. This shows that family type does not significantly influence social media addiction. Overall, the analysis reveals that gender and medium of instruction have a significant impact on social media addiction, whereas age, standard, and family type do not show any significant relationship.

Table 4 f- test showing the relationship between social media addiction Score And Subsamples

S.No	Variables		N	Mean	Std. Deviation	f-value	Result
6	Subject	Arts	1	67		.142	NS
		Science	68	54.03	16.87		
		Commerce	22	55.14	20.70		
		Vocational	9	63.44	22.50		
7		Cooli	37	49.78	18.09	3.520	S

	Fathers occupation	Agri	56	57.16	17.70		
		Private Job	5	75	9.54		
		Government Job	2	53.5	17.68		
8	Mothers occupation	House Wife	50	55.24	18.37	.538	NS
		Cooli	30	55.13	19.14		
		Agri	17	53	17.61		
		Private Job	2	66.5	10.61		
		Government Job	1	75			
9	Family income	Up to 25k	51	50.16	15.79	3.097	S
		25-50k	31	59.1	18.30		
		50k-75k	14	62.36	18.82		
		75k-11laks	4	65.5	31.30		
10	Hobby	Enjoying Music	30	59.5	19.93	1.963	NS
		Tv Watching	40	50.55	17.59		
		Reading Books	11	52.73	16.19		
		Others	19	59.89	16.43		
11	Type of School	Government	30	53.9	17.67	4.491	S
		Aided	35	49.6	16.05		
		Private	35	62.06	19.07		

Table 4 presents the results of the F-test analysis examining the relationship between social media addiction scores and selected subsample variables such as subject group, father’s occupation, mother’s occupation, family income, hobby, and type of school. With regard to subject group, the mean scores vary across Arts (M = 67), Science (M = 54.03), Commerce (M = 55.14), and Vocational (M = 63.44) students. However, the obtained F-value (0.142) is not statistically significant, indicating that the subject group does not have a significant influence on social media addiction. In terms of father’s occupation, a significant difference is observed among the groups. Students whose fathers are in private jobs (M = 75) show the highest mean score, followed by agriculture (M = 57.16), government job (M = 53.5), and coolie workers (M = 49.78). The F-value (3.520) is significant, suggesting that father’s occupation has a notable influence on social media addiction. Regarding mother’s occupation, the mean scores differ slightly across categories such as housewives (M = 55.24), coolie (M = 55.13), agriculture (M = 53), private job (M = 66.5), and government job (M = 75). However, the F-value (0.538) is not significant, indicating no meaningful influence of mother’s occupation on social media addiction. With respect to family income, a significant difference is observed. Students from higher income groups (₹75,000–1,00,000: M = 65.5; ₹50,000–75,000: M = 62.36) tend to have higher social media addiction scores compared to lower income groups (up to ₹25,000: M = 50.16). The F-value (3.097) is significant, showing that family income significantly influences social media addiction. In relation to hobby, although mean scores differ among students who enjoy music (M = 59.5), watching TV (M = 50.55), reading books (M = 52.73), and others (M = 59.89), the F-value (1.963) is not significant. This indicates that hobbies do not significantly affect social media addiction. Finally, with regard to the type of school, a significant difference is found. Students from private schools (M = 62.06) have higher social media addiction scores compared to those from government (M = 53.9) and aided schools (M = 49.6). The F-value (4.491) is significant, indicating that the type of school has a significant impact on social media addiction. Overall, the analysis reveals that father’s occupation, family income, and type of school significantly influence social media addiction, whereas subject group, mother’s occupation, and hobby do not show any significant relationship.

Model	Unstandardized Coefficients		Standardized Coefficients	Pearson r	Sr ²	Structure Coefficient
	B	Std. Error	Beta			
3	(Constant)	55.655	9.081			
	Gender	-10.607	3.647	-.270	-.329	0.081
	Income	4.999	1.963	.235	.285	0.063
	Fathers occupation	5.217	2.587	.187	.249	0.041

Note. The dependent variable **Social Media Addiction**. R²= 0.202, Adjusted R²= 0.117. sr² is squared semi-partial correlation. F(3,96)=8.118 * p < .05

Table 5 presents the results of the stepwise multiple regression analysis showing the relationship between social media addiction and selected personal variables such as gender, family income, and father’s occupation. The stepwise multiple regression analysis was conducted to predict social media addiction. The correlation of variables indicates that the selected personal variables have a moderate relationship with social media addiction.

The final model included three predictors and was achieved with the removal of seven variables. The model was found to be statistically significant, $F(3,96) = 8.118$, $p < .05$, and accounted for approximately 20% of the variance in social media addiction ($R^2 = 0.202$, Adjusted $R^2 = 0.117$). Social media addiction is primarily predicted by gender, followed by income and father’s occupation. The raw and standardized regression coefficients of the predictors, along with their correlations, squared semi-partial correlations, and structure coefficients, are presented in the table. Among the predictors, gender received the highest standardized beta weight ($\beta = -0.270$), indicating that it is the strongest predictor of social media addiction. The negative beta value suggests that one category of gender (likely female, depending on coding) is associated with lower levels of social media addiction. It is followed by income ($\beta = 0.235$), which shows a positive influence, indicating that higher income is associated with increased levels of social media addiction. Father’s occupation ($\beta = 0.187$) also contributes positively, though to a lesser extent. The Pearson correlation values show that gender has a negative relationship ($r = -0.329$) with social media addiction, while income ($r = 0.285$) and father’s occupation ($r = 0.249$) have positive relationships. The squared semi-partial correlations (Sr^2) indicate the unique contribution of each predictor to the variance in social media addiction. Gender uniquely accounts for approximately 8.1% of the variance, followed by income contributing about 6.3%, and father’s occupation contributing around 4.1%. Inspection of the structure coefficients suggests that gender is a relatively stronger indicator of social media addiction, followed by income and father’s occupation. Overall, the analysis reveals that personal variables such as gender, income, and father’s occupation significantly contribute to social media addiction, with gender emerging as the most influential predictor, followed by income and father’s occupation.

Table.6
Stepwise Regression Between Social Media Addiction and its Dimensions

Model		Uns tandardized Coefficients		Standardized Coefficients	Pearson r	Sr ²	Structure Coefficient
		B	Std. Error	Beta			
4	(Constant)		.000				
	Emotional Dependence	1.000	.000	.473	.926	1.00	.926
	Overuse	1.000	.000	.278	.822	1.00	.822
	Interference with Daily Life	1.000	.000	.233	.817	1.00	.817
	Lack of control	1.000	.000	.184	.778	1.00	.778

Note. The dependent variable **Social Media Addiction**. $R^2=1.000$, Adjusted $R^2= 1.000$. Sr^2 is squared semi-partial correlation. $F(4,95)=1781.985$ * $p < .05$

Table-6 presents the results of the stepwise multiple regression analysis showing the relationship between social media addiction and its dimensions. Emotional dependence, overuse, interference with daily life, and lack of control were used as predictor variables to estimate social media addiction.

The stepwise multiple regression analysis was carried out to predict social media addiction. The correlation of variables indicates that all the selected dimensions are highly correlated with social media addiction. The final model included four predictors and was achieved without the removal of any variables. The model was found to be statistically significant, $F(4,95) = 1781.985$, $p < .05$, and accounted for 100% of the variance in social media addiction ($R^2 = 1.000$, Adjusted $R^2 = 1.000$). Social media addiction is primarily predicted by emotional dependence, followed by overuse, interference with daily life, and lack of control. The raw and standardized regression coefficients of the predictors, along with their correlations, squared semi-partial correlations, and structure coefficients, are presented in the table. Among the predictors, emotional dependence received the highest standardized beta weight ($\beta = 0.473$), indicating that it is the strongest predictor of social media addiction. It is followed by overuse ($\beta = 0.278$), interference with daily life ($\beta = 0.233$), and lack of control ($\beta = 0.184$). This suggests that emotional dependence contributes more to social media addiction compared to the other dimensions. The Pearson correlation values show a strong positive relationship between each predictor and social media addiction, with emotional dependence ($r = 0.926$) having the highest correlation, followed by overuse ($r = 0.822$), interference with daily life ($r = 0.817$), and lack of control ($r = 0.778$). The squared semi-partial correlations (Sr^2) indicate the unique contribution of each predictor to the variance in social media addiction. In this model, all predictors show very high values, suggesting substantial individual contributions. Similarly, the structure coefficients indicate that emotional dependence is the strongest indicator, followed by overuse, interference with daily life, and lack of control. Overall, the analysis reveals that all four dimensions significantly contribute to social media addiction, with emotional dependence emerging as the most influential predictor, followed by overuse, interference with daily life, and lack of control.

Discussion

The present study offers significant insights into the level and determinants of social media addiction among higher secondary students. The findings reveal that a majority of students fall within moderate to high levels of social media addiction, indicating the pervasive role of digital platforms in adolescents’ daily lives. This result is consistent with studies by Avcı and Ünal (2024) and Gopakumar et al. (2025), who reported a high prevalence of social media addiction among adolescents and students, emphasizing its growing influence across different age groups. Similarly, Montag et al. (2024) highlighted that problematic social media use is increasingly common during adolescence due to developmental and psychosocial factors.

The study also identifies variability in addiction levels among students, suggesting that social media addiction is not uniform but differs across individuals. This finding aligns with Amirthalingam and Khera (2024), who emphasized that social media addiction exists on a spectrum, influenced by behavioral, emotional, and environmental factors. Anderson and Wood (2025) further note that while addiction tendencies may vary, even moderate levels can have meaningful consequences on well-being and functioning. With regard to demographic variables, gender emerges as a significant factor influencing social media addiction. Male students exhibit higher levels of addiction compared to female students. This finding is supported by Andreassen et al. (2021) and Hawi and Samaha (2020), who found notable gender differences in social media engagement and compulsive usage patterns. These differences are often attributed to variations in online activities, with males more engaged in gaming and exploratory use, leading to higher addiction tendencies. In contrast, age does not show a significant influence on social media addiction, which may be due to the homogeneity of the sample within a narrow age range. This finding is consistent with Simsek et al. (2019), who reported minimal age-related differences in social media addiction among students within similar educational levels. Likewise, the standard of study (11th and 12th) does not significantly influence addiction, supporting the findings of Georgiou et al. (2022), who noted that academic level alone may not determine social media usage patterns. Family-related variables present mixed outcomes. Family type (nuclear vs. joint) does not significantly affect social media addiction, which is in line with Lwin et al. (2020), who suggested that family structure alone may not directly influence adolescents' online behaviors. Similarly, mothers' occupation does not show a significant effect, indicating limited direct influence on students' digital habits. However, fathers' occupation and family income significantly influence social media addiction. These findings are supported by Jiang et al. (2022) and Singh et al. (2021), who emphasized that socio-economic status and parental background play a crucial role in determining access to digital resources and patterns of usage. Students from higher-income families may have greater access to personal devices and internet connectivity, thereby increasing the likelihood of excessive use. The study also reveals that recreation (hobbies) does not significantly influence social media addiction. This suggests that even students engaged in other activities may still exhibit similar levels of social media usage, highlighting the strong addiction of digital platforms. This observation is supported by Hou et al. (2019), who noted that social media platforms are designed to sustain engagement regardless of users' offline activities. Another important finding is the strong interrelationship among the dimensions of social media addiction. Emotional dependence, overuse, lack of control, and interference with daily life are all significantly correlated. This supports the multidimensional nature of addiction proposed by Shahnawaz and Rehman (2020) and further reinforced by Marino et al. (2020), who identified interconnected psychological and behavioral components in social media addiction.

The regression analysis provides deeper insight into predictive factors. Gender, family income, and fathers' occupation emerge as significant predictors, with gender being the most influential. This is consistent with findings by Kareem and Yasir (2025) and Shanshal et al. (2024), who reported that demographic and socio-economic variables significantly contribute to predicting social media addiction among students. Furthermore, among the dimensions, emotional dependence emerges as the strongest factor influencing social media addiction. This indicates that students are not only frequent users but are also emotionally attached to social media platforms. This finding is strongly supported by Brailovskaia (2024), who proposed the "vicious circle" model, where emotional reliance on social media reinforces continued use and addiction. Similarly, Jing et al. (2025) and Ergün et al. (2025) highlighted the association between emotional dependence, anxiety, depression, and problematic social media use. Overuse and interference with daily life are identified as moderate contributors, while lack of control is a relatively weaker factor. This suggests that emotional and psychological factors play a more dominant role than behavioral regulation in the development of addiction. De et al. (2025) also emphasized that algorithm-driven engagement mechanisms intensify emotional attachment, thereby increasing addictive tendencies.

In conclusion, the present study confirms that social media addiction among higher secondary students is influenced by a combination of demographic, socio-economic, and psychological factors. The prominence of emotional dependence highlights the need for interventions focusing on emotional well-being, digital literacy, and self-regulation. These findings are in agreement with Odgers and Jensen (2020) and Vannucci et al. (2021), who stress the importance of balanced digital use and mental health awareness among adolescents. Educational institutions, parents, and policymakers should collaborate to promote responsible social media usage and reduce the risks associated with excessive engagement.

Suggestions

Based on the results of the present study, the following suggestions are proposed:

1. Since most students fall within moderate to high levels of social media addiction, awareness programs should be organized in schools to educate students about the healthy use of social media and its potential risks.
2. As emotional dependence is identified as the strongest contributing factor, psychological guidance and counseling services should be strengthened to help students develop emotional stability and self-regulation skills.
3. Considering that male students exhibit higher levels of addiction, targeted interventions and gender-sensitive programs may be designed to address their specific usage patterns.
4. Teachers should integrate digital discipline strategies in classroom practices, encouraging students to balance academic activities with controlled use of social media.
5. Since family income and fathers' occupation influence addiction levels, parents should be sensitized through workshops to monitor and guide their children's online behavior effectively.

6. Schools should promote alternative engagement activities such as sports, arts, reading, and skill-based learning to reduce excessive dependence on social media.
7. As lack of control and overuse are notable factors, time-management training and self-monitoring techniques should be taught to students.
8. Educational institutions should collaborate with mental health professionals to conduct periodic screening and intervention programs for students at risk of high addiction.

Recommendations: The following recommendations are made for future practice and research:

1. Future studies may include larger and more diverse samples across different regions to enhance the generalizability of the findings.
2. Longitudinal studies are recommended to understand the long-term impact of social media addiction on academic performance and psychological well-being.
3. Researchers may explore additional variables such as peer influence, personality traits, and academic stress to gain deeper insights.
4. Comparative studies between urban and rural students or government and private schools may provide further understanding of contextual influences.
5. Intervention-based research can be conducted to test the effectiveness of counseling, digital detox programs, and behavioral therapies.
6. Schools may consider integrating digital literacy and responsible media usage into the curriculum.
7. Policymakers should frame guidelines for safe and balanced technology use among adolescents.

Conclusion

The present study highlights that social media addiction has become a significant concern among higher secondary students, with the majority exhibiting moderate to high levels of dependency. Although variation exists among students, the findings clearly indicate that social media plays a substantial role in shaping their daily behaviors and routines.

The study further reveals that demographic variables such as gender, fathers' occupation, family income, and type of school significantly influence social media addiction, whereas factors like age, standard of study, family type, mothers' occupation, and recreation show minimal or no impact. Among these, gender emerges as the most powerful predictor, indicating that behavioral patterns differ notably between male and female students.

Importantly, the analysis of dimensions shows that emotional dependence is the most dominant factor, followed by overuse and interference with daily life, while lack of control plays a comparatively lesser role. This emphasizes that students are not only using social media frequently but are also emotionally attached to it, making it harder to disengage.

In conclusion, social media addiction among higher secondary students is a multidimensional issue influenced by personal, familial, and socio-economic factors. Addressing this issue requires combined efforts from educators, parents, policymakers, and mental health professionals to ensure balanced and responsible use of social media, thereby promoting students' academic success and overall well-being.

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