Impact of social media on self-esteem and its effects on psychological well-being

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Abstract

"Over the past ten years, social media has become incredibly popular, and its influence has had a lasting impact on many individuals. People's self-esteem has decreased as a result an upwards comparisons made on social networking sites. 150 students from different institutes were surveyed using questionnaires to test the hypothesis. The most well-known social networking platforms, including Twitter, Facebook, Instagram, and Snapchat, were cited as examples of social media. A correlation and regression model that uses statistics called SPSS, were used as the measuring data for examination of the connection between psychological well-being, self-esteem and social media. The main conclusions imply that everyone who took part actively uses social media networks. Additionally, this study demonstrates that there is a significant connection between the negating effect that social media has on self-esteem and psychological health.

Keywords: *psychological well-being, social media, social networking sites, self-esteem.*

Introduction

Background of the Study

According to one study, regular usage of online platforms has been related to enhanced communication, social ties, and even technical knowledge in children and teens. Every day, social media sites such as Facebook and Instagram provide various opportunities to communicate with friends, students, and people who share your interests. Preadolescents and teenagers have significantly more frequently used such websites from the previous 5 years. According to a recent poll, upwards of half of teens login on to social networking sites more than one time per day, and 22% login on to their favorite social networking site or more 10 times per day. Teenagers now hold smartphones in proportion of 75%, 24% for instant chatting, 25% use them for social media, and 54% for texting. As a result, a significant portion of this generation's social and emotional growth takes place while using the Internet and mobile devices. (Kathleen Clarke-Pearson, MD; Gwenn Schurgin O'Keeffe, MD)

"Such sites, which have quickly proliferated in recent times, provide a channel for communication and entertainment for today's youth." Recognizing that some social media networks are safe havens for children and teens, parents must be aware of the dangers of these channels. Pediatricians are well placed to educate households about these networks, support healthy usage, and urge parents to be on the lookout for concerns such as trolling, "Facebook depression," accessibility to inappropriate information, and poor self-esteem."

Research Objectives

This study examines the impact of social media on psychiatric health and self-esteem in young adults and adults. Using a mixed approach with multiple methods, it explores the relationship between internet usage and social position, focusing on the effects on individuals' well-being and social standing.

Hypotheses:

H1: The use of social media was have an impact on the self-worth of young adults and adolescents.

H2: Social media was have an influence on the cognitive well-being of adolescents and young adults.

Review of Literature

"The excessive use of social media websites is one of the most popular modern activities. Websites that enable interaction through web 2.0 & 3.0 technologies, such as Myspace, Facebook, Twitter, online games, along with worlds created virtually like YouTube, Second Life, blogs, games like Sims and others, can be categorized as social media. These websites of the modern period are expanding rapidly and serve as easily accessible gateways for leisure and communication for the younger generation. According to Merriam-Webster (2014), social media are "communication channels (as Internet sites for social media and micro-blogging) in which users build online communities to exchange information, ideas, personal correspondence, and other material (as videos)."

92% of teenagers aged 13-17 use mobile devices, mainly smartphones, for internet access, with 56% using them several times daily and 24% "nearly constantly." African American, Hispanic, and Caucasian teens report using the internet "nearly continuously," while only 19% of Caucasian teenagers do. The advancement of digital mobile devices has expanded the digital content environment for teens, allowing them to enjoy music, call, message, browse movies, videos, stream TV programs, record personal clips, and play mobile applications. This rapid media evolution has a significant impact on their long-term development and public interaction skills. (Calvert & Wartella, 2014).

Self-esteem is a consistent attitude towards oneself, affecting mental and psychological development. As cognitive capacities increase, individuals form higher-level generalizations about themselves, creating a sense of self-worth. Self-esteem is crucial in adolescence, as feedback on oneself directly affects self-esteem. (Harter, 2012)

Social Media; Self-Esteem & Psychological Well-being (depression & anxiety):

"Social media sites" are "means of digital communication (such as social media sites as well as microblogging) via which consumers build online forums to share information, concepts, private messages, and other material such as videos," according to "Social sites," n.d. Social media include social networking websites as well. Social media and social networking websites both offer a platform for connecting and exchanging content with others, hence the phrases are frequently used synonymously.

Teens primarily use social media platforms like Snapchat, Facebook, Twitter, and Instagram to connect and make new acquaintances. 64% of teenagers meet and befriend strangers online, and 62% share their usernames and data to stay connected. (Lenhart, 2015b).

Studies of the connection between social media usage and the self-esteem of the youth focus on self-esteem divided into 2 main categories: Social self-esteem (Echevarria, Hartmann, Apaolaza, Medina & Barrutia, 2013; Barber & Blomfield Neira, 2014) and global self-esteem (Valkenburg, Neira, 2014; Barber & Blomfield et al, 2017). Various interactions such as engaging with close friends or even acquaintances, participating in group conversations and even as a community can play a big role in both types of self-esteem (Harter, 2012). There has been evidence of both a good and negative relationship between social media consumption and self-esteem.

Self-esteem is crucial for mental health growth and preservation. Low self-esteem leads to mental illnesses like depression and anxiety. Social media platforms can reduce social anxiety and loneliness in teens, helping them connect with others while hiding behind screens. (Rosen, 2011).

Furthermore, research has shown that teens' usage of social media influences their risk of uneasiness and sorrow. The research and findings of Best et al. (2014) showed support for their claim that their decline in well-being is relative to their performance, connections and interactivity on social media. Adolescents feel as though they must act out a role based on the online accounts they make on social media platforms. According to Price (2011), "dwelling on these sites" refers to someone consistently performing their profile, or occasionally numerous profiles, which exacerbates performance anxiety. Adolescents who use social networking sites regularly and have an emotional interest in them have greater levels of despair and uneasiness, in addition to worse self-esteem. (Scott and Woods, 2016). The link between emotional involvement in social networks and depression and anxieties suggests that young people who are emotionally invested in all of these sites are more vulnerable to anxiety and depression due to the anguish and exclusion they feel when they're not associated to social sites, as they commonly acquiesce to social pressure to be continuously available." Concerning the links between low self-esteem and social networking sites, negative remarks and perspective taking to other accounts reduce teens' feeling of worth. (Scott and Woods, 2016).

People who have more self-monitoring and lower self-esteem are more concerned with getting likes because they perceive them as proof of their value, which suggests that their value is at least somewhat influenced by other people (Scissors, Burke, & Wengrovitz, 2016). This poses a significant risk to teenagers, whose self-image is shaped by peers and who are going through a crucial stage of identity formation. In fact, managing the impression they make on others and gaining acceptance from their peers are the two main goals of girls' and boys' social presence on popular networking platforms (Mascheroni, Vincent, & Jimenz, 2015).

Likes are a reward for adhering to social norms and beauty standards, indicating popularity and peer approval. Teenagers and children determine how to present themselves online through images, screening through widely acceptable and judged gender and gender identities. 40% of adolescents feel under pressure to share positive and appealing content, while 30% experience significantly less pressure and 10% experience immense pressure. 39% of kids claim to experience pressure to post successful content and receive a large number of likes, regardless of gender, age, or cultural background. Failure to get the desired attention damages self-esteem and may lead to sharing riskier content. (Lenhart, Anderson, & Smith, 2015). If they don't get the attention they want, it damages their self-esteem and might cause them to share riskier content (such images, videos, etc.).

Teenagers raised in the digital world frequently link feeling good about oneself to how others see them. The social contrast that new networking allows them to make pulls them together into a world of competitiveness with other teenagers over who has the greatest likes and keeps them away from beginning to know their true selves at a developmental time of their life when they are figuring out who they are. They come to think that the quantity of likes they get on social media represents who they are and just how valuable they are (Kersting, 2016).

Self-Esteem

Self-esteem is a very important faucet of development during the time when kids are transitioning into young adults since this is a time when people are developing their identities (Erol & Orth, 2011; Valkenburg, Koutamanis, & Vossen, 2017) and it is likely that comments about them was have an impact on their self-esteem (Brewer & Kerslake, 2015). Charles Cooley, James Baldwin, and George Mead believed the self is socially constructed, with personal networks and beliefs impacting it. Socialization experiences can alter personality, leading to

positive or negative judgments. Cooley's Looking-Glass Self-Model suggests global self-esteem levels are influenced by others' opinions (Harter, 2012). Social media platforms can create an artificial self based on others' opinions, leading to a superficial sense of self. Self-esteem changes from childhood to puberty, early youth, and late adulthood.

According to Mruk (2006), this period is crucial for the growth of self-esteem. His argument was that during this era, children begin to find their abilities and personality traits (Harter, 2012), and they begin to mature into knowing and interacting with the information they have learnt about themselves. Children in their mid- to late childhood (ages 8 to 10) may understand that achievement in personally meaningful domains builds high self-esteem, but failure in system is defined not only decreases their sense of efficacy, but also imposes a cost on self-esteem. (Harter, 2012; Berzoff, 2016).

Furthermore, "youngsters at this age prefer to excessively inflate or misinterpret the degree to which everyone else is judging them," resulting in a fixation on how they look to others. "At this age, children may comprehend that the approval of both peers and caregivers adds to overall self-esteem," the report went on to say. (Valkenburg et al., 2017). Children are developing their global self-esteem throughout this time, in addition to socialization experiences, by making cognitive advancements. Children with ages of 8 and 10 are transitioning from domain-specific to much more comprehensive self that incorporate their overall self-esteem. During this time, four critical cognitive capacities emerged: the ability to employ social comparison for self-evaluation, the capacity for distinguishing between realistic and ideal identity, and advances in psychological standpoint. -taking abilities, which result in more comprehensive but unfavorable self-appraisals, might reduce a child's self-esteem. (Harter, 2012). An understanding of both positive and negative qualities is the first of these abilities (Harter, 2012). "Young adolescents have a more real and visceral impression of themselves, furthermore having the capacity to be incrementally negative as they have a broader awareness of the positive and negative traits they possess."

Social comparisons in children can lead to self-esteem issues, as they draw parallels between themselves and others. This intelligence helps children discern between their genuine self and their ideal self, which can impact their overall self-esteem. In mid- to late youth, children develop perspective-taking abilities, which improve their understanding of others' perspectives

and contribute to a more realistic outlook. As they become self-conscious, others' opinions become important to their self-development, motivating them to downgrade their opinions. As they enter adolescence, self-esteem development ends. (Mruk, 2006).

Self-esteem in young people varies from young to late teen years, with some studies showing increased self-reflection on negative traits and the importance of physical appearance. However, studies suggest that young people between 11 and 15 have stable self-esteem. The gender gap in self-esteem occurs throughout adolescence, with girls having significantly lower self-esteem than boys. Girls' confidence levels decline as they move through puberty, while boys' identity remains consistent. Late adolescence is marked by increased freedom and autonomy, as adolescents choose careers, hobbies, and social circles. They also build a sense of self-worth that is less constrained by changing expectations from relatives, peers, and parents.**Social Media and Self-Esteem**

New networking refers to digital information sharing through platforms like social media and websites, such as Facebook, Instagram, Twitter, and Snapchat. These platforms have significantly impacted teenagers' connections and communication, with 64% of youth finding new friends online and 62% exchanging identities. However, there is limited research on the impact of social media use on teenage self-esteem, with studies finding both positive and negative correlations. Relationships with close friends and peers significantly shape self-esteem, and studies on self-esteem and social media use have found both positive and negative correlations.

According to other studies (Apaolaza et al., 2013), teens who interacted with one another on specific social media platforms showed improvements in their subjective well-being and self-esteem. Their investigation about the use of a prominent Spanish social networking site among the ages of 12 and 17, confirmed the premise that connecting with peers online to train and expand social contacts with friends and getting the agreement and acceptability of everyone else helps to boost self-esteem. In addition, Apaolaza et al. (2013) proposed that self-esteem and loneliness are closely related to teenagers' wellbeing.

The majority of research on the connection involving social media and self-esteem in teens and adults involves measures of how people commonly use social media. Blomfield Neira and Barber (2014) made a distinction between the time spend on consumption of social media and

their frequency of use. In this study, frequency was determined by how frequently adolescents utilized social media, and investment was determined by how significant a role social media played in their lives. According to the findings of this study, among teens aged 12 to 17, periodicity did not constitute a substantial determinant of self-esteem, but involvement was a main indicator of low self-esteem.

Barber and Blomfield Neira also analyzed the self-esteem levels across people both without and with social media identities, and discovered that women with profiles on social media sites had lower self-esteem than women without profiles. According to Kross, Verduyn, Ybarry, Résibois and Jonides (2017), inactive usage has a negative correlation with subjective health, including self-esteem, while active use has a favorable association. The authors also discovered that studies had produced conflicting findings about the connection between social networking use and psychological wellness, which includes self-esteem. Studies have produced more conclusive proof that using social media negatively affects one's subjective well-being.

However, social media platforms aren't just utilized by teenagers to make new friends; they also play a significant role in how they engage with friends they already have. Teens have a chance for relaxation and community engagement on social media platforms, as evidenced by the fact that They describe feeling more connected to their friends' sentiments and facts as to what is going on in their peers' lives as a result of their use of social media (Lenhart, 2015b).

In agreement with this opinion, youths say that social media gives them a way to offer help to their peers during difficult or troubled times. In fact, 68% of teens who use social media say that they have gotten support from friends through social media during trying times (Piotrowski & Valkenburg 2017; Taylor, Best & Manktelow, 2014).

Teenagers active on social networking platforms in order to connect connect with others report improved self-disclosure, emotional support, along with a decrease in their low-morale ,low self-confidence and a sense of belonging. Adolescents have a new outlet through the usage of social media sites to explore and broaden their sense of identity, and their understanding of the world and their surround communities. It also offers a new opportunity to remain in contact with family and friends and make new acquaintances, share and trade ideas, photographs, and information. Social networking platforms give teenagers several chances to donate to charities, volunteer, and express their creativity both individually and in groups through photographs and videos.

By connecting people with people from different origins and promoting originality and distinctive social skills, this leads to a wide range of online contacts (O'Keeffe et al., 2011). The social capital of "teenagers" is expanded, frequently leading to benefits offline (i.e., larger social ties outside local networks). Due to videos uploaded and posted on various social media platforms, many kids and teenagers, both with and without a supporting adult or primary caregiver, have been discovered or acknowledged for their skills (such as artistic, athletic, culinary, etc.) and broadcast on television programs. Social media platforms assist the increasing number of teenagers who identify as sexually varied or gender variant, as well as their experimentation with identities (Best et al., 2014).

The phenomena known as "Facebook depression," which refers to depressive sensations that appear after spending time on social media websites, is another topic of investigation (O'Keeffe et al., 2011). "Due to peer recognition and interaction are crucial aspects of adolescent lives, as previously indicated, online peer acceptance is as significant to offline peer acceptance. The degree of self-esteem is influenced by this acceptance or peer approval. Whilst evidence on this phenomena vary, it is thought that the immersion of the virtual environment adds to "Facebook sadness" and raises the chances of teenagers engaging in risky activities. Negative self is a negative feature of depressive episodes, even if the authors did not assess it exactly. (O'Keeffe et al., 2011).

Social Media & Anxiety

According to multiple research projects, there is proof that online media utilize compulsive behavior are associated. According to studies, 45% of British people get agitated when they are unable to access their accounts on social media (Anxiety 2012). As per Rosen et al., the electronic era (Net & iGeneration) routinely checks the notifications on their social network application (2013). Furthermore, it has been shown that when youngsters are unable to send texts on social networking apps, they suffer uneasiness, giving rise to Phantom vibration syndrome (PVS). It is nothing but the perception of an addicted individual with regards to their phones constantly vibrating, (Rothberg, et al., 2010; Drouin, et al., 2012) as any individual who falls victim to PVS would present behaviors such as the constant checking of messages on social media, exhibiting manifestation of anxiety that is due to the usage cell phones.

Social Media & Stress

In the present day, reliance on social media is on the rise; once a player enters, it is difficult to discontinue use." Positive performance reinforcement from the likes and comments makes stopping more difficult. Some individuals equate their life to those of their friends. According to Dick (2013), utilizing free social networking platforms such as Twitter and Facebook allows the user to remain in contact with their friends and read important material but also sacrificing a great deal of safety and confidentiality. Anxiety is one of the most prevalent concerns for mental health in today's culture. Individuals are worried about the comments and reactions to the images and videos they post. In today's environment, almost no one is exempt to social media. As per The Hearty Soul (2016), utilizing social networking sites such as Facebook and Twitter somehow doesn't assist learners to concentrate better or experience less stressed since the more they devote on them, the more miserable they get. According to Bashir and Kaur (2015), the positive effects of social media on adolescent mental health comprise of socialization, information sharing, teaching and training, and access to health-related data. Negative features include sexting, exhaustion, stress, emotional suppression, cyberbullying, online harassment, depression, and a reduction in intellectual ability. Nearly everyone in the modern world, ranging in age from 11 to 93, is connected to social media. Young adults are among the most frequent social media users, and a substantial percentage of them are at danger of developing mental illnesses according to a study by Strickland (2014). Another study by Park, Song, and Lee (2014) found a favorable correlation between college students' acculturative stress and social media applications like Facebook. Comparable to Bhat and Kaur (2016), who did a detailed investigation into the influence of stress on pupils' mental health and concluded that stress may be detrimental to students' mental health. As a result, we may conclude that prolonged social media use has a harmful influence on juvenile mental health.

Social Media and Depression

It is clear from the literature above that mental health problems are not only nourished but also enhanced by social media. Disastrous results for an individual such as depression, that typically starts with anxiety is through excessive use of social media. According to Pantic et al. (2012), duration consumed on Facebook by teenagers and depression are directly and positively connected. These observations were echoed by Rosen et al., (2013), who discovered that persons who spend the majority of their time available on the internet, such as maintaining photographs

and becoming engaged on social media have been linked to depression-like symptoms. Social media usage was also found to enhance negative psycho-social symptoms such as self-esteem and adjustability, (Kalpidou et al.. 2011). Severe depression in younger adults is due to more negative and less positive social interactions, according to research conducted by Davila (2012). On the other hand, empirical evidence by Shah & Grant (2002), and Kraut et al., (1998) revealed results contradictory to the information above, about depression and social media having an inversely proportional relationship, whereas activities such as gaming and online chatting and making connection reduced the effects and symptoms of depression.

Social media and loneliness

Amongst young adults, the usage of social media is rapidly growing at a predominant rate, and the current youth is seemingly lonelier than other generations, maybe even the loneliest despite social media bringing together elements such as collaborative activities and community building as well as development, and interconnectivity (Reich & Pittman 2016). If not the only, but one of the primary concerns of the present society, virtually, is loneliness, which seems to be strongly related to health problems with serious detrimental effects (Patterson & Veenstra, 2010; Biovin, Hymen & Bukowski, 1995). Hence, the concept of loneliness is more of a discrepancy that hinders the social and mental development of an individual's life, specifically younger adults. Unhygienic, compulsive and uncontrolled usage of resources on the internet enhance intense increase of loneliness gradually, according to (Zhong and Yao 2013; LaRose, Kim, & Peng; 2009), whilst adding that emotional loneliness is also aggravated through increased levels of internet usage (Moody, 2001). 60% of 18–34-year-old young adults admitted to feeling lonely even though they had the means of all social media facilities and applications that allowed for communication, according to the Mental Health Foundation of United Kingdom (Murphy, 2010). Further information revealed if a student has more Facebook friends, they report a higher level of loneliness accordingly, based on research conducted by Skues, Wasiams & Wise (2012). A contradictory finding was made by researchers Deters and Mehl (2012), that showed that individuals who consumed less social media with limited online networking seemed to have a higher score of loneliness and shyness, whilst being less socially active, and felt less lonely by updating their status (Sheldon; 2012).

Facing Hostile Interactions

Prominent social media networks may create situations in which individuals are hurt by inappropriate statements or posts. When juxtaposed to random angry remarks expressed online, cyberbullying is regarded as the most serious kind of online hostility directed against specific individuals, including coworkers or strangers (Hamm et al. 2015). Importantly, an analysis of 36 experiments involving youngsters and adolescents found that online network harassment commonly causes psychological health harm in the shape of exacerbated perceived stress and elevated depression indications (Hamm et al. 2015). Additionally, a national study of teens in the United States discovered that girls were twice as likely as boys to be subjects of cyberbullying. This suggests that cyberbullying affects women differentially. (2019, Alhajji et al.) Influential social media sites may create situations in which people are injured by inappropriate statements or posts. When juxtaposed to random angry remarks expressed digitally, cyberbullying is regarded as the most serious kind of online hostility directed against specific individuals, including classmates or strangers (Hamm et al. 2015). Notably, an analysis of 36 research involving adolescent people and kids discovered that social medium cyberbullying commonly causes psychiatric damage in the form of exacerbated anxiety symptoms and higher depressed mood (Hamm et al. 2015). Similarly, a poll today of teens in the United States indicated that girls were twice as likely as boys to be subjects of cyberbullying (31% vs. 14%). This suggests that cyberbullying affects women preferentially (Rideout and Fox 2018). These studies emphasize the consequences of social media victimization and the relationship to poor psychological health; therefore it makes sense that persons with mental disorders may face greater antipathy digitally than individuals without psychological disorders. This would be in line with evidence demonstrating a higher likelihood of hostility, including more violence and prejudice aimed towards people with mental disorders in real-world settings, particularly those who have severe psychological conditions (Goodman et al. 1999)."

Based on a statistical examination of psychological health programs on Twitter, stigmatizing information was the most frequently shared (re-tweeted), demonstrating that destructive content does spread quickly on social networks (Saha et al. 2019). Another research tracked how posts about the Blue Whale Challenge, a supposedly suicide-promoting pastime, spread throughout 127 nations on Tumblr, YouTube, Twitter, Reddit, and other social media sites (Sumner et al.

2019). These results demonstrate the need of monitoring the actual contents of social media messages, including identifying content that is antagonistic or encourages damage to oneself or others. This is significant since existing studies focusing on the period of access does not allow for the influence of certain sorts of information on psychological health and is insufficient to properly appreciate the consequences of using such channels for psychological health purposes.

Consequences for Daily Life

"Whether individuals use social media can influence their everyday activities and offline contacts." To date, publications have emphasized the risks of utilizing social media in terms of privacy, secrecy, and the unforeseen consequences of revealing personal health information online (Keshavan, 2016; and Torous). There are also concerns about the low quality or baseless health data published on social media, in addition to potential that users of such portals are unaware of misleading info or improprieties, especially when the portals promote renowned posts irrespective of whether they arise from a credible source (Ventola 2014; Moorhead et al. 2013). Individuals suffering from mental disorder may face considerable risks when using digital platforms. More than one-third of individuals in a survey conducted that expressly addressed the viewpoints of social media consumers with serious mental illnesses such as bipolar disorder spectrum, schizophrenia or substantial melancholy expressed privacy concerns when using social networking sites (Aschbrenner and Naslund 2019). The risks of just using digital platforms were intimately related to several aspects of everyday life, such as concerns about job risks, fear of criticism and reputation, effect on personal relationships, and facing aggression or getting (Aschbrenner and Naslund 2019). Despite the fact that there aren't many studies that sought to examine the dangers of social networking sites use from the point of view of individuals suffering from mental illnesses, it's crucial to recognize that using these sites could challenges exist that go well further than clinical signs worsening and can possess an influence on multiple facets of daily life.

Methodology of Research

The research was quantitative. First, participants was sign a consent form allowing them the full freedom to withdraw or stop taking part in the study anywhere at time. The participants was then complete a demographic form with details about their marital status, age, employment (if any), monthly family income, education level, and gender.

Variables

Independent variable:

- Psychological Well-being

- Self-esteem

Dependent variable: Social media

Population and Sampling Techniques

The sample consists of 150 participants varying from the ages of 14 till the age of 29. This study's sample approach was be convenience sampling. Convenience sampling is a technique used by scientists to collect information for business analysis from a readily available pool of consumers. This is the most commonly used sample procedure because it is rapid, easy, and inexpensive.

Statistical Technique

"The data was be processed using regression analysis." Regression is a mathematical procedure that connects a variable with one or even more free (independent) variables. A regression analysis can show whether changes in one or even more predictors are linked to the dependent variable's changes.

Instrument

Surveys conducted online using a Google form was be the instrument method for data collecting. Participants' ages are not limited, and there are no restrictions on gender. Using SPSS, the instrument mode for data computation was be carried out.

In this study, Ryff, C. (1989)'s Psychological Well-Being Scale (English Version) was employed. It is a scale of 18 items that is used to assess a person's psychological health. This 18-item scale assesses psychological really well six (06) different subscales, including self-acceptance, environmental mastery, self-development, and positive relationships with others.

"The Self-Esteem questionnaire was inspired by Rosenberg Self-Esteem Scale. The original scale couldn't be used because it had its own way of measuring the items. So a new questionnaire with 12 items was made that had its items related to self-esteem."

Procedure

To conduct this research, adults and adults were contacted via a variety of social media platforms. Numerous internet groups were utilized to connect with the people. Additionally, people were encouraged to complete the applications at the campus. These chosen participants

were then informed of the purpose and significance of the study. The online version of such a survey was then shown to them. Before they could be participants in the study, they had to sign a consent form, and they were given the freedom to leave at any time and without explanation. After obtaining their permission, they were requested to complete the demographics form, which was used to gather general information about their demographics. After completing the demographic form, participants were asked to complete the psychological well-being measure before being given the opportunity to complete the self-esteem questionnaire. The data that was gathered above was then analyzed to produce findings.

Results and Analysis

Table 1
Participants' Demographic Information

Demographic Variable		Frequency	Percentage (%)
Gender	Male	86	57.3
	Female	64	42.7
Education	Matriculation	5	3.3
	intermediate	15	10.0
	Under graduate	89	59.3
	Graduate	41	27.3
Monthly Household Income	under 100,000	59	39.3
	100,001-200,000	42	28.0
	200,001-300,000	19	12.7
	300,001+	30	20.0
Use of social media platform	Facebook	5	3.3
	Instagram	41	27.3
	Snapchat	94	62.7
	Twitter	5	3.3
Total # of respondents.	150		100.0

Table 2
Reliability Analysis of the Scale

Scale	No. of Items	Cronbach alpha
Self-esteem questionnaire	12	.911
Psychological Well-Being Scale	18	.740

High reliability Self-esteem (SE) questionnaire
Psychological Well-Being Scale (PWB) has high reliability.

Table 3
Summary of Linear Regression for Impact of social media on self-esteem and Psychological
Well-Being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.327[a]	.107	-0.16	.72629

a.   *Predictors: (Constant), SE*

Table 4

Analysis of Variance for Linear Regression with Impact of social media on self-esteem as
Predictor on Psychological Well-Being

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	653.061	1	653.061	10.909	.003[b]
	Residual	1376.939	23	59.867		
	Total	2030.000	24			

Dependent Variable: PWB
Predictors: (Constant), SE

ANOVA The table indicates how well the regression model fits the data. Table 4 sig suggests
that the value is less than 0.05. This implies that the regression is statistically significant as well
as an efficient predictor of the dependent variable, in this case, people's judgments regarding
their own value.

Table 5
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.375	12	.448	.826	.624[b]
	Residual	70.541	130	.543		
	Total	75.916	142			

a. Dependent Variable: Which social media platform do you use the most?

b. Predictors: (Constant) SE

Discussion and Conclusion

Discussion

The study's goal was to determine how social media use affected young adults' and adults' psychological well-being and sense of self. Both hypotheses state that "the use of social media was have an effect on young people's self-esteem." Furthermore, it was shown that "There was be an influence of social media on the cognitive well-being of youngsters and young adults," indicating that there was a negative impact of social media use on mental well-being and self-esteem. The outcome demonstrates that there is a strong correlation between social media use and its effects on psychological health and self-worth. The findings of the questionnaire were compiled and reviewed. The findings of this study indicate a strong correlation between online networking use and people's emotional wellbeing and idea of identity. As people's utilization social media rose, so did their self-esteem. The amount of time spent using Facebook may be an excellent predictor of self-esteem. This study indisputably shows that social media has a negative impact on folk's PWB and a sense of self-worth. Self-esteem is made up of two components: an individual's self-esteem and their degree of trust (Branden, 1969). As users spent more energy on Facebook, they look at other people's accounts and start to experience envy of individuals they believe are better than them. (Acitelli, Steers, & Wickham, 2014). As a likely result, people tend to have poor self-esteem.

Another issue with teenage social networking use is yield point. Consumers increasingly opt to display individuals on social media, resulting in a flood of messages and photos that are frequently deliberately crafted to portray people in a positive way. Some young individuals may be influenced by this and begin to make direct parallels to their own accomplishments, talents, or attractiveness. More appearance-specific similarities on social networks may raise the chance of binge eating and body image difficulties, according to research, and increased levels of internet community comparison are associated to mood disorders in youngsters. Teenagers use social networking sites for more than half of their internet time (Thompson & Lougheed, 2012). "They establish a virtual presence and identity on these sites. Facebook was once a popular social media platform for teenagers. A total of 71% of teenagers utilized Facebook in 2015, while usage of Instagram and Snapchat both barely surpassed 50%. (Lenhart, 2015a).

Conclusion

Individuals' self-suffers significantly as a result of their use of social media." Students utilise these social media platforms to share information, develop relationships, and maintain them. However, most people soon compare themselves to everyone else on an upward and downward scale. As a consequence of upward parallels, people become jealous of other social attitudes and less obligated and appreciative of their own. As an outcome, such individuals have a negative influence on their identity. The usage of online networking is fast growing in almost every country on the planet. As a result, it is hard to keep people off social networking sites for a lengthy amount of time, college kids who use Facebook on a routine basis. Parents and educators should take an active part in this situation by assisting pupils with developing their sense of self-worth, self-awareness, self-actualization, and self-assurance. In addition to educating their children about the detrimental effects of Facebook, parents should restrict their children's access to these websites.

Recommendations

• The usage of online networking is fast growing in almost every country on the planet. As a result, it is hard to keep people off social networking sites for a lengthy amount of time, college kids who use Facebook on a routine basis.

•Parents and teachers should lift students' spirits and offer them more self-assurance in their behavior. Young adults should be brought to seminars in order to awareness campaigns where they was be taught regarding the ego, self-recognition, identity, and self-confidence.

•Campaigns must be held to educate the public about the harmful effects of social networking sites.

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