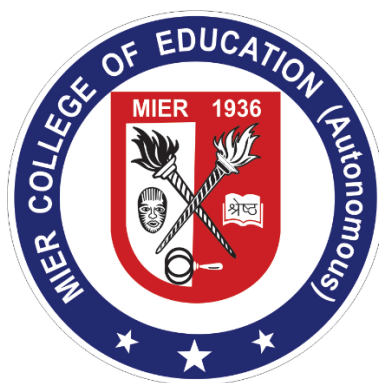


A STUDY ON SOCIAL MEDIA USE AND SELF-ESTEEM AMONG COLLEGE STUDENTS



DISSERTATION

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CERTIFICATE

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CHAPTER-I

INTRODUCTION

SOCIAL-MEDIA

Social media is a concept that refers to the combination of platforms whose content are generated by their members. At first, the internet consisted of web sites on which only the site developer could generate content. With the need for contributing to the content, blog sites have become the ancestor of social media sites. Wikipedia, online dictionary websites, and dating sites followed blogs. With the invention of Facebook, the entire concept and penetration of social media started to change. Facebook is a user-generated site whose members can share comments, photos, videos, and articles and can interact with other platform members using “like,” “comment,” and “share.” Facebook has more than 42 million users in Turkey, of which 83% were mobile users in August 2016 (Gemius Turkey Research, 2016). Social media is defined as a structure consisting of various technological activities in social interaction and content creation. In this structure, the individual introduces oneself to other individuals, either as they are or with another identity that they want to have and can interact with customers, and much more social media refers to a variety of technologies that facilitate the sharing of ideas and information among their users. From Facebook and Instagram to X platform (formerly Twitter) and YouTube, more than 4.7 billion people use social media, equal to roughly 60% of the world's population. (Data Reportal. "Digital 2023: Global Overview Report.") In early 2023, 94.8% of users accessed chat and messaging apps and websites, followed closely by social platforms, with 94.6% of users. (Global Web Index. "The Global Media Landscape.") Social media allows relationship forming between users from distinct backgrounds, resulting in a tenacious social structure. A prominent output of this structure is the generation of massive amounts of information, offering users exceptional service value proposition. However, a drawback of such information overload is sometimes evident in users' inability to find credible information of use to them at the time of need.

Social media sites are already so deeply embedded in our daily lives that people rely on them for every need, ranging from daily news and updates on critical events to entertainment, connecting with family and friends, reviews and recommendations on products/services and places, fulfilment of emotional needs, workplace management, and keeping up with the latest in fashion, to name but a few. (Stendberg, 2014).

When we refer to social media, applications such as Facebook, WhatsApp, Twitter, YouTube, LinkedIn, Pinterest, and Instagram often come to mind. These applications are driven by user-generated content, and are highly influential in a myriad of settings, from purchasing/selling behaviours, entrepreneurship, political issues, to venture capitalism. (Greenwood and Gopal , 2015)As of April 2017, Facebook enjoys the exalted position of being the market leader of the social media world, with 1.97 billion monthly users (Statista, 2017).In addition to posts, social media sites are bombarded with photo and video uploads, and according to the recent numbers, about 400 million snaps a day have been recorded on Snapchat, with around 9000 photos being shared every second. While 50 million businesses are active on Facebook business pages, two million businesses are using Facebook advertising. Apparently, 88% businesses use Twitter for marketing purposes (Lister, 2017). Social media started to keep in touch with friends and family, but businesses soon saw it to reach customers through a popular new way to talk. Social media is powerful because it lets you connect with and share information with anyone on Earth or many people at once. Social media is a computer technology that lets people share ideas, opinions, and information through online networks and communities. People use web-based software or apps on a computer, tablet, or phone to use social media. Social media on the Internet make it easy to share personal information, documents, movies, and photos quickly and electronically. Even though people use social media a lot in the U.S. and Europe, the countries that use it the most are in Asia, like Indonesia. About 3.8 billion people all over the world use social media. Social media is an area that changes all the time. Almost every year, big social networks like Facebook, YouTube, Twitter, and Instagram are joined by new apps like TikTok and Clubhouse. By 2023, about 257 million people in the United States are expected to use social media. Students frequently use social media networking sites and applications. They spend a significant amount of time on these sites on a daily basis. According to studies, university and college students are the most active users of social networking sites among students of various ages. In education, social networking sites are extremely significant. Students in fact have a variety of options to better their learning and have access to the most up to date knowledge by interacting with learning groups and other educational systems. Students can also share information by forming connections with diverse people. This has the potential to improve student learning results. Students mental health, which refers to their emotional, psychological and social well-being is also affected by university and college social media. Students at universities and colleges spend a significant amount of time on social media throughout the day and at night and it can be argued that technology plays a significant role in their everyday life.

Despite their enormous contribution to knowledge acquisition, it is necessary to identify whether such technologies are being used to gain knowledge or for other reasons that may result in adverse technology abuse affects. Many students spend numerous hours on social media sites such as YouTube, Facebook, WhatsApp, Instagram and Twitter every day. This may appear to be a waste of time at first look, but it also assists kids in developing important knowledge and becoming engaged citizens who create and share content. We believe that technology is an important aspect of students success as social media sites rise in popularity.

SELF-ESTEEM

Webster's dictionary defines self-esteem as "*satisfaction with oneself*" and "*one's good opinion of one's dignity or worth*." Those higher in self-esteem have an inherently strong sense of worth, while those low in self-esteem can sometimes feel worthless and even dislike themselves. (Abdel-Khalek, 2016; Jordan, Zeigler-Hill, & Cameron, 2017). Cognitive scientist Juan Yang offers a useful insight into how self-esteem impacts our goals and behaviour. "*People strive to feel good about themselves or seek to maintain their self-esteem, and this is fundamental to human nature*." Self-esteem is a judgment or self-evaluation of our work or goodness and how well we feel we are doing in areas of our life that we rate as important. (Yang et al., 2016). Empirical studies over the last 15 years indicate that self-esteem is an important psychological factor contributing to health and quality of life. (Evans, 1997). Self-esteem, then, is a reflection on how we see ourselves and our sense of worth. It is not binary – very high or extremely low – it is on a scale (Jordan et al., 2017). And, like self-efficacy, self-esteem is based on an individual's judgment. However, while self-efficacy informs beliefs regarding our capabilities, self-esteem relates to our sense of worthiness. An individual can have a low self-belief in their ability to perform a task (self-efficacy) that does not impact their sense of worth (self-esteem). On the other hand, those with low overall, or global, self-esteem is likely to display low self-efficacy levels across multiple tasks (Ellis, 2019). As such, self-esteem appears vital to our mental and physical wellbeing. Research has confirmed that it improves performance in particular domains such as in education and, more generally, positively impacts our physical and psychological health and social acceptance (Jordan et al., 2017). Self-esteem is based on evaluating the self and rating one's behaviours and qualities as positive or negative, which results in defining the self as worthy or non-worthy (Ellis, 1994). Self-esteem is contingent on external factors, such as performance, appearance, or social approval, that form the basis on which the self is evaluated.

Rosenberg (1965) characterized *self-esteem* as “one’s considerations and sentiments almost their worth and importance.” It can fluctuate and be dynamic, sensitive to the effect of inner and outer experiences (e.g., life events, family/friend relations) during adolescence (Baldwin & Hoffmann, Erol & Orth, 2011). Self-esteem is giving respect and admiration to yourself. The American Psychological Association defines self-esteem as “the degree to which the qualities and characteristics contained in one’s self-concept are perceived to be positive.” (American Psychological Association). High self-esteem is not just liking yourself but generally affording yourself love, value, dignity, and respect, too. Positive self-esteem also means believing in your capability (to learn, achieve, and contribute to the world) and autonomy to do things on your own. (Meškauskienė, 2013) It means you think your ideas, feelings, and opinions have worth. In other words, self-esteem is how you feel about yourself (inside and out), encompassing what you think about and value in yourself and how you relate to others. It's also related to how you feel others view, treat, and value you. This is why those in abusive situations or who have experienced trauma (particularly as children) are more likely to suffer from low self-esteem, concurrently and in the future, as a result. (AlShawi AF, Lafta RK, 2014) Self-esteem isn't dependent entirely on one thing or set of thoughts. Instead, a person's self-esteem is made up of your view of all the things that define you as a person, including your personality, accomplishments, talents, capabilities, background, experiences, relationships, and physical body, as well as how you perceive others see you. Self-esteem is the subjective sense of personal worth or value, encompassing positive or negative evaluations of oneself. It reflects an individual's overall attitude toward themselves, irrespective of external circumstances. Originally discussed by David Hume in the 18th century, self-esteem gained prominence through the works of William James, who distinguished between the “I-self” and “Me-self” (Sprecher et al., 2013). Morris Rosenberg's self-esteem scale became a pivotal tool in its assessment. While behaviourism initially dismissed introspective research, the mid-20th century saw a resurgence of interest in self-esteem with the emergence of phenomenology and humanistic psychology (Rosenberg, 1965). Orth and Robins (2014) highlight the crucial role of self-esteem in healthy personality development. Psychologists increasingly recognize its association with various aspects of well-being and adjustment. Understanding the predictive value of self-esteem is essential for enhancing the well-being of college students (Chao, 2012). Self-esteem, viewed through various psychological models, plays a pivotal role in an individual's identity formation, societal interactions, and overall mental health. High self-esteem is linked to positive emotions, life satisfaction, and effective coping mechanisms, while low self-esteem contributes to increased sensitivity to external judgments and heightened stress levels (Meszaros & De Wals, 2011).

Self-esteem, Sense of personal worth and ability that is fundamental to an individual's identity. Family relationships during childhood are believed to play a crucial role in its development. Parents may foster self-esteem by expressing affection and support for the child as well as by helping the child set realistic goals for achievement instead of imposing unreachably high standards. Karen Horney asserted that low self-esteem leads to the development of a personality that excessively craves approval and affection and exhibits an extreme desire for personal achievement. According to Alfred Adler's theory of personality, low self-esteem leads people to strive to overcome their perceived inferiorities and to develop strengths or talents in compensation. Self-esteem influences your relationships, your success in business, your happiness, and beyond. Low self-esteem can lead to anxiety, depression, and loneliness, issues in relationships, job performance, and even substance abuse.

RELATIONSHIP BETWEEN SOCIAL-MEDIA AND SELF-ESTEEM

The use of social media can be viewed as both a protective and a risk factor for mental health. For example, the support gained from social media may ameliorate feelings of loneliness or lack of offline social interaction, and help prevent the onset of mental health issues. While in other cases using social media can be responsible for the onset of or exacerbating existing mental health issues. However, it is still unclear whether these factors are causally related and in this section, we review research reporting potential negative and positive impacts of using social media on mental health. In much research, teenage girls have been found to experience increased body dissatisfaction due to excess use of social media that focuses on appearances and can lead to self-objectification, or believing their appearance matters more than other internal qualities. This is related to lower body esteem, body shame, anxiety, and depression. Adolescent girls try to copy the so-called influencers on Instagram whom they believe to be perfect and then these girls end up leading to depression, anorexia nervosa, lack of confidence and hormonal changes, mood disorders and menstrual disturbances. (Gupta RK, Khajuria A, Gupta U., 2023)

Social Media use and Positive impacts on Mental Health

Despite the findings presented in "Social media use and negative impacts on mental health" section, other researchers (Berryman, et al., 2018) have found no evidence for negative impacts, or they have found positive impacts of social media use on mental health. Royal Society for Public Health (RSPH, 1965) found that higher use of social media was associated with positive effects on self-expression).

Social media and other online resources can offer positive opportunities to engage and provide support for individuals with mental health issues. (Allen, et al., 2014) highlight that a key positive feature of social media is to enhance 'social connectedness' and this has become even more important now during times when individuals are unable to meet in person due to COVID-19 restrictions (Taylor-Jackson et al., 2020). Rideout and Fox (2018) conducted a nationally representative survey of 1337 young people aged between 14 to 22 years. In addition to measures of online and social media behaviours, the survey also included the Patient Health Questionnaire Depression Scale (PHQ-8).

They found that those individuals experiencing moderate to severe symptoms of depression were searching the internet for help, including researching mental health issues online (90%), accessing other people's health stories through blogs, podcasts, and videos (75%), using mobile apps related to well-being (38%), and connecting with health providers through digital tools such as texting and video chat (32%). Social media was first established to connect with friends and family while opening the door to communicating with others across the globe. No matter where you live, you can connect with another person through a smartphone screen. Connectivity is a significant advantage of social media. People enjoy being able to stay in touch with family and friends who've moved away and expose themselves to new people from different cultures on the other side of the world.

Social media use and Negative impacts on Mental Health

Many studies have used self-report responses to surveys. Woods and Scott (2016) used the Hospital Anxiety and Depression Scale (HADS) to assess anxiety and depression levels and the Rosenberg Self-Esteem Scale (Rosenberg, 1965) to assess trait self-esteem. A modified version of the Social Integration and Emotional Connection subscale of the Social Media Use Integration Scale (Jenkins- Guarnieri, et al., 2013) was used to assess emotional investment in social media. The sample consisted of 467 pupils at a secondary school in the United Kingdom, aged between 11 to 17 years. They found significant positive correlations between higher anxiety levels and greater social media use, and emotional investment in social media. Similarly, higher depression levels were also associated with increased social media use, and emotional investment in social media. The relationship between self-esteem and social media use was found to be negative, whereby lower self-esteem scores were associated with higher levels of social media use, and emotional investment in social media.

Social media is linked with a higher rate of depression among people, especially teens and young adults. It is one of the most common mental illnesses caused by social media.

Comparing yourself to others' lives can create a sense of envy and loneliness without you even realizing it. One of the biggest cons of using social media is its limited real-time human interaction. The more time you spend scrolling through your feed, the more you are bound to compare your life with the ones online. The vicious loop of comparison further leads to feelings of jealousy and even depression.

SIGNIFICANCE OF THE STUDY

Though social media, as the name suggests, is expected to keep people connected, probably this social connection is only superficial, and not adequately deep and meaningful to help individuals feel emotionally attached to others. The psychological effects of social media on student life need to be studied in more depth to see whether social media really acts as a social support for students and whether students can use social media to cope with negative emotions and develop positive feelings or not. In other words, knowledge of the potential effects of the growing use of social media on students' emotional well-being can bridge the gap between the alleged promises of social media and what it has to offer to students in terms of self-concept, self-respect, social role, and coping strategies (for stress, anxiety, etc.)

STATEMENT OF THE PROBLEM

A study on social media use and self-esteem among college students.

OPERATIONAL DEFINATION

SOCIAL MEDIA

In this context, "social media use" can be operationally defined as the frequency and duration of engagement with various social media platforms, such as Facebook, Instagram, Twitter, Snapchat, etc. This could be quantified by tracking the amount of time spent on social media daily, the number of times a user logs in, or the types of activities undertaken (e.g., posting, liking, commenting, sharing).

SELF-ESTEEM

"Self-esteem" refers to an individual's subjective evaluation of their own worth, value, and competence. Operationally defining self-esteem might involve using standardized psychological

assessments, such as the Rosenberg Self-Esteem Scale, to measure levels of self-esteem among college students. This could include administering surveys or questionnaires that assess feelings of self-worth, confidence, and overall satisfaction with oneself.

OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In View of the available literature & importance of the topic, the following objectives were set: -

1. To study the relationship between social media use and self- esteem among college students.
2. To find out difference among male and female college students on social media use.
3. To find out difference among male and female college students on self-esteem.

HYPOTHESIS OF THE STUDY

1. There will be a significant association between Social Media use and Self-esteem among college students.
2. There will be no significance among male and female college students on social media use.
3. There will be no significance among male and female college students on self-esteem.

DELIMITATIONS OF THE STUDY

- The study has been delimited to 120 students from Jammu district.
- The study is quantitative in nature.

CHAPTER-II

REVIEW OF LITERATURE

INTRODUCTION

A literature review is a concise summary and critical analysis of existing research and scholarly works relevant to a specific topic. It serves to provide context, identify gaps in knowledge, evaluate methodologies, build a theoretical framework, and support arguments within a research study. Conducting a literature review involves systematic searching, critical evaluation of sources, synthesis of information, identification of patterns and trends, and highlighting of gaps and opportunities for further research. Overall, a well-executed literature review is crucial for informing research design, advancing understanding, and contributing to the scholarly conversation within a particular field.

Joshi et al., (2023) Internet-related problems are becoming more prevalent, and growing cell phone social media use may be a contributing factor. This paper seeks to investigate the psychological and social elements of cell phone social media behaviours in order to better comprehend internet-related diseases. According to humanistic theories of positive functioning, it was hypothesized that undergraduate students' psychological wellbeing would be positively correlated with their use of social media on their cell phones, specifically their sense of engagement, interest, pleasure, and accomplishment. According to Maslow's hierarchy of needs, it was also predicted that undergraduate students' social media connectedness (affiliation, feeling rewarded, being liked by others, and contributions to others' well-being) would have a favourable impact on their psychological wellbeing. 523 (75.4% female) undergraduate students from a major public institution took part in this study in the fall of 2019 by completing verified quantitative surveys about their use of cell phones and psychological health. To analyse the results, Spearman's rho and ordinal logistics were used. According to correlational data, undergraduate students psychological wellbeing was favourably correlated with their use of social media on their cell phones, both for connecting with others and for connecting with themselves. Ordinal logistics revealed that being linked to oneself and others on social media using a cell phone increased the likelihood of psychological wellbeing. While cell phone social media connectivity to others was not a significant predictor of undergraduate students' psychological well-being, it did strongly predict connectedness to one's own social media accounts using the medium effect.

Undergraduate students psychological wellbeing was enhanced by their increased use of social media on their cell phones, both for connecting with others and for connecting with themselves.

Undergraduate students' psychological wellbeing was significantly predicted by their cell phone social media connectedness to themselves, but not by their cell phone social media connectedness to others. This finding may have implications for the study of behavioural addiction and may aid in a better understanding of disorders linked to the internet.

S.Vanithamani et al., (2021) examines the impact of social media among college students in Sulur, Coimbatore, India. The study uses a survey to collect data from 100 college students and identifies four main themes: social media usage patterns, impact on academic performance, impact on mental health, and impact on interpersonal relationships. The study reveals that social media use is prevalent among college students in Sulur, Coimbatore, and can have both positive and negative impacts on their academic performance, mental health, and interpersonal relationships. The study provides valuable insights into the impact of social media on college students in this region of India and highlights the need for further research and interventions to promote healthy social media use.

Mathewson (2020) discusses on the relationship between social media usage and college students' perception of their mental well-being. The study is based on Festinger's Social Comparison Theory and The Interpretation Comparison Model. The participants were surveyed, and the results showed that social media users tend to create an attractive, unauthentic representation of themselves. The relationship between suicidality and social media usage was found to be non-significant and positive. By asking students if they attribute any of their unease to something they saw on social media, the study suggests that on-campus counsellors should investigate the connection between social media usage and perceived mental health.

Adhikari (2020) discusses the impact of social media on Navodit College students. While social media is a modern communication tool, it can have both positive and negative effects on students. The excessive use of social media can have long-lasting effects on students' mental and physical health and negatively impact their academic performance. The study reports that students use social media mainly to remain updated on trends and make learning technology easier. However, the research also highlights concerns such as privacy issues, parental control, and peer pressure to join social media. Therefore, the study suggests that students have their own perception of the impact of social media, and it is important to be aware of both the positive and negative effects it can have.

Kusuma(2020) Despite the research's interruption, young people are establishing amicable social connections with the neighbourhood. Academic achievement for students is one of the key effects of these platforms, and numerous longitudinal studies have revealed that excessive, unproductive social media use has a negative impact on students' degrees. According to research, social media strongly influenced the social behaviour of 82.6 percent of young people. Many young people use the internet before or after doing anything, avoid interacting with their peers in Favor of connecting with their social networks, and consequently become less social. Social media is primarily used by young people for social purposes rather than academic ones.

Pawar T and Shah J (2019) conducted a study on Relationship between social media addiction, self-esteem, sensation seeking, boredom among college students. 105 participants were there. With the results obtained from the Regression Analysis it can be rightly said that Social Media Addiction exists in youth but Self-esteem and Boredom are strong Predictors of it. Hou Y et al., (2019) conducted a study on undergraduate students recruited through a social psychology course at Peking University, China. A total of 250 students who enrolled in the course participated in the study for one course Credit. Research revealed negative associations between social media addiction and college students' mental health and academic performance, and the role of self-esteem as an underlying mechanism for the relation between social media addiction and mental health.

Elantheraiyan.P & S.Shankarkumar (2019) investigates the impact of social media on college students in Chennai district, India. The study uses a survey to collect data from 200 college students and identifies four main themes: social media usage patterns, impact on academic performance, impact on mental health, and impact on interpersonal relationships. The findings suggest that social media use is prevalent among college students in Chennai and can have both positive and negative impacts on their academic performance, mental health, and interpersonal relationships. The study provides valuable insights into the impact of social media on college students in Chennai and highlights the need for further research and interventions to promote healthy social media use.

Aalbers, et al., (2019) collected measures relating to depression symptoms and social media use from 125 students, at seven times per day for 14 days. Using regression and time-series models, they found that spending more time on social media was associated with higher levels of loss of interest in offline activities, concentration problems, fatigue, and loneliness. Fatigue and loneliness predicted social media use across time, but social media use predicted neither depression symptoms

or stress. Mean social media use was positively correlated with a depressed mood and feeling inferior, but these associations disappeared when controlling for all other variables.

These correlations with loneliness are important, but it would be useful to know if individuals were lonely before using social media, or whether using social media led to loneliness. In a national UK survey called the 'Loneliness Experiment' (BBC, 2018), individuals who reported feeling lonely were found to have more 'online only' Facebook friends.

Twenge & Campbell (2019) Teenagers spend a significant amount of time on digital media (such as smartphones, computers, social media, gaming, and the Internet), and this time is only getting longer. However, the results of the available research are divided on whether or not this time is negatively related to adolescents' psychological wellbeing (including happiness, general well-being, and indicators of low well-being such as depression, suicidal ideation, and suicide attempts). The psychological well-being of light users of digital media (1 hour per day) was significantly higher than that of heavy users (>5 hours per day) across three large surveys of adolescents in two countries (n = 221,096). When evaluated with the same methodology, datasets that were previously offered to support opposing findings had effect sizes that were comparable. Heavy consumers of digital media (vs. light users) were 48% to 171% more likely to be sad, to have low wellbeing, suicide attempts were twice as likely to be reported by heavy users (compared to light users). The level of well-being was highest among light users (as opposed to non- or moderate-users), and for the majority of digital media users, the biggest decline in well-being occurred between moderate and heavy use.

Soni (2019) The results of earlier studies on the subject are provided in the literature review, which also aided in choosing the right aims and methods for additional research. improvement on the subject. Teenagers and young people, who are growing up as members of the Net Generation, are the country's future and builders. They are developing as the Internet Generation. Simply said, they'll make use of the most recent technology, such as iPads, smart phones, mp3 players, digital cameras, video games, and personal computers. According to Tapscott (1998), children today are raised in a digital environment, and their access to technology has given them more freedom to interact with adolescents and the rest of the world. Young people trusted the internet. Opportunities to contribute have been made available by digital media for those nations that have ICT (Information Communication Technology) as said by Livingstone.

Gilbert M. Talague et al., (2018) The effect of social media on chosen college students' academic performance was investigated. The author of this study emphasizes the real world influence of youth's regular social media interactions. To get good picture of the problem, a descriptive study design was used. This research was based on 60 active social media users. According to the findings of this study, social media has a dual impact on accomplishments and it is critical to address Adolescent's use of social media with ultimate responsibilities.

O. Ezeji and E. Ezeji (2018) The impact of social media on the study patterns of Aluan IKOKU federal college of education Owerri students was investigated. The main objective was to determine the level of social media usage among AIFCE students, as well as the relationship between social media usage and study habits.

Dhir (2018) examined whether psychosocial wellbeing measures like compulsive media use and fear of missing out, trigger fatigue and, social media fatigue can result in anxiety and depression among social media user's adolescent in India. The study findings concluded that media use significantly social media fatigue can also lead to result in anxiety and depression. Fear of missing out analysed as predictive factor for social media fatigue through compulsive social media use.

Joshi (2018) studied on the social media and well-being. The results showed that there was significant difference between gender and categories and more the use of social media less the level of wellbeing.

Sharma and Sharma (2018) studied to find out the relationship between internet and social media addiction and psychological well-being (PWB) of college students. In result Internet addiction was found to be significantly negatively correlated to PWB and sub-dimensions of PWB. Regression analysis further revealed internet addiction as significant negative predictor of PWB.

Kolan & Dzandza (2018) The emergence of social media has revolutionized communication, providing valuable tools for education and entertainment. Over two-thirds of internet users visit social networking sites (SNSs), driven by convenience, functionality, and flexibility. While social media offers numerous benefits, such as enhancing relationships and developing collaborative abilities, it can also have negative effects on academic performance. Research indicates that social media use is prevalent among tertiary school students, with over 90% using SNSs for an average of 30 minutes daily. Social media use can lead to lower academic performance, low self-perception, and less interest in college-oriented careers. It can also affect

students' use of English, as they may use shorthand or replicate errors made in online communication during exams.

Bhakta (2017) The study aimed to determine the nature of social media use among college students, its impact on their academic performance, and its overall effect on them. The survey research method was used, and a self-made questionnaire was administered to 100 second-year undergraduate students pursuing a BA degree in English in Howrah and Kolkata districts. The results indicated that students primarily used WhatsApp for entertainment purposes and that a negative relationship existed between social media usage duration and academic achievement. Social media had both positive and negative impacts on college students. While it allowed them to participate in different groups and social activities, overuse of social media could also hinder their academic performance. Therefore, it is crucial for parents, teachers, and the government to create guidelines to monitor social media use among students.

Jan & Ahmad (2017) authors hypothesis is the use of social media has decreased the self-esteem of the users. They have selected 150 student's samples, age 18 to 25 from institute of business management. To test the hypothesis, they have provided two questionnaire (I) self-esteem questionnaire to each of the participants in the study to check the self-esteem and (ii) second questionnaire to check the time spent on Facebook. Other method that was used in study was interviewed to know why they spent time on Facebook. Authors got to know that 88% of participants indulge themselves in social comparisons and 98% of the comparisons are upward social comparisons. It has been studied those upward social comparisons leads to feeling of inferiority and negative persona of us and decrease in self-esteem. They have divided the participants according to time spent on Facebook. Facebook is used as a medium to test their hypothesis.

Gallagher (2017) found study that there exists a relationship between social media and self-esteem among teenagers. It is also found that there is non-significant positive correlation of self-esteem with how often participants posted on social media , the hours spent on social media correlation was reported , the greatest number of friends on , the number of social media accounts , how often the participants checked their social media after they have posted something and some other dimensions. It is also shown that self-esteem score negatively correlated if the participants did not receive as favourable responses. Meshioye (2016) found that the self-esteem there is a weak positive and significant relationship with social media. It is also found that the male participants and social media intensity have a negative correlation though it was not statically significant. It is also found that body strength had no significant relationship with social media intensity. Sexual attractiveness and social media intensity have

a weak positive relationship with social media intensity. The weight concern has a weak positive correlation though it was not statically significant.

Gallinari (2017) found that 'likes' on Instagram does not significantly affect the social self-esteem, performance self-esteem and appearance self-esteem among women in the age group 18-25. It is also found that a positive correlation between correlational relationship between number of 'likes' and appearance self-esteem. Vogel, et al., (2014) found frequency of Facebook use was a significant predictor of self-esteem which shows that participants high with high Facebook use has lower self-esteem. The frequency of Facebook use was negatively correlated with self-esteem as participants with more exposure to Facebook tended to evaluate themselves more poorly. It is also found results also showed that frequency of Facebook use was a positive predictor of both the extent of upward comparisons and downward comparisons although the relationship was stronger for upward comparisons. It is also found that upward comparisons on Facebook also predicted lower self-esteem but, downward comparisons on Facebook did not predict self-esteem.

Bagroy et al., (2017) College students' psychological suffering, which manifests as depression, anxiety, and other mental health issues, is a major public health concern. Intervention and mitigation efforts on college campuses face substantial obstacles due to the lack of precise, ongoing, and multi-campus data on mental health. This study investigates the possibility of social media as a fresh "barometer" for measuring college populations' mental health. We first develop and assess a transfer learning-based classification strategy that can detect mental health expressions with 97% accuracy using student-contributed data from Reddit communities of more than 100 universities.

Muppudathi (2016) studied on the impact of WhatsApp messenger use on subjective wellbeing of college students. The results indicated that most of the students are socially detached and started to be isolated and their personality type has been changed from extrovert to introvert even though this app provides lot of happiness to them.

Prabha and Magdalin (2016) studied the relationship of Loneliness, Social anxiety Psychological Well-being, age and type of internet users on Internet addiction among female college students. The results showed that the Internet addiction in relation to Loneliness, Social anxiety and psychological well-being were not found to be significant relationship among female college students.

Puri and Solanki (2016) explored the relationship between social networking and psychological well-being among adult working females. Results of the study indicated that some factors of psychological well-being are slightly negatively correlated with social networking while others are slightly positively correlated with social networking.

Knight McCord et.al., (2016) The most popular social media sites among college students were investigated. Instagram was the most popular social networking site, followed by snapchat and Facebook, according to this study. LinkedIn and Pinterest were the least popular social networking sites. The majority of the people use social networking sites for 1- 10 hours every day, with a slightly higher percentage saying they use them more on weekend.

Boateng and Amankwaa (2016) defined social media as the application that allows users to converse and interact with each other. It is an online space that is used by people to connect, share, communicate, establish or maintain connection with others for various purposes. Social media is an online platform which enables people to build social networks or relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections. Social media is therefore the interaction among individuals in which they create and share information and ideas in networks. However, social media relies on many electronic devices like tablets, I-pads, laptops, and Internet-based technologies for connecting people. Thus, social media can be described as technologies that facilitate social interaction, make collaboration possible, and enable deliberation among people at the global level.

Badri B, et al., (2016) was conducted to check self-esteem as a mediator the relationship between mindfulness and mental well-being behaviour (positively and negatively). The sample of 318 (232 males and 86 females) Indian undergraduate university students, age 18-23 years were selected. Mindfulness was assessed with Mindful Attention Awareness Scale. Self-esteem was measured with Rosenberg Self-esteem scale assessment tool and mental well-being was measured with Warwick-Edinburgh Mental Well-being Scale assessment tool. Correlation was used as a statistical tool to check the relationship between self-esteem and mental well-being. As per the result there was significant difference (chi square= 74, df= 39; $p = .001$). High Self-esteem has positive correlation as a mediator between mindfulness and positive mental well-being.

Wood & Parenteau (2016) Previous studies have found a strong correlation between social media use and psychological well-being. The current study looked into whether spirituality or religion mediates the link between psychological adjustment and social media intrusion. The Religious Commitment Inventory-10, Spirituality Index of Well-Being, DASS-21 Scales, and the Facebook Intrusion Questionnaire—which was slightly modified to encompass all forms of social media—were all completed by participants. The findings showed that social media intrusion was

considerably negatively correlated with spiritual well-being and the self-efficacy component of spiritual well-being, and significantly favourably associated with despair, anxiety, and stress. Additionally, the relationship between social media intrusion and psychological stress was partially mediated by the spiritual wellbeing dimension of self-efficacy. These findings suggest that increased social media use may be able to reduce certain components of spirituality, which may therefore have a negative impact on psychological adjustment.

Jayshree Jha et al., (2016) This paper looks into the effects of social media on college students' learning efficiency. A survey was conducted from a number of random students and found that while most college students use social media, there is a negative aspect to their use. The results indicate that while social media can help students develop knowledge and social skills, it also has a negative effect on their study efficiency. The benefits and disadvantages of students using social networking for study are examined in this study. It is found that Facebook is the most used social network by college students, followed by YouTube and Twitter. 72% of high school and 78 percent of college students spend time on Facebook, Twitter, Instagram, etc. Social networks provide students with the freedom to upload what they want and talk to whom they want, making new friends and commenting on the lives of different people.

Virginia et al., (2015) found that the social networking influence the self-esteem and psychological wellbeing among secondary school student. Students have different purposes and motivation for using the social networking sites. It is also found that majority of students has an access to social media sites among secondary schools students. It is also found that there is higher level of use of Facebook than other social networking sites. Students have different purposes and motivation for using the social networking sites.

Erin A. Vogel et al., (2015) The impact of social comparison orientation on social media use and results were investigated. The major goal of this research is to see if there's a link between SCO, Facebook use and unfavourable psychological effects. This study used a correlational technique and found that participants is SCO used Facebook more frequently. The finding imply that SCO has a consistent impact of social media across all measures. Participants with a high SCO had a lower trait self-perceptions, lower state self- esteem and greater negative effect balance than those with a low SCO.

Idubor, et al., (2015) has conducted to find the relationship between use of social media and self-perception and effect of use of social media on self-perception of undergraduate students at university of Ibadan. The ex-post-facto method was used to conduct the research. Students from these courses were selected i.e., Science (233), Social Sciences (146), Agriculture and Forestry

(136), Pharmacy (33), Clinical Science (119), Arts (182) and Law (58). Total of 907 sample were selected from total population of 9074. As a quantitative research self-perception questionnaire was opted to reach the hypothesis. Correlation method was used to check the relationship and regression method was used to check effect of independent variable (social media) on dependent variable (self-perception) and SPSS was used for analysis. Questionnaires were provided to each participant and only 833 out of 907 sample responses were taken into consideration. It was found there is positive relationship between social media and self-perception ($r = .18$, $p < 0.00$). As per result there is a significant difference. In this study it has concluded by saying there is positive relationship and effect of use of social media (Facebook). When student use Facebook to gain information his/her self-esteem increases.

Banega, et al., (2014) authors aim to study the effects of social media on love beliefs of young couples and singles. They have selected 50 teenagers that seemed to fit for study. Two groups were set by researchers, one groups watched love movies (7 movies selected by researcher and two soap operas on the prime-time slot or American series and spend hour or more on social networking sites) and other group watched horror movies. Questionnaires were given to each of the participants to check their attitude toward love. With the help of t-test significant significance was found. Pre and post-test were taken and recorded of everyone. Overall mean score of the paired sample is 4.20 and Standard deviation is 11.79 and t-score is 2.5. The test statistically significant is 0.015 hence, it was found there is significant difference ($p < .05$). The study was concluded with the result that media do effect love beliefs of young couples and singles.

Daas, et al., (2014) conducted to check the relationship between self- confidence and social media. Researcher have conducted 3 and half year study on Dutch public to see change in self-confidence if there some changes in social media message sentiment. As per the result researchers found strong positive correlation between two variables ($r = .09$). Facebook, twitter, LinkedIn and blogs as a platform is used to check the influence of social media on self-confidence. The sample of 1000 youth was selected, every first 2-week survey of each month was conducted. Self-confidence was related to financial situations of the Netherlands and the youth and how confident they feel to buy large goods in current situation. The questionnaires were provided to each youth. Secondly, they have collected public social media messages. Around 3 billion messages were collected. Negative and positive sentiment was checked by using a proprietary variant of a sentence level-based classification approach. Average sentiment = percentage of messages classified as positive - percentage of messages classified as negative Next, the result of social media sentiment was compared with the result of monthly consumer confidence data covering the same period. Regression method was used to measure the effects of young household sentiment messages on

social media on youth confidence and correlation method was used to measure the relationship between youth social media sentiment and self-confidence. Result was concluded with a result, sentiment of youth messages on Facebook is highly correlated with young household confidence ($r=0.81$ and 0.83) on a time interval and significant difference of $p<0.01$. Hence, Facebook sentiment messages effects household self-confidence.

Chen & Lee (2013) concluded that Facebook use was directly related to psychological distress, which as a result reduces to the people's sense of self-worth. Facebook has also led to an increase in bullying, as the rumour spread easily, via Facebook, and indecent images of people, it may not be uploaded without their consent.

Bizirgianni & Dionysopoulou (2013) was conducted to check the influence of social media on youth travelling behaviour. The sample of 254 young people (112 male and 142 females), age 16- to 29-year-old were selected who use social media (Facebook and Twitter) regularly. Questionnaires consist of 25 questions were provided to each participant via an e-mail. From the sample of 254 users, 37% are students, 31% employees in private sector, 12% freelancers, 8% students of secondary education, 7% unemployed and 4% civil servants. When comes to travelling 225 participants chose social media top priority to gain information about destination. 69% of young people check social activities (travelling destinations, photos) of their peer on social media (Facebook) profile. 36% young people were influenced by seeing photos on social media of peer, 33% young people were not influenced, and 19% young people were highly influenced. Hence, concluded young people travelling behaviour get influenced by social media.

Devine & Lloyd (2012) studied on Internet use and psychological well-being among 10-11 years old children. The study showed that the use of social networking sites has been reported as leading to lower Psychological well-being for girls.

Brian D. Loader and Dan Mercea (2012) The authors examine the different types of political participation and the roles of various social media platforms in shaping youth political behaviour. The results of the study suggest that social media platforms have a positive impact on youth political participation. Specifically, the authors find that social media is most effective in facilitating non-traditional forms of political engagement, such as online petitions and campaigns, rather than traditional forms like voting or party membership. The study also finds that Facebook, YouTube, and blogs play different roles in shaping youth political behaviour. Facebook is seen as a platform for discussion and information sharing, while YouTube is seen as a platform for mobilization and emotional engagement. Blogs are seen as a space for in-depth analysis and discussion.

Edosomwan Prakasan (2011) Concluded that the concept of social media has evolved like innovations and also becoming increasingly sophisticated in technology.

Kim and Lee (2011) examined the effects of Facebook friends and qualities of self-presentation on subjective well-being. The survey was conducted on undergraduate students having a Facebook account and found that their happiness is enhanced when they have more Facebook friends and their positive self-images. For example: they post photos that only show their happy side or they avoid writing about negative things that happen to them).

Wang Q. et al., (2011) The effect of social media on college students was investigated. This descriptive and exploratory research study gathered a random sample of 48 (N=48) men (n=26) and women (n=22) who were given a perspective questionnaire on how social media influences college students. Johnson & Wales University has 35 per cent undergraduate and 65 per cent graduate students while most college students use social media and spent many hours on social media sites. This study found that there is a negative element to college student use of social media.

De Andrew et al., (2011) Analysed the usage of social media to aid in the adjustment of students to college. The importance of social support in a students' smooth transition to college cannot be overstated. Even after controlling for other significant factors, site usage entranced students' perceptions of having a diversified social support network during their first semester of college.

Cao and Hong (2011) The use of social media by college faculty in teaching requires further investigation. The goal of this study is to look into the causes and effects of college professor using social media in their classrooms. This research is based on a literature review, the author's observations and qualitative & quantitative data provided by 249 full time and part time faculty members. According to the findings of two studies, there are four antecedents for using social media in teaching: faculty personal social media, peer pressure, supervisor pressure and student pressure.

D'Silva, et al., (2011) was conducted to check the relationship between social media and brand choice behaviour. This research was conducted in Mumbai, India among youth. Total sample of 121 youngsters were selected. Questionnaires were provided to each participant and responses were recorded. SSPS was used to check the significance ($p > 0.05$) and relationship. With the help of chi square significance difference was calculated (15.68, $p < 0.00$) when companies take benefits of social media to create their brand and younger get influence by it after seeing it on social media. Other hypothesis was do youngsters seek information about brand and get influence by it. As null

hypothesis was rejected in this case as well. With chi square method result were calculated (9.168, $p < 0.002$). It clearly shows youngsters are getting influenced intentionally and unintentionally.

In longitudinal study of Mikami, Szewedo, & others (2010) on 92 youths, after controlling age, gender, ethnicity, and parental income factors it was found that youths' patterns of peer relationships, friendship quality, and behavioural adjustment predicted qualities of interaction and problem behaviour on their social networking websites.

Nielsen (2010) studied social media & under investigation he, argues that social media accounts for nearly one-quarter of all internet activity, and LinkedIn has over 80 million professionals in over 200 countries. For example: Facebook, Twitter, Myspace and YouTube are available for everyone; it was traditionally created to connect with individuals from all over the world to include employees, friends and families.

Kataoka, et al., (2010) has conducted to find the relationship between self-esteem and risk behaviour such as self-harm behaviours, sexual behaviours, physical activity, and dietary behaviours. Total sample of 11,113 (5,604 males and 5,509 females) 10 to 12 grade high school students in Japan were selected for the research. Japan Youth Risk Behaviour Survey conducted by Nozu et al. (2002) was used in the analysis. Nine risk behaviour (i.e., physical activity, dietary behaviours, cigarette smoking, alcohol drinking, drug abuse, sexual behaviours, traffic-related behaviours, violence and carrying a weapon, and self-harm behaviours) were taken into consideration for the research. To measure self-esteem 15 items scale was constructed with five subordinate Parent, Teacher, Peer, People in community and General. Multiple Regression method was used to find the effect of self-esteem (independent variable) on risk behaviour (dependent variable). SPSS was used to check the significant. For male, risk behaviour such as lack of vigorous physical activity, attempting suicide and skipping breakfast showed the significant high positive standardized partial regression with respect to the self-esteem. For female, the effects were similar. Subordinate as parents: strong correlation (low self-esteem in parents develops low self-esteem in child as well and it influences risk behaviour in children (smoking, drinking, skipping breakfast and sexual intercourse) in child both males and females. Subordinate as peer: no correlation was found between friends' self-esteem and participants risk behaviour because low esteem in peer doesn't develop low self-esteem in child.

Bawden & Robinson (2009); LaRose et al. (2014); Ji, Ha & Sypher (2014) found that social media use can hinder psychological and physical wellbeing as well as social and personal development.

Sum et al. (2008) investigated the relationships between Internet use and older people's social capital and wellbeing. Researchers found that the relationships between Internet use, social capital and wellbeing is a complex construct and the Internet has different effects on social capital and wellbeing resulted from different use of this technology. The study results revealed that the Internet is a two-edged sword with the ability to both harm and help.

Boyed & Ellison (2007) define social media as Internet-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and traverse their list of connections and those made by others within the system. According to Ali, Iqbal & Iqbal (2016), social media is the collection of applications such as Facebook, Twitter, WhatsApp, LinkedIn and YouTube, among others, that link people together as they share information through social networking. As indicated by Junco, Heiberger & Loken (2010), social media is referred to as a collection of Internet websites, services, and practices that support collaboration, community building, participation and sharing. From the above, it can be deduced that social media is the platform that gives individuals the opportunity to interact, using two way communication, such that it allows anyone who has an online account to share their opinions with other social media users.

Kirik A M et al., (2005) conducted a quantitative research on the level of social media addiction among young people in Turkey. The study is conducted on 271 students between the ages of 13 - 19. The findings of this study show that social media has a significant influence on young people, which causes addiction level of the young to increase, and the time they spend on these networks to go up.

CHAPTER-III

RESEARCH METHODOLOGY

INTRODUCTION

The chapter on research methodology is the compass that guides the journey of any research endeavour. It encompasses the systematic framework and procedures employed by researchers to explore, analyse, and interpret phenomena of interest. At its core, research methodology involves the careful selection and application of appropriate research designs, data collection methods, sampling techniques, and data analysis procedures. These components are intricately woven together to address research questions or hypotheses effectively. Moreover, ethical considerations form an essential pillar of research methodology, ensuring that the rights and well-being of participants are upheld throughout the research process. By adhering to a robust research methodology, researchers can navigate the complexities of their investigations with clarity and purpose, ultimately producing findings that are rigorous, reliable, and meaningful.

METHOD

This study will examine the impact of social media use on self-esteem among college students using a cross-sectional survey design with a sample of 120 participants. Students will be selected through convenience sampling from a single university. Data will be collected via a structured questionnaire assessing social media usage patterns, including frequency, duration, and platform type, alongside self-esteem levels measured by the Rosenberg Self-Esteem Scale. Demographic information will also be gathered. Descriptive statistics will summarize the data, while inferential analyses, including correlation and regression, will explore the relationship between social media use and self-esteem. Ethical considerations will ensure participant confidentiality and voluntary participation. This approach aims to reveal how different aspects of social media engagement affect self-esteem in a college setting.

DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimations is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods, and nature of population. In the present study, keeping in view the limitation of time the researcher must be contented within the limited samples. The investigator will randomly select 120 students including both male and female from different colleges of Jammu District.

Table 3.1

Distribution of sample of college students

S.NO	NAME OF THE INSTITUTION	NO.
1.	Acharya Shri Chander College of Medical Sciences (ASCOMS) , Jammu	120

SAMPLING TECHNIQUE

In our synopsis, random sampling method was used to ensure a representative and unbiased selection of participants. The use of **random sampling** was pivotal in minimizing selection bias and enhancing the generalization of our findings. This approach involved randomly selecting participants from the larger population, providing everyone an equal opportunity to be included in the study.

VARIABLES OF THE STUDY

The following variables have been involved for studies in the present research

A. Dependent Variable

- College students

B. Independent Variable

- Social Media and Self-Esteem

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator will use the following tools of research: -

- **Social Networking Usage Questionnaire by Gupta & Bashir (2018)**

“Social Networking Usage Questionnaire” by Gupta & Bashir (2018) was used that includes nineteen items across four dimensions: academic, socialization, entertainment, and informativeness. This is a questionnaire that attempt to measure the social networking usage of an individual. The items of the scale are given in statement form.

You are requested to read each statement carefully and give your response by putting a tick (✓) mark only that option which you find that is most appropriate and true in your case. There is no right /wrong answer.

- **Rosenberg, M. (1965).Society and the adolescent self-image. Princeton, NJ: Princeton University Press.**

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. Factor analysis identified a single common factor, contrary to some previous studies that extracted separate Self-Confidence and Self-Depreciation factors. A unidimensional model for graded item responses was fit to the data. A model that constrained the 10 items to equal discrimination was contrasted with a model allowing the discriminations to be estimated freely.

The test of significance indicated that the unconstrained model better fit the data-that is, the 10 items of the Rosenberg Self-Esteem Scale are not equally discriminating

And are differentially related to self-esteem. The pattern of functioning of the items was examined with respect to their content, and observations are offered with implications for validating and developing future personality instruments. A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum

scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

STATISTICAL TECHNIQUES EMPLOYED

In order to analyse the data, the investigator used the following statistical techniques.

- MEAN
- STANDARD DEVIATION
- PEARSON CORRELATION METHOD

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the results and interpretations are presented based on data collected from a sample of 120 college students to investigate the relationship between social media use and self-esteem. The study utilized two main tools: The Social Networking Usage Questionnaire developed by Gupta & Bashir (2018) and the Rosenberg Self-Esteem Scale (RSES) developed by Rosenberg (1965). The findings revealed that, on average, college students in the study reported moderate levels of social media use, with a mean score of 83.5 and a standard deviation of 8.12 on the Social Networking Usage Questionnaire. Self-esteem levels, as measured by the RSES, showed an average score of 28.8 with a standard deviation of 3.95. Statistical analysis indicated a correlation coefficient (r) of 0.029 between social media use and self-esteem, with a corresponding p -value of 0.753, indicating that this relationship was not statistically significant. These results suggest that, in this sample, variations in social media use did not predict significant variations in self-esteem levels among college students. The chapter concludes by discussing the implications of these findings for understanding the complex interplay between social media use and psychological well-being among college students, highlighting avenues for future research and interventions aimed at promoting positive mental health outcomes in educational settings.

Section 1

Table 4.1

Distribution of students according to Age

Age (in years)	Frequency	Percentage (%)
17-20	51	42.5
21-24	49	40.83
25-28	26	21.67
Total	120	100
Mean age	21.83	
Standard deviation	3.17	

Here, Table 1 provides a detailed distribution of students based on their ages in a research study focused on social media use and self-esteem among college students. The table categorizes students into three age groups: 17-20 years, 21-24 years, and 25-28 years. Among the total sample of 120 students, the largest proportion falls within the 17-20 age group, comprising 51

individuals or 42.5% of the total sample. Close behind, the 21-24 age group includes 49 students, making up 40.83% of the sample. The smallest group consists of students aged 25-28 years, with 26 individuals accounting for 21.67% of the total sample. The mean age of the sample is calculated at 21.83 years, indicating the average age of the participants. This statistical measure provides a central point around which the ages of the students are distributed. Additionally, the standard deviation of 3.17 years reveals the variability or spread of ages within the sample. A higher standard deviation suggests a wider range of ages, while a lower standard deviation indicates a more homogeneous age distribution around the mean. These findings are crucial for understanding the demographic composition of the study participants, which is fundamental for generalizing the research findings to broader populations of college students. The distribution across different age groups allows researchers to consider potential variations in social media use patterns and self-esteem levels based on age. Furthermore, the mean age and standard deviation provide insights into the central tendency and dispersion of ages within the sample, which are essential for interpreting the study's results and drawing meaningful conclusions about the relationship between social media use and self-esteem among college students.

Figure 4.1

Distribution of students according to Age

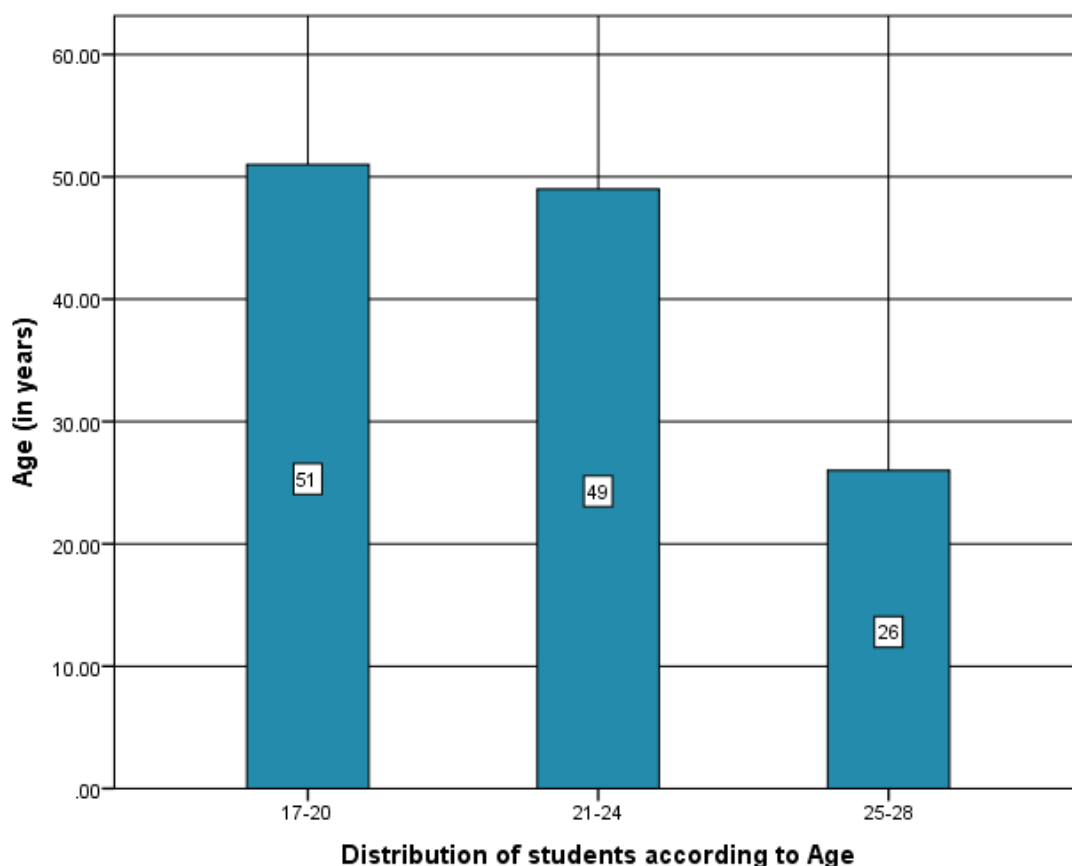


Table 4.2

Distribution of students according to Gender

Gender	Frequency	Percentage (%)
Male	85	70.83
Female	35	29.17
Total	120	100

Table 2 presents the distribution of participants according to gender in a research study focused on exploring the relationship between social media use and self-esteem among college students. The table categorizes participants into two groups: Male and Female. Among the total sample size of 120 participants, a significant majority are male, constituting 85 individuals or 70.83% of the total. In contrast, the female participants comprise 35 individuals, accounting for 29.17% of the total sample.

This gender distribution highlights a notable imbalance in representation within the study sample, with males outnumbering females by a considerable margin. This demographic detail is crucial as it can influence the generalizability of findings and the interpretation of results related to social media use and self-esteem. Understanding the gender distribution is essential for contextualizing the study's findings. Differences in social media usage patterns, self-esteem levels, and responses to related interventions or influences may vary between genders. Researchers can utilize this information to explore potential gender-specific effects or disparities in the study outcomes. Moreover, this demographic insight aids in ensuring that research conclusions are appropriately nuanced and applicable to diverse populations within the college student demographic. Future studies may benefit from addressing any potential biases stemming from gender distribution to provide more comprehensive insights into the relationship between social media use and self-esteem among college students.

Figure 4.2

Distribution of students according to Gender

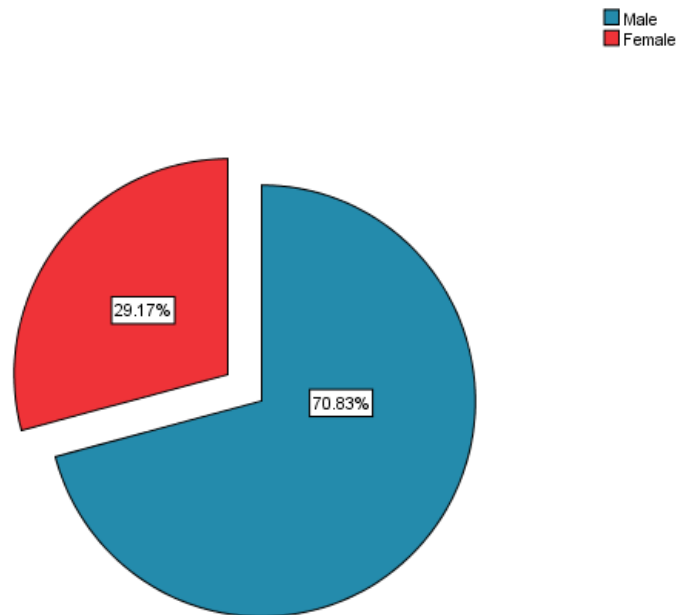


Table 4.3

Mean, Standard deviation and N (total number of students) of Social Networking Usage Questionnaire and RSES

Descriptive Statistics					
Variables	N	Minimum	Maximum	Mean	Std. Deviation
SMU	120	63	112	83.05	8.121
RSES	120	16	40	28.08	3.950

The table provides descriptive statistics for two variables, SMU (Social Media Use) and RSES (Rosenberg Self-Esteem Scale), in a research study investigating their relationship among college students. For the variable SMU, which represents Social Media Use, the data reveals that the sample size (N) is 120 students. The minimum and maximum values observed in the study are 63 and 112, respectively. The mean (average) score for social media use among participants is 83.05, with a

standard deviation of 8.121. These statistics indicate that, on average, college students in the study exhibit a relatively high level of social media use, with scores ranging from moderate to high variability around the mean. Turning to the variable RSES, which stands for Rosenberg Self-Esteem Scale, the same sample size of 120 students is observed. The scores on this scale range from a minimum of 16 to a maximum of 40. The mean self-esteem score among the participants is 28.08, with a standard deviation of 3.950. These statistics suggest that, on average, the self-esteem levels among college students in the study are moderately positive, with scores indicating a range from relatively low to moderately high self-esteem, and with moderate variability around the mean. These descriptive statistics are essential for understanding the central tendency, variability, and range of scores observed in both social media use and self-esteem within the study sample. They provide a foundational insight into the characteristics of the variables under investigation, guiding further analysis and interpretation of their relationship. Researchers can use these statistics to identify trends, outliers, and potential patterns that may inform hypotheses or further research questions related to how social media use impacts self-esteem among college students.

Figure 4.3

Mean, Standard deviation and N (total number of students) of Social Networking Usage Questionnaire and RSES

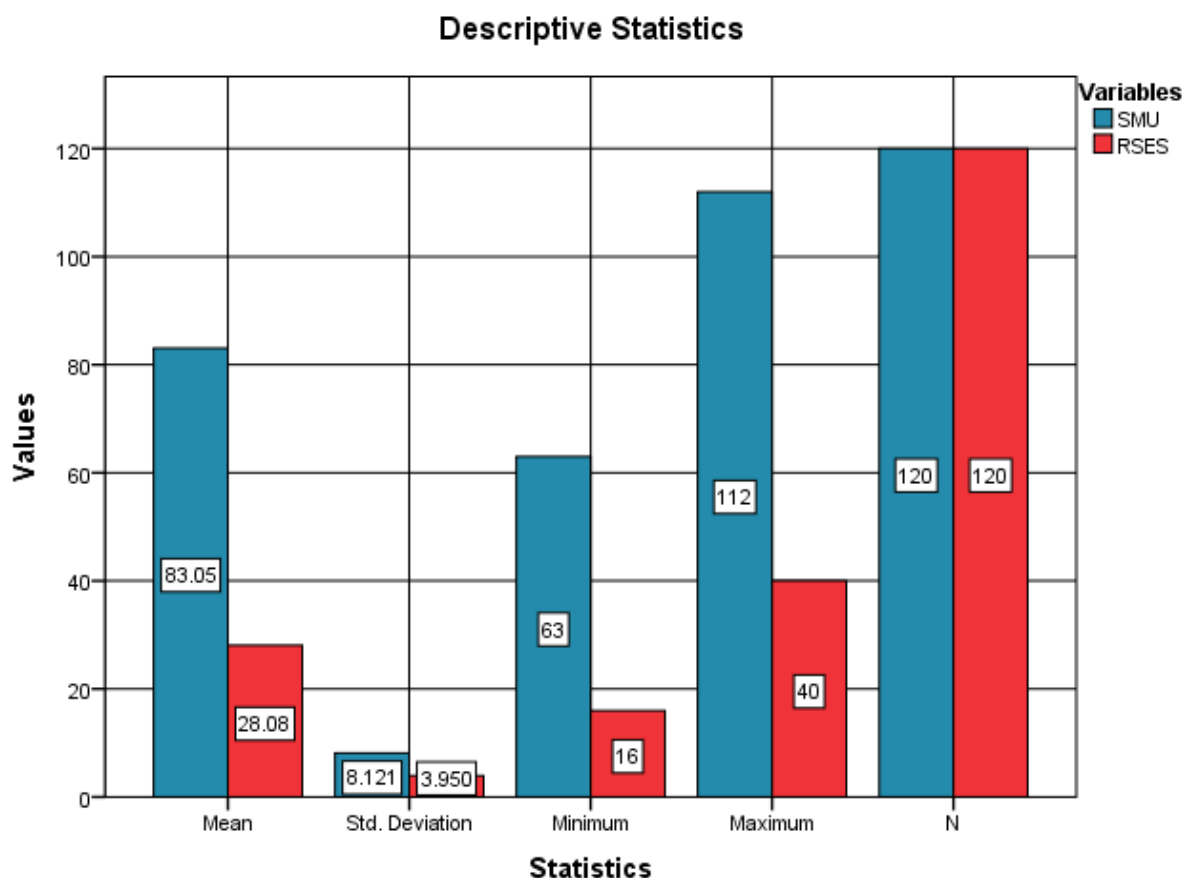


Table 4.4

Gender wise distribution of students according to their Mean, Standard deviation and N on the basis of SMU and RSES

Group Statistics						
Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean	p-value
SMU	male	85	81.99	7.035	.763	0.025 (significant)
	female	35	85.63	9.944	1.681	
RSES	male	85	28.24	3.631	.394	0.491 (N.S)
	female	35	27.69	4.670	.789	

The table presents group statistics based on gender for two variables: Social Media Use (SMU) and Rosenberg Self-Esteem Scale (RSES), in a research study focused on college students. Here's a comprehensive interpretation of the table:

The data from this table provide insights into how gender influences both social media use and self-esteem among college students. Starting with Social Media Use (SMU), male participants (N=85) reported an average score of 81.99 with a standard deviation of 7.035, while female participants (N=35) had a higher average score of 85.63 with a larger standard deviation of 9.944. The standard error of the mean was 0.763 for males and 1.681 for females. The p-value associated with social media use between genders is 0.025, which indicates statistical significance. This suggests that female college students, on average, engage more frequently with social media compared to their male counterparts. Moving to the Rosenberg Self-Esteem Scale (RSES), male participants reported an average self-esteem score (N=85) of 28.24 with a standard deviation of 3.631 and a standard error of the mean of 0.394. Female participants (N=35) reported a slightly lower average self-esteem score of 27.69 with a standard deviation of 4.670 and a standard error of the mean of 0.789. The p-value associated with self-esteem scores between genders is 0.491, indicating that there is no statistically significant difference in self-esteem levels between male and female participants in this study. These findings suggest that while there is a gender difference in social media use among college students, with females generally using social media more than males, this difference does not correspond to differences in self-esteem levels between genders. Both male and female students reported similar levels of self-esteem on average. These results underscore the importance of considering gender differences in digital behaviours and psychological outcomes in research and

intervention strategies aimed at promoting positive mental health among college students. Overall, this table provides valuable information for understanding how gender influences social media use and self-esteem among college students, highlighting potential areas for further exploration and implications for designing effective support programs tailored to diverse gender-related needs in higher education settings

Figure 4.4

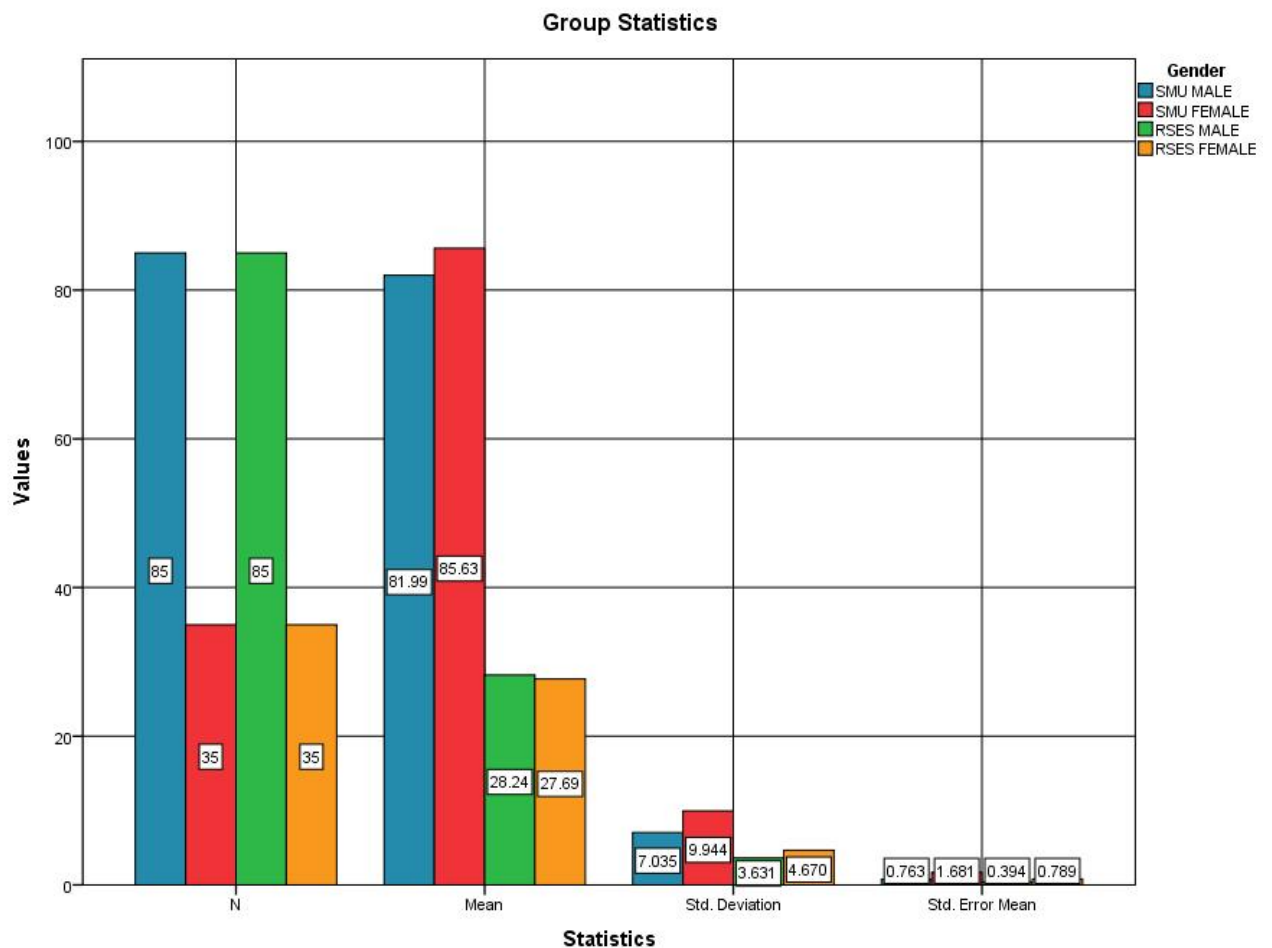


Table 4.5

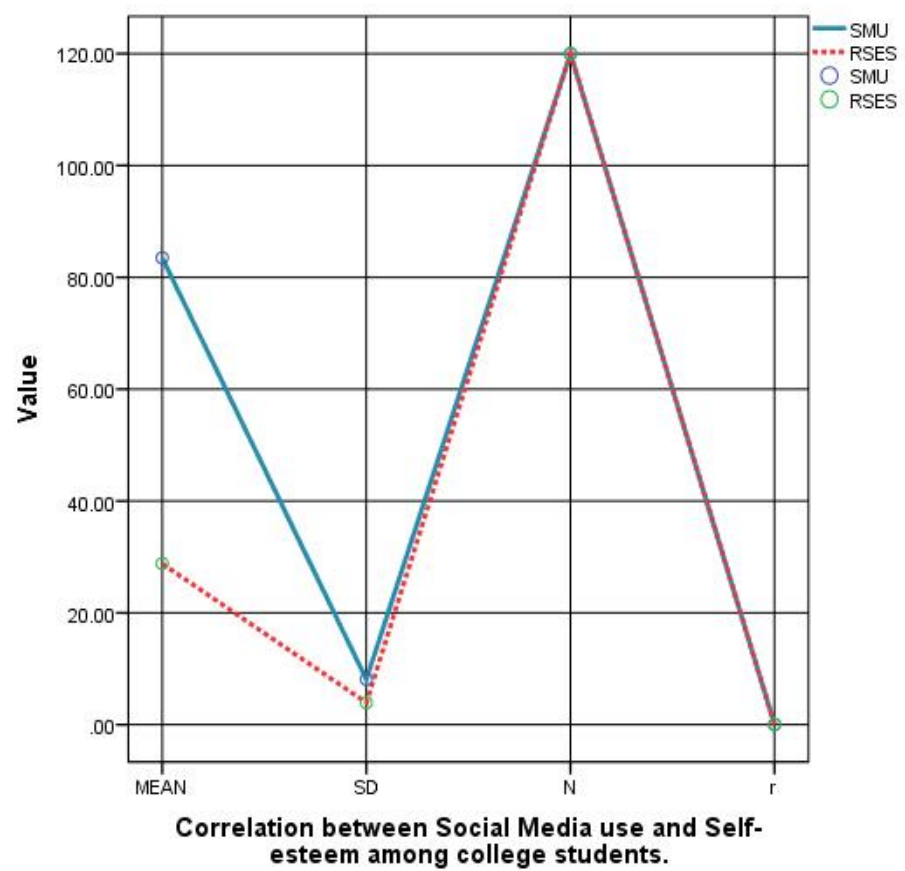
Correlation between Social Media use and Self-esteem among college students.

Variables	Mean	Sd	N	Correlation coefficient 'r'	p-value
SMU	83.5	8.12	120	0.029	0.753 (N.S)
RSES	28.8	3.95	120		

The table provides key statistical measures related to Social Media Use (SMU) and Self-Esteem (RSES) among college students. The mean score for Social Media Use is 83.5, with a standard deviation of 8.12, indicating that, on average, participants reported moderate levels of engagement with social media platforms. The correlation coefficient (r) between SMU and RSES is 0.029, suggesting a very weak positive relationship between the two variables. However, the p -value associated with this correlation is 0.753, which indicates that this relationship is not statistically significant (N.S). This means that variations in social media use among the participants do not reliably predict or explain variations in their self-esteem levels.

For Self-Esteem (RSES), the mean score is 28.8, with a standard deviation of 3.95, indicating that, on average, participants reported moderate levels of self-esteem. The absence of a statistically significant correlation between social media use and self-esteem in this study suggests that other factors not captured by the data may have a stronger influence on self-esteem levels among college students. These findings underscore the complexity of the relationship between social media use and psychological well-being, suggesting the need for further research to explore additional variables and potential moderating factors that could better explain the dynamics observed in this study. Such insights are crucial for developing targeted interventions aimed at promoting positive mental health outcomes among college students in today's digital age.

Figure 4.5



CHAPTER - V

SUMMARY, CONCLUSION AND IMPLICATION

SUMMARY

Social media platforms have become ubiquitous in the lives of college students, influencing various aspects of their social interactions, academic experiences, and personal identities. This study aimed to explore the relationship between social media use and self-esteem among college students, utilizing a sample of 120 participants. The research employed The Social Networking Usage Questionnaire by Gupta & Bashir (2018) to assess social media engagement and the Rosenberg Self-Esteem Scale (RSES) to measure self-esteem levels. The findings indicated that while participants reported moderate levels of social media use (Mean = 83.5, SD = 8.12) and self-esteem (Mean = 28.8, SD = 3.95), there was a weak positive correlation ($r = 0.029$) between the two variables, which was not statistically significant ($p = 0.753$). This suggests that variations in social media use did not significantly predict variations in self-esteem levels among college students in this study.

The results of the study revealed several key findings:

- Social Media Use (SMU):** On average, college students engaged moderately with social media platforms, with a mean score of 83.5 on the Social Networking Usage Questionnaire. The standard deviation of 8.12 indicates variability in social media use across the sample.

- Self-Esteem (RSES):** Participants reported moderate levels of self-esteem, with a mean score of 28.8 on the Rosenberg Self-Esteem Scale. The standard deviation of 3.95 suggests some variation in self-esteem levels among the study participants.

- Correlation Analysis:** The correlation coefficient (r) between social media use and self-esteem was 0.029, indicating a very weak positive relationship. However, the p -value associated with this correlation was 0.753, indicating that this relationship was not statistically significant. This implies that changes in social media use did not reliably predict changes in self-esteem levels among college students in the study.

DISCUSSION

The findings contribute to our understanding of the complex dynamics between social media use and self-esteem among college students. While social media platforms serve as prominent communication and networking tools for this demographic, their impact on psychological well-being, particularly self-esteem, appears to be nuanced. The weak correlation observed suggests that factors beyond social media, such as individual personality traits, offline social interactions, academic pressures, and personal resilience, may play more significant roles in shaping self-esteem levels.

These results align with previous research indicating mixed findings regarding the relationship between social media use and mental health outcomes. The lack of a significant correlation challenges simplistic narratives linking social media use directly to negative psychological outcomes, highlighting the need for context-specific and nuanced investigations into digital technology's impact on youth development.

CONCLUSIONS

In conclusion, while social media use is prevalent and influential among college students, this study did not find compelling evidence to support a significant relationship between social media use and self-esteem. The findings suggest that while some individuals may experience positive interactions and self-affirmation through social media, these experiences do not universally translate into enhanced self-esteem for all college students. Future research should explore additional variables and contextual factors that may moderate or mediate the relationship between digital technology use and psychological well-being.

RECOMMENDATIONS

The recommendations of this study extend to various stakeholders involved in supporting the mental health and well-being of college students:

- **Educational Institutions:** Develop comprehensive digital literacy programs that educate students about responsible social media use and promote critical thinking skills in navigating online interactions.
- **Policy Makers:** Advocate for policies that promote mental health awareness and support services on college campuses, addressing both digital and non-digital factors impacting student well-being.

- **Parents and Guardians:** Foster open communication with young adults about the benefits and challenges of social media use, encouraging balanced lifestyles that prioritize offline relationships and self-care practices.
- **Mental Health Professionals:** Integrate research findings into therapeutic approaches that consider the complex interplay of digital technology and psychological health. Provide evidence-based interventions that empower students to manage digital stressors and cultivate resilience in both online and offline environments.

Overall, this study underscores the importance of adopting a holistic approach to understanding and addressing the impact of social media on college students' self-esteem. By integrating these insights into educational practices, policy development, and clinical interventions, stakeholders can collaborate to create supportive environments that promote positive mental health outcomes in today's digital age.

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CONSENT FORM

Title of the study : A study on social media use and self- esteem among on college students.

Principal investigator :

Institution :

Contact information :

You are invited to participate in a research study titled "Social Media Use and Self-Esteem among College Students," conducted by Urvi Gupta from Acharya Shri Chander College of Medical Sciences (ASCOMS), Jammu. The purpose of this study is to explore how social media use influences the self-esteem of college students. If you agree to participate, you will be asked to complete an online survey. The survey will include questions about your social media habits, self-esteem perceptions, and demographic information. Your responses will be anonymous and confidential. Participation in this study involves minimal risks related to privacy and confidentiality. However, the potential benefits include contributing to a better understanding of the relationship between social media use and self-esteem among college students. Your participation is confidential. Data collected will be stored securely and only accessed by the research team. Your identity will not be disclosed in any reports or publications resulting from this study. Your participation in this study is voluntary. You have the right to withdraw at any time without penalty. By agreeing to participate, you indicate that you have read and understood the information provided in this consent form and voluntarily consent to take part in this research study.

Participant's Name :

Participant's Signature :

Date :

Investigator's Signature :

Date :

APPENDIX

DEMOGRAPHIC DETAILS

Name

Age

Gender

Locality

- **Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press.**
- **Social Networking Usage Questionnaire by Gupta & Bashir (2018)**

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Self Report Measures for Love and Compassion Research: *Self-Esteem*



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Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

SOCIAL NETWORKING USAGE QUESTIONNAIRE

Please fill up the following information:

Name _____ Class _____

Age _____ Gender _____

Urban/Rural _____ Stream: Arts/Science/Commerce _____

Name of College/University _____

Previous Exam Marks _____ Previous Exam Percentages _____

INSTRUCTIONS

This is a questionnaire that attempt to measure the social networking usage of an individual. The items of the scale are given in statement form. You are requested to read each statement carefully and give your response by putting a tick (✓) mark only that option which you find that is most appropriate and true in your case. There is no right /wrong answer.

Example:

Always Often Sometimes Rarely Never

I use social networking sites for sharing pictures. ☐ ☐ ☐ ☐ ☐

In the above statement, if you feel the correct response could be Always, then put tick (✓) in that column. Please do not leave any statement unattempted. There is no time limit. Your responses will be used for research purpose only and the responses will be always kept confidential.

Sr	Statements	Always	Often	Sometimes	Rarely	Never
01	I use social networking sites to become more sociable.					
02	I use social networking sites to keep in touch with my relatives.					
03	I use social networking sites to seek help from my teachers.					
04	I use social networking sites for getting jobs related information.					
05	I use social networking sites to share new ideas.					
06	I use social networking sites to create my social identity.					
07	I prefer using social networking sites to attending social gathering.					
08	I use social networking sites to get information regarding current social events.					
09	I use social networking sites for online academic group discussion.					
10	I use social networking sites for reading news.					
11	I use social networking sites for sharing pictures.					
12	I use social networking sites to do research work.					
13	I use social networking sites to learn about my curricular aspect.					
14	I communicate with my friends via social networking sites for preparation of exam.					
15	I use social networking sites to get relief from academic stress.					
16	I use social networking sites for watching movies.					
17	I use social networking sites for collaborative learning.					
18	I use social networking sites to solve my academic problem.					
19	I use social networking sites to look at funny sharing.					