Relationship between Social Media Addiction and Psychological Resilience among University Nursing Students

Eman Nabil Abu El-Fadl [(1)], Omayma Abu Bakr Osman [(2)], Fatma Ata Abdel-Salihen[(3)] , Hoda Sayed Mohamed [(4)]
(1)Demonstrator of Psychiatric/Mental Health Nursing, Faculty of Nursing Al-Azhar University.
(2)Professor of Psychiatric/Mental Health Nursing, Faculty of Nursing Ain Shams University.
3&4) Assist. Professor of Psychiatric/Mental Health Nursing, Faculty of Nursing Ain Shams University

Abstract

Background: Social media addiction is defined as being overly concerned about social media applications. Resilience can work as a psychological protective factor against social media addiction among nursing students. Psychological resilience is defined as the ability to maintain a state of normal equilibrium in the face of extremely unfavorable circumstances. **Aim:** This study aimed to assess the relationship between social media addiction and psychological resilience among university nursing students. **Design:** A descriptive relational study design was utilized in this study. **Setting**: This study was carried out at the Faculty of Nursing-Al-Azhar University. It includes six scientific departments. **Subjects:** A convenient sample of 411 university nursing students enrolled in the first, second, third and fourth patch, academic year (2023-2-24). **Data collection tool:** Data was gathered using the following 1) Structured interview questionnaire to assess university nursing students' demographic data; 2) Social media addiction scale; and 3) psychological resilience scale. **Results:** Data analysis shows that less than two-thirds of the studied subjects were not at high risk for social media addiction. Also, less than three fifths of the studied subjects had a moderate level of psychological resilience while less than two-fifths of them had high levels of psychological resilience. There was a negative correlation between social media addiction and psychological resilience among university nursing students. **Conclusions**: University nursing students with a moderate level of psychological resilience were not at high risk for social media addiction. **Recommendations:** Designing and implementing educational programs about how to reduce social media addiction, as well as implementing periodic scientific seminars for university nursing students about strategies to promote psychological resilience.

Keywords: Social Media Addiction, Psychological Resilience.

Introduction

New technologies have great benefits for students regarding their education, socialization, communication, and research. Many universities around the world have transformed their courses into online courses. Students and instructors could easily interact with each other through social networks. The fact that today's nursing students, who were born in the age of technology; spend too much time on social media can be affected negatively in their profession and communication. Consequently, such changes will influence nursing education and patient care quality and can cause social media addiction (**Voronin et al., 2020**).

The concept of addiction is usually expressed as the inability to separate something and to ask for pleasure more often. In this sense, addiction is defined as using one thing pathologically. Finally, social media addiction started to be defined through the criteria of the time spent on social media, having problems due to intensive use, failing to quit despite the will to quit and replacing it with others to be done. So, nursing students need to be protected against social media addiction (**Kurniasanti et al., 2019**).

The studies conducted on psychological resilience in the literature showed that psychological resilience was positively related to adaptation to university, social connectedness and recognition of belonging, secure attachment, forgiveness of self and others, satisfaction with life, optimism and psychological well-being (**Güldal, Kılıçoğlu &Kasapoğlu, 2022**).

Resilient university nursing students are more capable of dealing with fears/stressors and experiencing positive emotions and thoughts, all of which allow them to adapt to lockdown conditions, readjust to online homeschooling, manage their use of electronic devices, and

reduce social media addiction. Also, some studies have indicated that resilience predicts UNS' preferences for online developmental content and is negatively associated with problematic social media use. So, it is needed to focus teacher professional education programs on supporting and strengthening students' psychological resilience **(Cui, & Chi, 2021).**

The concept of psychological resilience is defined as the ability to overcome a negative experience and adapt to the consequent new life conditions. Psychological resilience emerges as a product of the interaction between seriously risky experiences and relatively positive psychological experiences **(Güldal, Kılıçoğlu &Kasapoğlu, 2022).**

Psychiatric mental health nurses (PMHNs) play an important role in identifying high-risk students and preventing the occurrence of psychological problems related to social media addiction. Early identification of psychological problems related to social media addiction and offering consultation services are the secondary prevention of nursing rules. Also, their role involves a combination of increased awareness about social media addiction and supportive discussion about how to deal with it **(Kumar, 2020).**

Psychiatric mental health nurses also can provide health education for improving the quality of life that may be affected related to social media addiction and about the concept and importance of psychological resilience. Also, ways to improve resilience and to be a highly resilient person can be taught by PMHN to the university students and the whole population such as; building a strong support system, learning from experiences, remaining hopeful, taking care of self and being healthy **(Kumar, 2020).**

Significance of the study:

Social media nowadays has become an essential part of life. In 2022, about 4.65 billion people worldwide used social media platforms, representing around 58.7% of the world's population. Moreover, the number of social media users in Egypt also increased by about 7.3% from 2019 to 2020 to reach approximately 42.00 million users **(Shehata, & Abdeldaim, 2021, Kaptangil & Calisir, 2023).**

Current nursing students born in this age of technology and spending significant time on social media may be affected by many problems, which may negatively impact their communication skills in their professional lives and may cause addictive behavior (social media addiction) **(Giroux& Moreau, 2022).**

Social media addiction is a behavioral addiction that is characterized as being overly concerned about social media and devoting so much time and effort to social media which contributes to social media addiction. 330 million people are suffering from social media addiction in the world. So, university nursing students need to be protective and resilient against social media addiction and its effect on the psychological health of university nursing students **(Gao et al., 2022).**

Psychological resilience can play a significant role as a protective factor in preventing problematic **behaviors and maintaining psychological** health. University nursing students with high psychological resilience have higher possibilities to access social sources to develop psychological health **(Kocabiylk & Bacioglu, 2022).** Therefore, the present study aimed to determine the relationship between social media addiction and psychological resilience among university nursing students to help them become more resilient persons and reduce the risk of social media addiction.

Aim of study

The aim of this study was:

to assess the relationship between social media addiction and psychological resilience among university nursing students.

The aim of this study was achieved by assessing:

1) Social media addiction among university nursing students.
2) The levels of psychological resilience among university nursing students.
3) The relationship between social media addiction and psychological resilience among university nursing students.

This aim was achieved through answering the following questions:

1) Is there social media addiction among university nursing students?
2) What are the levels of psychological resilience among university nursing students?
3) Is there a relationship between social media addiction and psychological resilience among university nursing students?

Subject and Methods

Research design:

A descriptive relational design was used in this study to assess the relationship between social media addiction and psychological resilience among university nursing students.

Research setting:

The study was conducted at the Faculty of Nursing-Al-Azhar University. It includes six scientific departments, namely, Medical Surgical nursing department (I, II), Maternity and Neonate nursing department, Pediatric nursing department, Family and Community health nursing department, Psychiatric/Mental health nursing department, and Nursing administration department.

Subjects of the study:

A convenient sample of 411 university nursing students was used in this study.

Tools for data collection:

The tools used for data collection were:

I. Structured interview questionnaire:

It was designed by the researchers to assess the demographic characteristics of nursing students, including age, current academic year, level of academic achievement in the past year, family monthly income, current residence, and other data about their social media usage.

II. Students' social media addiction scale:

It is a scale developed by **Yue, (2022)** and adopted by the researchers to assess social media addiction among university nursing students. It contained six dimensions reflecting the core of addiction; salience (3 items), mood modification (3 items), tolerance (3 items), relapse (3 items), withdrawal (3 items), and conflict (/3 items). The scale consisted of 18 items were answered on a 3-point Likert scale in which Positive statements scored: Rarely=1, Sometimes=2, and Often=3 while, in negative statements scoring (reversed): items number (10 &12): Rarely =3, Sometimes =2, and Often =1.

The total score ranges from 18 to 54.

A cut-off score of 34 points was suggested as the ideal threshold at and above which individuals are classified as at high risk for social media addiction.

Social Media Addiction Scale (SMA):

Dimensions of social media addiction	Items	Not at high risk for SMA	At high risk for SMA
Salience	3	3-5	6-9
Tolerance	3	3-5	6-9
Mood modification	3	3-5	6-9
Relapse	3	3-5	6-9
Withdrawal	3	3-5	6-9
Conflict	3	3-5	6-9
Total	18	18-34	35-54

III. The Connor-Davidson Resilience Scale

It is a simple, self-rated scale of resilience in which the items are used to assess an individual's ability to cope with adversity with some psychometric properties **(Papini et al., 2020).** It contained five dimensions which were Personal competence, high standard, and tenacity (8 items), Trust in one's gut feelings, tolerance of negative affect, and strengthening effects of stress (7 items), Positive acceptance of change and secure relationships (5 items), Control (3 items), and Spiritual influences (2 items).

It includes 25 items measured on a 3-point Likert scale (0-2), in which the higher scores indicate greater resilience.

Positive statements scored: 0 for not true at all, 1 for sometimes true, and 2 for true nearly all the time while, negative statements scored (reversed): items number (12 & 16): 0 for true nearly all the time, 1 for sometimes true, and 2 for not true at all.

Responses are summed to produce a total score, with possible total scores ranging from 0 to 50. Results from 0 to 16 indicate low resilience, from 17 to 33 indicate moderate resilience, and from 34 to 50 indicate high resilience.

Levels of psychological resilience scale:

Dimensions	Items	Low	Moderate	High
Trust in one's gut feelings, tolerance of negative affect, and strengthening effects of stress	8	0-5	6-10	11-16
Personal competence, high standard, and tenacity.	7	0-4	5-9	10-14
Positive acceptance of change and secure relationships	5	0-3	4-6	7-10
Control	3	0-2	3-4	5-6
Spiritual influences	2	0-1	2	3-4
Total	25	0-16	17-33	34-50

Pilot Study

The pilot study was conducted at the mid of October 2023 before data collection on a group of 10% of the total sample (52 university nursing students) later excluded from the actual study subjects to test and evaluate the clarity, feasibility, and applicability of the research tools, to estimate the time needed to collect data. According to the pilot study results, the necessary modifications were made to some questions and responses.

Fieldwork

First step:

The researcher obtained approval from the dean of the Faculty of Nursing at Al-Azhar university, heads of departments (medical and surgical health nursing department, geriatric health nursing department, family and community health nursing department, and psychiatric and mental health nursing department), and clinical coordinators responsible for students during the clinical period to collect data.

Second step:

Before starting the process of data collection, the researcher introduced herself and explained the purpose of the study via WhatsApp groups to all students.

Confidentiality of any obtained information was assured, and the subjects were informed about their right to participate or not in the study. The subjects were also assured about anonymity, and that data will only be used for the purpose of the study. Data was collected via an online self-administered questionnaire, which was prepared by Microsoft Forms.

Tools of data collection were collected daily (5) days/week (Sunday, Monday, Tuesday, Wednesday, and Thursday) throughout the link of the Google form was available online through their WhatsApp group, and the students were asked to fill them individually. Instructions were then given as to how to answer each questionnaire and what details had been administered and an explanation of what had been measured would be given to them. A message was sent to students to instruct them to keep their responses as private as possible and not to discuss or share their responses with anyone.

Third step:

Once the questionnaires had been completed and collected, an explanation of what had been measured was given and assurances were given that a report back on the results would be given once the research had been completed. Lastly, after finishing lots of thanks were given to students, teachers, and faculty authorities for their cooperation.

Ethical considerations:

After securing official requirements for carrying out the study, approval of the Scientific Research Ethics Committee was obtained. The university nursing students were informed that they are allowed to participate or not in this study and that they have the right to withdraw from the study at any time. Informed consent was taken from each student to participate in the study. The researcher explained the objectives and nature of this study to the university nursing students included in the study. The researcher assured maintaining anonymity and confidentiality of the subject data with

reassurance about the information given and that it will be used for scientific research only.

IV. Statistical design:

The statistical analysis of data was done by using the computer software Microsoft Excel Program and Statistical Package for Social Science (SPSS) version 28. Data were presented using descriptive statistics in the form of frequencies and percentages for categorical data, the arithmetic mean (X) and standard deviation (SD) for quantitative data. Qualitative variables were compared using chi-square test $(X)^2$, P-value to test the association between two variables and Pearson correlation test (r-test) to test the correlation between the study variables. Also, the reliability was done by Cronbach's Alpha coefficient test to ensure the homogeneity of the tools.

Degrees of significance of results were considered as follows:

- P-value > 0.05 Not significant (NS).
- P-value ≤ 0.05 Significant (S).

Results

Table (1) Shows that less than one-third (30.9%) of the studied students were aged 19≤20 years old. As regards the current academic year, less than one-third of the studied students were in their first and second academic years (31.4%& 30.2%) respectively. Moreover, more than two-fifths (45.3%) of the studied students had excellent levels of academic achievement in the past year. Also, less than three-fifths (59.4%) of the studied students had enough family income and less than two-thirds (62.3%) of them were from rural areas.

Table (2) Reveals that more than two-fifths (45.0%) of the studied students started using social media 3-4 years ago and almost two-fifths (40.1%) log in to social media 5 times or more daily. Moreover, more than two-fifths (41.8%) of the studied students spent 1-2 hours using social media daily and more than half (53.0%) of them used 3-4 applications for social media.

Figure (1): Illustrates that more than half of the studied students were not at high risk for relapse, withdrawal, salience and conflict (57.9%, 56.4%, 56.0% &55.0%) respectively. Nearly three-fifths & more than half of the studied students were at high risk for mood modification and tolerance (59.1%& 52.3%) respectively.

Figure (2): Illustrates that less than two-thirds (65.9%) of the studied students were not at high risk for social media addiction while more than one-third (34.1%) of the studied students were at risk for social media addiction.

Figure (3): Illustrates that less than two-thirds (65.2%) of the studied students had a high level of psychological resilience regarding spiritual influences. Less than two-thirds and more than half of the studied students had a moderate level of psychological resilience regarding trust in one's gut feelings, tolerance of negative affect, and strengthening effects of stress and their control (65.5% &53.8%) respectively.

Figure (4): Illustrates that less than three-fifths (58.9 %) of the studied students had moderate levels of total psychological resilience while, less than two-fifths (37.0 %) of the studied students had high levels of total psychological resilience.

Table (3): Shows that there was a statistically significant relation between total social media addiction and psychological resilience among studied students.

Table (4): Reveals that there was a negative statistically significant correlation between social media addiction and psychological resilience, where r = -0.335, p-value = <0.001*.

Table (1): Distribution of the studied students regarding their socio-demographic characteristics (n=411).

Items	No.	%
Age/ years:		
- 19-<20	127	30.9
- 20-<21	118	28.7
- 21-<22	85	20.7
- ≥22	81	19.7
Mean ±SD	20.29±1.105	
Current academic year:		
- First	129	31.4
- Second	124	30.2
- Third	63	15.3
- Fourth	95	23.1
Level of academic achievement in the past year:		
- Accepted	21	5.1
- Good	72	17.5
- Very good	132	32.1
- Excellent	186	45.3
Family monthly income level:		
- Enough	244	59.4
- Hardly enough	137	33.3
- Not enough	30	7.3
Current residence:		
- Urban	155	37.7
- Rural	256	62.3

Table (2): Distribution of the studied students according to their social media usage (n=411).

| Social media usage	No.	%
Time of starting using social media		
- 1-2 years ago	68	16.5
- 3-4 years ago	185	45.0
- 5 or more years ago	158	38.4
Frequency of social media log in/day		
- 1-2 times	100	24.3
- 3-4 times	146	35.5
- 5 times or more	165	40.1
Hours consumed for using social media/day		
- 1-2 hours	172	41.8
- 3-4 hours	148	36.0
- 5 hours or more	91	22.1
Number of social media applications usage		
- 1-2	134	32.6
- 3-4	218	53.0
- 5 or more	59	14.4
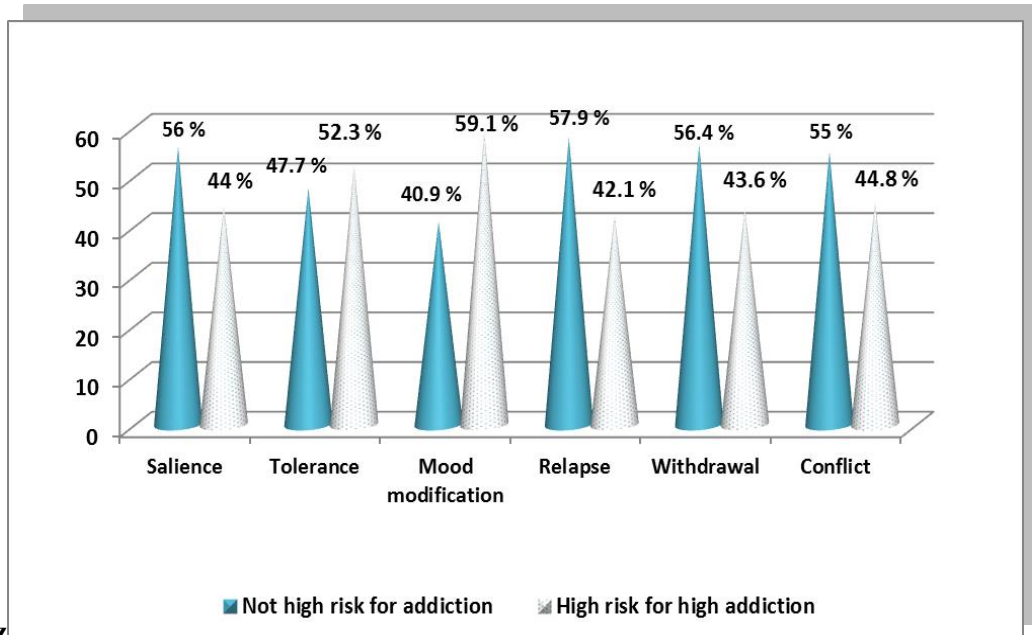
Figure (1): Percentage distribution of the studied students regarding their total social media addiction dimensions (n=411).
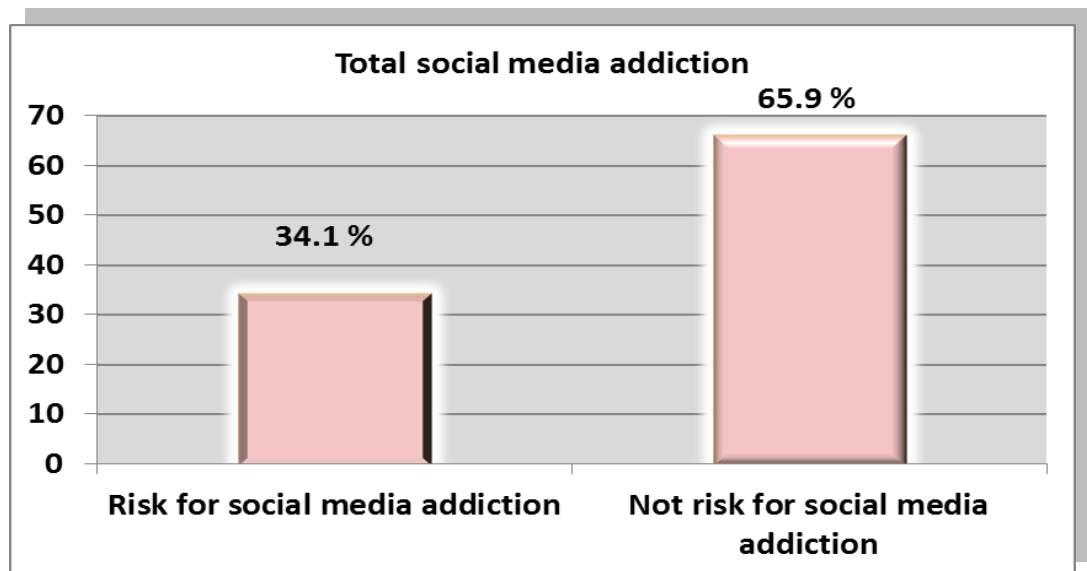

Figure (2): Percentage distribution of the studied students regarding their total social media addiction level (n=411).
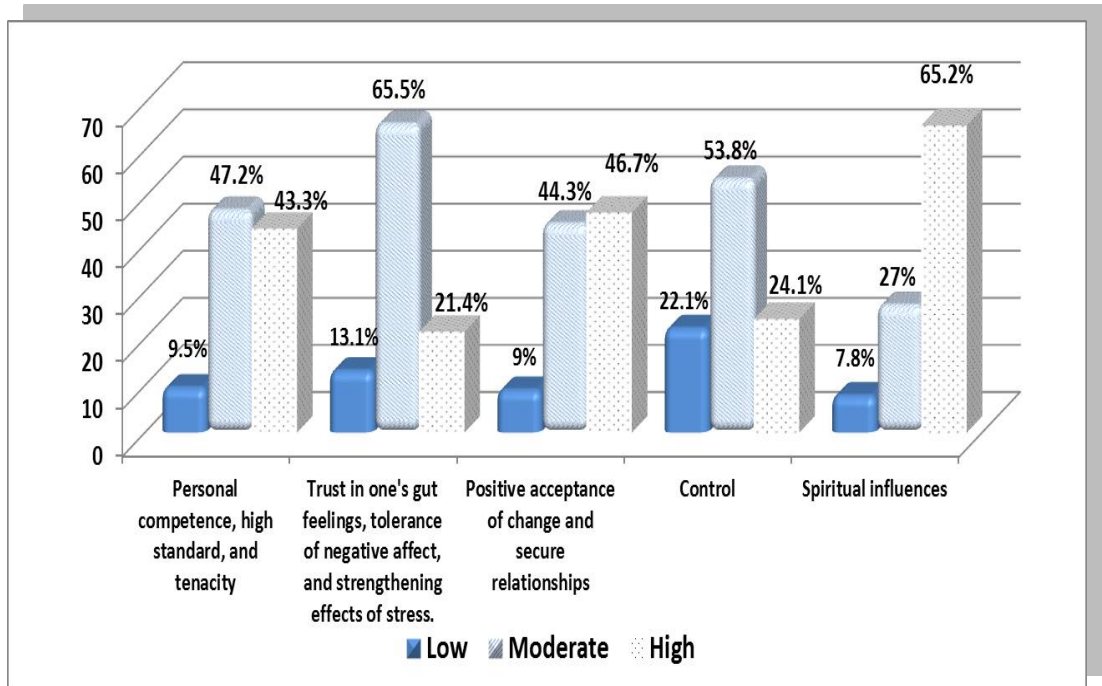
Figure (3): Percentage distribution of the studied students regarding their total psychological resilience dimensions (n=411).
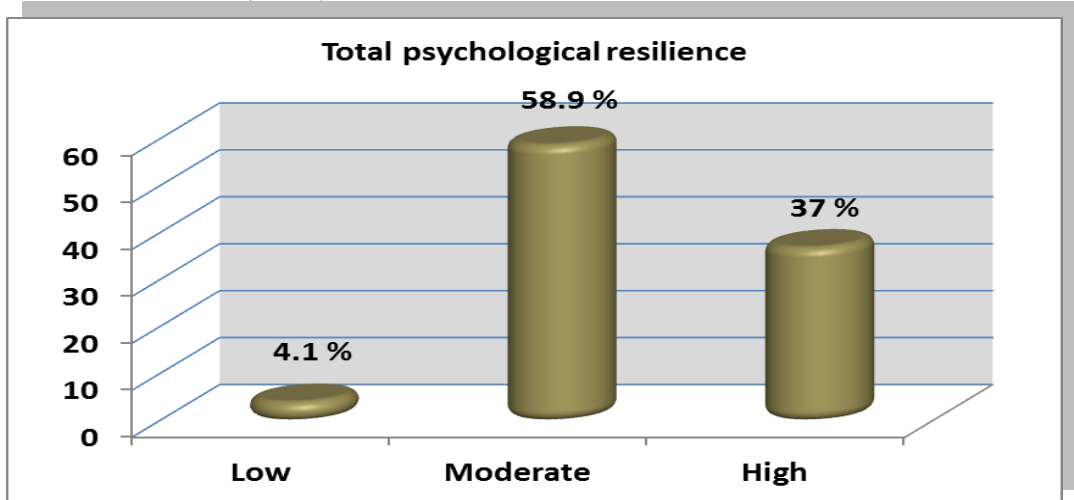

Figure (4): Percentage distribution of the studied students regarding their total psychological resilience level (n=411).

Table (3): Relation between total social media addiction and psychological resilience levels among the studied students (n=411).

Total social media addiction	Total Psychological Resilience						Chi-square	
	Low		Moderate		High			
	No	%	No	%	No	%	x^2	p-value
Not high risk	1	0.2	144	35.0	126	30.7		
High risk	16	3.9	98	23.8	26	6.3	51.218	0.000*
Total	17	4.1	242	58.9	152	37.0		

Pearson Correlation Coefficient, * statistically significance p≤ 0.05

Table (4): Correlation between total social media addiction and total psychological resilience among the studied students (n=411).

Scale	Total social media addiction	
	R	p- value
Total psychological resilience	-0.335	0.000*

Pearson Correlation Coefficient, * statistically significance p≤ 0.05

Discussion

Social media are online platforms that allow users to connect with other users and interact with each other within the same online platform. University nursing students can use social media in the learning procedure to gain academic success and spend a lot of their time on it. So, university students are at high risk of developing social media addiction **(Kolhar et al., 2021).** Psychological resilience has been considered a protective factor against social media addiction. The term 'resilient' is used to refer to individuals who have a special quality or personal strength that enables them to reduce the risk of this addictive behavior **(Hou et al., 2021).**

Regarding the demographic of the studied subject, the present study revealed that less than one-third of the studied students were aged 19≤20 years old, and less than one-third of them were in their first and second academic years.

This could be due to the students at this age being more susceptible to using social websites excessively due to the development of a sense of identity so, they tend to be separate from his or her families and move toward independence. Another potential reason may be that university students have free and unlimited access to the website without parental supervision enabling them to use it without restriction.

The present result was consistent with **El Malky, Abed, & Eita, (2018)** whose study entitled Psychiatric Nursing Intervention to Prevent Social Web Sites Communication Addiction among University Students and found that the mean age of the studied sample was (19.68 ±2.85).

This finding was also congruent with **Tang and Koh, (2019)** whose study entitled Online social networking addiction among college students in Singapore: Comorbidity with behavioral addiction and affective disorder and

reported that the mean age of their studied sample was (18.49± 0.50) years old.

On the other hand, this result was inconsistent with **Gori & Topino, (2023)** whose study entitled "The association between alexithymia and social media addiction: Exploring the role of dysmorphic symptoms, symptoms interference, and self-esteem, controlling for age and gender" and mentioned that the mean age of the studied sample was (25 ± 1.84).

As regards family income, the current study reflected that less than three-fifths of the studied students had enough family income. This could be because this age might be family support regarding their financial status. Possibly some of them work part-time to support themselves, potentially explaining sufficient income despite living with family.

This result was consistent with **Xie et al, (2023)** who reported that the studied students had enough family income.

Regarding social media usage among the studied students, the present study revealed that more than two-fifths of the studied students started using social media (3 to 4) years ago and almost two-fifths log in to social media (5) times or more daily. Moreover, more than two-fifths of the studied students spent (1-2) hours using social media daily and more than half of them used (3-4) applications for social media.

This may be due to that; university nursing students can use social media in the learning procedure to gain academic success and to make connections with peers and faculty. Also, they use social media applications in their courses and teaching which allows them to engage in independent, informal learning on their terms in education. Moreover, it can be used to facilitate clinical and professional performance of tasks, which provide professional learning opportunities.

These findings were partially congruent with **Giroux & Moreau, (2022)** whose study entitled Nursing Students' Use of Social Media in Their

Learning: reported that one-third of the studied students started using social media 2 to 4 years ago and almost two-fifths logged in to social media 4 times or more daily to share daily learning goals, hold journal clubs, and to be oriented to clinical sites and educational rotations.

As regards total social media addiction dimensions among the studied students, the current study illustrated that more than half of the studied students were not at high risk for relapse, withdrawal, salience, and conflict. While more than half of them were at high risk for mood modification and tolerance.

It can be claimed that factors such as age group, educational status, and intensified test anxiety (even stress and depression that university nursing students must cope with). So, they tend to have more online chats or other forms of interpersonal communication with their peers as self-expression of the emotions of individuals who are exposed to stressful situations.

Hence, increasing amounts of social networking activity are required to achieve the mood-modifying effects. This means that people engaged in social networking gradually build up the amount of time they spend social networking every day and develop tolerance.

These results were congruent with **Zaw & Azenal, (2021)** whose study entitled The association between child abuse and internet addiction and mentioned that the total levels of social media addiction by the majority of nursing students were a moderate risk for social media addiction and the most affected dimension is mood modification they said that social media plays a considerable role in their life as it brings addiction to them.

In addition, **Köse & Doğan, (2019)** conducted a study on nursing students and obtained similar findings that they had a medium risk for social media addiction in mood regulation sub-dimensions, a high risk for tolerance and not in high risk for social media addiction in conflict sub-dimensions.

According to these findings, the absence of conflict emotion in social media environments can be evaluated as a positive situation.

This result disagreed with **Alqahtani et al., (2020)** who conducted a study entitled "Relationship between Level of Internet Addiction, Loneliness and Life Satisfaction among College of Health and Rehabilitation Sciences Students" and reported that most of the students were at low risk for social media addiction regarding mood modification dimension.

Regarding the total levels of social media addiction, this study revealed that less than two-thirds of the studied students were not at high risk for social media addiction while more than one-third of the studied students were at risk for social media addiction.

From the researcher's point of view, this may be due to the social media is described as a tool selected by students of the faculty of nursing for diverse teaching and learning purposes. For these reasons, nursing students use social media frequently, which increases the risk of addiction.

As of today, this level of social media usage is not alarming. This suggests that if the right steps are taken in advance, it will be possible in the future to reduce or overcome this type of addiction among university nursing students.

These results are similar to the study of **Ahmed & Vaghefi, (2021)** entitled "Social media addiction: A systematic review through cognitive-behavior model of pathological use." which revealed that less than half of the students in his study were not at risk for social media addiction and the total levels of social media addiction by the majority of nursing students were at moderate level of social media addiction.

Regarding the total dimensions of psychological resilience among the studied nursing students, the present study found that less than two-thirds of the studied students had a high level of psychological resilience regarding spiritual influences and a moderate level of psychological resilience regarding tolerance of negative affect and strengthening effects of stress and their control.

These findings might be related to the ability to overcome adversity and learn to be stronger from experience. Also, university nursing students must cope with the emotional and academic demands of patient care bridging stressors that may increase stress, anxiety, worry and depression.

These results are congruent with **Alonazi et al., (2023)** who conducted a study about "The relationship between psychological resilience

and professional quality of life among mental health nurses" and found that there was a higher psychological resilience regarding spiritual influences tolerance of negative effects, and it was associated with higher levels of compassion satisfaction.

Concerning the total levels of psychological resilience among the studied nursing students, the present study illustrates that, less than three-fifths of the studied students had a moderate level of total psychological resilience while, less than two-fifths of the studied students had a high level of total psychological resilience.

These findings might be due to challenging coursework, demanding clinical placements, exposure to difficult situations and the program's support and resources expressed as access to mental health services, mentorship, and a supportive learning environment can impact the levels of resilience. Also, nurse educators might help nursing students interpret their experiences positively and constructively. This can help students learn from experience, grow stronger, and develop resilience.

These results congruent with **Li & Hasson., (2020)** synthesized the evidence relating to the interaction of resilience, and well-being in undergraduate nursing students, in the United Kingdom and showed that the level of resilience was moderate among their studied students.

These results also were in the same line with **Cooper, Leslie, and Brown, (2020)** who conducted a study titled "Defining the Influence of External Factors on Nurse Resilience" and revealed that a moderate level of resilience was observed among nursing students due to workplace conditions, organizational philosophy and a supportive learning environment.

Regarding the relation between total social media addiction and psychological resilience levels among the studied students, the current study shows that there was a statistically significant relation between total social media addiction and psychological resilience, among studied students. This could be because psychological resilience works as a powerful protective factor against social media addiction. Individuals with weaker psychological resilience have a higher possibility of encountering stressful life events and using unhealthy coping strategies.

Conversely, individuals with high levels of psychological resilience have lower levels of the possibility of being the victims of behavior addiction. Therefore, reinforcing psychological resilience can play a significant role in preventing and intervening in social media addiction.

These results were in the same line with those of **Zhang et al., (2023)** whose study entitled the association between child abuse and internet addiction and reported that more resilient individuals with high risks have lower levels of the possibility of being the victims of addiction.

Concerning the correlation between total social media addiction and total psychological resilience among the studied students, the current results reveal that there was a negative statistically significant correlation between social media addiction and psychological resilience.

This may be due to the positive effect of psychological resilience on overcoming negative life events and adapting to new situations as social media addiction is considered a negative situation. It can be assumed that individuals who can cope with negative experiences and adapt to the new situation do not feel the need to search for any shelter (social media) due to these negative experiences, and therefore addictive behavior does not develop among those students with high levels of psychological resilience.

These findings are like the findings of the study done by **Bhave et al., (2024)** which reported that there was a negative statistically significant correlation between social media addiction and psychological resilience in which students with high resilience levels can appropriately use the internet and social media and don't develop addiction behavior.

On the other hand, the current study result was incongruent with **Tülübaş, Karakose, & Papadaki, (2023**) who studied " A holistic investigation of the relationship between digital addiction and academic achievement among students." and found that University students use the Internet daily for different purposes: seeking information, and entertainment, as a teaching and learning tool, to the point of developing an abusive use but that is not perceived as an addictive risk.

Conclusion

Based on the results of the present study and research questions, the following can be concluded:

Less than two-thirds of university nursing students were not at high risk for social media addiction, and less than three fifths of them had moderate levels of psychological resilience. In addition to that, there was a negative relation between social media addiction and psychological resilience as psychological resilience works as a protecting factor against social media addiction among university nursing students.

Recommendations

Based on the results of the current study, the following recommendations were suggested:

1. Implementing periodic scientific seminars and educational programs for university nursing students about strategies about how to detect social media addiction and to stay protected from its danger.
2. Implementing periodic scientific seminars and educational programs for university nursing students about psychological resilience and its importance as a protective factor against social media addiction.
3. Necessity of adding some lectures about social media addiction, its danger, psychological resilience and its importance to the curriculum of university nursing students.
4. Further studies should be done in large sample of university nursing students to assess factors affecting social media addiction and levels of psychological resilience among them.

References

Ahmed, E., & Vaghefi, I. (2021). Social media addiction: A systematic review through cognitive-behaviour model of pathological use.

Alonazi, O., Alshowkan, A., & Shdaifat, E. (2023). The relationship between psychological resilience and professional quality of life among mental health nurses: a cross-sectional study. BMC Nursing, 22(1), 1-13.

Alqahtani, A., Alqarni, M., Alotaibi, S., Fattah, S., & Alhalawany, R. (2020).

Relationship between Level of Internet Addiction, Loneliness and Life Satisfaction among College of Health and Rehabilitation Sciences Students at Princess NourahBint Abdulrahman University. Menoufia Nursing Journal, 5(2), 55-74. doi: 10.21608/menj.2020.152509.

Bhave, S. Y., AMIN, S., ADSUL, S., BHALLA, L., & KARIYA, P. (2024). Study of Resilience in Female College Adolescents and Young Adults: Tough Times Don't Last, Tough People Do. Indian Journal Of Clinical Practice, 34(8), 20-33.

Cooper AL, Leslie GD, Brown JA. (2022). Defining the influence of external factors on nurse resilience. Int J Ment Health Nurs. 2022 Dec;31(6):1523-1533. doi: 10.1111/inm.13059. Epub 2022 Aug 25. PMID: 36008889; PMCID: PMC9805183.

Cui, X., & Chi, X. (2021). The Relationship Between Social Support and Internet Addiction Among Chinese Adolescents During the COVID-19 Pandemic: A Multiple Mediation Model of Resilience and Post-Traumatic Stress Disorder Symptoms. Psychology Research and Behavior Management, 14, 1665.

El Malky, M. I., Abed, G. A., & Eita, L. H.(2018). Psychiatric Nursing Intervention to Prevent Social Web Sites Communication Addiction among University Students. International Journal of Novel Research in Healthcare and Nursing Vol. 4, Issues1, pp: (282-295).

Gao, Y., Cai, C., Grifoni, A., Müller, T. R., Niessl, J., Olofsson, A., ... & Buggert, M. (2022). Ancestral SARS-CoV-2-specific T cells cross-recognize the Omicron variant. Nature Medicine, 28(3), 472-476.

Giroux, C. M., & Moreau, K. A. (2022). Nursing students' use of social media in their learning: a case study of a Canadian School of Nursing. BMC nursing, 21(1), 195.

Gori, A., & Topino, E. (2023). The association between alexithymia and social media addiction: Exploring the role of dysmorphic symptoms, symptoms interference, and self-esteem, controlling for age and gender. Journal of Personalized Medicine, 13(1), 152.

Güldal, Ş., Kılıçoğlu, N. A., & Kasapoğlu, F. (2022). Psychological flexibility, coronavirus anxiety, humour and social media addiction during COVID-19 pandemic in Turkey. International Journal for the Advancement of Counselling, 44(2), 220-242.

Hou, X. L., Wang, H. Z., Guo, C., Gaskin, J., Rost, D. H., & Wang, J. L. (2021). Psychological resilience can help combat the effect of stress on problematic social networking site usage. Personality and Individual Differences, 109, 61-66.

Kolhar, M., Kazi, R. N. A., & Alameen, A. (2021). Effect of social media use on learning, social interactions, and sleep duration among university students. Saudi Journal of Biological Sciences, 28(4), 2216-2222.

Köse, Ö. B., & Doğan, A (2019). The Relationship between Social Media Addiction and Self-Esteem among Turkish University Students. Addicta: The Turkish journal on addictions, 6(1).

Kumar, R. (2020). Essentials of Psychiatry and Mental Health Nursing. Elsevier India.

Kurniasanti, S., Assandi, P., Ismail, I., Nasrun,S.,& Wiguna, T. (2019). Internet addiction: a new addiction?. Medical Journal of Indonesia, 28(1), 82-91.

Li, Z., & Hasson, F. (2020). Resilience, Stress, and Psychological Well-Being in Nursing Students: A Systematic Review. Nurse Education Today, 90(5) P.5,

Shehata, W. M., & Abdeldaim, D. E. (2021). Internet addiction among medical and non-medical students during COVID-19 pandemic, Tanta University, Egypt. Environmental Science and Pollution Research, 28, 59945-59952.

Tang, C. S. K., & Koh, Y. Y. W. (2019). Online social networking addiction among college students in Singapore: Comorbidity with behavioral addiction and affective disorder. *Asian journal of psychiatry*, *25*, 175-178.

Tülübaş, T., Karakose, T., & Papadakis, S. (2023). A holistic investigation of the relationship between digital addiction and academic achievement among students. European Journal of Investigation in Health, Psychology and Education, 13(10), 2006-2034.

Voronin, M., Saienko, G., & Tolchieva, V. (2020, May). Digital transformation of pedagogical education at the university. In International Scientific Conference "Digitalization of Education: History, Trends and Prospects"(DETP 2020) (pp. 757-763). Atlantis Press.

Xie, G., Wu, Q., Guo, X., Zhang, J., & Yin, D.(2023). Psychological resilience buffers the association between cell phone addiction and sleep quality among college students in Jiangsu Province, China. Frontiers in Psychiatry, 14, 1105840.

Zaw, C. C., & Azenal, N. A. . (2021). Association Between Social Media Addiction and Mental Health Among International Islamic University Malaysia (IIUM) Undergraduate Nursing Students. INTERNATIONAL journal of care scholars, 4(supp1), 32–39.

Zhang, Q., Zhang, Q., Ran, G., & Liu, Y. (2023). The association between child abuse and internet addiction: a three-level meta-analysis. Trauma, Violence, & Abuse, 15248380231209436.