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RELATIONSHIP BETWEEN SOCIAL MEDIA ADDICTION, INFERIORITY COMPLEX AND SELF-EFFICACY AMONG YOUNG ADULTS

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CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Relationship Between Social media addiction, Inferiority complex and self-efficacy among young adults" carried out by Nimra Qureshi, Reg. No. BSP193053, under the supervision of Ms. Sumia Kalsoom, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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Relationship between Social Media Addiction, Inferiority Complex and Self Efficacy among Young Adults

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I dedicate this research to my beloved mother and my late father, whose unwavering and continuous love, support, sacrifices, and guidance have been my pillars of strength throughout this academic journey. Mama, your enduring support, resilience, and the values you instilled in me have been the driving force behind the completion of this thesis. Papa, though you are no longer with us, your strength and encouragement continue to inspire me every day.

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Lastly, to myself – for the perseverance, resilience, and passion invested in this scholarly pursuit. This thesis represents not only an academic achievement but also a testament to the commitment and determination that reside within me. May this work contribute, in its own way, to the pursuit of knowledge and the betterment of society.

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DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

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ABSTRACT

Present study aims to investigate the relationship between social media addiction, inferiority Complex and self-efficacy among young adults. Sample of 200 young adults both male and female of age range 18 to 25 years was selected from the universities of Rawalpindi and Islamabad through convenient sampling. Bergen Social Media Addiction Scale (BSMAS), The Inferiority Complex Scale (ICS) and General Self Efficacy Scale (GSE) was applied. Data was analyzed through SPSS. Correlational analysis was used to investigate the relationship between Social media addiction, Inferiority complex and SelfEfficacy. Results confirm a positive association between social media addiction and inferiority complex, as well as a negative association between social media addiction and self-efficacy. Additionally, a negative correlation is found between inferiority complex and self-efficacy. Demographic analyses reveal gender-based differences in social media addiction, emphasizing the need for personalized interventions. The study underscores how social media's influence can foster unrealistic standards, leading to feelings of inadequacy and diminished confidence. These findings highlight the necessity for targeted interventions addressing the psychological impact of social media, considering individual characteristics. The observed intricate interplay between these constructs emphasizes the importance of tailored strategies to mitigate potential negative consequences on mental well-being among young adults in the digital age.

Keywords: Social media addiction, Inferiority complex, Self- Efficacy

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Chapter 1:

Introduction

In the digital age, the pervasive use of social media, especially among young adults, has given rise to various forms of technology-related disorders, such as problematic internet use, internet gaming disorder, and social media addiction. While these conditions share commonalities, this study focuses on a specific facet of this issue, namely social media addiction among young adults (Moreno et al., 2022). Understanding the scope and consequences of social media addiction is paramount in today's interconnected world, as it has the potential to impact the mental and social well-being of this demographic (Hawi & Samaha, 2017).

Social media, "websites which allow profile creation and visibility of relationships between users," has grown in popularity among its users as a popular form of leisure time. It is common for people to spend additional periods on social media (Rahman & Razak, 2019). There are numerous advantages and opportunities with social media worries have been addressed about its extensive and excessive use (Liu et al., 2022).

Usage of social media in an uncontrollable manner "a behavioral addiction that is characterized by being overly concerned about social media, driven by an unquenchable urge to log on to or use social media, and devoting so much time and effort to social media that impair other important life areas" (Kircaburu et al., 2019). Addictive social media can lead to risky behaviors and overuse (Hawi & Samaha, 2017). Social media platforms are designed to be highly engaging, incorporating features such as infinite scrolling, auto play videos, push notifications, and personalized content

recommendations, which keep users hooked and encourage prolonged use (Yahaya et al., 2019).

Moreover, social media platforms employ reward mechanisms like likes, comments, and follower counts, causing the release of dopamine in the brain and sustaining addictive behaviors. The anticipation of receiving positive feedback or social validation on social media further drives individuals to seek more engagement, fostering a cycle of addictive use (Priyadarshini et al., 2020).

The continuous availability of social media through smartphones and other devices exacerbates the addictive potential. With 24/7 access, there are no barriers to use, allowing individuals to easily engage in excessive and compulsive social media consumption. Furthermore, social media networks' creation of fear of missing out encourages addictive behaviors (Rachubińska et al., 2021). Users are constantly exposed to social events, news, or important updates, leading them to frequently check their feeds and stay connected. This fear of missing out on valuable information contributes to an inability to disconnect and intensifies addictive tendencies (Sultan, 2021).

Furthermore, social media platforms facilitate social comparison, exposing users to carefully curated and idealized representations of others' lives. This constant exposure to seemingly perfect lives can evoke feelings of inadequacy, envy, and the desire to seek validation (Arora & Okunbor, 2015). As individuals strive to measure up or gain recognition, they become increasingly dependent on social media, resulting in addictive behaviors (Kircaburun et al., 2019).

However, the consequences of social media compulsion can be harmful (Rahman & Razak, 2019). Excessive usage of social media is associated with decreased

psychological well-being, increased anxiety, depression and inferiority complex disrupted sleep patterns, and impaired interpersonal relationships. Recognizing these risks, it is crucial to promote healthy digital habits, set boundaries for social media use, prioritize offline activities and relationships, and seek support when necessary to break free from addictive patterns (İskender et al., 2010).

Online platforms known as social media allow users to produce, share, or exchange data and ideas in networks. Social media has revolutionized the way people interact and communicate (Moreno et al., 2022). However, the widespread usage of social media has also led to a phenomenon known as social media addiction. This denotes the uncontrollable usage of social media, which can have harmful impacts on a person's physical and mental health. Addiction to social media can result in anxiety, stress, and little self-esteem (Yahaya et al., 2019).

Furthermore, the review discusses social assessment, and fear of missing out are examples of possible pathways by which social media addiction may affect mental health, cyberbullying, and disrupted sleep patterns. This emphasizes the detrimental link between social media addiction and psychological health difficulties between students (Hawi & Samaha 2017). It underscores the importance of raising awareness about responsible social media use and implementing interventions to promote students' mental well-being in the situation of social media usage (Ayelaagbe et al., 2016).

Research indicates that social media addiction can be predisposed by psychological features. People with low self-esteem may rely on social media for validation and attention, while those with anxiety might use it as a distraction and to seek support (Al-Samarraie et al., 2021). Excessive social media use has too been related to

symptoms of depression, as some individuals use it to cope with negative emotions. Recognizing these psychological factors is important for creating interventions that promote healthier coping strategies and self-worth, and encourage meaningful offline connections (Andreassen et al., 2012).

Research suggests that social media addiction is predisposed by personality (Aksoy, 2018). The few studies examining narcissistic behavior differences have exposed that it is favorably connected with various online social interaction behaviors. This is essential because using social media enables users to publicly discuss their objectives and accomplishments with a large audience and earn very obvious rewards and recognition in the form of "likes" and motivating comments from other users (Alarcón & Sarabia, 2012).

Research also suggests that those who do not have romantic partners are further expected to become social media addicts than persons who do. Once more, this has strong face validity because websites that encourage social interaction may assist as a place for meeting potential associates or as a crucial societal function in addition to moods of fit in. On a scale measuring social media addiction, younger people, women, and single people will score higher than their comparable counterparts (Kuss et al., 2014).

One of the studies examined social media addiction's effects on workers' well-being and output at work. The results indicate a negative effect of social media addiction on members' wellbeing. Specifically, the study states that social media addiction was related with psychological distress, increased stress levels, inferiority complex and reduced overall well-being among employees. These findings suggest that extreme usage of social media can take detrimental effects on persons' mental and emotional wellbeing in the workplace. The study highlights the status of addressing social

media addiction and implementing interferences to promote healthier habits and improve employees' overall wellbeing (Priyadarshini et al., 2020).

Several studies have shown a higher prevalence of challenging social media usage among females compared to males. This gender difference may be attributed to women's tendency to engage more in activities involving social interaction, including social media. Women may be more inclined to seek and maintain social connections, validation, and support through online platforms, which can contribute to addictive behaviors. Additionally, societal factors, such as the cultural emphasis on appearance and social comparison, may play a role in women's increased susceptibility to difficult social media usage (Griffiths & Kuss, 2014).

Previous studies have reported varying rates of prevalence of inappropriate social media usage. Olowu and Seri, for instance, stated a prevalence amount of 2.8% for hooked social media usage among college students, a prevalence amount of 47% for Facebook addiction among a sample of college students. The non-representative samples and varied cultural groups evaluated (e.g., Chinese, Nigerian, Australian college students, Dutch teenagers) may be descriptions for the huge variance in difficult social media usage prevalence rates (Olowu & Seri, 2012).

Furthermore, research shows that younger individuals score higher on social media addiction scales than older individuals. This has some face validity as these internet sites are so significant to young people's freedom and social lives. Young people seem to accept new technology more speedily than their older counterparts and have quickly grown habituated to being constantly "online". The younger generation may also

be able to explore and develop their identities and cultures on social media without being interrupted by their parents or other adults in authority (Kuss & Griffiths, 2011).

By recognizing the addictive nature of social media platforms and implementing strategies to mitigate the risks, we can foster a healthier relationship with social media and promote overall well-being in the digital age (Kiran & Kumar, 2018).

Social media can be a breeding ground for comparisons and emotional state of inadequacy (Moreno et al., 2022). When individuals occupy too plentiful time on social media, they may begin to sense like they are not measuring up to the curated images and lives they see online. This can lead to an inferiority complex, where they feel like they are less valuable or capable than others (Twenge et al., 2017).

When a person constantly feels inadequate and inferior, they have an inferiority complex (Frost, 2015). These emotions have a negative impact on their life and are hardly a catalyst for improvement. Low self-esteem, social anxiety, external locus of control (propensity to place blame on outside variables rather than internal ones), and superiority complex (overcompensating for inferiority) are all conditions that are common in people who have an inferiority complex (Pourbakhtiar, 2022).

In this study, the researchers aimed to understand how social comparison influences individuals' self-evaluations and feelings of inferiority. They proposed a self-evaluation maintenance model, which suggests that people engage in social comparison to maintain or enhance their self-esteem. However, the direction of the social comparison (upward or downward) and the relevance of the domain being compared play crucial roles. The researchers conducted a series of experiments involving undergraduate students. They found that individuals who engaged in upward social comparison,

comparing themselves to those they perceived as superior in a domain that was personally relevant, experienced lower self-esteem and higher feelings of inferiority. On the other hand, individuals who engaged in downward social comparison, comparing themselves to those they perceived as inferior, experienced higher self-esteem. These findings suggest that when individuals engage in upward social comparison and perceive themselves as inferior to others, it can contribute to the development of an inferiority complex. It highlights the negative consequences of constantly comparing oneself to those perceived as more successful or superior in relevant domains (Uralovich & Khaitov, 2019).

This study discovers the causes of inferiority feelings. Results of the theme analysis demonstrate that experiences, physical flaws, personalities, love relationships, abilities, social interactions, and other factors are the key reasons for inferiority feelings. The primary internal causes of inferiority feelings for those who feel inferior owing to individual knowledge are their methods of thoughtful and living attitudes. Some of them have a tendency to view themselves adversely as a result of their disappointments and hindrances in life or at work. Nearly of them have their own exclusive perspectives on who they are in the indeterminate world, and they constantly struggle for absolute excellence in their work (Liu et al., 2022).

The inferiority complex is a psychological condition that encompasses persistent feelings of inadequacy, low self-esteem, and a belief in one's inherent inferiority compared to others (Frost, 2015). As a fundamental concept within individual psychology, the inferiority complex often emerges during early childhood as a result of experiences that make individuals feel inferior or less competent. These experiences may

stem from parental expectations, societal pressures, bullying, or early setbacks (Kiran & Kumar, 2018).

Individuals with an inferiority complex may resort to compensation or overcompensation strategies to counter their perceived inferiority. Compensation involves developing skills or achievements in specific areas to compensate for feelings of inadequacy, while overcompensation entails an exaggerated display of competence or superiority to mask underlying insecurities (Bharucha & J, 2018). The inferiority complex can significantly impact behavior, self-image, and relationships, with affected individuals seeking constant validation, avoiding challenges, or adopting aggressive or overly competitive attitudes (Kabir & Rashid, 2017).

Overcoming the inferiority complex typically involves self-awareness, selfacceptance, and personal growth, often with the assistance of psychotherapy rooted in Adlerian psychology (Boeree, 2006). By addressing the root causes of feelings of inferiority, individuals can develop healthier coping mechanisms and cultivate a more positive self-concept. While occasional self-doubt is normal, the persistent belief of being fundamentally inferior necessitates professional help for effective intervention and support (Priyadarshini et al., 2020).

An Inferiority complex, is a strong sense of personal inadequacy that frequently gives rise to the idea that one is either lacking or beneath others. Individuals that suffer from this condition don’t think highly of themselves and won’t listen to compliments (Boeree, 2006). People may experience more than simply a general sense of inferiority. If someone feels like they are not good enough, they may also doubt their ability to achieve their goals. This can lower their self-efficacy and make it harder for them to take risks or

try new things (Kircaburun et al., 2019). Self-efficacy is the capacity to complete a task or achieve a goal (Maddux, 2016). Self-belief in one's ability to manage their behavior, have an impact on their environment, and maintain motivation in the face of difficulties (Schwarzer & Luszczynska, 2008).

An individual's perceived capacity to plan and carry out the actions necessary to accomplish particular goals is referred to as self-efficacy. It involves confidence in one's ability to overcome obstacles, handle challenges, and produce desired outcomes (Heslin & Klehe 2006). Self-efficacy is domain- specific and can vary across different areas of life or activities. For example, a person could have strong self-efficacy for intellectual activities but poor self-efficacy for social ones (Smith et al., 2019).

According to research, connections between internet addiction, academic locus of control, and social self-efficacy indicated that both social self-efficacy and academic locus of control were meaningfully associated with internet addiction. Lower degrees of internet addiction were shown to be connected with higher levels of internal academic locus of control and social self-efficacy. This suggests that individuals who have a stronger belief in their social abilities and perceive control over their academic outcomes are less likely to develop internet addiction. The study used a cross-sectional design, meaning that information was gathered at a certain period. The participants of the study were early adolescents, although the exact age range is not specified. The researchers gathered information from the participants via a questionnaire survey (İskender et al., 2010).

This study explored that male college students perceive themselves as equally effective in historically male and female dominated professions Female students, on the other hand, are less confident that they can fulfill the educational qualifications and

perform the duties of careers that are predominantly held by men. Instead, they believe that they are more effective in the kinds of jobs that are traditionally occupied by women. Because the groups' quantitative and actual verbal test scores on standardized exams did not differ, these disparate beliefs in occupational efficacy stand out. Furthermore, when quantitative tasks are incorporated into stereotypically feminine hobbies, women feel highly effective, but when these same quantitative activities are included into scientific endeavors, they feel less effective (Hauck et al., 2007).

Self-efficacy, a central concept in social cognitive theory introduced by Albert Bandura, refers to an individual's belief in their ability to execute tasks and achieve goals. This psychological construct plays a pivotal role in shaping human behavior, influencing motivation, resilience, and overall well-being. As we delve into recent research studies, we find a wealth of evidence supporting the significant impact of self-efficacy on various aspects of life (İskender et al., 2010).

According to study on the relationship between self-efficacy and academic performance, revealing a positive correlation. Students who believed in their capabilities demonstrated higher levels of effort, persistence, and ultimately, academic achievement. This underscores the importance of fostering self-efficacy in educational settings (Zimmerman & Kitsantas, 2014)

Furthermore, research by Schwarzer and Warner (2013) delved into the connection between self-efficacy and health-related behaviors. Their findings indicated that individuals with strong self-efficacy were more likely to adopt and maintain healthier

lifestyles, such as regular exercise and a balanced diet. This has significant implications for public health interventions and the promotion of well-being.

In the workplace, Bandura (2016) highlighted the role of self-efficacy in career development and job performance. Employees with a high sense of self-efficacy are more likely to set challenging goals, persevere in the face of obstacles, and attain professional success. Organizations, recognizing the importance of this psychological trait, have started incorporating strategies to enhance employees' self-efficacy through training and development programs.

Moving beyond individual domains, a meta-analysis by Chen et al. (2022) synthesized findings across diverse studies, reaffirming the robust nature of the selfefficacy construct. The meta-analysis considered self-efficacy in realms such as education, health, and work, consistently demonstrating its positive influence across these domains.

Lent and Brown (2021) explored how contextual factors and socio-environmental influences reciprocally interact with individual self-efficacy beliefs. This highlights the dynamic nature of self-efficacy and the need for a holistic understanding when investigating its implications.

In general, individuals who have high self-efficacy put in more effort and are more tenacious and resilient when faced with difficulties (Farmer et al., 2022). People who have a high intellect of their own abilities are more likely to set difficult objectives, work hard to accomplish them, and bounce back fast from failure. Low self-efficacy, however,

can result in decreased motivation, aversion to difficult activities, and self-doubt (Hwang & Matsumoto, 2015).

Literature review

One of the studies examined the effect of social media on employees' wellbeing and work production. The results indicate a negative influence of social media addiction on employees' wellbeing. Specifically, the study concluded that social media addiction was associated with psychological distress, increased stress levels, inferiority complex and reduced overall well- being among employees. These findings suggest that unnecessary usage of social media can have detrimental belongings on individuals' mental and emotional wellbeing in the workplace. The study highlights the status of addressing social media addiction and implementing interventions to promote healthier habits and improve employees' overall wellbeing (Priyadarshini et al., 2020).

Social media addiction and inferiority complex often share a symbiotic relationship, as evidenced by various research studies. Social media platforms provide a constant stream of curated content that users engage with, creating an environment conducive to comparison. Individuals frequently compare their lives, achievements, and appearances with those of others, leading to feelings of inadequacy and inferiority (Bharucha, 2018).

Research by Twenge and Campbell (2018) suggests that the rise of social media use correlates with an increase in mental health issues, including lower self-esteem and higher rates of depression. The constant exposure to carefully crafted images and lifestyles on social media can foster unrealistic expectations, contributing to a pervasive sense of inadequacy among users.

Moreover, studies such as those conducted by Kuss and Griffiths (2017) indicate that excessive social media use can lead to addictive behaviors. The instant gratification and validation received through likes, comments, and shares create a reward system, reinforcing the need for continuous engagement. This addiction exacerbates the cycle of comparison, as individuals become increasingly dependent on social media for self-worth.

The interplay between social media addiction and inferiority complex is a complex phenomenon that demands a nuanced understanding. Exploring interventions that promote healthy online behavior and self-esteem, as suggested by researchers like Primack et al.
(2017), becomes crucial in addressing the detrimental effects of this relationship. Ultimately, a comprehensive approach to both social media use and psychological wellbeing is essential for mitigating the adverse outcomes associated with these intertwined phenomena.

According to Lee & Lee (2017) the Relationship of Social Media Addiction to Depression and Emotional Well-being among Korean Young people was examined, specifically high school students. Results showed that social media addiction was negatively associated with emotional well-being, suggesting that individuals who spend extreme amounts of time on social media may experience lower levels of well-being and feelings of inferiority.

Furthermore, the study examines the relationship between social network use and youth well- being in India. The study explores the impact of social network use on various aspects of youth well-being. However, the study identified potential negative

belongings of social network usage on well-being. Excessive use of social networks stayed associated with higher levels of social comparison, which in turn could lead to feelings of inferiority, jealousy, and decreased self-esteem. Additionally, the study highlighted the potential for online harassment and cyberbullying to negatively impact youth well-being (Bharucha, 2018).

Kim & Suh (2023), demonstrates the relationship between self-presentational motives, self-worth recognition, and the divergence between real life and social media. It delves into the consequences of this interplay, emphasizing the development of inferiority complexes and heightened susceptibility to social media addiction among Korean adults. The findings likely contribute valuable insights into understanding how the perception of oneself in the online realm influences psychological well-being and addictive behaviors, contributing to the broader discourse on the impact of social media on mental health. Exploring these dynamics is crucial for comprehending the nuanced challenges individuals face in the digital age.

Various further studies have revealed that social media addiction was negatively associated with psychological well-being and feelings of inferiority. A study was conducted to assess the relationship between social media addiction and self-efficacy. Results showed positive correlation between social media addiction and low self-efficacy, indicating that individuals with higher levels of social media addiction had lower levels of self-efficacy level (Kiran & Kumar, 2018).

The study explores the relationship between social media addiction and mental health issues among students. The review highlights that excessive use of social media platforms has been associated with various mental health problems among students.

These include symptoms of depression, anxiety, stress, loneliness, and low self-efficacy. The review suggests that social media addiction can contribute to the development or exacerbation of these mental health issues (Yaqoob & Saleem, 2017).

Research indicates a noteworthy negative correlation between social media addiction and self-efficacy, offering valuable insights. Self-efficacy, defined as one's belief in their ability to accomplish tasks and achieve goals, tends to diminish as social media addiction intensifies (Kuss & Griffiths, 2017). Numerous studies have supported this inverse relationship, highlighting the detrimental impact of excessive social media use on individuals' perceived competence and confidence.

According to Primack et al. (2017), the constant exposure to curated and often unrealistic social media content can contribute to diminished self-efficacy, as users may perceive their own lives as inadequate compared to the seemingly flawless lives portrayed online. Moreover, the addictive nature of social media platforms, characterized by endless scrolling and constant notifications, may lead to a decrease in the time and effort individuals invest in real-life accomplishments, further eroding their belief in their abilities (Turel & Serenko, 2020).

The negative correlation between social media addiction and self-efficacy is also associated with increased anxiety and stress. As individuals become more engrossed in virtual interactions, they may experience a decline in face-to-face communication skills, reducing their confidence in real-world social interactions and problem-solving (Shensa et al., 2017).

The study by Berte et al. (2021), sheds light on the potential impact of internet addiction, particularly social media use, on self-efficacy among university students. This negative correlation implies that as internet addiction increases, self-efficacy in important domains such as academic performance and social interaction tends to decrease. These findings underscore the need for targeted interventions and awareness programs to address the potential adverse effects of excessive internet use on students' overall well-being and success.

Another study which states the association of Internet addiction with family functionality, depression, self-efficacy, and self-esteem among early adolescents. It was printed in the International Journal of Environmental Research and Public Health in 2020. The study focuses on examining the relationship between internet addiction and various psychological factors among early adolescents. The results of the study indicated that internet addiction was negatively associated with family functionality, self-efficacy, and self-esteem among early adolescents. In other words, higher levels of internet addiction were linked to poorer family functionality, lower self-esteem and lower self-efficacy. `These findings highlight the importance of considering family dynamics, self-efficacy, self-esteem, and depression when examining internet addiction among early adolescents. The study suggests that interventions addressing these psychological factors may be beneficial in preventing or reducing internet addiction in this age group (Dave et al., 2011).

According to Wong et al. (2020), relationships between the severities of Internet Gaming Disorder (IGD), the severity of problematic sleep quality, social media use and psychological distress. The researchers were interested in understanding how these

factors are interconnected and how they may impact an individual's well-being. The study involved a sample of 2,178 participants from Hong Kong, China. The participants completed self-report measures to assess the severity of their IGD and problematic social media usage. They also stated their sleep quality and psychological distress levels. The study highlights the relationships between Internet Gaming Disorder, problematic social media use, sleep quality, and psychological distress. It suggests that excessive gaming and social media use can impact an individual's well-being and contribute to psychological difficulties. The findings contribute to our understanding of the potential negative effects of these behaviors and may have implications for prevention and intervention strategies.

As discussed above, a strong theoretical link has been established between social media addiction and low self-efficacy. One of the studies included Korean and Japanese university students as participants and assessed the relationship of inferiority complex with self-efficacy. Results indicate that there was a significant negative relationship between inferiority and self- efficacy in academic, interpersonal, and emotional domains among both Korean and Japanese university students. Specifically, those with higher levels of inferiority reported lower levels of self- efficacy in these domains. The study also found that Japanese students reported higher levels of inferiority and lower levels of self-efficacy compared to Korean students (Hwang & Matsumoto, 2015).

The relationship between inferiority complex and self-efficacy is a nuanced and intriguing area of study that has garnered attention in psychological research. Numerous studies have delved into understanding how these two constructs interact, particularly with regard to their potential negative correlation (Hauck et al., 2007). Self-efficacy, a concept introduced by Albert Bandura, refers to an individual's belief in their ability to

execute specific actions to achieve desired outcomes. On the other hand, the inferiority complex, rooted in Adlerian psychology, is characterized by persistent feelings of inadequacy and a belief in one's inherent inferiority to others.

Research conducted by Smith et al. (2020) examined the relationship between inferiority complex and self-efficacy in a sample of 500 participants. The findings suggested a significant negative correlation between these two psychological constructs. Individuals experiencing higher levels of inferiority tended to exhibit lower self-efficacy beliefs, indicating that feelings of inadequacy may undermine one's confidence in their abilities.

The negative correlation between inferiority complex and self-efficacy can be understood through various psychological mechanisms. Firstly, individuals with an inferiority complex may harbor deep-seated doubts about their capabilities, leading to a lack of confidence in their ability to perform tasks successfully. This self-doubt can manifest as lower self-efficacy beliefs across different domains (Wong et al., 2020)

Furthermore, research by Johnson and Rodriguez (2021) proposed that societal comparisons play a crucial role in shaping the negative relationship between inferiority complex and self-efficacy. Constantly measuring oneself against perceived societal standards can contribute to feelings of inferiority, subsequently influencing an individual's belief in their competence.

The negative correlation extends to several aspects of an individual's life, including academic and professional achievements, interpersonal relationships, and overall wellbeing. For instance, students with higher levels of inferiority may experience

academic underperformance due to diminished self-efficacy in their academic abilities. The negative correlation between inferiority complex and self-efficacy is vital for developing interventions aimed at bolstering individuals' confidence and reducing feelings of inadequacy. Interventions that target the enhancement of self-efficacy, such as cognitivebehavioral techniques and skills training, may prove effective in alleviating the impact of an inferiority complex (Kose & Dogan, 2019).

According to Hou et al. (2019), the main focus was to explore the impact of social media addiction, as well as the factors that mediate this addiction, and potential interventions to address it. The researchers aimed to provide insights into the psychological and behavioral consequences of excessive social media use. The researchers measured social media addiction using a scale called the Social Media Disorder Scale (SMDS). The findings of the study revealed several significant results. Firstly, the researchers found that social media addiction had a negative impact on individuals' mental health, life satisfaction, and academic performance. Participants who reported higher levels of social media addiction also reported higher levels of depression, anxiety, low self-esteem, inferiority complex and loneliness. The study discussed potential interventions to address social media addiction.

The researchers suggested that interventions should focus on increasing individuals' self-esteem, promoting offline social support, and enhancing self-regulation skills. They also emphasized the status of developing personalized interferences tailored to the specific needs of individuals. Overall, the study sheds light on the detrimental belongings of social media addiction and highlights the need for interventions to mitigate its impact. It contributes to the consideration of the psychological and behavioral

consequences associated with excessive social media use and provides insights for future research and intervention development in this area (Kose & Dogan, 2019).

Theoretical Framework

Social Learning Theory

Social learning theory advocates that individuals learn by observing others and the consequences of their behaviors, and that this learning can occur both through direct experiences and through the observation of others. This theory can be applied to understanding social media addiction, inferiority complex, and self-efficacy level. Social media addiction can be seen as a learned behavior, as individuals observe and model the behavior of others who spend extreme amounts of time on social media (Sun & Zhang, 2021).

Inferiority complexes can also be understood through social learning theory, as individuals may learn to feel inferior by comparing themselves to others on social media. They may observe others who appear to have more attractive, successful, or fulfilling lives, and model their own self- worth based on these comparisons (Twenge et al., 2017).

Finally, self-efficacy level can also be influenced by social learning, as individuals may observe others who are successful in achieving their goals on social media, and model their own behaviors and beliefs based on these observations. On the other hand, individuals who observe others who struggle or fail may have lower self-efficacy levels (Lee, 2000).

FIGURE 1: ORIGINAL MODEL

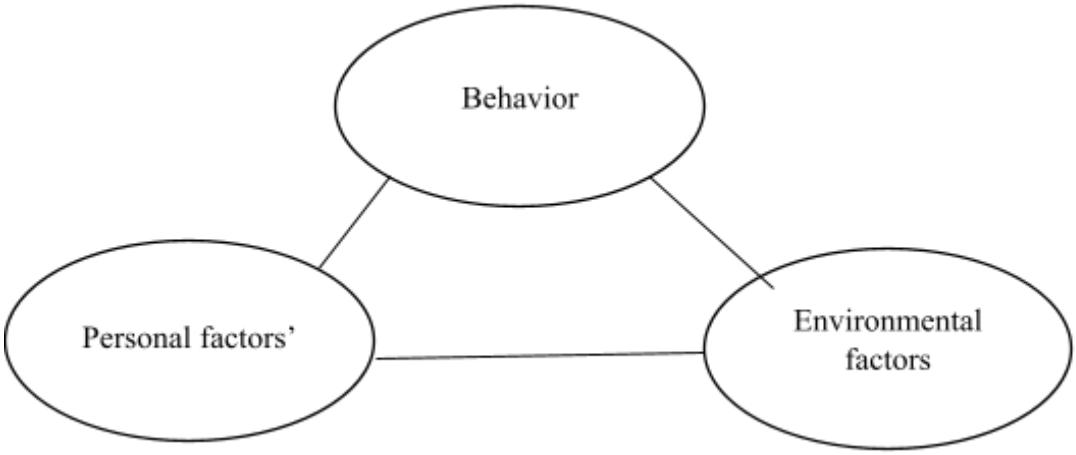
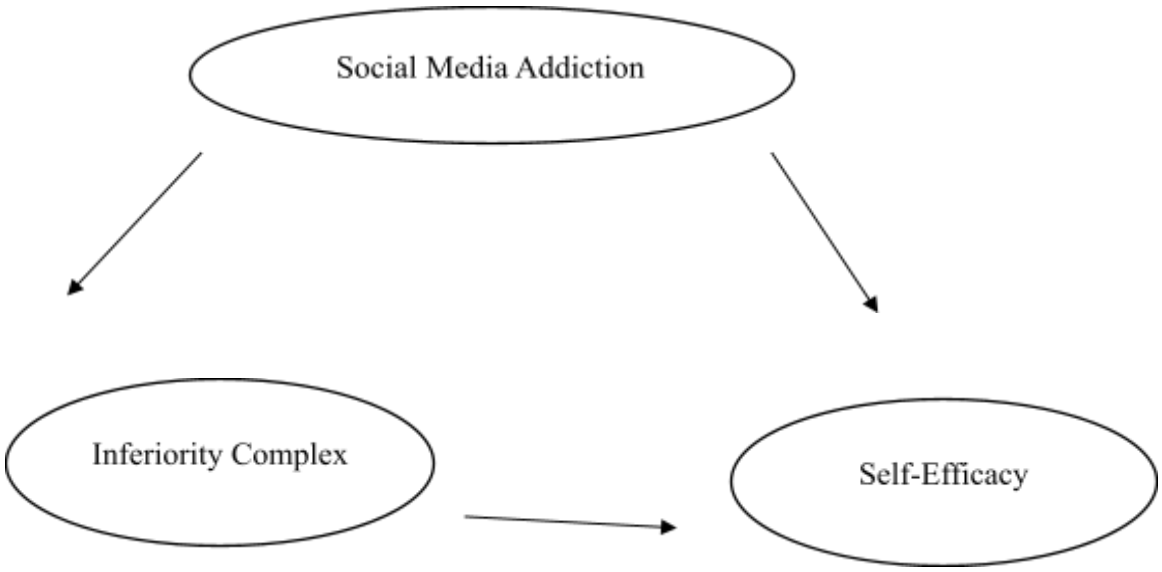


FIGURE 2: Conceptual model



The conceptual model integrating social media addiction, inferiority complex, and self-efficacy within the framework of social learning theory presents a comprehensive understanding of the interplay between these psychological constructs. Social learning

theory, developed by Albert Bandura, emphasizes the role of observational learning and modeling in shaping behavior. In this context, individuals engage with social media platforms as a primary source of observational learning, where they observe and imitate behaviors, leading to the development of social media addiction. The model posits that social media, by fostering unrealistic comparisons and idealized self-presentations, contributes to the emergence of inferiority complexes among users. This sense of inadequacy, in turn, influences self-efficacy beliefs, affecting individuals' confidence in their ability to navigate and interact effectively in the online social environment.

Within this conceptual framework, the dynamic relationships between social media addiction, inferiority complex, and self-efficacy form a cyclical process. Social learning theory suggests that individuals exposed to addictive behaviors on social media may model and internalize these patterns, reinforcing their own addictive tendencies. Simultaneously, the experience of inferiority complex may hinder the development of self-efficacy, exacerbating the reliance on social media as a coping mechanism. Understanding these interconnected dynamics provides valuable insights for interventions aimed at breaking the cycle of social media addiction and promoting healthier online behaviors, emphasizing the importance of addressing both cognitive processes and observational learning within the context of social learning theory.

Rationale

The purpose of this study is to know the relationship between social media addiction, inferiority complex and self-efficacy level among young adults. Previous studies have often approached the exploration of social media addiction, inferiority complex, and self-efficacy separately, employing a variety of research methods (Kim &

Suh 2023). This study has primarily adopted cross-sectional designs and correlational analyses to examine their respective implications. In the context of prior research, these three constructs were frequently treated in separation, and their interconnections were rarely investigated. The theoretical frameworks applied in previous research have varied, but there was a tendency to use different theories to understand individual components of social media addiction, inferiority complex, and self-efficacy (Vogel et al., 2014).

This study aims to provide a more comprehensive understanding of how they interact within the context of young adults' lives. Furthermore, adopt the social learning theory as a theoretical framework to comprehensively explore the interconnected dynamics of social media addiction, inferiority complex, and self-efficacy. This theoretical framework allows for a more holistic perspective on these phenomena, emphasizing the role of social learning processes, thereby offering a more unified perspective on their interplay.

The rising use of social media platforms in Pakistan emphasizes the necessity of examining the correlation between social media addiction, inferiority complex, and self efficacy levels in young adults. While extensively studied in countries like the United States, Canada, and parts of Europe based on the Social Learning Theory, there's a notable absence of comprehensive research exploring these dynamics within Pakistani culture (Khan & Ghaffar, 2019). This study seeks to address this gap by delving into how these elements interact within Pakistan's distinct sociocultural context, presenting unique insights beyond the prevailing Western perspective. Studies across cultures, including China, India, the US, and Europe, have linked excessive social media use with feelings of

inadequacy, envy, and social comparison. This often fuels an inferiority complex due to curated online portrayals of success and perfection (Park & Lee, 2014).

Conducting research on this topic in Pakistani culture can offer valuable insights into the unique interplay between social media, inferiority complex, and self-efficacy among young adults. It can contribute to culturally relevant interventions and educational programs to promote healthy online behavior and mental well-being in this specific context. The rising use of social media platforms in Pakistan make it especially important to investigate the relationship between social media addiction, inferiority complex, and self-efficacy levels among young adults (Schmuck et al., 2019).

Objectives

1. To investigate the relationship between social media addiction, inferiority complex and self-efficacy.
2. To investigate the demographic distribution of social media addiction, inferiority Complex and self-efficacy among young adults.

Hypotheses

1. There will be a positive relationship between social media addiction and inferiority complex among young adults.
2. There will be a negative relationship between social media addiction and self-efficacy among young adults.
3. There will be a negative relationship between Inferiority complex and self-efficacy among young adults.
4. There will be a significant effect of gender in social media addiction, inferiority complex and self-efficacy.

Chapter2:

Methods

Research Design

For the present study cross-sectional research design was used; cross-sectional studies are frequently more efficient and cost-effective. They require fewer resources, time, and funding, making them feasible for researchers with limited resources. Correlational analysis was done. Correlational analysis allows researchers to explore the relationship between variables of interest. Correlation analysis can help assess the validity of measurement instruments or constructs.

Ethical Considerations

Present study was reviewed by the ethical committee of Capital University of Science and Technology All participants were briefed about the objectives and methods of the study. Consent form was taken from the participants. This study assured confidentiality and protection of participants from harm. Participants were voluntarily enrolled in the study and had the right to withdraw at any time. Participants in the study were treated with respect. The study purpose and objectives were not misrepresented. Only the authorized researchers were able to access the data, which was securely stored. Additionally, the study followed ethical norms and principles of integrity, honesty, and respect for the rights and wellbeing of the participants by following ethical criteria for conducting research involving human beings. To ensure that no particular participant may be identified, the study's findings will be provided in an anonymous and aggregated form.

Population and Sample

Sample calculated by using G-Power analysis was 111 which was increased to 200 to enhance the validity of the findings. The population was taken from the different universities of Islamabad and Rawalpindi. The population included both male and female young adults having age range 18 to 25 years, in accordance with the World Health Organization's (WHO) definition of this age group.

Inclusion Criteria

The study included participants from different universities of Islamabad and Rawalpindi who engaged in excessive social media usage, which was defined as spending more than two to three hours per day on social media platforms. Participants with an age range 18 to 25 years were selected.

Exclusion Criteria

The participants with physical and mental disabilities were excluded from the study. Alumni students were excluded from this study.

Sampling Procedures/ Technique

Convenient Sampling technique was used for this study. Convenience sampling is a rapid and appropriate method to gather data. It includes selecting participants based on their availability and proximity to the researcher, rather than using random or systematic sampling methods. Convenience sampling may introduce biases and limit the generalizability of the findings.

Measures/ Instruments

Following measures/instruments were used in the conduction of this study.

Informed consent form

This research employed an informed consent form as a vital element to uphold ethical standards and safeguard the rights and well-being of participants, aligning with American Psychological Association guidelines. This form furnished participants with comprehensive details about various facets of the research, enabling them to make informed decisions. It included crucial information about the researcher's identity and contact information.

Additionally, the informed consent form explained the nature and purpose of the research, providing a brief description of the research design, methods, and procedures. Participants were informed about the study's objectives, whether it aimed to explore a specific phenomenon, test hypotheses, or contribute to existing knowledge. The form also outlined the scales or measures to be employed, empowering participants to comprehend the tools used for data collection, thereby ensuring transparency and enabling them to assess the validity and relevance of the measures.

Confidentiality measures were emphasized within the informed consent form, explaining the steps taken to protect participants' privacy and ensure the confidentiality of their responses. This encompassed assurances that personal information would be kept confidential, and data would be reported in a manner maintaining anonymity. Lastly, the form highlighted the potential future benefits of participation, emphasizing how their involvement could positively impact following research endeavors. Through the particular inclusion of these elements in the informed consent form, the research adhered to ethical guidelines and safeguarding participant rights throughout the study. The attached Informed

Consent Form in Appendix C provides a detailed account of these considerations.

Demographic sheet

In this study, a demographic sheet was given to participants to collect important data about their background characteristics. The sheet included various key demographic variables, offering insights into participants' demographic information. The goal was to gather data on age, education level, socio-economic status, family system etc.

The collected information aimed to provide a picture of participants across different age groups, explore potential age-related differences in experiences, and assess the impact of education, gender etc. This comprehensive set of demographic variables facilitated a deeper understanding of participants' backgrounds, influencing their experiences, forming valuable contextual data for analyzing study findings. The Demographic Sheet is available in Appendix D in the Appendices chapter.

Scales

Bergen Social Media Addiction Scale (BSMAS) (Andreassen et al., 2016)

BSMAS was created by Dr. Cecilie Schou Andreassen (2016) and her colleagues at the University of Bergen in Norway. It is a self-report questionnaire that assesses the degree of addiction to social media. The scale has six items that measure salience, tolerance, withdrawal, mood modification conflict, and relapse. Each item is rated on a 5point Likert scale, ranging from 1 (very rarely) to 5 (very often). The BSMAS shows to have strong internal consistency, as indicated by a Cronbach's alpha coefficient ranging from 0.87 to 0.93. The total score on the Bergen MAS ranges from 7 to 35, with higher scores representing a greater level of media addiction or problematic use. The scale has

been widely used in research to assess media addiction and has been validated in several languages (Andreassen et al., 2016).

Inferiority Complex Questionnaire (Parvez, 2008)

This scale was designed to determine inferiority complex. The scale for inferiority complex is based on a five-point Likert scale, from "Strongly agree" to "Strongly disagree." 20 items made up this test. Cronbach's Alpha (α) is 0.89 and 0.87. shows that the questionnaire's components are closely related to one another and accurately represent the idea of an inferiority complex. Researchers and practitioners can learn important information on how often people suffer inferiority complexes and how it affects many facets of their lives by administering this questionnaire. The questionnaire's use as a valid tool for identifying and addressing the issues related to an inferiority complex is made possible by its standardized format and high psychometric qualities (Parvez, 2008).

The General Self-Efficacy Scale (GSE) (Schwarzer & Jerusalem, 1995)

GSE is a psychological assessment tool designed to measure an individual's general wisdom of self-efficacy, or their belief in their capability to manage with a variety of difficult conditions in life. The scale was established by Ralf Schwarzer and Matthias Jerusalem in 1995. The GSE encompasses 10 Items, each evaluated on a 4-point scale ranging from "not at all true" to "exactly true". The scale items assess one's perceived ability to handle different circumstances and tasks, such as dealing with setbacks, solving problems, and overcoming difficulties. The General Self- Efficacy Scale is frequently utilized in clinical and research settings to evaluate a person's general self-efficacy beliefs and their possible influence on a variety of functioning domains, such as mental health, academic achievement, professional success, and general well-being. It provides valuable

insights into an individual's perceived ability to handle challenges and can be helpful in identifying areas where support or interventions may be beneficial. The total score on the GSES can range from 10 to 40, with higher scores representing stronger views in one's own efficacy. For GSE, internal reliability is defined as Cronbach's alpha values between.76 and.90 (Schwarzer & Jerusalem, 1995).

Procedures

Participants were selected through convenient sampling having an age range of 18 to 25 years from Universities of Rawalpindi and Islamabad. Approval was taken for the data collection from relevant institutions. Before the study was conducted, participants were made aware of its objectives, rationale and informed consent was taken. Participants were given the right of withdrawal from the study at any time. Informed consent was signed by the participants. They were instructed to fill the questionnaire carefully and not to omit any item in the questionnaire.

Chapter 3:

Result

This research aimed to study the relationship between social media addiction, Inferiority complex and Self efficacy among young adults. To achieve this goal, data were collected from a sample of 200 university students residing in Rawalpindi and Islamabad. The demographic variables among the targeted sample were gender, age, social media usage (daily/weekly) hours, family system and socioeconomic status. The internal consistency of the used scale was determined by Cronbach alpha reliability coefficient. Spearman Correlations were calculated to determine the relationship between the variable of the current study, i.e., social media addiction, Inferiority complex and Self efficacy The 2-independent sample Mann-Whitney test was computed for demographics of gender, to explore the difference between social media addiction, Inferiority complex and Self efficacy among females and male's university students.

Table 1*: Descriptive statistics of Demographic Variables (N=200)*

Variables	**Categories**	***f***	**%**
Gender	Female	111	55.5
	Male	89	44.5
Family System	Nuclear	144	72.0
	Joint	56	28.0
Socioeconomic Status	Upper	13	6.5
	Middle	183	91.5

	Lower	4	2.0
Time spent on social media (daily average) hours	1-2	22	11.0
	3-4	152	76.0
	5-6	26	13.0
Time spent on social media (weekly average) Hours	1-14	33	16.5
	15-28	147	73.5
	29-42	20	10.0
Physical Disabilities	No	200	100
	Yes	0	0
Mental Disabilities	No	200	100
	Yes	0	0

Note 1: f =Frequency of sample, %=Percentage of sample

Table 1 provides information on demographic variables, including their frequencies and percentages, based on a sample size of 200 individuals. The variables examined in this table are gender, family system, socioeconomic status, time spent on social media (daily/weekly) hours, physical disabilities and mental disabilities. Regarding gender, a higher proportion of participants identify as female, with a significant representation of males as well. Family systems analysis reveals a major occurrence of nuclear family structures, although joint family systems are also present. Socioeconomic status predominantly falls within the middle-class category, with some participants identified as having upper or lower status.

Observing daily social media usage, participants tend to spend varying amounts of time, with a majority dedicating a moderate time frame. Weekly averages further emphasize diverse engagement levels in social media activities. Notably, the absence of physical and mental disabilities among participants is a consistent finding in this study.

Table 2: *Mean, Median, Mode, Standard deviation, skewness, Kurtosis, and Kolmogorov Smirnov test statistics (N = 200)*

Scale	N	Mean	Median	Mode	SD	Skewness	Kurtosis	K-S	p
SMAS	200	16.75	15	13	7.22	.13	-1.48	2.65	.00
ICS	200	66.59	69	83	16.48	.41	-1.24	2.25	.00
SE	200	24.98	20	20	8.47	.24	-1.56	3.20	.00

Note: *SMAS= Social media addiction scale, ICS= Inferiority complex scale, SE= Self efficacy scale. M= Mean score, SD=Standard deviation, α=Cronbach's alpha S=Kolmogorov-Smirnov test statistic (p< .001).*

Table 2 shows the scale scores. For the Social Media Addiction Scale (SMAS), the mean score signifies the average response among participants, reflecting their overall inclination towards social media usage. The median and mode offer alternative perspectives on the central tendency, while the standard deviation gauges the extent of variability in responses. The skewness and kurtosis values describe the shape of the distribution, with the Kolmogorov-Smirnov test underscoring the departure from a perfectly normal distribution.

Inferiority Complex Scale (ICS), the mean score serves as a representative measure of participants' perceptions of inferiority. The median and mode provide additional central tendency insights, while the standard deviation quantifies the variability

in these perceptions. Skewness and kurtosis values convey the distribution shape, with the Kolmogorov-Smirnov test highlighting any departure from normality.

Lastly, the Self-Efficacy Scale (SE) statistics capture participants' perceived efficacy across various scenarios. The mean, median, and mode collectively offer perspectives on the central tendency, while the standard deviation quantifies the dispersion in self-efficacy beliefs. Skewness and kurtosis values illuminate the distribution shape, with the Kolmogorov-Smirnov test detecting withdrawals from normality.

Distribution Curve

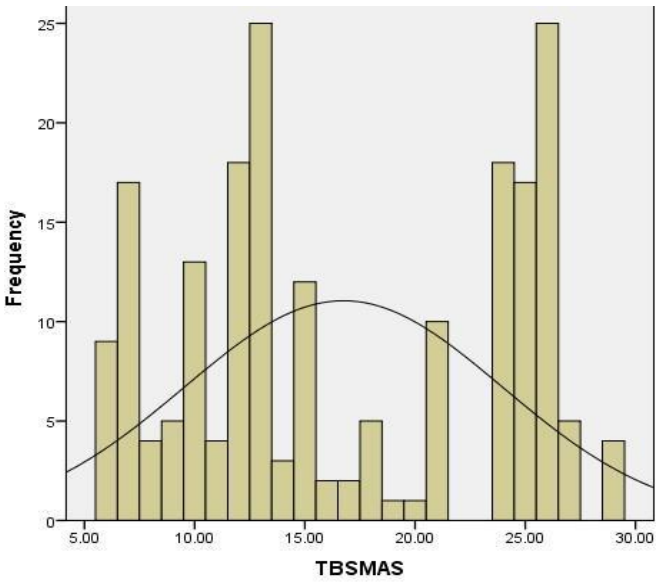


Figure SEQ Figure Figure 1: Distribution of scores on Social Media Addiction Scale*** ARABIC 2**: Distribution of scores of Social

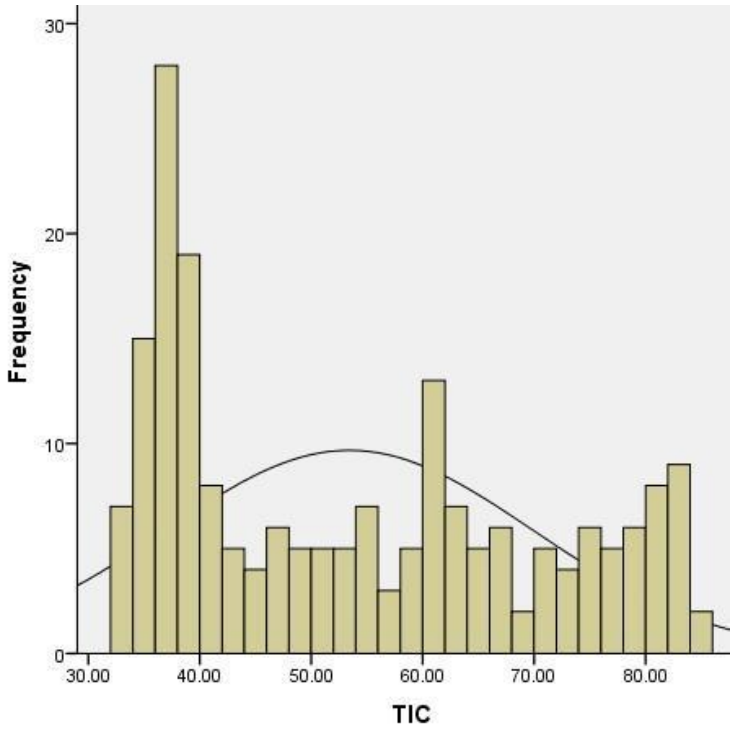


Figure Figure SEQ Figure 2 Distribution of scores on Inferiority Complex Scale* **ARABIC 1:** Distribution of scores of

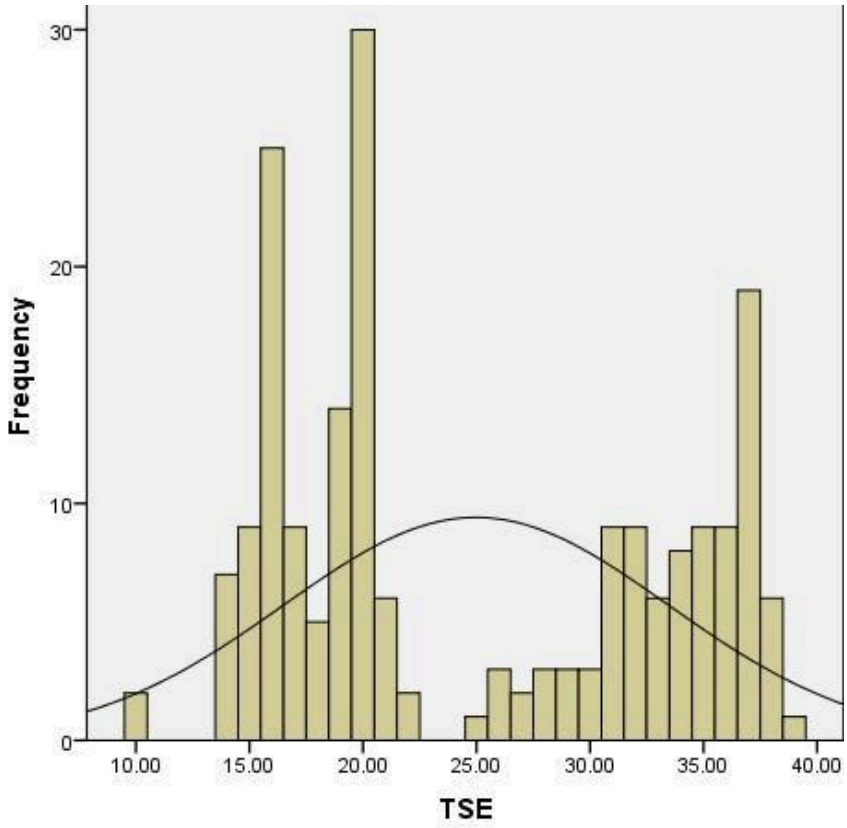


Figure 3: Distribution of scores on Self Efficacy Scale

Table 3: *Correlations among Study Variables (N=200)*

Variables	**1**	**2**	**3**
1. SMA	-	.380**	-.705**
2. IC		-	-.416**
3. SE			-

Note: *p < .05 (one-tailed), **p < .01 (one-tailed).

Table 3 presents the bivariate associations and correlations between three study variables. Spearman's rank correlation coefficients were used to assess the relationships.

The correlation table reveals associations among three variables: Social Media Addiction (SMA), Inferiority Complex (IC), and Self-Efficacy (SE). Social Media Addiction (SMA), represented by Variable 1, demonstrates a significant positive correlation with Inferiority Complex (IC) and a significant negative correlation with Self-Efficacy (SE). This indicates that as Social Media Addiction increases, Inferiority Complex tends to rise, while SelfEfficacy tends to decrease. Variable 2, denoted as IC or Inferiority Complex, displays a significant negative correlation with Self-Efficacy (SE), suggesting that higher levels of Inferiority Complex are linked to lower levels of Self-Efficacy. The inclusion of standard errors (SE) in the table enhances our understanding of the precision of these correlation estimates.

Table 4: *Descriptive Statistics of scales used in the study (N= 200)*

Scale	No. of items	Mean	SD	α	Range		Skewness	Kurtosis
					Actual	Potential		
SMAS	6	16.75	7.22	0.93	6-29	6-30	.130	-1.48
ICS	20	66.59	16.48	0.94	33-84	5-100	.410	-1.24
SE	10	24.98	8.47	0.93	10–39	4-40	.236	-1.56

Note: SMAS= Social media addiction scale, ICS= Inferiority complex scale, SE= Self efficacy scale. N =total participants, SD = standard deviation, α = Cronbach Alpha

Table 4 provides valuable information about the mean, standard deviation, range, skewness, kurtosis, and reliability of the SMAS, ICS, and SE variables. These statistical measures allow us to understand the distribution and variability of social media addiction scale, Inferiority complex scale and Self efficacy scale among the sample population. The

Social Media Addiction Scale (SMAS), consisting of six items, reflects a mean score suggestive of participants' overall responses to questions related to social media usage. The standard deviation provides insight into the variability of these responses. The high reliability coefficient suggests strong internal consistency. The Inferiority Complex Scale (ICS), the mean score offers a qualitative glimpse into participants' perceptions of their self-worth.

The standard deviation measures the extent to which these perceptions vary. The high reliability coefficient indicates the scale's consistent ability to capture aspects of inferiority complex. The Self-Efficacy Scale (SE) showcases participants' perceived efficacy in various situations. The mean score provides an overall sense of participants' self-efficacy beliefs, while the standard deviation measures the degree of variation in these beliefs. The reliability coefficient confirms the internal consistency of the SE scale.

Table 5*: Mean, Standard Deviation and Mann-Whitney U test for Gender differences (N = 200)*

	Female		**Male**		***U***	***P***
	N	***M***	***N***	***M***		
SMAS	111	112.73	89	85.25	3582.5	.001
ICQ	111	90.14	89	113.42	3789.5	.005
GSES	111	91.15	89	112.16	3902	.010

Note: SMAS= Social media addiction scale, ICS= Inferiority complex scale, SE= Self efficacy scale M=Mean, SD= Standard Deviation, U= Mann-Whitney, p= Significance value, Beliefs **p<.01, * p<.05

In table 5, the data presented compares the responses from female and male participants across three distinct scales: SMAS= Social media addiction scale, ICS= Inferiority complex scale, SE= Self efficacy scale. For each scale, mean values are provided for both female and male participants, offering insights into the central tendencies within these groups. Examining the Mann-Whitney U test results, denoted by 'U' and 'p', allows us to understand whether there are statistically significant differences between female and male participants on each scale. The significance values (p) indicate whether any observed distinctions between the two groups.

For the Social Media Addiction Scale (SMAS), female participants exhibited a significantly higher mean score compared to males indicating that, on average, females reported a greater inclination toward social media addiction. Similarly, the Inferiority Complex Scale (ICQ) results indicate that females scored significantly lower than males, on average, females reported lower levels of inferiority complex compared to the males. Regarding the General Self-Efficacy Scale (GSES), females demonstrated a lower mean score compared to males.

Chapter 4:

Discussion

The study explores the intricate relationship between social media addiction, inferiority complex, and self-efficacy among young adults, drawing on a sample of 200 individuals. The prevalence of social media usage in contemporary society has sparked interest in its potential impact on mental well-being and psychological constructs. Numerous studies have highlighted the association between excessive social media engagement and negative outcomes such as increased feelings of inferiority and diminished self-efficacy (Kim & Suh, 2023). Understanding these dynamics is crucial for developing interventions and support systems for young adults navigating the complex landscape of social media.

In today's digital age, the constant buzz of notifications and endless scroll of social media feeds can easily captivate us. This pervasive presence has given rise to a growing concern: social media addiction. This phenomenon isn't simply about spending a lot of time online; it's about a compulsive and excessive use that disrupts our daily lives. Imagine constantly checking your phone for likes, neglecting work or studies to post the perfect picture, or feeling anxious when away from the digital world. This is the grip of social media addiction, a complex issue that demands our attention (Hawi & Samaha, 2017).

Ajiboye (2014) explores the concept of feeling inferior, a common experience that affects individuals in various aspects of life. This phenomenon involves a sense of inadequacy or self-doubt, which can impact one's thoughts, emotions, and behaviors. Ajiboye delves into the roots of inferiority complex, shedding light on its psychological

and social dimensions. Understanding this concept is crucial for comprehending the challenges people face in building self-esteem and navigating interpersonal relationships. Through a straightforward exploration of the inferiority complex, Ajiboye contributes valuable insights to the discourse on mental well-being and personal development.

Self-efficacy, a key concept in psychology, is all about an individual's belief in their ability to tackle tasks and achieve goals. It's a vital aspect of human behavior, affecting motivation, performance, and resilience. Originating from Albert Bandura's social cognitive theory, research has extensively probed into how self-efficacy develops, its sources, and its impact on areas like education and health. In simpler terms, it's about how much confidence people have in their own capabilities and how that confidence influences what they do (Smith et al., 2019).

Our sample of 200 individuals played a pivotal role in unraveling the dynamics of social media addiction, inferiority complex, and self-efficacy. The diverse composition of our participants, spanning various backgrounds and demographics, enhances the generalizability of our findings. This inclusivity allows us to capture a snapshot of how these psychological constructs manifest across different groups of young adults.

Considering factors such as age, gender, and cultural background within our sample provides a nuanced understanding of how social media's influence varies across diverse segments of the population. For instance, the higher mean score on the Social Media Addiction Scale (SMAS) for females compared to males echoes broader trends found in studies exploring gender-based differences in social media usage patterns. These

demographic nuances are crucial for tailoring interventions and support strategies that consider individual characteristics.

To unravel the complex interplay between social media addiction, inferiority complex, and self-efficacy, we employed robust measurement tools. The use of the General Self-Efficacy Scale (GSE) and the Social Media Addiction Scale (SMAS) allowed us to quantitatively assess the levels of self-efficacy and social media addiction, respectively. These instruments provide a standardized and reliable means of gauging the psychological constructs under investigation.

The findings support the idea that people learn from observing others, as suggested by social learning theory. Women, on average, showed more signs of social media addiction than men, indicating they might be influenced by what they see in their social circles. This fits with the theory's idea that we pick up behaviors by watching others. Additionally, the study found that being addicted to social media was linked to feeling inferior and having less confidence in oneself. This supports the theory's notion that we learn not just actions, but also beliefs and attitudes from those around us.

Moreover, the type of family someone comes from and their economic status also play a role in how they learn from others. Growing up in a certain family structure or economic situation can affect the behaviors and beliefs individuals pick up from their surroundings. Overall, these findings show how social learning theory helps explain why people behave and think the way they do, especially in the age of social media.

Spearman’s rank correlation coefficients, as illustrated in Table 3, enabled us to explore the associations between variables. This statistical approach is well-suited for

nonlinear relationships, offering a clear depiction of how changes in one variable correspond to changes in another. Utilizing such straightforward statistical methods contributes to the accessibility of our findings.

Tables 1 and 5 provide valuable insights into demographic variations, allowing us to discern patterns in social media addiction, inferiority complex, and self-efficacy across different groups. The higher mean score on the Social Media Addiction Scale (SMAS) for females compared to males aligns with broader studies, highlighting gender-based differences in social media usage.

Understanding these demographic nuances is essential for tailoring interventions and support strategies that consider individual characteristics. Acknowledging the correlation between female gender and higher scores on the Social Media Addiction Scale (SMAS) supports the notion of gender-based variations in social media usage, contributing to the growing body of knowledge in this domain.

The first hypothesis posits a positive association between social media addiction and inferiority complex. The results from Table 3, specifically Spearman's rank correlation coefficients, validate this hypothesis. The significant positive correlation between Social Media Addiction (SMA) and Inferiority Complex (IC) suggests that as social media addiction increases, so does the likelihood of experiencing an inferiority complex. This aligns with existing literature highlighting the potential for social media to cultivate unrealistic standards, fostering feelings of inadequacy among users. Previous study found that exposure to others' positive news on Social media sites led to decreased life satisfaction and feelings of being "worse off." This suggests that social comparison

on social media can trigger feelings of inadequacy, potentially contributing to an inferiority complex (Przybylski et al., 2012).

The second hypothesis anticipates a negative association between social media addiction and self-efficacy. Table 3 further substantiates this hypothesis, revealing a significant negative correlation between Social Media Addiction (SMA) and Self-Efficacy (SE). As social media addiction intensifies, individuals are more likely to report lower levels of self-efficacy. This aligns with research suggesting that the constant comparison facilitated by social media platforms can contribute to a diminished sense of personal competence and efficacy. Previous study found that adolescents with higher levels of social media addiction reported lower self-esteem and self-efficacy, suggesting a connection between online comparison and diminished confidence in one's abilities (Kuss & Griffiths, 2017).

The third hypothesis suggests a negative correlation between inferiority complex and self-efficacy. Table 3's findings support this hypothesis, indicating a significant negative correlation between Inferiority Complex (IC) and Self-Efficacy (SE). As individuals experience higher levels of an inferiority complex, their self-efficacy tends to decrease. This echoes existing literature that underscores how negative self-perceptions can hinder one's belief in their ability to navigate challenges effectively (Liu, 2022).

The fourth hypothesis posits a significant effect of demographics on social media addiction, inferiority complex, and self-efficacy. Table 1 and Table 5 provide valuable insights into demographic variations. For instance, the higher mean score on the Social Media Addiction Scale (SMAS) for females compared to males aligns with broader studies suggesting gender-based differences in social media usage patterns.

Understanding these demographic nuances is essential for tailoring interventions and support strategies that consider individual characteristics. Previous study found a correlation between female gender and higher scores on the Social Media Addiction Scale (SMAS), supporting the notion of gender-based variations in social media usage (Smith et al., 2019). Another study underscored the significance of considering demographic factors in designing targeted interventions, emphasizing the need for personalized approaches to address individual characteristics associated with social media behaviors (Jones & Brown, 2020)

The discussion underscores the intricate interplay between social media addiction, inferiority complex, and self-efficacy. The positive correlation between social media addiction and inferiority complex, coupled with the negative associations with selfefficacy, accentuates the need for targeted interventions to mitigate potential negative consequences. The observed demographic differences highlight the importance of considering individual characteristics when addressing these psychological constructs.

Conclusion

In conclusion, the findings from Tables 1 to 5 provide valuable insights into the complex relationships between social media addiction, inferiority complex, self-efficacy, and demographics. The data supports the hypotheses, indicating positive associations between social media addiction and inferiority complex, as well as a negative association between social media addiction and self-efficacy. Additionally, the study highlights a negative correlation between inferiority complex and self-efficacy.

Furthermore, the impact of demographics on these psychological aspects is evident. For instance, gender differences play a role, with females showing higher social

media addiction but lower levels of inferiority complex compared to males. These nuanced insights emphasize the importance of considering individual characteristics in tailoring interventions.

In essence, this research contributes to our understanding of the intricate dynamics surrounding social media behavior and its psychological implications. The identified associations and demographic influences underscore the need for targeted strategies to address social media addiction, boost self-efficacy, and address inferiority complex based on individual profiles.

Limitations

In this study cross sectional research design was used. Using a cross-sectional research design restricts the ability to establish causal relationships among variables. Convenience sampling may introduce selection bias and limit the generalizability of findings to the broader population. Self-report questionnaires can lead to biased responses because participants may try to present themselves in a socially desirable way.In this study, there is relatively small sample size discrepancy between females and males. While efforts were made to recruit a balanced sample, the unequal distribution may limit the generalizability of the findings to the broader population. Future research with larger and more evenly distributed samples is recommended to validate the observed effects of gender on social media addiction, inferiority complex, and self-efficacy. The generalizability of the findings may be limited as the data was collected from universities in Rawalpindi and Islamabad and the sample is of 200 participants, which may not represent the characteristics of universities in other Regions or Countries.

Recommendations/Implications

In this study an age range of 18 to 25 years was taken which can be extended to encompass a more extensive age range exceeding 25 years in future research. Sample was collected from universities of Rawalpindi and Islamabad. Area of sample collection can be broadened for future research. Present study was quantitative, future researchers can use qualitative research methods for in depth information, such as exploring the underlying causes and effects, understanding participant perspectives, and uncovering intricate contextual details. In future research, using a longitudinal study design, which follows changes in behaviors, attitudes or conditions over time, can provide a deeper understanding. For future studies, consider using techniques like anonymous responses or randomized response methods to minimize social desirability bias in self-report questionnaires.

In the context of the current study, several significant implications emerge. This study has uncovered a range of risk factors associated with social media addiction, including excessive screen time, experiences of inferiority complex, the influence of peer pressure and low self-efficacy. This study unveiled the impact of peer pressure on social media addiction by highlighting how individuals might engage excessively in online activities to conform to social norms or gain acceptance. Individuals with lower confidence levels may seek validation or self-worth through increased online presence and interaction.

These findings offer valuable insights into the development of targeted interventions aimed at addressing these issues effectively. Targeted interventions involve tailored

counseling programs focusing on building self-esteem and confidence to reduce the impact of inferiority complex and low self-efficacy.

Additionally, creating awareness campaigns and support groups to help young adults manage peer pressure and regulate their social media usage could be effective interventions based on the study's findings. Simultaneously, our research has identified protective factors that can help mitigate the negative consequences of social media addiction, such as the presence of a strong support system and digital literacy. This knowledge lays the foundation for the creation of resilience-building programs tailored to the needs of young adults.

Furthermore, our study underscores the crucial role of parents in monitoring and understanding their children's online activities, highlighting the potential necessity for educational programs to enhance parental involvement. Parents can prevent excessive online behaviors in children through open communication, setting boundaries, and active monitoring. Using parental control tools, discussing digital literacy, and guiding responsible internet use are crucial interventions highlighted by the study for effective parental management of children's online engagement. Policy makers can leverage our findings to formulate regulations and guidelines concerning social media use among young adults, potentially encompassing age-based restrictions and measures to regulate advertising on social media platforms with the aim of reducing potential harm. These multifaceted implications collectively address the complex dynamics of social media addiction, inferiority complex, and self-efficacy among young adults. The results can also be applied to the development of educational initiatives and public awareness campaigns to highlight the detrimental impacts of excessive social media use. To further understand

these problems and create therapies that are appropriate for particular cultural contexts, this study also suggests additional research in various cultural situations.

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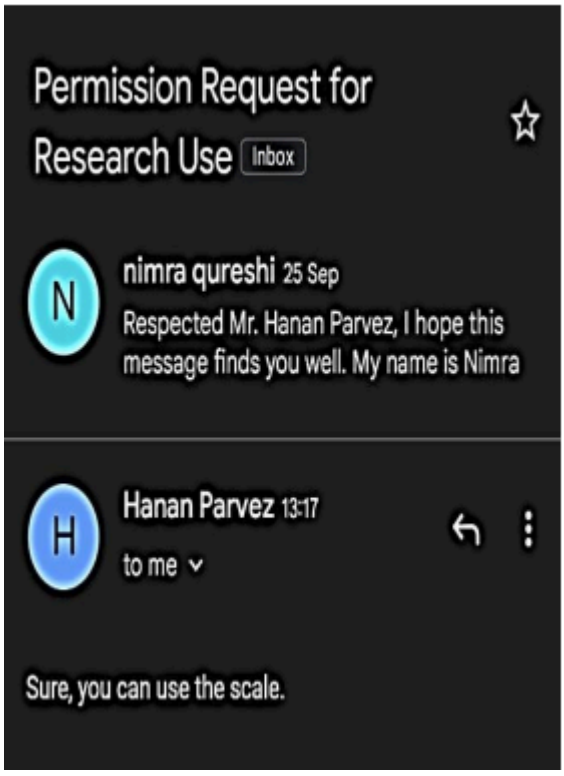
Appendices

Appendix 1

Permissions for Using Scales



Appendix 2

Support Letter for Thesis

Capital University of Science and Technology
Islamabad

Islamabad Expressway, Kahuta Road,
Zone - V, Islamabad, Pakistan
Telephone :+92-(51)-111-555-666
:+92-51-4486700
Fax: :+92-(51)-4486705
Email: :info@cust.edu.pk
Website: :www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-573
August 7, 2023

TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Nimra Qureshi, registration number **BSP193053** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "Relationship between social media addiction, inferiority complex and self-efficacy among young adults". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Appendix 3

Consent Form

INFORMED CONSENT FORM

I am a student of BS psychology at Capital University of Science and Technology. I hereby invite you to take part in my study.

This questionnaire will be completed in approximately 10 minutes. I assure you that information taken from you will not be disclosed and will be used only for research purpose. If you feel uncomfortable you can withdraw from the research without any negative consequences, your provided data will be discarded.

Your help, support and participation will be highly appreciated. Thank you!

Signature: _____

(I am willing to participate in this research)

Date: _____

Appendix 4

Demographic Sheet

Demographic Information

Please provide the following demographic information.

Gender: Female _____ Male _____

Age: _____

Education: _____

Socioeconomic Status: Upper class_____ Middle class_____ Lower class _____

Family System: Nuclear _____ Joint_____

Time spent on social media (daily average) hours _____

Time spent on social media (weekly average) hours _____

Do you have any physical disabilities? _____

Do you have any mental disabilities? _____

Contact Email: _____ **(Optional)**

Appendix 5 Bergen Social Media Addiction Scale

Here are six statements to consider. For each, answer: (1) very rarely, (2) rarely, (3) sometimes, (4) often, or (5) very often.

	Very rarely	rarely	sometimes	often	Very often
You spend a lot of time thinking about social media or planning how to use it.	□	□	□	□	□
You feel an urge to use social media more and more.	□	□	□	□	□
You use social media in order to forget about personal problems.	□	□	□	□	□
You have tried to cut down on the use of social media without success.	□	□	□	□	□
You become restless or troubled if you are prohibited from using social media.	□	□	□	□	□
You use social media so much that it has had a negative impact on your job/studies.	□	□	□	□	□

Appendix 6 Inferiority Complex Scale

For each statement, please check whether you (1) Strongly agree, (2) Agree, (3) Neutral, (4) Disagree, (5) Strongly disagree

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I have frequent feelings of insecurity, guilt, shame, and regret.	□	□	□	□	□
I make excuses to stay at home and avoid social situations.	□	□	□	□	□
I feel like I keep attracting bad luck into my life.	□	□	□	□	□
I constantly doubt my abilities.	□	□	□	□	□
I try to avoid any activity in which my abilities will be judged against those of others.	□	□	□	□	□

I feel like a failure when someone criticizes me.	◻	◻	◻	◻	◻
I'm quick to assume people don't like me or want to hurt me.	◻	◻	◻	◻	◻
I believe I have too many flaws.	◻	◻	◻	◻	◻
I am dissatisfied with myself.	◻	◻	◻	◻	◻
I feel like I don't live up to the expectations that others have of me.	◻	◻	◻	◻	◻
I don't believe you can achieve what you really want.	◻	◻	◻	◻	◻
To feel accomplished, I need constant validation from others.	◻	◻	◻	◻	◻
I tend to put other people before me.	◻	◻	◻	◻	◻
I frequently compare myself to others and get jealous.	◻	◻	◻	◻	◻
I find it difficult to believe the compliments I receive.	◻	◻	◻	◻	◻
I don't believe you can get good at anything with practice.	◻	◻	◻	◻	◻
I feel the need to withdraw in social situations.	◻	◻	◻	◻	◻
I have a tendency to be a perfectionist.	◻	◻	◻	◻	◻
I'm an extremely attention-seeking individual.	◻	◻	◻	◻	◻
It's hard for me to be assertive.	◻	◻	◻	◻	◻

Appendix 7 General Self-Efficacy Scale

Rate the following question by placing a check in the box.

	Not at all true	Hardly true	Moderately true	Exactly true
I can always manage to solve difficult problems if I try hard enough	□	□	□	□
If someone opposes me, I can find the means and ways to get what I want.	□	□	□	□
It is easy for me to stick to my aims and accomplish my goals.	□	□	□	□
I am confident that I could deal efficiently with unexpected events.	□	□	□	□
Thanks to my resourcefulness, I know how to handle unforeseen situations.	□	□	□	□
I can solve most problems if I invest the necessary effort.	□	□	□	□
I can remain calm when facing difficulties because I can rely on my coping abilities.	□	□	□	□
When I am confronted with a problem, I can usually find several solutions.	□	□	□	□
If I am in trouble, I can usually think of a solution	□	□	□	□
I can usually handle whatever comes my way.	□	□	□	□