



The Impact of Online Social Networking on the Interpersonal Relationships of Chinese College Students

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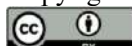
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KEYWORDS	ABSTRACT
Chinese students College students, Interpersonal communication, Social networks	The popularization of social networks provides a new form of interpersonal communication, and its appearance has profoundly changed the way and environment of contemporary college students' interpersonal communication. This article focuses on the influence of social networks on the interpersonal relationships of college students. Through the analysis of the behavioral psychological state of college students, this article puts forward research questions and studies from three aspects.
ARTICLE HISOTRY Received: 2 July 2025 Revised: 14 July 2025 Accepted: 16 July 2025	

This article is divided into four parts. The first part introduces the purpose and significance of this topic and puts forward three research questions: about the extent to which online socialization affects college students' self-confidence, the advantages of online socialization, and the ethical dilemmas and implications of online social connectivity for college students. The second part is a critical literature review of the research on this topic in other countries. The third part collects and summarizes the data through qualitative research methods. The fourth part answers three questions separately through the analysis of the data. About the characteristics of interpersonal communication of Chinese college students in the past 15 years and the influence of online social interaction on interpersonal communication, as well as some difficulties faced by college students in online social interaction.

Through this research, it is found that social networking has both positive and negative impacts on the interpersonal communication of Chinese college students. The positive impact lies in the fact that online social interaction has brought closer interpersonal relationships among college students, further satisfying the expression of college students' emotional appeals, and the sense of belonging that college students are more likely to find on the Internet. The negative impact is that college students are prone to social dependence on online social interaction, and online violence also affects the mental health of college students to a certain extent.



1. Introduction

In the last decade, interpersonal communication has witnessed changes with the development and advancement in information technology, which has revolutionized the mode of people's traditional interpersonal relationships and communication. Therefore, online social networking has emerged as a brand-new way of interpersonal communication (Liu & Baumeister, 2016). Online social networking has been widely used in many countries in the world.

Social networks are the most popular among people aged 18 to 24 (Tancer, 2007). College students are in the stage of adolescence and emerging adulthood, so they are the main group of people who use smartphones and are the most sensitive group to reflect changes in social development. Various social networks can quickly become popular among college students, and have a certain degree of influence and change on college students' learning, entertainment, communication, and lifestyle (Chayko, 2002).

Compared with real social networking, online social networking has more diverse methods and communication channels. In addition to ordinary social software, people can also make friends in games. Various mobile phone software has developed rapidly through the Internet and has been widely promoted among mobile phone users. Among them, various mobile phone software for the purpose of social networking is the most common (Mazur & Richards, 2011). Obviously, there are many differences between online social networking and traditional communication methods, and it is these differences that have brought new changes and stimuli. Therefore, the influence of social networking on college students' interpersonal relationships is multifaceted. College students are basically adults, and they are in the transition from adolescence to adulthood. However, due to a lack of education during their upbringing or the impact of their living environment, some people's moral standards may not reach the average level of their age group (Porter, 1972). However, in China, the number of relevant academic studies is insufficient. In order to fill the relevant academic gaps, this research will mainly study the influence of social networking as a new type of interpersonal relationship on Chinese college students from the perspective of psychology and sociology.

1.1 Aim and Objectives

The aim of this study is to investigate and analyze the current situation of college students' uses of mobile phones for social intercourse, and to deeply explore the communication mode, behavior, and psychological issues of college students through the theoretical research of their online social behavior. This study adopted a qualitative method and conducted a more detailed study through the collection of literature. This research is divided into three thematic analyses that have a clear connection with the

overall research question, but each is a different topic as my research direction in the next part. These three themes are (1) the use of online social networking to escape from real life, (2) the practicality of social apps, and (3) the neglect of online social cyber ethics. Through these three themes, I will analyze the positive and negative effects of social networking on college students' interpersonal relationships and explore and understand the characteristics of college students' social interactions.

In order to achieve the research aim, this research will focus on the following goals:

1. To what extent does social networking help college students build self-confidence?
2. What advantages does online social interaction have for students compared to face to face communication?
3. What are the ethical dilemmas and implications of online social connectivity for college students?

2. Literature Review

Nowadays, online social networking platforms have become very popular among college students. Many studies have looked at how websites like Facebook, Instagram, and WeChat affect students' social lives. Some researchers think online social networks help students talk to friends more easily, especially those who are far away. This can make students feel more supported and less lonely (Ellison, Steinfield, & Lampe, 2007). Also, online platforms help students keep both close and not-so-close relationships. They can have a big and wide network of friends. This can increase students' confidence and help them build more social connections (Valenzuela, Park, & Kee, 2009). For students who are shy or not good at talking face-to-face, social media gives them a way to feel they belong to a group (Manago, Taylor, Greenfield, & Brown, 2012). But some researchers also say there are bad sides. If students spend too much time online, they might find it hard to build deep and real friendships. Their social skills in real life may become worse (Turkle, 2011). Sometimes, students may feel lonely or nervous when they compare their lives to others on social media (Chou & Edge, 2012). Another problem is that students may have many online friends, but not many of them are real or close. This can hurt their emotional health (Subrahmanyam & Greenfield, 2008). These studies show that social media can be both helpful and harmful for college students' relationships. In short, online social networks bring both chances and challenges to students' social lives. If used in a smart way, they can help students connect better. But if used too much or in the wrong way, they might hurt real communication. Future research can look at how to help students use social media more wisely.

In the literature search on this topic, most of the research backgrounds are carried out in the United States, Europe, and some other countries. However, China's research on

this aspect is not rich, so this chapter will pass the analysis of other research mainly in the United States. The country's research is reviewed and then compared with the Chinese research. In the past 15 years, the popularity of the Internet in China has significantly improved, and society's attention to people's mental health has gradually increased. Internet social networking is constantly impacting traditional social models and people's ideas, and it has also played an important role in the study and life of college students. Especially, the brand-new virtual world built for its audience affects college students' lifestyles and interpersonal communication patterns. Therefore, the selection of literature is mainly based on these several reasons. Through a review of the literature, these readings will also provide information on research issues and give us an in-depth understanding of the current and past debates.

2.1 Research on social networking tools

The number of active users of mobile phones exceeds the total population of the world, and almost all of the world's population lives within 97% of the mobile signal range (Cerwall & Jonsson, 2020). Social networking sites provide new ways for interpersonal communication and self-expression. It is estimated that 4.1 billion people will use the Internet in 2019, an increase of 5.3% over 2018 (ITU, 2019). The popularity of mobile phones means that these devices often appear in public and private settings, as well as in casual and intimate interactions, and are usually important contextual objects. Although they are ubiquitous, people do not know how the existence of mobile communication technology affects face-to-face interaction (Calabrese et al., 2011). The research on mobile phones in this section can be roughly divided into two categories, one is about mobile phone addiction Sex (Körmeni, 2016; Salehan, 2013; Walsh et al., 2008), the second category is research on mobile applications (Kim, 2011).

The first is the study of addiction to mobile phones. In research on mobile phone use, the mainstream view is "addiction and dependence" (Salehan, 2013). In a study on the relationship between New Zealand teenagers and mobile phones, they described their understanding of mobile phone "addicts" as those who allowed their use of mobile phone technology for communication purposes to escalate to interfere with real-life social interactions (Vacaru, Shepherd & Sheridan, 2014). A study on the use of mobile phone self-control in the United States found that compared with using a mobile phone, it is more difficult to concentrate and more distracting when there is no equipment. Resisting the use of mobile phones resulted in greater perceived concentration ability. Compared with sitting in a room without a mobile phone (not having external stimulation), these participants were less excited than those without a mobile phone (Markowitz, et al. 2019). However, some scholars have shown that it is difficult to classify mobile phone dependence as an addiction. The mobile phone itself does not have any inherent addiction, and continuous communication and interaction may be addictive (Reid and Reid, 2004). Some scholars believe that they are not only related to physical factors, but also social and psychological factors (Lee, Ahn, Choi & Choi,

2014). And long-term company will make humans have a biological tendency to form attachments to social partners, or even non-human and inanimate goals (Konok, Gigler, Bereczky & Miklósi, 2016). In addition, different personality traits may have different manifestations. People with low self-esteem, high narcissism, and high loneliness use more SNS. Further analysis found that the performance of high narcissism is highly correlated with SNS (Social Networking Services) activities (Liu & Baumeister, 2016), such as posting photos or commenting on social media platforms.

The second is the research on mobile phone applications. The mobile phone social media applications have profoundly changed the communication between people. Park and Valenzuela (2009) believe that social interaction, entertainment, self-seeking, and information are the four major needs for users to use social applications. Some scholars have studied the motivations of American and Korean college students using SNS. The results show that for American students, they mainly use social applications to find friends and entertainment on the Internet, so the convenience of SNS is the most important. However, U.S. college students have also shown that they prefer face-to-face interactions and perceive social media as having a degree of inauthenticity. (Kim, Sohn & Choi, 2011). In addition, from the perspective of mobile application developers, psychological motivation is the key to determining the attitude of social media users (Hsiao et al., 2016). When technicians develop social applications, checking users' psychological needs helps marketers understand people's motivations for using the media. An effective questionnaire analysis by Taiwanese scholars shows that users' continuous use of social applications is driven by their satisfaction with the applications, close connections with others, and hedonic motivation (Limayem et al., 2007). As an application developer, the user's continued use intention is very important, and how to retain customers for a long time may determine the service life of a mobile app.

2.2 Online social interaction and interpersonal relationships

For the interpersonal relationships of college students, different researchers have put forward corresponding theories and viewpoints from different angles. Throughout the history of human evolution, communication and social interaction have always been the focus of human life, and they have always been an important core aspect of human motivation (Dunbar, 2010). The traditional way of communication usually involves one or two people, and the innovation of the way of communication creates new ways for people to communicate. The emergence of social networks has formed a new way of interpersonal communication. Compared with the elderly, young mobile phone users learn and use new technologies faster and more extreme (Brickfield, 1984). Information technology supports a high degree of interactivity and has stimulated the rapid development of the Internet. The Internet has gradually replaced traditional mass media communication methods. The maintenance of interpersonal relationships is considered to be the main reason for using social networking sites (Roy, 2009). Many experts and

scholars have conducted extensive investigations and studies on social networks, but their research focuses are different. The research is conducted here from the perspective of psychology and sociology.

From the perspective of psychology, relevant research experts and scholars pay attention to the mental health problems that people generate and reflect in the process of online social interaction, and then analyze the reasons for the psychological problems caused by online communication. Hollenbaugh (2014) and her colleagues experimented on 301 Facebook users and found that these people who rely on social networks have common personality weaknesses, low self-evaluations, and poor memory. People with these personality traits may rely more on social networks. Other scholars have also found that excessive use of mobile phones is associated with anxiety (Augner, 2011).

In addition, Weidman (2012) conducted an online questionnaire survey on 108 subjects to measure their subjective anxiety in online social interaction and found that most of the subjects indicated that their stress and anxiety during online social interaction were low. Therefore, they believe that reducing psychological stress in online social interactions can help reduce the level of social anxiety of Internet contacts. He believes that self-evaluation and social skills play a key role in social anxiety. College students are the fastest adopters of mobile phone technology, and emerging research shows that mobile phone use is positively correlated with the anxiety of American college students, and high-frequency mobile phone use may affect their health and behavior (Lepp et al., 2014). Poirier and Cobb (2012) further explained that people need to like and comment to communicate with others on the Internet. If an activity cannot stimulate discussion among members or show an impact on social groups, individuals will quickly lose interest. Therefore, individual participation in certain activities may be affected by social group activities, and only enough individual participation can stimulate social influence.

From the perspective of sociology, sociology experts and scholars pay more attention to people's behavior, motivation, and behavioral characteristics in online social interaction. Socialization refers to the process by which individuals gradually form their unique personality and personality in the process of interacting with society, and gradually adapt to social life (Morrison, 2002). Tang (2016) believes that participating in online social networks is also the act of sharing one's own or self-established identity with others. Social networks on the Internet are more open, providing college students with more communication options. They can communicate freely according to their hobbies and characteristics. College students are in a critical period of personal growth. They are eager to be respected and recognized by others, and have a strong desire to showcase themselves and communicate with others. People with similar hobbies and

common topics can easily agree on sharing information. So, the social network used for interpersonal communication meets the social needs of college students.

In addition, a review article by Kuss, Griffiths, and Binder (2013) shows that social networking sites are mainly used to maintain relationships with offline acquaintances, and college students use social networking sites more to connect with real friends. Many teenagers who frequently use the Internet to socialize claim that they mainly use social networking sites to maintain existing friendships, but about half of the teenagers explain that they use these sites to make new friends and talk to people they don't know. (Pempek, Yermolayeva & Calvert, 2009). Because the definitions of social network data are interrelated, they can help teenagers and emerging adults maintain various social connections through convenient communication. Therefore, they can establish and maintain relationships with their friends, some acquaintances, and even people they have never met (Chayko, 2012).

3. Methodology

Sikes (2004) defines methodology as the theory of knowledge acquisition, which considers the best methods, procedures, or approaches. The data obtained through these methods, methods, or procedures will provide the basis for the knowledge construction of the researched knowledge. Methodology is related to the description and analysis of research methods. Since research is subjective, even the most scientific, empirical, objective, and quantitative researchers will make subjective choices (Jackson, 2013). The purpose of this research is to explore the multiple effects of mobile phones on college students' interpersonal communication, especially the behavior and psychological state of college students when they communicate on the Internet. Through this research, I can think more about the life experiences of college students, especially interpersonal communication, and have a clearer understanding of them.

3.1 Qualitative Research and the Interpretivism Approach

Aiming at the research problems of college students' social interaction and interpersonal relationships through the Internet, this research chooses to use qualitative research methods to conduct in-depth research and exploration of college students' cognition through interpretivism and the induction approach.

First, qualitative research is suitable for asking questions and making decision plans during the research process (Willig, 2013, and Hennink, 2020). Compared with quantitative methods, the advantage of qualitative research methods is that they can conduct a more in-depth evaluation of specific phenomena and more complex problems (Camic, 2003). Therefore, this study can use the information and observations recorded

by other authors from the literature to understand the psychological characteristics of college students, and then conduct a qualitative analysis of these data. Through qualitative research, a wealth of information can be obtained, and there is more room for interpretation of research topics.

Second, there are many forms of interpretivism, and it identifies several different variants, such as conservatism, constructivism, criticalism, and deconstructionism. The central idea of interpretivism is to work with, acknowledge, reconstruct, and deconstruct already existing subjective meanings in society and to use them as a cornerstone of theorizing (Goldkuhl, 2012). The reason for using interpretivism in this article is that different scholars have different forms and groups of research backgrounds. The different concepts, ideas, and language studied will help them to develop diverse cognitive perspectives on the social phenomenon of college students' online socialization. Therefore, this research can understand and capture more subtle and diverse changes in interpersonal interaction among college students, rather than drawing conclusions based on absolute and objective research. Therefore, interpretivism is suitable for this research.

In addition, this study will use induction to sort out the collected literature. Induction is to allow data to guide research and theoretical construction. It is also based on reflections on specific past experiences and forms abstract concepts, theories, and generalizations that explain the past and predict future experiences (Carson et al., 2001). Induction can help me learn from Individual and special cases of college students, generalize, and draw generalized conclusions. From the collected part of the research cases for Chinese college students, the study will analyze the results of previous studies on the relationship between online social networking and college students' interpersonal communication, and finally draw a general conclusion.

3.2 Method of Data Collection

Researchers can use a variety of methods to collect qualitative data, such as surveys, interviews, case studies, and observations. In this research, thematic analysis is the main data analysis method (Braun & Clarke, 2006). The research topic is about the connection between college students' online social interaction and their real interpersonal relationships. According to the three research themes of this research, the data collection was carried out, which are the extent to which social networks help college students build self-confidence, the advantages of online social networking compared with face-to-face communication, and the ethical dilemma and influence of online social networking on college students. The collected data is mainly based on field surveys conducted by different scholars in different regions. They collected interviews, questionnaires, or other forms of research data, and combined their research conclusions for integrated analysis.

3.2.1 Data collection

College students are the main group of people who use smartphones, the main group of social networking, and the first to try out the latest software, so the group of college students is very representative. The research selected for this study is based on the research conducted on Chinese college students as the main population. The time interval of the literature is related to the research conducted by researchers on the groups of Chinese college students in different regions in the past 15 years.

First of all, from the perspective of establishing college students' self-confidence through online social networks, this study collected research on college students' self-confidence and college students' social anxiety. This part involves literature related to psychology. A large part of the literature comes from academic search websites such as China's National Knowledge Infrastructure and Google Scholar. There are also some from different psychology journals, such as "Acta Psychologica Sinica" and "Psychological Development and Education". Then, data is collected on the interpersonal communication status of college students, the frequency and purpose of college students using online social networks, and the relative satisfaction degree of college students with the needs of online social networks. Finally, in the topic of moral dilemma and the impact of online social interaction on college students, it is found that online violence and online privacy leaks are often ignored by college students in social networks, but they may cause huge hidden dangers and problems to their mental health. Therefore, the data in this area also comes from the research of scholars from different regions of China.

3.2.2 Data analysis method

Thematic analysis is mainly used for qualitative research, where researchers collect descriptive data to answer their research questions (Guest, 2011). After collecting data, researchers need to check the data repeatedly, looking for new patterns, topics, and subtopics to strengthen the establishment of a logical structure (Braun & Clarke, 2006). Researchers can then categorize the data into different parts. In addition, the themes are interrelated in the thematic analysis to establish the final structure. Braun and Clarke (2006) divided the thematic analysis steps into six steps: familiarizing yourself with your own data, generating initial code, searching for topics, reviewing topics, defining and naming topics, and making reports. This research uses these six steps to organize and analyze the data step by step.

Based on the six steps mentioned above, this study first needs to be familiar with my data. After determining my research direction, this study searched a lot of literature and extracted opinions and data related to this research topic. These data are formed into a data set for subsequent research and analysis by researchers. In the process of coding

and summarizing the data with research value, the data set is gradually formed, and after the data is sorted, it establishes its research content on three themes. To determine the topic of the study also conforms to these three interrelated but different topics to determine the topic of this study. After these steps, targeted literature and data collection and sorting were carried out, which finally formed this research. Therefore, the application of topic analysis in this study provides a good logical structure for the study.

4. Data Analysis and Addressing the Research Questions

The research literature in this part only focuses on the research on college students' online social interaction and interpersonal relationships in some areas of China in the past 15 years. This section will gradually discuss the three themes involved in the analysis of this research, and the data analysis will only focus on papers to meet the research question.

4.1 Addressing Research Question One

Topic 1: To what extent does social networking help college students build self-confidence?

Sun (2009) surveyed college students of Zhengzhou University and found that among them, the number of college students with mental disorders accounted for about 30%. Among them, interpersonal relationships and anxiety problems are more serious problems affecting the psychological health of college students. First of all, this research needs to explore the reasons for the lack of self-confidence and even social anxiety in face-to-face social interaction. Qian (2005) believes that the specific manifestations of social anxiety are fear of participating in social activities such as parties and fear of speaking in front of people. In other words, social anxiety is actually tension and fear of interpersonal situations. The following content will analyze the reasons for the lack of self-confidence in interpersonal communication of college students from two aspects: their evaluation and their social skills (Guo, 2000).

4.1.1 Self-evaluation and social anxiety

Self-evaluation is an individual's positive or negative attitude towards the self, which will affect how the individual interacts with others in social situations (Yen, 2009). Zhang (2019) conducted a data analysis on 183 college students from Yanbian University in China through a questionnaire. Regarding college students' social interactions on the Internet, she believes that the degree of self-affirmation is strongly negatively correlated with the importance of the interaction and feedback of friends on

the Internet. This result can show that people with lower self-evaluation are more concerned about others' views and impressions of themselves, so they will deliberately attract others' attention and recognition through impression management and beautification of themselves. People with higher self-evaluation are more able to affirm themselves and have a stronger sense of self-efficacy. Because these people can fully realize their self-worth in real life, they are less dependent on online social networking as a platform for self-expression.

Huang (2014) surveyed 4,014 Chinese college students. The results found that the psychological problems of Internet dependents are more extensive, and those with low self-evaluation are more dependent on social networks. People with social anxiety often view and evaluate themselves from the "observer's point of view", believing that others know their performance (Liu & Zhang, 2010). The reason for the low self-evaluation can be found through this research. People are not confident and even have social anxiety in face-to-face social interaction largely because they are not in a good social environment (Huang, 2014). Especially in some Asian countries, the lively and outgoing character is highly regarded (Qian, 2005). Many college students are deeply troubled by their inability to have a perfect social image in social situations. This is just a small part of people with social anxiety disorder who may be more inclined to use mobile phones for social networking.

Therefore, the family has a great influence on personal growth education (Li, 2015). This kind of personality evaluation almost represents the preference of most people for extroversion, and it also makes those with a keen personality and introversion deeply troubled, resulting in the low self-evaluation of some people who are not confident in socializing (Tang, 2016). Self-consistency and Congruence refer to the coordination within the self and the coordination between self and experience (Jiang & Ruan, 2006). The author believes that if the individual feels too large a gap between the self and self-experience, it will cause tension and confusion in the heart. Therefore, regardless of their needs, this part of college students socializes by the requirements of society, which completely violates their physiological characteristics. They often cannot tolerate detecting their shortcomings in social situations. This has its psychological reasons for the pursuit of perfection, and it is also related to the lack of acceptance and recognition in acquired education (Chen et al., 2010). Parents can try to see the uniqueness of their children, instead of insisting on making these sensitive children give up their uniqueness and become a person generally recognized by society (Wang, 2008). In these circumstances, these children often ignore their true character and psychological needs under such strict education. However, the Internet provides them with a relatively open environment. When some college students reduce their anxiety in face-to-face social interactions, their rich sensibility in online social interactions will have a positive impact on their lives.

4.1.2 Social skills

Online communication allows more time for students to react and reflect (Jiang, 2006). In virtual networks, most speech is in text form, so when students communicate or comment on the Internet, they can think before they send, making the text relatively logical and structured as opposed to being expressed directly without thinking. Many software programs (e.g., WeChat and QQ), as well as some e-mails (e.g., qqmail) (Tencent, 2020), also have an undo function that allows users to choose whether or not to undo sent messages within three minutes of hitting send. Using the Internet, instead of giving instant answers, college students have a longer period to think and then give answers to the text they send. Words that are constantly reworked are certainly better than words that are sent in times of extreme stress. On top of that, text in the web does little to slow down the speed at which a message recipient can visually receive a text message and still read it over and over again (Lien & Cao, 2014).

While the anonymity of online social networking poses some security risks, it also allows college students to be bold in their self-expression. And its lack of directness helps to give the impression of being socially adept to their peers. Once the fear of evaluation is overcome, college students will believe they will be well received by their peers and have higher expectations for successful social outcomes. This social performance allows individuals to validate the appropriateness of their self-presentation and make adjustments to perform better in the next online social encounter, resulting in higher achievement motivation (He et al., 2014). Thus, this virtuous cycle of social experiences may gradually provide individuals with a sense of control that they lack in real-world social interactions and reduce their anxiety levels during online social interactions (Chang & Zhou, 2011).

However, complete and effective interpersonal communication involves language, tone of voice, facial expressions, and body language that cannot be achieved through online chat. Only 7% of the information people communicate is conveyed through words, 38% through our tone of voice, and 55% through our body language (Xu, 2018). In face-to-face communication, people mobilize these three aspects to convey information and emotions, and as a result, online social networks have lost some of the essential communication elements of face-to-face social interaction (Wang & Hu, 2013). Nowadays, a wide variety of Internet communication tools have emerged in our lives. Social networks can help college students gradually build self-confidence in their social status, and slowly combine the confident state under online social networking with the social status in face-to-face communication, can transform the new communication tools in our lives into optimal tools in communication rather than replacements.

4.2 Addressing Research Question Two

Topic 2. What advantages does online social interaction have for students compared to face to face communication?

The social needs of college students will be explored here in three areas: social interaction, entertainment, and self-seeking. Themes related to the research questions extracted from the data will be described in the following subsections.

4.2.1 Meet the social and entertainment needs

Xu (2018) surveyed the social anxiety of college students at Nanjing Forestry University. 77.68% of students said they would be more lively in online social interaction than in real social interaction, and only 4.96% of students thought they would be lively in face-to-face social interaction. It can be seen that traditional telephone and face-to-face communication methods can no longer meet the communication needs of university students, and online social networking, with its convenient form and low price, has become the main way for university students to communicate emotionally. Traditional social networking methods often require consistency between the two parties, and the absence of either party will lead to social failure. While online social networking is instant and pluralistic, people can socialize with more than one person at the same time without interrupting each other (Wen, 2014). Online social networking brings people closer together and allows us to participate in other people's lives through compliments and comments, which is not possible with traditional face-to-face and phone social networking.

By 2016, WeChat had reached 69.1% of China's internet users (Lu, 2017). About WeChat According to the survey, more than 50% of college students believe that WeChat can make contact with friends faster and more conveniently (Wen, 2014). This social application that allows for closer contact with friends provides college students with the opportunity to communicate more easily. The WeChat account allows for a direct channel of information exchange and can also be used in Tencent's games. College students can also use their WeChat accounts to log in to play games with their friends in the game. In addition, users can entertain strangers and convert that part of their friends they met in the game into frequent contacts for WeChat (Xu, 2018). This not only satisfies the social needs of college students, but also their entertainment needs. For students who are not good at interpersonal communication, in reality, social applications provide a better platform for them. In the virtual environment, they can ignore external objective realities and communicate with people on the Internet to express their opinions without restrictions (Wen, 2014). Interpersonal communication can also be improved and solved through the Internet.

4.2.2 Meeting the self-seeking needs

Public information on the Internet is intended for most users throughout the Internet, so college students are free to access information from the Internet and are free to choose their information sources and providers (Wang & Hu, 2013). As a result, providers of high-quality information usually attract a lot of attention, and these excellent statements are more likely to impress college students. However, ordinary conversations in real life are usually information exchanges. In some cases, there is no subjective choice of information. The general quality of the information exchanged tends to make people feel that the real-life exchange is not effective.

The emergence of virtual communities based on the Internet and mobile networks has provided more convenient conditions for college students to engage in social interaction. The free, indirect and anonymous nature of social interaction in virtual communities provides a space for students to socialize. College students with the same interest or interests form virtual communities and receive emotional support from them (Zheng, 2014). On the Internet, college students can search for relevant topics to find interesting content and can easily find and interact with others with similar views. As a result, they gradually become dependent on this level of satisfaction and engagement. Compared to other groups, college students have a certain level of knowledge, and they often unconsciously pursue a higher level of human psychological needs when communicating on the Internet (Li, 2013). They want to be recognized by others to achieve self-worth. The details of their lives and comments that college students share on social networking sites also establish their self-image and even their ideal status.

4.3 Addressing Research Question Three

Topic 3. What are the ethical dilemmas and implication of online social connectivity for college students?

The impact of the virtual nature of the Internet will be analyzed here in relation to the specific forms of cyber violence and the impact it has on college students.

4.3.1 Virtuality and Anonymity

Xu (2018) found that about 20% of college students fabricate personal information while socializing online and are reluctant to reveal any real information about themselves to others; about 5% of college students fill in personal information that perfectly matches their real identities; and most of the remaining students have some personal data that is real and some that is fake, and they only want to disclose personal information that is irrelevant. The reasons for this phenomenon can be divided into two areas.

The advantage of university students choosing to log in anonymously on the Internet is that they can eliminate the interference of various factors such as identity, age, social status, and religious beliefs on the subject of communication, which makes communication more relaxed and frank (Zhao, 2008). Since it is very simple to apply a symbol for oneself online, subjects can experience different feelings of interaction by portraying oneself as numerous images that one expects according to one's preferences.

In addition, due to the virtual and anonymous nature of online social networks, there is a lot of false information (Zhao, 2008). In some online media, negative and false news can easily deceive college students, and they may even be led astray by the influence of negative comments. In illusory online social interactions, people use words and symbols to communicate with each other via mobile phones, so it is difficult to determine whether people's words and actions are reliable. Although many college students are enthusiastic about social networking, the virtual nature of social networking sites discourages most students from expressing their true selves when using social networking tools to communicate. People create virtual identities so that they can communicate and express their opinions freely with little or no responsibility (Li & Qiu, 2004). This leads many to fail to adopt a serious and honest attitude when using the Internet for communication. These may cause a crisis of trust among university students and make them suspicious of interpersonal communication on the Internet.

4.3.2 Cyber violence

Privacy refers to the state of freedom that people enjoy in their private lives relative to the public sphere, which is hidden, undisclosed, and free from outside interference (Young & Quan, 2013). The crisis of privacy caused by social networks hides the depths of conflict in the interpersonal relationships of contemporary college students.

College students basically cannot live and study without the Internet. The Internet not only provides them with access to information and resources, but also allows them to participate in various large-scale activities. The network has become a place for some people to vent their emotions, and more and more radical and illegal remarks appear on the network. Among them, verbal violence, fabrication and dissemination of false information, and life attacks are the most common (Xie, 2014). As users are less constrained online, they make irresponsible statements to vent their emotions. It is more common to post false information about an object or individual, or to use abusive language (Cui, 2018).

Cyberbullying (Cyberbullying refers to any behavior committed by an individual or group of individuals through electronic devices or digital media that repeatedly conveys hostile or aggressive messages designed to cause harm or discomfort to others (Zhu et

al., 2016). Cyberbullies commit bullying in the online environment because some of the characteristics of the online environment create unique conditions for them, such as the non-immediate feedback and anonymity of the Internet. (Zhao, 2008). Compared to face-to-face behavior, cyberbullies have no way to receive immediate reactions from the bullied, which reduces the psychological burden of cyberbullies when committing bullying behaviors. The anonymity of the online environment, which makes bullies hide behind the virtual Internet and hide their true identities, greatly reduces their sense of responsibility to bear the consequences of bullying (Xu, 2018). Anonymity stimulates more frequent bullying and expands the scope of bullying from the former school-based forms to all corners of society.

5. Discussion

This chapter is a specific discussion of the research section of this article, which provides a brief analysis of the social status of university students in different parts of China. In addition, the study summarizes the limitations of this study and the expectations for future research.

5.1 Findings

By summarizing and reviewing the research on social networking and interpersonal relationships of Chinese college students, it is found that college students' fear and lack of confidence in face-to-face social interaction mainly come from low self-evaluation and lack of social skills. Social networking provides them with a freer and more open environment, allowing them to avoid external influences when communicating with others.

Then, compared with face-to-face communication, research on the advantages of college students choosing online social interaction is summarized from three aspects. First, the convenience of online social networking allows college students to get along and increases the opportunities for communication with their friends. Secondly, social networks can help college students maintain friendships in reality and communicate with their friends in games. Third, it can realize the self-needs of college students and help them find a group of friends with the same hobbies.

Finally, the moral dilemma brought by social networks to college students is summarized into two parts. First, the virtual nature of the Internet makes it easy for college students to be deceived by false information on the Internet. Second, online violence often occurs. The dissemination of verbal violence or false information will cause certain harm and influence the psychology of college students.

5.2 Limitations and perspectives

Although this study attempts to find the correlation between online social interaction and interpersonal relationships among Chinese college students, it must be admitted that there are certain limitations. Due to the limitations of my research methods, only a few case studies were conducted using qualitative analysis methods, and the primary research for participating in interviews or investigating college students in the form of questionnaires was missing. In addition, compared with research in countries where the field of psychology is more developed and popular, China has only begun to pay more attention to psychology-related subjects in the past 10 years. Therefore, compared with the research in the United States, there are fewer relevant Chinese documents. Therefore, the richness and diversity of references in the research process are lacking, which may affect the research results.

In the future, I hope to use primary research in the form of interviews or questionnaires to explore related issues from a more in-depth perspective on the psychological or behavioral habits of college students, combined with the characteristics of social media to complement the research.

6. Conclusion

In this research, the study used qualitative research to study the correlation between Chinese college students' online social interaction and interpersonal communication by induction. This study conducted research on this topic through three themes and found that the openness of the Internet and an open environment are helpful in easing Chinese college students' social worries. The convenience of online social networking helps college students communicate with others, expand their social scope, and help them find a group of friends with the same hobbies. But in the meantime, it also found that social networks have brought some moral dilemmas to college students. It mainly lies in the occurrence of cyber violence caused by the virtual nature of the Internet.

The combination of the emergence and development of social networking and interpersonal relationships provides new channels for interpersonal communication and expands the scope of interpersonal communication. The research on this subject will help people better carry out interpersonal communication in the Internet age. Internet social interaction has certain positive effects on college students. For example, it can broaden the scope of college students' communication, provide them with a space for self-discovery, help them gain more knowledge and information, and provide them with a new environment. The formation and development of college students' self-knowledge make communication between college students more convenient and faster. However, at the same time, it also brings an inevitable negative impact: online social

networks may trigger a crisis of trust in the interpersonal relationships of college students in real interpersonal interactions, and even weaken the interpersonal skills of college students, leading to a crisis of privacy among college students. The psychological development of college students is inseparable from their living environment, which has an important impact on their psychological growth of college students. College students are a representative group, so the research on them can help us to better think about the problems existing in society.

Conflict of interests

The authors declare that they have no conflict of interest.

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