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Digital Overload: Understanding Social Media Fatigue in Higher Education Based on Demographics and Technology Usage

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Abstract
Social media has become an important part of students' lives in today's internet era, helping them meet their academic, social, and entertainment needs. However, excessive exposure to social media can cause fatigue, known as Social Media Fatigue (SMF), which affects students' behavioural, cognitive, and emotional levels. This study aimed to analyse the level of social media fatigue based on demographics and technology access patterns. This research used a quantitative descriptive survey design with stratum random sampling technique by taking samples from various batches or years of student entry to the University. A total of 386 students participated, consisting of various batches or years of student entry (Year 2021 = 143 / 37.1%; 2022 = 97 / 25.1; 2023 = 80 / 20.7; 2024 = 66 / 17.1). The scale used in this study is the Social Media Fatigue scale (SMFS). Data were analysed using descriptive analysis with the help of JASP 0.19.3 software. The findings of this study indicated that the level of social media fatigue in students is high. Cognitive experience has the highest mean value among the three components of SMF, compared to emotional and behavioural experiences. In addition, findings suggested a tendency towards Emotional Experience, which may indicate that social media has a greater impact on their emotional well-being. Moreover, long access duration may worsen the consequences of social media fatigue.

INTRODUCTION

Amid rapid digital transformation, social media has become an inseparable part of students' lives, both for academic, social, and entertainment purposes (Ifdil et al., 2023). Social media has provided a new way for people to communicate with each other across time and space (Whelan et al., 2020). A national survey showed that half of Americans used at least one social media platform in 2011 and 72% of US adults used multiple social networking sites in their daily lives in 2019 (Pew Research Center, 2024). Thus, with various social media platforms becoming more accessible, it is not surprising that people are spending more time on them than ever before. However, excessive and compulsive use of social networking sites can cause users to feel tired of social media activities. This phenomenon is known as Social Media Fatigue (SMF; Ravindran et al., 2014). This is because people may feel overwhelmed when faced with a large amount of unverified information on the internet (Laato et al., 2020). A

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recent report showed that two-thirds of users experience fatigue from using Facebook, with more than a fifth of them eventually reducing the time they spend on the platform (Pew Research Center, 2024). The phenomenon of social media fatigue is also evident in various Asian countries, such as China, Singapore, Philippines, Malaysia, Indonesia, Thailand, and Vietnam, which recorded relatively high levels of SMF due to high exposure to digital information and online social pressure. Ahmed and Rasul (2023) research SMF levels among six countries, with the percentage of respondents reporting fatigue due to social media usage reaching more than 60% in several Asian countries, such as Malaysia and Thailand. In countries such as Vietnam, and Singapore, more than half of respondents also showed signs of SMF, which is characterized by feelings of boredom, overwhelm, and reluctance to continue following the rapid flow of information on social media. Even in countries with lower rates such as the Philippines, around 40% of users continue to report the impact of digital fatigue affecting their interactions online. The high proportion of users experiencing fatigue confirms that SMF is not just a momentary phenomenon, but a globally relevant psychosocial issue. The importance of studying SMF is increasingly evident considering that its impact is not only limited to mental health, but also affects information consumption patterns, social participation, and the quality of interpersonal relationships in the digital space. A similar phenomenon also occurred during the 2020 US presidential election, where around 55% of social media users felt "fatigued" by political posts and discussions, which ultimately reduced their enthusiasm for using social media (Pew Research Center, 2024).

Studies in the Asia-Pacific region have revealed that nearly 60% of social media users show symptoms of digital fatigue in various forms. In Bangladesh, a recent study showed that around 45% of college students experienced signs of social media fatigue, indicating a serious issue that could negatively impact their psychological well-being (Hauk et al., 2018). The negative impacts of excessive social media use are also reflected in sleep quality. Based on findings by the Asian Sleep Research Association (2023), more than 70% of young adults in Asia reported experiencing sleep disturbances, most of which were triggered by the habit of using social media late at night (Yang & Brown, 2013; Zhang et al., 2020). In Indonesia, the condition of social media fatigue is generally in the moderate category, where SMF in women is higher compared to men, and those aged above 25-28 have lower levels compared to other categories (Zulvi et al., 2025). SMF can be categorized into three main aspects, namely cognitive, behavioural, and emotional aspects (Zhang et al., 2021). The cognitive aspect includes feelings of being overwhelmed and inability to manage excessive information on social media. The behavioral aspect reflects the tendency of users to reduce the frequency or duration of social media use in response to the fatigue they experience. Negative affective responses such as fatigue, boredom, and feelings of being overwhelmed due to excessive social media use are referred to as SMF or social network fatigue by academics (Lee et al., 2014). Social media fatigue can occur due to the intensity of social interactions among community users (Malik et al., 2021), excessive content available on social networks (Xie & Tsai, 2021; S. Zhang et al., 2015) or changes in the interface on social media platforms that are unwanted or considered unnecessary (Ravindran et al., 2014). The intensity of the fatigue experience can range from mild or temporary experiences to more intense experiences, which can ultimately end with the user's decision to exit the platform. Previous studies have found that when users experience high intensity fatigue, they tend to stop using social media platforms (Maier, Laumer, Weinert, et al., 2015; Xie & Tsai, 2021). When users feel uncomfortable or disturbed, they tend to reduce their participation and limit their social networking activities (i.e., for a certain period of time) to avoid SMF (Zhu & Bao, 2018).

More and more users have stated that they have started to reduce and even abandon their use of social media. SMF occurs when users become overwhelmed with information or other stimuli, which can lead to feelings of discomfort and an increased tendency for users to

withdraw from social media participation. Zhang et al. (2015) define SMF as a negative emotional reaction to social networking activities, including fatigue, boredom, boredom, indifference, and lower interest. As a result of SMF, people may limit their interactions and even stop using social media temporarily or permanently, switching to other alternative platforms (Fan et al., 2020; Xie & Tsai, 2021; S. Zhang et al., 2015). This concept has been the focus of research in various fields, ranging from communication, psychology, to information science (Cao et al., 2019). Previous studies have revealed that SMF can have negative impacts on both users and social media service providers (Dhir et al., 2018, 2019; Malik et al., 2021). For students, social media fatigue has the potential to reduce academic and professional performance (Dhir et al., 2019; Malik et al., 2021) and increase the risk of mental health disorders (Ifdil et al., 2022; Syahputra et al., 2022), such as anxiety and depression (Dhir et al., 2018; Ifdil et al., 2021). Students who experience SMF tend to have difficulty concentrating, decreased motivation to learn, and increased levels of stress and anxiety due to excessive exposure to information on social media (Baktiar et al., 2021; Rahardjo et al., 2020).

Recent literature indicates gender disparities in the experience of SMF, with women exhibiting significantly higher engagement on social networking sites (SNS) than men, and partaking in online social activities that contribute to social media overload and subsequent fatigue (Ji et al., 2014; Vijayakumar & Pfeifer, 2020). Their substantial involvement prompts individuals to do greater self-disclosure activities, including the revelation of personal information, emotions, and images (Eliyana et al., 2020). They are more inclined to provide online support to friends and family and participate in virtual social activities. Consequently, they are more prone to demonstrate sensations of social networking site tiredness and fatigue compared to men. Conversely, a study (Maier, Laumer, Eckhardt, et al., 2015) shown that gender is not associated with SMF. Young male adults are equally susceptible to experiencing emotions of SNS overload as their female counterparts. This pertains to the psychological traits that both males and females cultivate during the adolescent transition, as well as their inclination to articulate oneself by establishing online profiles via social networking sites and participating in self-disclosure activities (Yang & Bradford Brown, 2016). Prior research has underscored the importance of age in assessing the degree of social media fatigue among social networking service users (Ji et al., 2014; Vijayakumar & Pfeifer, 2020). Tolba's research (2024) found that the relationship between social media fatigue and DASS was influenced by age. The stronger the relationship between social media fatigue and the results, the older the participants. Young adults appear to utilize social networking sites for several goals, including social interaction, identity creation, social bonding, identity expression, and self-presentation (Eliyana et al., 2020). The work and time young adults invest to maintain online relevance induces SMF. In contrast to older adults, who primarily utilize social media to communicate with close family and friends and to browse news pages, they do not experience significant pressure to engage extensively in the online realm; hence, they encounter considerably less information overload (Dhir et al., 2019). Nevertheless, the research conducted by Maier et al. (2015) has also determined that neither age nor gender is connected with the experience of SMF. One rationale for this is that SMF correlates with the volume, intensity, and frequency of social media engagement.

Given these gaps, there is a need to further explore how demographic variables (e.g., age, gender, study program) and technology access patterns shape students' experiences of social media fatigue. Addressing this gap will provide a more comprehensive understanding of SMF among students and inform more tailored strategies to mitigate its impact. Therefore, the purpose of this study was to analysed the level of social media fatigue in students based on demographics and technology access patterns.

METHODS

Design

This research design uses a quantitative approach with a descriptive survey method. The purpose of this design is to obtain a comprehensive picture of the level of Social Media Fatigue in college students based on demographic characteristics and technology usage patterns. This design allows researchers to systematically and objectively measure predetermined variables and analyze the relationships between variables without directly intervening with the research subjects (Creswell, 2014). Using a descriptive survey design, data were collected through a standardized online questionnaire and statistically analyzed to identify emerging patterns, distributions, and trends within the studied population.

Procedures and Participants

After obtaining ethical clearance from the Indonesian Counselors Association, Jakarta, Indonesia (Ethical Approval No. 421/EC/IKI/II/2025), all research procedures and survey instruments were reviewed and approved to ensure adherence to ethical standards. Subsequently, an online survey was designed and distributed using Google Forms, a widely accessible and user-friendly digital platform for data collection. The survey link was embedded in a formal email invitation sent to all prospective participants, clearly explaining the purpose of the study and emphasizing that participation was entirely voluntary, with the assurance of confidentiality and anonymity. Sampling using a stratum random sampling technique based on the class or year of student entry into the university, the sample in this study amounted to 386 students (male = 70 / 18.1 and female = 316 / 81.9) consisting of various classes or years of student entry (Year 2021 = 143 / 37.1%; 2022 = 97 / 25.1; 2023 = 80 / 20.7; 2024 = 66 / 17.1) for sample demographic details and student technology access patterns are presented in table 1. Further demographic details and characteristics of the research participants are presented in Table 1.

Table 1. Frequency Distribution of Demographic Variables (N=386)

	Frequency (f)	Percent %
Year of Entry		
2021	143	37.04
2022	97	25.13
2023	80	20.72
2024	66	17.1
Gender		
Male	70	18.1
Female	316	81.9
Smartphone access one day		
< 3 Hours	58	15.02
4-6 Hours	180	46.6
> 6 Hours	148	38.3
Internet access one day		
< 3 Hours	85	22.02
4-6 Hours	177	45.85
> 6 Hours	124	32.1

Instruments

The demographic questions in this study covered several key aspects, namely year of college enrollment, gender, and duration of smartphone and internet access per day. Enrollment year was divided into four categories (2021, 2022, 2023, and 2024) to determine the

distribution of participating student cohorts. Gender was categorized into male and female to examine the distribution of participants by gender. To understand technology usage patterns, respondents were asked to report their average daily smartphone and internet access time, which was then grouped into three categories: less than 3 hours, 4–6 hours, and more than 6 hours. This data is useful for describing participants' baseline characteristics and patterns of exposure to digital technology that may be related to the study variables.

The instrument used to measure social media fatigue in this study was the Social Media Fatigue Scale, which was adapted from the original scale developed by Zhang et al. (2021). This scale has 15 items covering three core dimensions of social media fatigue: cognitive experiences (e.g., mental exhaustion, difficulty concentrating), behavioral experiences (e.g., withdrawal from social media use, reduced activity), and emotional experiences (e.g., feelings of frustration or anxiety related to social media). The scale consists of multiple items rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), allowing for a nuanced assessment of participants' experiences. Scores are categorized into five levels: very high (≥ 63), high (51–62), moderate (39–50), low (27–38), and very low (15–26), providing a clear guideline for interpreting the degree of social media fatigue from minimal to extreme. The reliability of the adapted scale was confirmed in the current study, with a Cronbach's Alpha coefficient of 0.88, indicating high internal consistency and demonstrating that the scale is a valid and reliable tool for measuring social media fatigue among the target population.

Data and Statistical Analysis

Data were analysed using descriptive analysis with the help of JASP software. Descriptive statistics are descriptions or presentations of large amounts of data, in this case in the form of frequency summaries, such as mean, median, and standard deviation (Cohen et al., 2017). There are three analyses that will be carried out in this study. First, a descriptive analysis was conducted to describe the level of SMF along with related aspects, such as cognitive, behavioural, and emotional experiences, and their relationship to demographic variables and technology access patterns. Second, the analysis used a histogram to visualize the distribution of SMF based on demographic variables and technology access patterns, making it easier to understand the differences in fatigue levels between groups. Third, this study used linear projection analysis, which aims to identify patterns of relationships between demographic variables, technology access patterns, and SMF levels. This approach provides a comprehensive picture of the influence of these factors on SMF, both independently and in interactions between variables.

RESULTS AND DISCUSSION

Results

The results of this study reveal interesting patterns about who is most susceptible to social media fatigue and the reasons behind this vulnerability. The findings suggest that social media fatigue does not occur randomly, but is influenced by a combination of demographic factors, such as gender and year of college entry, and technology usage patterns, including duration of smartphone and internet access. Students with high frequency of digital media use tend to experience more significant fatigue, both cognitively, behaviourally, and emotionally. Therefore, understanding these dynamics is important amidst the increasing reliance on digital technologies, especially in the context of online learning and virtual social interactions. The findings also provide a basis for developing promotive and preventive strategies to help students manage their social media use in a healthier and more balanced way. The following descriptive results SMF along with related aspects, such as cognitive, behavioural, and emotional experiences, as well as their relationship to demographic variables and technology access patterns are presented in Table 2.

Table 2. Descriptive Results of Social Media Fatigue

	n	M	SD
SMF_score	386	48,5	8,9
Aspects			
CE_score	386	17,2	3,02
BE_score	386	16,6	3,8
EE_score	386	14,6	3,7
Year of Entry			
2021	143	48,2	10
2022	97	49,2	8,9
2023	80	48,1	7,4
2024	66	48,4	8,3
Gender			
Male	70	48,7	9,8
Female	316	48,3	8,7
Smartphone access one day			
< 3 Hours	58	47,5	10,6
4-6 Hours	180	49	8,6
> 6 Hours	148	48,1	8,5
Internet access one day			
< 3 Hours	85	47,6	10,1
4-6 Hours	177	48,9	8,6
> 6 Hours	124	48,3	8,5

Note. SMF = *Social media fatigue*; CE = Cognitive Experiances; BE = Behavioral Experiances; EE = Emotional Experiances.

The SMF condition of respondents is at the level of social media fatigue (SMF) in 386 respondents is in the moderate category, with an average value (M = 48.5; SD = 8.9) ranging from 39–50. The aspects of SMF show that CE has the highest score (M = 17.2), followed by BE and EE, indicating that information load is the main contributor to fatigue. When reviewed based on demographics, both entry class, gender, and duration of smartphone and internet access per day, there is no significant difference in SMF scores, although the group with internet and smartphone access of 4–6 hours per day showed a slightly higher SMF value. This finding suggests that social media fatigue is not only influenced by access time, but also the quality of interaction and cognitive load caused during social media use. This shows a non-linear pattern, where moderate levels of technology use actually result in higher fatigue than minimal or excessive use.

Students from the 2021 intake (code 1, blue) reported an average social media fatigue score of M = 48.19, SD = 9.97, indicating considerable variability within this group. The 2022 intake (code 2, red) had the highest average fatigue score (M = 49.15; SD = 8.85), suggesting a slightly higher level of fatigue compared to other cohorts. Students from the 2023 intake (code 3, green) reported an average of M = 48.12, SD = 7.36, reflecting a more concentrated data distribution. Meanwhile, the 2024 intake (code 4, orange) had an average fatigue score of M = 48.36, SD = 8.21, positioning them between the other groups in terms of both fatigue levels and variability. These findings suggest that social media fatigue among students may be influenced by academic transition, evolving digital trends, and psychosocial factors. Notably, students from the 2022 cohort experienced the highest fatigue, potentially due to sustained high social media use following the pandemic, whereas the 2023 and 2024 cohorts showed lower and more stable levels, possibly indicating improved coping strategies.

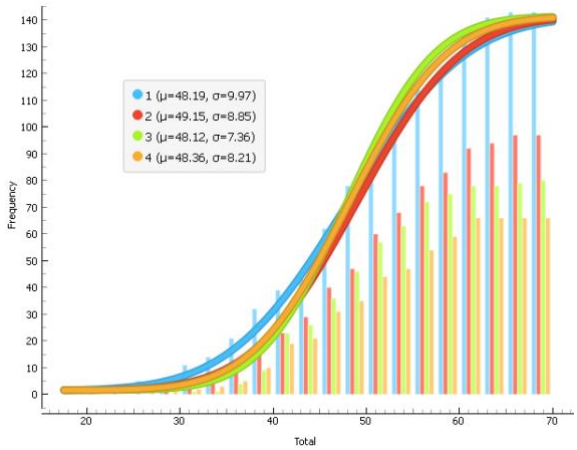

Figure 1. Histogram of social media fatigue based on year of entry

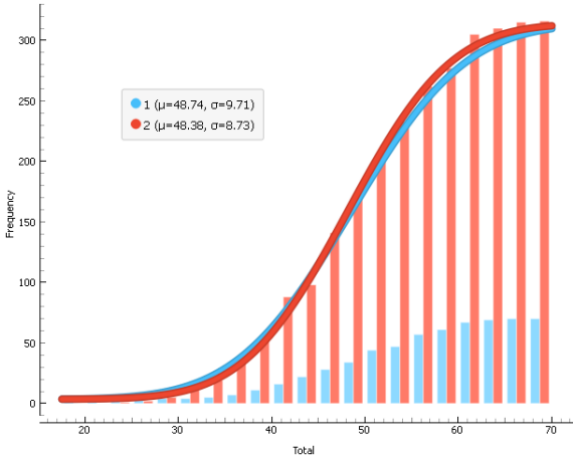

Figure 2. Histogram of social media fatigue based on gender

As shown in Figure 2, the distribution of social media fatigue by gender reveals that male students (blue) reported $M = 48.74$, $SD = 9.71$, while female students (red) reported $M = 48.38$, $SD = 8.73$, indicating a slight difference in fatigue levels. The distribution curves for both genders were nearly identical, peaking around scores of 60–70; however, the smaller standard deviation among female students suggests a more consistent level of fatigue compared to the broader variation observed among males. This difference might reflect differing patterns of social media engagement, with females potentially displaying more stable digital interaction habits, while males exhibit wider variability in their experiences of social media fatigue.

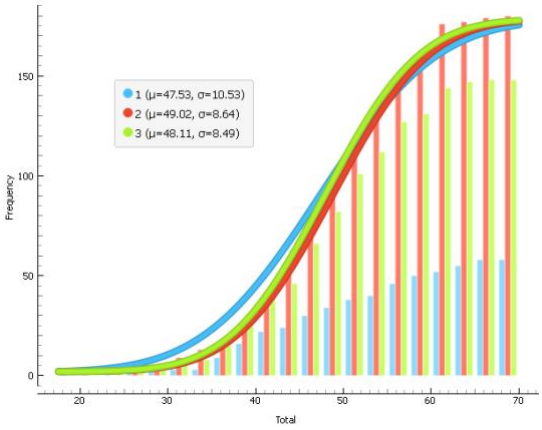

Figure 3. Histogram of social media fatigue based on smartphone for one day

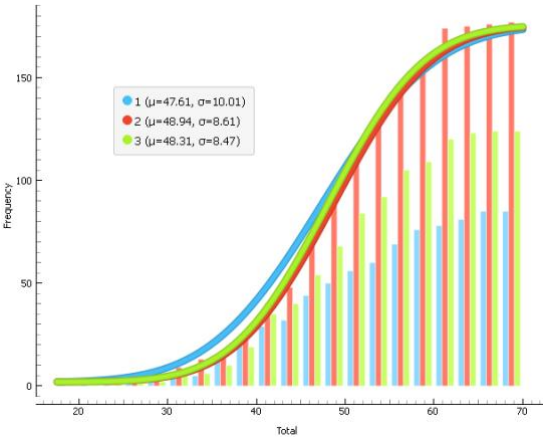

Figure 4. Histogram of social media fatigue based on one day of internet access

Figures 3 and 4 show histograms of social media fatigue based on smartphone access duration (Figure 3) and internet access duration (Figure 4) in one day, each categorized into less than 3 hours (1), 4–6 hours (2), and more than 6 hours (3). Overall, both graphs show similar distribution patterns, with the highest fatigue levels in the 4–6 hours category, as indicated by the highest means in Figure 3 ($\mu = 49.02$) and Figure 4 ($\mu = 48.94$). Figures 3 and 4 show that smartphone and internet access durations correlate with social media fatigue levels, with similar distribution patterns. The highest fatigue levels occur in the 4–6 hours access duration category in both graphs, while the group with a duration of less than 3 hours has the lowest fatigue levels. Interestingly, in the category of more than 6 hours of use, there is a slight decrease in fatigue levels, which may indicate an adaptation or coping mechanism to excessive

technology use. Comparison between the two graphs shows that smartphone access provides a greater variation in fatigue experiences than internet access (σ is higher in Figure 3). Figure 5 shows the distribution of cognitive, behavioural, and emotional experiences by gender, with circles representing males and crosses representing females. Overall, the data are spread across the three dimensions (Cognitive Experiences, Behavioural Experiences, and Emotional Experiences), indicating that individuals of both genders have significant variations in their experiences in all three aspects.

The distribution of data that tends to be concentrated in the center indicates that most students experience social media fatigue with a relatively balanced level among the three aspects. However, the spread in various directions indicates that some individuals experience higher levels of fatigue in one particular dimension. If there is a pattern that shows that a particular group tends more towards one direction, for example towards Cognitive Experience, this could indicate that the group experiences more mental stress due to information consumption on social media. Conversely, if there is a tendency towards Emotional Experience, this could indicate that social media has a greater impact on their emotional well-being.

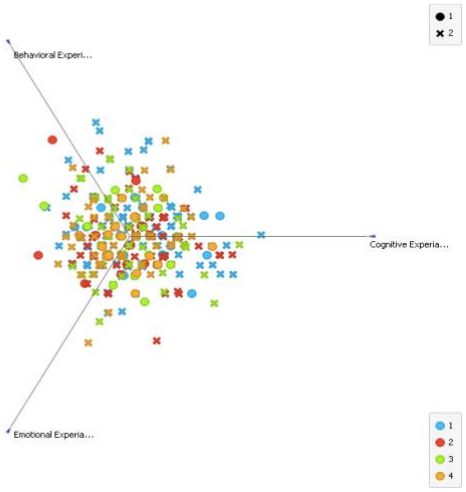

Figure 5. Linear projection based on year of entry and gender

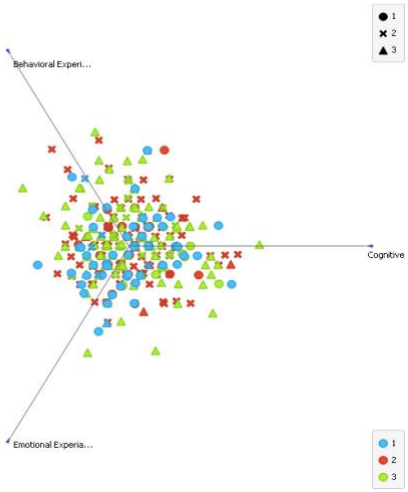

Figure 6. Linear projection based on smartphone and internet access in one day

Note. Ring = Male; Cross = Female; Blue = 2021; Red = 2022; Green = 2023; Orange = 2024 (Figure 5) and Ring & Blue = < 3 Hours; Cross & Red = 4-6 Hours; Triangle & Green = > 6 Hours (Figure 6).

In terms of gender differences, the distribution between men and women appears relatively even, indicating that social media fatigue is not too dependent on gender. However, if there is a certain pattern in the distribution of symbols, there may be a tendency where one gender is more susceptible to certain cognitive, emotional, or behavioural impacts. Meanwhile, if we look at the differences based on the year of entry, the variation in the distribution of colours shows that older batches (for example, 2021) have different adaptation patterns compared to newer batches, such as 2023 and 2024. This can be interpreted as a difference in how students deal with social media over time and their academic level. These results indicate that although students from different batches and genders experience social media fatigue, there are differences in how they feel it in various aspects. Furthermore, the aspects of social media fatigue are also explained based on smartphone and internet access in one day in Figure 6

Figure 6 shows that most individuals experience relatively balanced levels of Social Media Fatigue across the three main dimensions. However, a wider distribution in various directions indicates that there are different variations in experience based on the duration of use. Users who access social media for less than 3 hours per day appear more centralized, which

may indicate lower levels of fatigue and a more minimal impact on their cognitive, emotional, or behavioural aspects. Conversely, users with access for 4-6 hours per day have a wider distribution, indicating that this group is starting to feel a more significant impact from social media use. Meanwhile, users who access more than 6 hours per day are more widely distributed in various directions, indicating that they are more susceptible to social media fatigue in various aspects, both cognitively, emotionally, and behaviourally.

Furthermore, the distribution pattern of the green triangle that is more prominent towards Cognitive Experience may indicate that long-term use of social media tends to cause mental fatigue, such as difficulty concentrating or information overload. If there is a dominance towards Emotional Experience, this may indicate that long-term exposure to social media contributes to increased stress, anxiety, or negative feelings. Meanwhile, if the distribution is more inclined towards Behavioural Experience, then longer usage may affect the habits and behavioural patterns of users, such as decreased direct social interaction or changes in sleep patterns. Overall, these results indicate that the longer the duration of smartphone and internet use in a day, the greater the likelihood of experiencing social media fatigue. Users with shorter usage duration tend to have lower levels of fatigue, while those who access more than 6 hours per day show higher levels of fatigue and vary in cognitive, emotional, and behavioural aspects. This indicates that longer access duration can worsen the effects of social media fatigue.

Discussion

Amid the increasing intensity of social media use in students' academic and social lives, social media fatigue has become an increasingly relevant issue for research. The primary objective of this study is to analyze the level of social media fatigue in college students based on demographic factors and technology access patterns, specifically the duration of daily smartphone and internet use. This research focuses on three main aspects of social media fatigue: cognitive, emotional, and behavioral experiences, to illustrate how social media exposure impacts students' psychological well-being. Cognitive fatigue reflects a mental state of exhaustion due to having to process continuous, often excessive, information. Emotional fatigue is characterized by feelings of frustration, boredom, or anxiety during and after social media use, while behavioral fatigue manifests as withdrawal or decreased activity on social media. These three aspects can occur simultaneously, but in the context of college students, the constant burden of information coming from various digital platforms often makes the cognitive aspect dominant. The findings of this study support this view, with respondents showing a higher tendency towards cognitive fatigue symptoms compared to other aspects. This suggests that the greatest pressure comes from the demands of constant focus, filtering information, and multitasking, which are key characteristics of social media use. In the long term, this condition can reduce attention capacity and productivity, as well as worsen students' mental well-being. Compared to emotional fatigue or behavioral changes, cognitive fatigue is more prominent because social media often demands high attention and multitasking, and presents content that is not always relevant but difficult to avoid. Multitasking, which involves simultaneously completing two or more tasks, is facilitated by social media (Brooks, 2015). Speier et al. (1997) have demonstrated that simplifying tasks can enhance productivity through multitasking. Nevertheless, productivity can be negatively impacted by multitasking, as individuals who are more adept at multitasking are more susceptible to irrelevant distractions (Brooks, 2015). This continuous mental burden can trigger information stress (information overload), making users feel like they are losing focus (Sheng et al., 2023; Sunil et al., 2022). While cognitive fatigue emerges as the most dominant aspect of social media fatigue overall, further analysis reveals that patterns of fatigue may also vary across demographic factors such as gender (Adhikari & Panda, 2020; Bhati et al., 2022; Choi & Mahoney, 2020).

Descriptive findings suggest that male respondents in this study experienced slightly higher levels of social media fatigue compared to their female counterparts. This minor variation may reflect differences in how each gender engages with social media platforms. Females tend to use social media more for socializing, communication, and information sharing. According to Choi and Mahoney (2020), females are more likely to express themselves through photos, stories, or personal opinions on social media, indicating a more expressive and interactive online presence compared to males. This indicates that females articulate themselves more than males. This indicates that females articulate themselves more than males. Consequently, females are more prone to encounter social pressure, the necessity for interaction, and the obligation to remain perpetually engaged, which may finally result in social media fatigue. Moreover, females exhibit heightened sensitivity to social feedback, remarks, and interactions compared to males (Fardouly et al., 2015). Moreover, prior studies indicate that women are more inclined to employ emotion-focused coping mechanisms, such as confiding in friends or seeking emotional support (Verduyn et al., 2017). Nonetheless, this occasionally leads to prolonged participation with social media and heightened levels of fatigue experienced (Hou et al., 2020). Conversely, men are more inclined to employ problem-focused coping strategies, such as minimizing social media usage or completely avoiding it when fatigued. The effects of social media fatigue on men are expected to differ significantly from those on women.

Research shows that men are more likely to engage in self-promotion, that is, highlighting their superiority, and use entitlement tactics, that is, claiming responsibility for positive events more often than women (Lindeman et al., 2019). In addition, men are more likely to use intimidation tactics to be perceived as dangerous, are more status-oriented, are more active in online self-disclosure (Haferkamp et al., 2012), and exhibit less sentimental and less emotionally expressive behavior (Rui & Stefanone, 2013). This makes them less likely to engage in impression management (IM) issues and related behaviours than women. In contrast, women are more vulnerable to criticism and therefore more likely to use strategies such as politeness, that is, admitting one's weaknesses, and conformity, that is, agreeing with others' views, and compliments, that is, flattering others (Rees-Miller, 2011) than male. In addition, women pay more attention to comments on their profiles, are more concerned about the risk of online privacy violations, and are more careful about managing their self-disclosure (Rui & Stefanone, 2013).

The descriptive data in this study provides a comprehensive understanding of the level and aspects of SMF. However, it is important to note that the study did not conduct inferential tests to evaluate the significance of differences between groups, such as gender, year of entry, or duration of social media access. Consequently, the conclusions that have been drawn regarding the differences discovered are still descriptive and transient. Consequently, they necessitate additional verification through inferential statistical analysis to ensure that the findings have a more robust empirical foundation.

Another implication relates to the need to develop healthy and balanced social media usage policies, both by educational institutions and digital platforms, to prevent increasing levels of fatigue that can have a negative impact on students' psychological well-being and academic productivity. Such interventions are not only crucial for reducing social media fatigue but also for promoting students' overall mental health, academic performance, and well-being in increasingly digital academic and social spaces. With digital literacy and mental health awareness programs, students can better understand the signs of SMF and how to overcome them before the impact becomes more serious. A cognitive behavioural approach can also be applied in counseling sessions to help students identify detrimental social media mindsets and habits (Ifdil et al., 2023; Putri et al., 2021), so that they can develop more adaptive strategies in

using technology. In line with research by Firdaus and Marsudi (2021) adolescent counseling with a cognitive behavioral approach is effective in reducing gadget addiction

CONCLUSION

Based on the results of this study, it shows that the level of social media fatigue in students is high. Cognitive experience has the highest mean value among the three components of SMF, compared to emotional and behavioural experiences. Other findings show a tendency towards Emotional Experience, this may indicate that social media has a greater impact on their emotional well-being. In addition, increasing daily duration of smartphone and internet use correlates with a higher likelihood of suffering from Social Media Fatigue. Individuals with short periods of use generally show reduced levels of fatigue, but those who engage for more than 6 hours each day show increased fatigue and variability in cognitive, emotional, and behavioural dimensions. This suggests that long access durations can worsen the consequences of social media fatigue. Furthermore, suggestions for future researchers can explain other elements that may influence this fatigue, such as the nature of the content absorbed or patterns of social media use.

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AUTHOR CONTRIBUTION STATEMENT

AK played a pivotal role in the research's practical aspects, managing data collection, developing research instruments, and contributing to the literature review while ensuring robust data visualization and statistical analysis. II led the conceptualization of the research framework, carefully designed the study methodology, and performed in-depth data analysis, blending theoretical insights with practical interpretation in the introduction and discussion sections. NAWZ enriched the manuscript with a thoughtful review of related literature, enhanced the theoretical framework of social media fatigue, and provided valuable input in drafting the conclusion and recommendations. DFA performed in-depth data analysis and meticulously ensured the manuscript adhered to academic standards and met journal submission requirements. YEP coordinated the overall research workflow, facilitated effective communication among team members, managed timelines to ensure timely completion of each stage, and contributed to refining the manuscript's clarity, coherence, and alignment with the journal's editorial guidelines. Throughout the process, all authors engaged collaboratively in discussions, provided constructive feedback, and thoroughly reviewed and approved the final version of the manuscript, demonstrating their shared commitment to producing a high-quality and insightful academic contribution.

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