THE INFLUENCE OF SOCIAL MEDIA ON SELF-ESTEEM AND RESILIENCE AMONG GRADUATE AND POST-GRADUATE STUDENTS- AN ATTITUDINAL RESEARCH

Ms.G.S.CAROLINE [1], Ms.G.ANEETHA[2], Dr. NAINE. SAMUEL BABU[3]

[1]Principal, [2]Lecturer, [3]Convenor, Higher Education Board, Medak Diocese
[1] St. George's Degree and PG College for Women. Hyderabad, Telangana State

Abstract

Background: Social media has become a defining feature of the modern era, especially for today's youth, who are the most active users of various Social Media (SM) platforms. This study explores the intricate world of social media's influence on young minds.
Objectives: The chief purport of the current research is to appraise the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their Course, Group, Parental education as well as their active participation in social media platforms.
Methodology: The cohort of the study constitutes one hundred and fifty six (**156**) Graduate and Post-graduate students from St. George's Degree and PG College for Women. Hyderabad. Simple random sampling technique was employed to elicit information from the selected sample. A self-designed questionnaire was developed keeping in view the objectives and hypotheses of the study. It contained twenty five statements.
Findings: The t-test and ANOVA tests revealed that no significant difference was found on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with regard to course, group, parental education as well as their participation in various social media platforms.
Conclusion: It is evident from the attitudinal research that graduate and post-graduate students perceived self-esteem and resilience are not strongly developed through the influence of social media (SM). The findings of the study provide implications for students, teachers, and parents as well as for implementing authorities. A word for the young researchers for future research is also embedded.

Index Terms - **Social Media(SM); Self-esteem; Resilience; Graduate; Post-graduate students; Attitudinal Research.**
_____

I. INTRODUCTION

Social media has become a defining feature of the modern era, especially for today's youth, who are the most active users of various Social Media (SM) platforms viz., Instagram, YouTube, Snapchat, X, LinkedIn, Pinterest and Facebook. Social media has become central to how young individuals express themselves, build social connections, and perceive the world around them (Abhiskek,2025). Indubitably, Social media involves interaction. This interaction can be with established friends, family, or with new people who share common interests. In a nutshell, Social media is a group of Internet-based applications that technically allow its content produced by users to be created and shared.

India, as one of the fastest-growing digital markets, has witnessed a significant surge in social media penetration in recent years. India currently has over 470 million social media users, making it one of the largest online populations globally (Statista, 2025). The demographic profile reveals that youth and young adults constitute the majority of users, with individuals aged 18–24 representing the most active segment. On average, young Indians spend more than **3 hours daily** engaging with social media platforms, often exceeding the global average (IAMAI, 2023). This trend reflects both opportunities and concerns: while social media has expanded avenues for information sharing, connectivity, and self-expression, it has also given rise to problematic patterns of excessive use. (Raza,N.2025).

Significance of the Study

This study holds significance in understanding the profound impact of social media on youth, shedding light on its implications for development of *self-esteem and resilience among graduate and post-graduate students*. It offers insights into prevalent resilience to adapt well in the face of adversity, trauma, tragedy, threats or even significant sources of stress. Adolescents who lack resilience are more likely to experience psychosocial maladaptation and psychopathology as adults.

Further, Self-esteem is a judgment or self-evaluation of our work or goodness and how well we feel are doing in the areas of our life that we rate as important. Self-esteem in young adults makes them more productive and is not prone to depression and is good in decision making. This would, ultimately, result in understanding how social media platforms shapes behaviours and decision-making among young individuals is pivotal in guiding educational interventions and policies aimed at promoting digital literacy and responsible online engagement. In essence, the findings can help reduce unfavourable effects, build awareness among young individuals, and encourage mindful and healthy social media usage.

II. REVIEW OF RELATED LITERATURE

Inevitably, Social media has become a defining feature of the modern era. While social media helps in creativity, global connectivity, and self-expression and shaping their identity. It also raises concerns about mental health, privacy, and social development. The ensuing discussion focus on the review of related literature documented in relation to the problem on hand.

Sabir Ahmed (2024) investigated the dual-edged nature of social media's impact on today's youth, offering insights into its benefits and challenges It was reported that a striking a balance through education, regulation, and personal accountability is crucial for fostering a healthier relationship between youth and social media.

Mary Shilpa (2024) investigates the complex effects of social media usage on several facets of youth development. The results show a conflict between the advantages of self-expression, community building, and connectedness and the disadvantages of diversions, cyberbullying, and mental health issues. The study sheds light on the difficulties young people encounter when navigating this digital environment.

Rani (2025) in a paper explores the multifaceted effects of social media on youth. Through a comprehensive examination of existing literature, surveys, and interviews, we will analyze how social media influences various aspects of young people, including their mental health, self-perception, and social interactions. The findings suggest that while social media can facilitate positive relationships and foster a sense of belonging, it also poses significant challenges that can adversely impact mental health.

Abhishek HV (2025) critically examined the dual impact of social media on youth—highlighting both its empowering potential and its psychological implications. It emphasizes the importance of fostering a healthier, more balanced interaction with digital platforms to safeguard emotional well-being and promote positive development among young users.

Singh Poorva (2025) explores the psychological and economic effects of social media on teenagers. Social media platforms significantly influence mental health, self-esteem, and cognitive development while also shaping consumer behavior, spending habits, and online entrepreneurship. Using recent studies and statistical analyses, this research delves into both the positive and negative consequences of excessive social media use.

Sumadevi.S (2023) examined the role of social media in shaping various aspects of youth's lives, including their education, self-expression, identity formation, and career development. Additionally, the critical role of parents, educational institutions, and society at large in guiding and managing social media use among young individuals was highlighted.

Vijayalkshmi G (2025) examined the dual impact of social media on the social behaviors of Indian youth, highlighting its role in expanding educational access, skill development, and employment opportunities, as well as its influence on cultural adaptation and self-expression. Through a comprehensive review of recent literature, this paper emphasizes the need for a balanced approach to social media use, advocating for digital literacy, privacy awareness, and responsible online behavior. By encouraging supportive policies and educational initiatives, Indian society can help youth harness social media's benefits while mitigating its risks, fostering a digital environment that supports personal growth, mental well-being, and cultural resilience.

Madan Gowda RN (2025) explores the multifaceted effects of social media on youths, covering psychological, social, academic, and behavioral domains. Based on a review of existing literature, survey data, and expert interviews, the research investigates both the positive and negative consequences of social media use among individuals aged 13-24.

Simply put, previous research has largely emphasized the behavioural research with regard to the impact of social media. Additionally, the focus has largely been on negative outcomes such as stress and anxiety and positive aspects like skill development and learning. As existing literature fails to adequately address the influence of Social Media (SM) on self-esteem and resilience on young people, this study attempts to address this gap.

Objectives of the Study

1. To appraise the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their Course
2. To examine the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their Group
3. To explore the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their parental (Mother's) education.
4. To evaluate the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their parental (father's) education.

5.   To study the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to participation in social media platforms..

Hypothesis of the Study

H_{O1}: There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their class.

H_{O2}: There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their Group

H_{O3} :There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their parental(Mother's) education.

H_{O4} There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their parental(father's) education.

H_{O5}: There is no difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to participation in social media platforms.

III.RESEARCH METHODOLOGY

Attitudinal research is the methodology used in this study which is a cognitive approach where the participants give their perceptions based on their experience to the questions that are posed to them. The cohort of the study constitutes one hundred and fifty six **(156)** Graduate and Post-graduate students from **St. George's Degree and PG College for Women. Hyderabad**. Simple random sampling technique was employed to elicit information from the selected sample. A self-designed questionnaire was developed keeping in view the objectives and hypotheses of the study. It contained twenty five statements on the Five-point Likert Scale.

The research employed a mixed descriptive and inferential statistics such as **t-test and ANOVA** for addressing null hypotheses. To ensure validity, researchers meticulously examined and adjusted questionnaire items based on the suggestions received from experts in the field. Reliability was established through using the Cronbach's Alpha analysis, resulting in high coefficients indicating a high degree of reliability (0.82) for all questions.

IV. RESULTS AND DISCUSSION

Table 4.1 showing the representation of the sample

Course		Frequency	Per cent	Valid Per cent	Cumm.%
Course	Graduation	137	87.8	87.8	87.8
	Post-Graduation	19	12.2	12.2	100.0
Group	Arts	36	23.1	23.1	23.1
	Humanities	17	10.9	10.9	34.0
	Management	61	39.1	39.1	73.1
	computer	42	26.9	26.9	100.0
Education (Mother's)	Post-Graduate	14	9.0	9.0	9.0
	Graduate	56	35.9	35.9	44.9
	Literate	78	50.0	50.0	94.9
	Illiterate	8	5.1	5.1	100.0
Education (Father's)	Post-Graduate	24	15.4	15.4	15.4
	Graduate	54	34.6	34.6	50.0
	Literate	73	46.8	46.8	96.8
	Illiterate	5	3.2	3.2	100.0
Social Media Participation	Very Often	28	17.9	17.9	17.9
	Large extent	11	7.1	7.1	25.0
	Moderate extent	37	23.7	23.7	48.7
	Sometimes	59	37.8	37.8	86.5
	Never	21	13.5	13.5	100.0

It can be inferred from the descriptive statistics, a good majority of the sample (87.8%) was graduates and the residual sample (12.2%) was post-graduate students.

With respect to the course they are pursuing, it is evident from the descriptive statistics, an overwhelming majority (73.1%) were from management Group; followed by (34.0%) from Humanities; (26.1%) from Computer Sciences and (23.1%) from Arts Group.

As per mother's education is concerned, a scintillating majority (94.9%) expressed they were literates; followed by (44.9%) of mother's were graduates, whereas, a meager majority (9.0%) were Graduates, another (5.0%) were illiterates.

In the same manner, an astonishing majority of fathers (96.8%) were found to be literates; another half-of the sample (50.0%) were Graduates. Conversely, (15.4%) were post-graduates and (3.2%) were illiterates.

On participation in Social Media (SM) platforms, a good majority of the sample (86.5%) opined 'sometimes'; followed by (48.7%) participate on 'moderate extent'; another quarter of the sample (25.0%) articulated ' large extent 'and a meager number (17.9%) explicitly stated 'very often'.

H$_{O1:}$ There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their **course.**

Table 4.2 showing Group statistics – self-esteem and resilience Score

Course	N	Mean	Std. Deviation	Std. Error Mean
Graduation	137	41.51	4.756	406
Post-Graduation	19	42.26	5.152	4.182

	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	-.640	154	.523	-.752	1.176	-3.075	1.571
Equal variances not assumed	-.602	22.465	.553	-.752	1.250	-3.341	1.836

From the table 4.2 and t test, the calculated p-value is not significant at 5% level for self-esteem and resilience among graduate and post-graduate students that is 0.523 > 0.01. Thus, the hypothesis formulated that there is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their course is **accepted.** Interestingly, the mean value is almost the same in Graduates and Post-graduate students with regard to their course of study. This finding corroborates the study taken up by Singh Poorva (2025).

H$_{O2:}$ There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their **Group.**

Table 4.3 showing Group statistics – self-esteem and resilience Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Arts	36	41.78	4.162	.694	40.37	43.19	32	49
Humanities	17	42.47	5.580	1.353	39.60	45.34	33	53
Management	61	41.20	5.102	.653	39.89	42.50	26	52
Computers	42	41.69	4.614	.712	40.25	43.13	33	51
Total	156	41.60	4.795	.384	40.84	42.36	26	53

ANOVA - self-esteem and resilience Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.286	3	8.095	.348	.791
Within Groups	3539.073	152	23.283		
Total	3563.359	155			

The table demonstrates the outcomes of an Analysis of Variance (ANOVA) designed to scrutinize the influence of social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their Group.

The descriptive statistics encompasses the sum of squares for both within and between groups, amounting to 3563.359, with combined degrees of freedom of 155. The ANOVA results culminate in a p-value (Sig.) of .791 associated with the F-statistic. In essence, the ANOVA outcomes suggest that the observed variance on the influence of social media on self –esteem and resilience with regard to the use of social media platforms. Hence, the hypothesis is **retained.** Mary Shilpa (2024) in her study found to have similar findings.

H$_{O3:}$ There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their parental education (mother).

Table 4.4 showing Group statistics – self-esteem and resilience Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Post-Graduate	14	40.36	4.448	1.189	37.79	42.93	33	48
Graduate	56	41.13	4.895	.654	39.81	42.44	26	53
Literate	78	41.94	4.766	.540	40.86	43.01	32	52
Illiterate	8	43.88	4.704	1.663	39.94	47.81	33	49
Total	156	41.60	4.795	.384	40.84	42.36	26	53

ANOVA - self-esteem and resilience Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	84.465	3	28.155	1.230	.301
Within Groups	3478.894	152	22.887		
Total	3563.359	155			

The table illustrates the outcomes of an Analysis of Variance (ANOVA) designed to scrutinize the influence of social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their mother's education.

The Total section encompasses the sum of squares for both within and between groups, amounting to 3563.359, with combined degrees of freedom of 155. The ANOVA results culminate in a p-value (Sig.) of .301 associated with the F-statistic. In essence, the ANOVA outcomes suggest that the observed variance on the influence of social media on self–esteem and resilience. Hence, the hypothesis is **accepted.**

H_{O3}: There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their parental education (father).

Table 4.5 showing Group statistics – self-esteem and resilience Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Post-Graduate	24	41.17	4.498	.918	39.27	43.07	32	48
Graduate	54	41.02	5.178	.705	39.61	42.43	26	53
Literate	73	42.08	4.582	.536	41.01	43.15	32	52
Illiterate	5	43.00	5.385	2.408	36.31	49.69	34	48
Total	156	41.60	4.795	.384	40.84	42.36	26	53

ANOVA TEST - self-esteem and resilience Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	49.537	3	16.512	.714	.545
Within Groups	3513.822	152	23.117		
Total	3563.359	155			

The table mirror the outcomes of an Analysis of Variance (ANOVA) designed to scrutinize the influence of social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their father's education.

The descriptive statistics encompasses the sum of squares for both within and between groups, amounting to 3563.359, with combined degrees of freedom of 155. The ANOVA results culminate in a p-value (Sig.) of .545 associated with the F-statistic. In essence, the ANOVA outcomes suggest that the observed variance on the influence of social media on self –esteem and resilience with regard to father's education. Hence, the hypothesis is **retained.**

H_{O4}: There is no significant difference on the influence of Social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their participation in social media platforms.

Table 4.6 showing Group statistics – self-esteem and resilience Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Very Often	28	40.11	5.377	1.016	38.02	42.19	26	52
Large Extent	11	39.55	4.886	1.473	36.26	42.83	33	49
Moderate Extent	37	42.14	4.791	.788	40.54	43.73	32	49
Sometimes	59	41.75	4.373	.569	40.61	42.89	33	53
Never	21	43.33	4.608	1.006	41.24	45.43	33	51
Total	156	41.60	4.795	.384	40.84	42.36	26	53

ANOVA TEST - self-esteem and resilience Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	183.776	4	45.944	2.053	.090
Within Groups	3379.583	151	22.381		
Total	3563.359	155			

The table demonstrates the outcomes of an Analysis of Variance (ANOVA) designed to scrutinize the influence of social media on self-esteem and resilience among Graduate and Post-graduate Students with reference to their participation in Social media platforms.

The descriptive statistics encompasses the sum of squares for both within and between groups, amounting to 3563.359, with combined degrees of freedom of 155. The ANOVA results culminate in a p-value (Sig.) of .090 associated with the F-statistic. Therefore, the ANOVA outcomes suggest that the observed variance on the influence of social media on self –esteem and resilience with regard to father's education. Hence, the hypothesis is **retained.** Prabha (2024) found that engagement with these platforms affects students' social behaviours and mental health.

V. Conclusion

It is evident from the study that social media significantly influences the self-esteem and resilience of graduate and Post-graduate Students. Its impact is both constructive and detrimental, depending on the nature and extent of usage. Strengthening resilience and encouraging self-regulated strategies can help mitigate negative effects and enhance overall well-being among **Graduate and Post–graduate** users. Moreover, **teachers should** help students to identify, understand, and manage their emotions improves both self-esteem and resilience. Activities like reflection, group discussions, and empathy-building exercises strengthen emotional awareness among students. Furthermore, by promoting digital literacy and fostering on-line responsible behaviour, **Parents** enable adolescents to develop healthy self-esteem and resilience. Institutional authorities, particularly in Graduate and post-graduate colleges, have a significant responsibility in guiding adolescents' engagement with social media platforms. By implementing structured policies on digital usage, monitoring access within campus environments, and integrating digital literacy into the curriculum, institutions can help minimize the adverse effects of social media. Future research should focus on examining the longitudinal impact of social media on the development of self-esteem and resilience among Graduate and Post-graduate students.

Competing Interests

Authors declare no competing interests exist.

REFERENCES

[1]. Abhishek HV (2025) A Study on the Influence of Social-Media on Youth in the Age of Digitalization. *International Research Journal*. Vol. 12, Issue 3.

[2]. Agilesh Bastin G (2022) Survey on the Positive and Negative Impacts of Social Media at the Undergraduate Level. *Research Journal of English*.Vol.7, Issue.1,pp.47-50.

[3}. Anandaprabha G and Gayatri SB (2024) Social Media Engagement and its Effects on College Students' Lifestyle Patterns. *Humanities and Social Science Studies*, Vol. 13 Issue (1) No 36 .pp.143-147.

[4]. Hafiz Burhan Ul Haq, Hashmi, Haroon Ur Rashid ,Kayani, Saba Khalil Toor, Abdullah Mansoor, Abdul Raheem (2020) The Impact Of Social Media: A Survey. *International Journal of Scientific & Technology Research* 9(12):341-348.

[5]. Madan Gowda RN (2025) The Impact of Social Media on Youths: A Comprehensive Study. *International Journal for Research Trends in Social Science & Humanities*. Vol. 3, Issue 4, pp. 1-5.

[6]. Mary Shilpa (2024) The Impact of Social Media on Youth. *International Journal of Creative Research Thoughts* (IJCRT). Volume 12, Issue 3,pp .k40-53.

[7]. Poorva Singh (2025) Psychological and Economic Impact of Social Media on Teenagers. *International Journal for Multidisciplinary Research* (IJFMR). Vol.2.Issue.2.pp.1-2.

[8]. Rani Babli (2025) Impact of Social Media on Youth. *Journal of Education & Psychology* Volume-15, Issue-1,pp.31-37.

[9]. Sabir Ahmed (2024) The Effects of Social Media on Today's Youth. *Journal of Arts Humanities and Social Sciences*. Vol.2, Issue.10.pp.401-404.

[10]. Sumadevi.S (2023) Impact of social media on Youth: Comprehensive Analysis. *Shodh Sari-An International Multidisciplinary Journal.* Vol. 02, Issue 04, pp. 286-301

[11]. Vijayalkshmi G (2025) Impact of social media on the social behaviours of Indian youth. *International Journal of Research and Review.* 2025; 12(7): 364-372.

*****