



# A Comprehensive Examination of Social Media's Impact on Adolescents Self-Esteem

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## ABSTRACT

*The world may now be associated effectively on account of social media. You can utilize Facebook to figure out a companion's birthday, follow your number one big name on Twitter to see what they're doing, or use Instagram to advance your new business. This study set off to decide if social media use and self-esteem are connected, especially on account of youngsters. Two surveys were finished by 200 members from two separate secondary schools; the principal estimated the members' self-esteem and the other their utilization of social media. Our review uncovered a huge negative relationship between teenagers' self-esteem and how much time they spend on social media every day, showing that higher utilization is related with lower levels of self-worth. A different relapse examination, which represented factors like age, orientation, financial status, and starting degrees of self-esteem, confirmed the connection between social media use and self-esteem. These findings support other studies by emphasizing the possible benefits and drawbacks of social media for teenage self-esteem development. Promoting healthy digital activity requires developing digital literacy and fostering open dialogue about body image and self-worth. This study sheds light on the complex relationship between teenage well-being and social media, underscoring the need for a balanced approach to online interactions in today's connected culture.*

**Keywords:** Self-esteem, Social Media impact, Comprehensive examination, Adolescents.

## 1. INTRODUCTION

Technology is a dynamic field where new websites, applications, and gadgets are always being released that alter how people send and receive information and interact with one another. The present generation of kids and teenagers has only known a digital environment, and they spend a significant portion of their time interacting with others online through various social media platforms.

Early media integration into children's and teenagers' daily life creates a constant background for their growth. Kids and teenagers can access media practically anywhere—at home, at restaurants, in cars, on aeroplanes, and while strolling down the street. The variety of media that is available to kids and teenagers grows as the media landscape changes.

These days, technology is a huge necessity, especially with the rise in social media usage. Various examination projects have been embraced to analyze the benefits and hindrances of social media. As per Valkenburg, Peter, and Schouten's decision, "adolescents' social self-esteem and prosperity were upgraded by certain criticism on their profiles, while these equivalent attributes were diminished by bad input." This review expects to explore on the off chance that youngsters' self-esteem is affected by social media.

Children are exposed to a wide range of content through various media platforms, both good and bad. In addition to providing a forum for sexual expression and violent behaviour, media can also teach valuable lessons. Exposure to background and foreground media can have detrimental effects on a kid or adolescent's development.

It has been demonstrated that media is always stimulating, disruptive to daily activities, and interferes with focus. A few important theoretical vantage points have been used to assess the impact of media use in all of its forms on kids and teenagers. The first is the social cognitive theory, which examines how social interactions affect kids' behaviour and how kids pick up lessons from the friends and role models they make in the media. The impact of media on aggression, sexuality, and identity formation has been explained by psychoanalytic theory.

Due to the ease of use and continuous availability offered by mobile devices, especially smartphones, 92% of teenagers between the ages of 13 and 17 say they use the internet every day; of these, 45.6% say they use it multiple times a day, and 24% say they use it "almost constantly." It's interesting to note that, according to the Pew Research Centre, African American, Hispanic, and Caucasian youth utilise cellphones or other mobile devices for Internet access differently. According to the results, 34% of African American and 32% of Hispanic children said they were online "almost constantly," whereas only 19% of teenagers who were Caucasian said the same. After three years, the Seat Exploration Center led a comparative report, and the outcomes showed that 95% of young people between the ages of 13 and 17 approached or possessed a cell phone, and 45% said they were online basically continually — almost two times as numerous as in 2015. Teenagers can now access a wider range of digital media content online, including

the ability to stream television, play mobile apps, record and upload videos, listen to music, text, call, and watch films and videos. This is due to the growing popularity of electronic mobile devices like tablets, smartphones, and music players.

The variety of media that is available to kids is enormous and expanding swiftly due to the quick and extensive expansion of media. This has a significant impact on teenagers' development and peer interactions during a crucial stage of life. It is crucial to keep in mind that while technology are developing swiftly, children's developmental needs do not. This review therefore concentrated on social media platforms and how they affect teenagers.

Examining the potential link between social media and self-esteem is appropriate given the knowledge and awareness that teenagers use social media at a high rate. However, there isn't much study on this subject at present moment; some studies were released in 2012 or earlier, and social media platforms have advanced much since then.

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## 2. LITERATURE REVIEW

Clay, Vignoles, & Dittmar (2005), adolescent females were given pictures of average-sized and ultra-thin models, and researchers studied their reactions. They found that seeing these photographs was adversely associated with both body fulfillment and self-esteem.

Durkin, Paxton, & Sorbello (2007), using a strategy akin to Clay, Vignoles, and Dittmar's, researchers investigated the relationship between body satisfaction and self-esteem and found that looking at idealised models reduced body satisfaction and body image. Anyway, the adolescent young women in Earth, Vignoles, and Dittmar's audit showed no differentiations in body dissatisfaction between study the typical size models and the very slight ones.

Gibbs's (2010), analyzed the assessments of African American and Caucasian women on body fulfillment to dig further into the subject of media impact on regrettable self-perception. "Caucasian women are more probable than African American women to be impacted by the media on self-perception," was the speculation.

Granantino & Haytko (2013), additionally considered age and made a determination "Very little children, who are less furnished to deal with the strains put on them by the media, their companions, and society generally," experience body image problems in addition to adult women.

Harter (2006), claimed that parental approval still influences self-esteem, albeit less so than peer approval, and that peer support and approval boost their capacity to predict self-esteem. During this stage of development, adolescents undergo a significant shift in how they view their own self-worth in relation to other people.

Mäkinen, Puukko-Viertomies, Lindberg, Siimes, and Aalberg (2012), played out a concentrate in which school medical caretakers would take the level and weight of students; those students would then finish a self-examination scale, body disappointment subscale, a self-esteem scale, and a dietary issue stock. Young men were more happy with their bodies and revealed more prominent self-esteem contrasted with young ladies. "Young ladies communicated most fulfillment with their bodies when they were underweight, more disappointment when they were typical weight and most disappointment when they had overabundance body weight".

Patrick, Neighbors, & Knee (2004), examined the ways in which women with particular characteristics might contrast themselves with models in ads; they zeroed in on issues connected with contingent self-esteem and self-impression of magnificence. People who "base their identity worth on satisfying guidelines and assumptions" are named having high contingent self-esteem.

Polce-Lynch, Myers, Kliewer, & Kilmartin (2000), "Self-esteem is perceived for the fundamental work it plays in close to home prosperity and psychopathology. It suggests a singular's general sensation of worth or affirmation". Given social media's pervasiveness in modern culture, it is important to understand how it could affect one's sense of self.

Schufreider (2015), explains that people can compare a variety of things on Facebook, for example, "appearance, clothing style, love life, or social schedule," and that the additional time spent on the stage, the more open doors clients need to contrast themselves with different clients, which can prompt gloomy sentiments around oneself and one's own value.

Spurr, Berry, & Walker (2013), arranged a focus group with teenagers to hear their opinions and sentiments about wellness and healthy ideals, and they conducted a qualitative study. The media has a detrimental effect on men as well, according to one of the group's male teenagers, who stated, "Media influences young men the same way it influences others as well". They aspire to be like the toned, muscular person they see on television.

Wang, Yang, & Haigh (2015), found that those who scored highly on a scale measuring the need for popularity also posted a higher number of selfies. The researchers also examined the relationship between viewing selfies and self-esteem, furthermore, they saw that as "seeing selfies affected self-esteem, demonstrating the more as often as possible individuals view selfies on social media, the lower their self-esteem, which prompted diminished life fulfillment".

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## 3. RESEARCH METHODOLOGY

Teenagers between the ages of 13 and 17 who come from various racial and ethnic starting points will be the subjects of this review. Using a random sampling technique will ensure representativeness and lessen bias in the selection process. Informed consent will be obtained from participants as well

as their parents or legal guardians because the study involves minors. Participants will get an explanation of the study's purpose, their rights, and the voluntary nature of their participation.

#### 4. DATA ANALYSIS AND RESULTS

Table 1: Demographic Results

Variables	Frequency	Percentage
<b>Gender</b>		
Male	110	55
Female	90	45
<b>Age (years)</b>		
13	45	22.5
14	25	12.5
15	35	17.5
16	50	25
17	45	22.5
<b>Socio-economic Status</b>		
Low income	60	30
Middle income	90	45
High Income	50	25
<b>Geographical Location</b>		
Urban	100	50
Sub rural	60	30
Rural	40	20

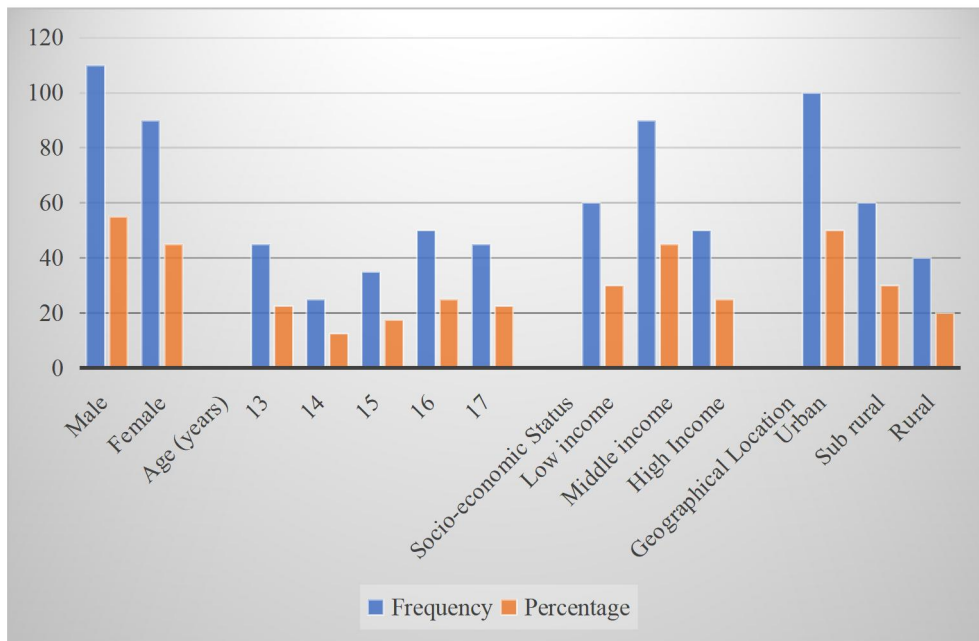


Figure 1: Demographic Results

The demographic survey has 90 female and 110 male participants. The results indicate a balanced gender distribution, indicating a representative sample. (Table 1). The teenage volunteers ranged in age from 13 to 17, with varying frequencies. The largest age group in the Humera Omer Farooq, Hafsa Farrukh, and Zainab Khan 178 Qlantic Journal of Social Sciences and Humanities | Volume 4, No. 3 (Summer 2023) study included 25 participants, with 15-year-olds coming in second with 35 participants. Furthermore, fifty individuals belonged to the 16-year-old cohort, while forty-five each represented the 13- and 17-year-old age groups. The participants' socioeconomic backgrounds were varied, with 60 belonging to the low-income category, 90 to the middle-income category, and 50 to the high-income category. Geographically, the participants were distributed as follows: 100 participants lived primarily in urban areas, followed by 60 participants in suburban areas, and 40 participants in rural areas. These findings highlight the diversity of the sample and guarantee that youth from all demographic backgrounds are fairly represented in the research.

**Table 2: Descriptive Analysis**

Descriptive Statistics			
Variable	Mean	St. Deviation	Range
Age (years)	15.4	1.4	13-17
Descriptive Statistics			
Variable	Mean Usage	St. Deviation	Range
Social Media Usage (Hours per Day)	2.7	1.3	1-4
Frequency of Social Media Platform Usage (Percentage Reporting Daily Use)			
Platform	Frequency		
Instagram	60%		
Snapchat	50%		
TikTok	40%		
Facebook	45%		
Primary Content Type on Social Media (Percentage Reporting as Primary)			
Content-Type	Percentage		
Image/Videos	60%		
Textual Content	40%		
Descriptive Statistics			
Variable	Mean Score	St. Deviation	Range
Self-Esteem Scores (Rosenberg Self-Esteem Scale)	28.5	4.5	15-40

The following descriptive statistics will be computed: means, standard deviations, and frequency distributions for the demographic variables, self-esteem ratings, social media usage patterns, and mediating/moderating factors. The study involved 200 youths in all, 90 girls and 110 boys. The participants went in age from 13 to 17 years ( $M = 15.4$ ,  $SD = 1.4$ ). (Refer to Table 2). The example was heterogeneous concerning financial status, containing 35% of participants from low-pay homes, 45% from working class families, and 20% from elegant families.

**Table 3: Correlation Analysis**

Variables	Pearson's r	P value
Social Media Usage (Hours/Day)		
Self-Esteem Scores (Rosenberg)	-0.16	< 0.01
Content Type (Images/Videos)		
Self-Esteem Scores (Rosenberg)	0.14	< 0.05

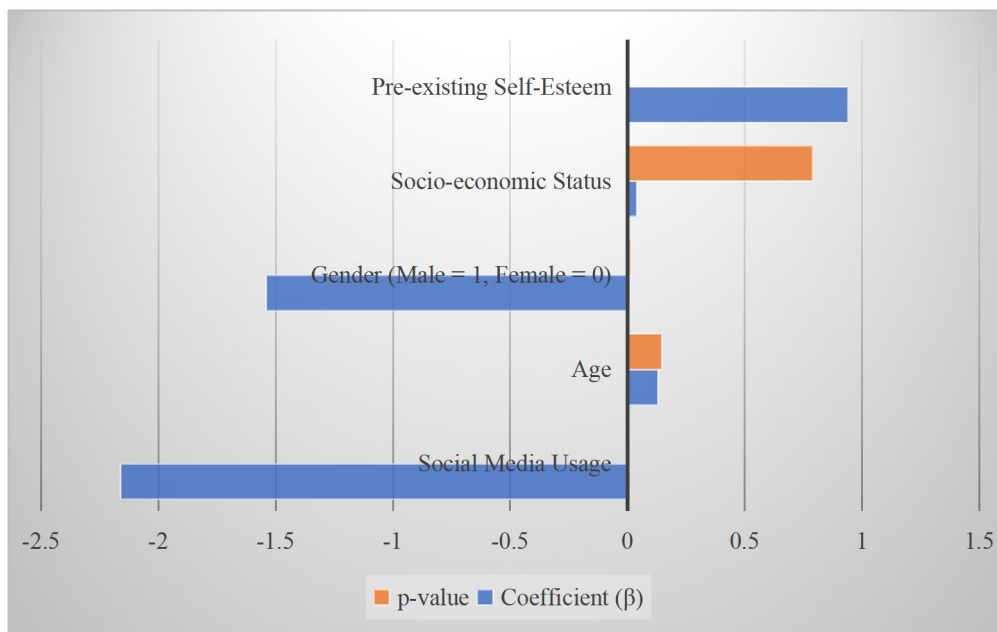
Pearson's relationship coefficient will be used to investigate the relationship between social media use and self-esteem. The strength and heading of the affiliation can be derived through connection examination. Pearson's connection coefficient was utilized to check out at the connection between

utilizing social media and self-esteem. The examination's discoveries were as per the following (Table 3). There was a to some degree negative connection between's self-esteem and standard utilization of social media ( $r = -0.16$ ,  $p < 0.01$ ).

Individuals who read more text on social media than watched videos or photos had somewhat higher self-esteem scores ( $r = 0.14$ ,  $p < 0.05$ ) than those who watched more videos or images.

**Table 4: Multiple Regression Analysis**

Variables	Coefficient ( $\beta$ )	p-value
Constant	10.25	< 0.001
Variables	Coefficient ( $\beta$ )	p-value
Social Media Usage	-2.16	0.002
Age	0.13	0.146
Gender (Male = 1, Female = 0)	-1.54	0.013
Socio-economic Status	0.04	0.790
Pre-existing Self-Esteem	0.94	< 0.001



**Figure 2: Multiple Regression Analysis**

The review utilized numerous relapse analysis to assess the impact of social media use on self-esteem, taking into account factors such as age, gender, socioeconomic status, and pre-existing levels of self-esteem. The outcomes are listed in Table 4. Daily social media use was still a significant predictor of self-esteem even after adjusting for these variables ( $\beta = -0.18$ ,  $p < 0.01$ ). In this model, self-esteem was not altogether anticipated by age, orientation, or financial level.

## 5. CONCLUSION

Social media significantly affects people's sense of self-worth. These social systems administration destinations are utilized by students for data sharing, relationship building, and support. In any case, most of individuals at last contrast themselves with others on both a vertical and descending scale. Individuals feel less committed and grateful for their gifts because of the vertical examinations, which can make them jealous of others and their ways of life. The review's discoveries show a critical converse relationship between youngsters' self-esteem and how much time they spend on social media every day, with higher social media use being related with lower self-esteem scores. Moreover, people who for the most part associated with text-based social media content were displayed to have to some degree higher self-esteem scores than the individuals who basically collaborated with photographs and recordings. These findings emphasise how crucial it is for parents, educators, and lawmakers to support teenagers' responsible use of social media. This means fostering candid conversations about body image, social media's potential consequences, and self-esteem in addition to strengthening digital literacy. Furthermore, future examinations ought to keep analyzing the mind boggling elements of social media use and its consequences for teenagers' prosperity to foster arrangements that limit likely damage and feature the positive parts of online connections.

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