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THE IMPACT OF SOCIAL MEDIA ON BEAUTY STANDARDS IN VIETNAMESE YOUNG PEOPLE

Nhat Mai Nguyen¹, Khanh Linh Tran² and Diem Quynh Tran³

¹Hanoi - Amsterdam High School for the Gifted,
1 Hoang Minh Giam St, Cau Giay District, Hanoi, Vietnam

²Diplomatic Academy of Vietnam,
69 Chua Lang St, Dong Da District, Hanoi, Vietnam

³Macquarie University,
Macquarie Park, New South Wales, Australia, 2109

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ABSTRACT

This study aims to propose and test a model of the influence of social media use on young people's perceptions of beauty standards in Vietnam. Based on theories and previous studies on the influence of social media on body image, the study proposes four groups of independent variables: intensity of social media use, level of exposure to appearance/beauty/style content, social interaction relating to appearance; and personal image consciousness on social media. The mediating factors include appearance comparison, internalization of beauty standards, and appearance pressure. The study uses a survey method with high school students and university students in Vietnam; the data are processed using the PLS-SEM model. The research results indicate the mechanism through which social media affects students' aesthetic perceptions, while also proposing several recommendations for digital media education, school counseling, and the orientation of healthy aesthetic values among young people in Vietnam today.

KEYWORDS: Social media; beauty standards; high school students; appearance comparison.

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1.0 INTRODUCTION

In the era of digital transformation and the widespread use of social media platforms, young people are increasingly and frequently exposed to images, short videos, celebrities, KOLs, and trends

related to appearance, fashion, and personal style (Aran-Ramspott et al., 2024). Social media is not only a space for entertainment and communication but has also become an environment in which social standards of beauty are formed, disseminated, and reinforced (Babar et al., 2025).

Social media use, especially activities relating to images such as viewing photos, posting photos, and interacting with photos, is associated with concerns about one's own image and appearance comparison among young people (Fortunato et al., 2026). Today, social media use is positively associated with body image concerns, with image-based activities being a particularly noteworthy factor (Holland & Tiggemann, 2016). Activity relating to photos on Facebook is associated with body image disturbance among adolescent girls (Meier & Gray, 2014).

For young people, this is a stage in which they are forming personal identity and self-awareness and are significantly influenced by peers, the media, and the social environment. Therefore, studying the influence of social media use on perceptions of beauty standards has both theoretical and practical educational significance. This study is necessary with the aim of describing the current situation of young people's use of electronic networks, the effects of network use on perceptions and the psychology of beauty, and, from there, proposing solutions to help students use social media with discernment, develop critical thinking, and build healthy perceptions of beauty.

The article is structured as follows: literature review and theoretical basic, research model and research hypotheses, research methodology, research results; and, finally, the study proposes several solution-oriented implications so that young people can adopt appropriate behaviors in using electronic networks, in the context of electronic networks affecting perceptions of beauty as well as standards of thinking in life under the strong influence of digital factors today.

2.0 LITERATURE REVIEW

Social media is a highly interactive communication environment in which users both receive, create, and disseminate content. For high school and university students, content concerning appearance, fashion, style, self-care, and personal image may frequently appear through news feeds, short videos, celebrity accounts, or algorithmic recommendations (Fardouly & Vartanian, 2016). Fardouly & Vartanian (2016) argue that research on social media and body image has shown that social media use is associated with body image concerns, while appearance comparison is an important mechanism in this relationship (Van Den Berg et al., 2002). Some studies conclude that the Internet and Facebook are sociocultural environments significantly associated with body image concerns among adolescent girls (Holland & Tiggemann, 2016). Beauty standards are understood as social conceptions, expectations, or criteria that students use to evaluate their own beauty and that of others (Grakhovskaia, 2026). Such standards may relate to appearance, clothing, style, personal image, the degree of attention received on social media, and conformity with prevailing trends (Czubaj et al., 2025).

This study develops the theory of the Tripartite Influence Model, which holds that the three main sources of influence in the impact of social media on perceptions of beauty standards are family, peers, and the media. This influence on body image operates through two mediating mechanisms: internalization of appearance ideals and appearance comparison (Schaefer & Thompson, 2014). In

the current context of social media development, media no longer refers only to television, newspapers, or traditional advertising, but also includes image- and video-based social media platforms. For young people, content disseminated on social media can create the perception that certain types of appearance, styles, or personal images are more beautiful, more prominent, or more favored as trends. Therefore, social media can participate in the formation of beauty standards among young people by increasing exposure to role models, encouraging comparison, and increasing appearance pressure (Amanzholov & Kazakhstan, 2020).

Internalization of beauty standards is the process by which high school and university students receive appearance standards from outside and turn them into standards for evaluating themselves. This concept is related to scales such as the Sociocultural Attitudes Towards Appearance Questionnaire, particularly SATAQ-4. Schaefer & Thompson (2014) report that SATAQ-4 has good reliability and is used to measure sociocultural attitudes toward appearance, including internalization of appearance ideals and perceived social pressure. Internalization of beauty standards is understood as the degree to which students regard images, styles, and trends on social media as standards for evaluating beauty. When the level of internalization is high, students may more readily view popular images on social media as models they should strive toward (Czubaj et al., 2025).

Appearance comparison is the process by which students compare their appearance, style, or personal image with those of others. Such comparison may occur with friends, celebrities, influencers, or images widely circulated on social media. The Physical Appearance Comparison Scale-Revised was developed to measure the tendency to compare appearance across different contexts. In the social media environment, comparison may become more frequent because students are continually exposed to images that are selected, edited, or presented in a positive manner, with negative beauty trends removed (Papageorgiou et al., 2022). This may affect how they evaluate themselves and form conceptions of beauty.

Personal image consciousness on social media is reflected in young people's concern about how they appear to others when posting photos, videos, or interacting online. Choukas-Bradley et al. (2020) developed the Appearance-Related Social Media Consciousness Scale to measure the extent to which individuals have thoughts, behaviors, and emotions related to how their appearance is perceived on social media. For high school and university students, personal image consciousness may be expressed through carefully selecting photos before posting, paying attention to camera angles, using filters, editing photos, caring about likes, or worrying about other people's comments. This is an important factor in explaining why social media can affect perceptions of beauty standards and dissatisfaction with one's own appearance (De Vries et al., 2019).

3.0 RESEARCH MODEL AND HYPOTHESES

Based on the theoretical review, the study proposes a model consisting of three main groups of variables:

Independent variables: X1: Intensity of social media use; X2: Exposure to appearance, beauty, and style content; X3: Appearance-related social interaction on social media; X4: Personal image consciousness when appearing on social media.

Mediating variables: M1: Appearance comparison; M2: Internalization of beauty standards; M3: Appearance pressure.

Dependent variable: Y: Young people's perceptions of beauty standards.

In addition to indirect effects through the mediating variables, the study also examines the direct effects of social media use factors on perceptions of beauty standards.

The proposed model is as follows:

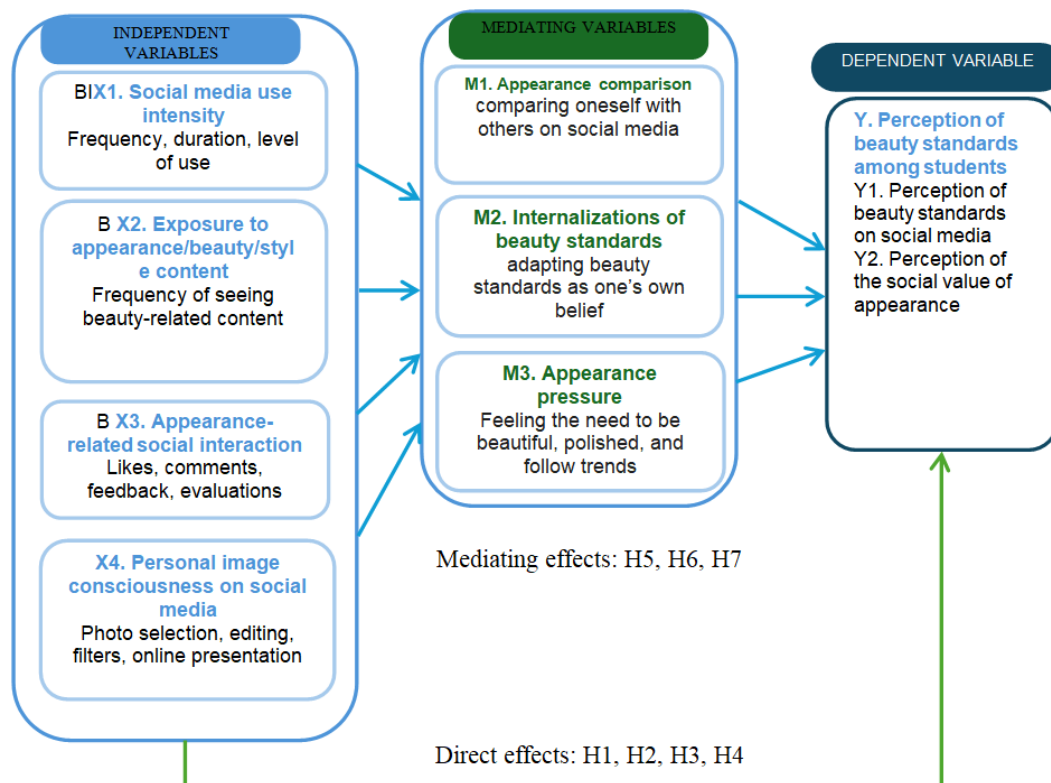


Figure 1. Research Model

The research hypotheses are proposed as follows:

- H1: Intensity of social media use has a positive effect on young people's perceptions of beauty standards.
- H2: The level of exposure to appearance, beauty, and style content has a positive effect on young people's perceptions of beauty standards.
- H3: Appearance-related social interaction on social media has a positive effect on young people's perceptions of beauty standards.
- H4: Personal image consciousness on social media has a positive effect on young people's perceptions of beauty standards.
- H5: Appearance comparison plays a mediating role in the relationship between social media use and perceptions of beauty standards.

H6: Internalization of beauty standards plays a mediating role in the relationship between social media use and perceptions of beauty standards.

H7: Appearance pressure plays a mediating role in the relationship between social media use and perceptions of beauty standards.

4.0 METHODOLOGY

The study uses a quantitative method through a questionnaire survey. The research design is cross-sectional, aiming to collect data at one point in time from high school students. With a cross-sectional design, the study can test relationships among variables, but caution is required when interpreting causal relationships.

The survey participants are high school students, expected to include students in Grades 10, 11, and 12, as well as university students. The survey may be conducted at one or several high schools in urban areas, rural areas, or a combination of areas in the North, Central, and South of Vietnam to increase comparability. Sample selection criteria include: currently being a high school or university student; currently using or having previously used social media; voluntarily participating in the survey; and completing an anonymous questionnaire that does not collect personally identifying information.

The questionnaire consists of the following main sections: general information, independent-variable groups, mediating-variable groups, dependent-variable groups, and open-ended questions. The observed variables are measured using a 5-point Likert scale, from 1 “Strongly disagree” to 5 “Strongly agree.”

The scale groups are developed by inheriting concepts from previous studies and making language adjustments to suit high school and university students in Vietnam today.

After collection, the data are cleaned, coded, and analyzed using SmartPLS 4. The planned analysis process includes: first, assessing internal consistency reliability; second, assessing convergent validity; third, assessing discriminant validity; fourth, assessing the structural model; and fifth, assessing the fit of the SEM model in terms of indirect effects and the mediating roles of appearance comparison, internalization of beauty standards, and appearance pressure.

5.0 RESULTS

5.1. Results of Measurement Model Assessment

** Assessment of internal consistency reliability*

The results of the measurement model analysis are presented in Table 1. Internal consistency reliability is assessed using Cronbach's alpha reliability coefficient and composite reliability. The alpha reliability coefficient ranges from 0.847 to 0.909, while composite reliability ranges from 0.857 to 0.911. In summary, both indicators are above the threshold of 0.7. Thus, the measurement model meets the requirement for internal consistency reliability (Hair et al., 2019).

Table 1. Results for selected indicators of the measurement model

Construct	Indicator	Outer loading	Cronbach's alpha	Composite reliability (CR)	Average variance extracted (AVE)	Outer VIF
M1	M1.1	0.822	0.909	0.911	0.647	2.812
	M1.2	0.845				2.935
	M1.3	0.796				2.609
	M1.4	0.855				3.340
	M1.5	0.766				1.919
	M1.6	0.791				2.364
	M1.8	0.748				1.895
M2	M2.1	0.779	0.893	0.897	0.609	2.507
	M2.2	0.755				2.928
	M2.3	0.719				2.108
	M2.4	0.815				2.980
	M2.5	0.777				2.215
	M2.6	0.821				4.848
	M2.7	0.791				4.114
M3	M3.1	0.864	0.908	0.911	0.686	2.967
	M3.2	0.849				2.639
	M3.3	0.850				2.540
	M3.4	0.831				2.623
	M3.5	0.796				2.042
	M3.6	0.774				1.805
X1	X1.1	0.845	0.896	0.901	0.709	3.739
	X1.2	0.905				4.894
	X1.3	0.904				3.983
	X1.4	0.783				2.388
	X1.5.	0.764				1.966
X2	X2.3	0.716	0.856	0.861	0.636	1.773
	X2.4	0.824				2.398
	X2.5	0.816				2.181

	X2.6	0.801				1.946
	X2.7	0.824				2.297
X3	X3.1	0.731	0.847	0.857	0.620	1.636
	X3.2	0.835				2.337
	X3.5	0.734				1.643
	X3.6	0.823				2.270
	X3.7	0.808				1.844
X4	X4.1	0.817	0.883	0.886	0.683	2.067
	X4.2	0.837				2.407
	X4.3	0.811				1.910
	X4.4	0.883				2.960
	X4.5	0.780				1.994
Y1	Y1.1	0.815	0.878	0.879	0.733	1.915
	Y1.2	0.891				2.860
	Y1.3	0.835				2.238
	Y1.4	0.882				2.670
Y2	Y2.1	0.819	0.842	0.854	0.678	1.643
	Y2.2	0.863				2.475
	Y2.3	0.845				2.318
	Y2.4	0.765				1.605

Source: SmartPLS 4 analysis results

** Assessment of convergent validity*

The convergent validity indicators (represented by the AVE values of the latent constructs) are all greater than 0.5. Specifically, the results in Table 1 show that these values range from 0.609 to 0.733, all above 0.5. Thus, the scales in the model satisfy the requirement for convergent validity (Hair et al., 2019).

** Assessment of discriminant validity*

Both the Fornell and Larcker (1981) criterion and the Heterotrait-Monotrait Ratio (HTMT ratio) method are used to determine the discriminant validity of the latent variables (Hair et al., 2019). Table 2 shows that discriminant validity of the latent variables is satisfied when the square root of AVE for each latent variable is higher than the other correlation values among the other constructs (Fornell & Larcker, 1981). For example, the Fornell-Larcker value of the INT variable is 0.738; this value is higher than the values in the same row (0.416, 0.431, 0.308, 0.376) and is also higher than the corresponding values in the same column (0.483, 0.383, 0.477, 0.301), thereby satisfying the necessary condition for discriminant validity.

Table 2. Fornell-Larcker criterion for assessing discriminant validity

	M1	M2	M3	X1	X2	X3	X4	Y1	Y2
M1	0.804								
M2	0.768	0.780							
M3	0.799	0.738	0.828						
X1	0.300	0.481	0.433	0.842					
X2	0.592	0.596	0.540	0.465	0.797				
X3	0.599	0.564	0.648	0.645	0.660	0.788			
X4	0.630	0.613	0.659	0.631	0.567	0.715	0.826		
Y1	0.650	0.714	0.713	0.493	0.584	0.662	0.672	0.856	
Y2	0.602	0.648	0.679	0.443	0.487	0.532	0.603	0.783	0.824

Source: SmartPLS 4 analysis results

In addition, Table 3 shows that the HTMT coefficient of each construct is below 0.90 (the acceptable level), and ideally below 0.90, which Henseler et al. (2015) consider an ideal level. Table 3 shows that the highest value of this indicator is only 0.899 (the HTMT index for the Y1-Y2 construct pair), which is < 0.90. Therefore, all latent constructs in the research model satisfy the requirement for discriminant validity.

Table 3. Assessment of discriminant validity using the HTMT index

	M1	M2	M3	X1	X2	X3	X4	Y1	Y2
M1									
M2	0.855								
M3	0.875	0.824							
X1	0.318	0.530	0.471						
X2	0.658	0.677	0.614	0.532					
X3	0.664	0.625	0.722	0.733	0.767				
X4	0.686	0.682	0.727	0.707	0.645	0.826			
Y1	0.715	0.801	0.791	0.554	0.667	0.749	0.756		
Y2	0.676	0.738	0.768	0.491	0.562	0.596	0.685	0.899	

Source: SmartPLS 4 analysis results

In summary, both criteria for assessing the accuracy of discrimination according to the criterion proposed by Fornell & Larcker (1981) and the HTMT index confirm that the model meets the requirement for discriminant validity.

Thus, the scales used in the research model have satisfied reliability, convergent validity, and discriminant validity. Therefore, all scales will be used to assess the SEM structural model.

5.2. Results of Structural Model Assessment

The results of testing the relationships among the latent constructs are presented in Table 4. The structural model is tested using bootstrapping with resampling N = 5,000 to specifically estimate the relationships among the latent variables. Table 4 shows the direct relationships in which source variables (on the left) affect target variables (on the right) at a 95% confidence interval, with P-values compared to confirm the stated statistical hypotheses.

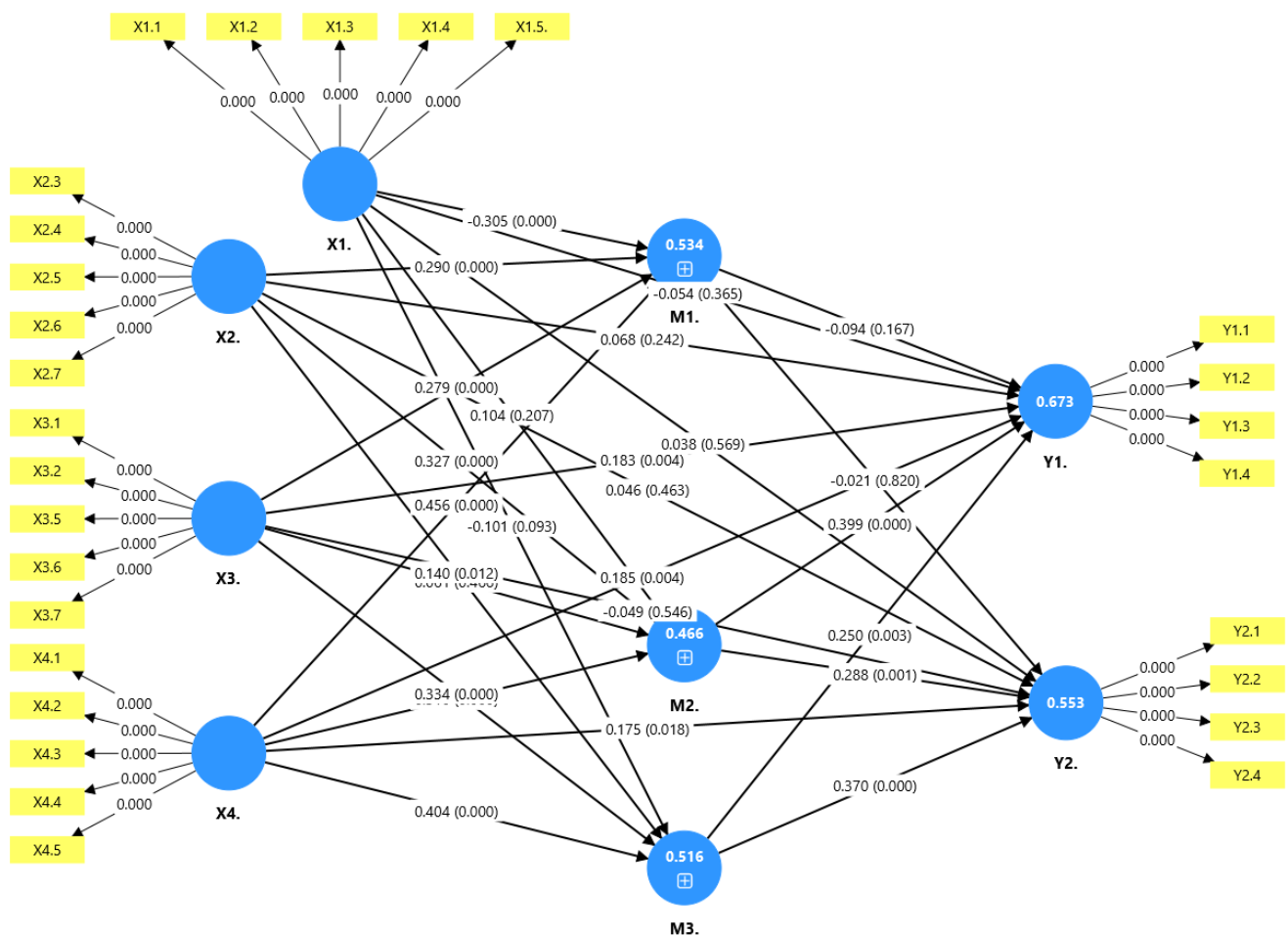


Figure 2. Estimated results of the SEM structural model

Table 4. Estimated results of direct relationships

Relationship	Original sample (O)	Standard deviation (STDEV)	T statistics (O /STDEV)	P_values	Inner VIF	Hypothesis conclusion
M1. -> Y1.	-0.094	0.068	1.382	0.167	4.137	Rejected
M1. -> Y2.	-0.021	0.091	0.227	0.820	4.137	Rejected
M2. -> Y1.	0.399	0.081	4.907	0.000	3.114	Supported

M2. -> Y2.	0.288	0.087	3.308	0.001	3.114	Supported
M3. -> Y1.	0.250	0.085	2.951	0.003	3.557	Supported
M3. -> Y2.	0.370	0.083	4.447	0.000	3.557	Supported
X1. -> M1.	-0.305	0.060	5.124	0.000	1.905	Supported
X1. -> M2.	0.104	0.083	1.261	0.207	1.905	Rejected
X1. -> M3.	-0.101	0.060	1.679	0.093	1.905	Rejected
X1. -> Y1.	-0.054	0.059	0.906	0.365	2.368	Rejected
X1. -> Y2.	0.038	0.067	0.569	0.569	2.368	Rejected
X2. -> M1.	0.290	0.069	4.214	0.000	1.832	Supported
X2. -> M2.	0.327	0.084	3.870	0.000	1.832	Supported
X2. -> M3.	0.140	0.056	2.507	0.012	1.832	Supported
X2. -> Y1.	0.068	0.058	1.169	0.242	2.091	Rejected
X2. -> Y2.	0.046	0.063	0.734	0.463	2.091	Rejected
X3. -> M1.	0.279	0.074	3.760	0.000	2.837	Supported
X3. -> M2.	0.061	0.084	0.729	0.466	2.837	Rejected
X3. -> M3.	0.334	0.072	4.627	0.000	2.837	Supported
X3. -> Y1.	0.183	0.064	2.869	0.004	3.170	Supported
X3. -> Y2.	-0.049	0.081	0.604	0.546	3.170	Rejected
X4. -> M1.	0.456	0.061	7.482	0.000	2.345	Supported
X4. -> M2.	0.310	0.079	3.928	0.000	2.345	Supported
X4. -> M3.	0.404	0.063	6.393	0.000	2.345	Supported
X4. -> Y1.	0.185	0.064	2.890	0.004	2.838	Supported
X4. -> Y2.	0.175	0.073	2.376	0.018	2.838	Supported

Source: SmartPLS 4 analysis results

In addition, the signs of the path coefficients reveal that all relationships are positive except for the effect of X1 on M1. Sixteen of the 26 hypotheses concerning direct relationships are statistically significant. Specifically, the effects of M2 and M3 on Y1 and Y2 are positive and statistically significant; the effect of X1 on M1 is negative and statistically significant; the effects of X2 on M1, M2, and M3 are positive and statistically significant; the effects of X3 on M1, M3, and Y1 are positive and statistically significant; and, finally, the effects of X4 on M1, M2, M3, Y1, and Y2 are positive and statistically significant. The results in Table 5 also show that all variance inflation factor (VIF) values are below 5 (the highest value is only $4.137 < 5$); therefore, perfect multicollinearity does not occur in the SEM structural equation model (Hair et al., 2019).

Table 5. Estimated results of mediating relationships

	Direct effect		Indirect effect		Conclusion on mediation effect
	Effect coefficient	P-value	Effect coefficient	P-value	
X1. -> M3. -> Y1.	-0.054	0.365	-0.025	0.154	No mediation
X1. -> M2. -> Y1.	-0.054	0.365	0.042	0.208	No mediation
X1. -> M3. -> Y2.	0.038	0.569	-0.038	0.108	No mediation
X2. -> M3. -> Y1.	0.068	0.242	0.035	0.043	Full mediation
X1. -> M1. -> Y1.	-0.054	0.365	0.029	0.186	No mediation
X1. -> M2. -> Y2.	0.038	0.569	0.030	0.242	No mediation
X2. -> M2. -> Y1.	0.068	0.242	0.130	0.002	Full mediation
X2. -> M3. -> Y2.	0.046	0.463	0.052	0.030	Full mediation
X3. -> M3. -> Y1.	0.183	0.004	0.084	0.015	Complementary mediation
X1. -> M1. -> Y2.	0.038	0.569	0.006	0.822	No mediation
X2. -> M1. -> Y1.	0.068	0.242	-0.027	0.178	No mediation
X2. -> M2. -> Y2.	0.046	0.463	0.094	0.011	Full mediation
X3. -> M2. -> Y1.	0.183	0.004	0.024	0.515	No mediation
X3. -> M3. -> Y2.	-0.049	0.546	0.124	0.001	Full mediation
X4. -> M3. -> Y1.	0.185	0.004	0.101	0.010	Complementary mediation
X2. -> M1. -> Y2.	0.046	0.463	-0.006	0.826	No mediation
X3. -> M1. -> Y1.	0.183	0.004	-0.026	0.218	No mediation
X3. -> M2. -> Y2.	-0.049	0.546	0.018	0.527	No mediation
X4. -> M2. -> Y1.	0.185	0.004	0.123	0.005	Complementary mediation
X4. -> M3. -> Y2.	0.175	0.018	0.149	0.001	Complementary mediation
X3. -> M1. -> Y2.	-0.049	0.546	-0.006	0.827	No mediation
X4. -> M1. -> Y1.	0.185	0.004	-0.043	0.189	No mediation
X4. -> M2. -> Y2.	0.175	0.018	0.089	0.015	Complementary mediation
X4. -> M1. -> Y2.	0.175	0.018	-0.009	0.821	No mediation

Source: SmartPLS 4 analysis results

The results in Table 5 show that two types of mediation effects occur in the SEM structural model: full mediation (a type of mediation in which the direct effect is not statistically significant whereas the indirect effect is statistically significant) and complementary partial mediation (a type of mediation in which both the direct and indirect effects are statistically significant). Specifically, Internalization of beauty standards (M2) and Appearance pressure (M3) play full mediating roles in the relationship from Exposure to appearance/beauty/style content (X2) to Perception of beauty standards on social media (Y1), and from Exposure to appearance/beauty/style content (X2) to Perception of the social value of appearance (Y2). In addition, Appearance pressure (M3) also plays a full mediating role in the relationship from Appearance-related social interaction (X3) to Perception of the social value of appearance (Y2). This is a type of mediation in which the effect of the independent variable on the dependent variable is transmitted entirely through the mediator.

Meanwhile, Appearance pressure (M3) plays a complementary mediating role in the relationships from Appearance-related social interaction (X3) and Personal image consciousness on social media (X4) to Perception of beauty standards on social media (Y1), and from Personal image consciousness on social media (X4) to Perception of the social value of appearance (Y2). In addition, Internalization of beauty standards (M2) has a complementary mediating effect in the influence of Personal image consciousness on social media (X4) on Perception of the social value of appearance (Y2). This is a type of mediation in which the mechanism of influence from the independent variable to the dependent variable is partly explained through the mediating variable, while the remaining part is explained by the direct relationship.

*** Level of SEM model fit**

Table 6. Results of assessing the fit of the component SEM models

Component model	R-square coefficient	Adjusted R-square coefficient	Interpretation of model fit
Appearance comparison model (M1)	0.534	0.528	Moderately good
Internalization of beauty standards model (M2)	0.466	0.458	Moderately low
Appearance pressure model (M3)	0.516	0.509	Moderately good
Perception of beauty standards on social media model (Y1)	0.673	0.664	Moderately good
Perception of the social value of appearance model (Y2)	0.553	0.542	Moderately good

Source: SmartPLS analysis results

The results show that 66.4% of the variation in Perception of beauty standards on social media is explained by X1, X2, X3, X4, M1, M2, and M3. The value is slightly lower for the model of Perception of the social value of appearance. Meanwhile, because the three models M1, M2, and M3 have fewer explanatory variables, their model fit coefficients are lower than those of Y1 and Y2, reaching only 52.8%, 45.8%, and 50.9%, respectively.

** Assessment of the predictive accuracy of the SEM model*

It can be seen that both predictive coefficients are greater than 0, implying that the component structural models “M1,” “M2,” “M3,” “Y1,” and “Y2” all satisfy the requirement for predictive capability ($Q^2_{predict} > 0$ indicates a moderate level). The $Q^2_{predict}$ values of these five component models are 0.517, 0.435, 0.501, 0.517, and 0.365, respectively, all above 0.25.

Table 7. Results of assessing the predictive accuracy of the component SEM models

Component model	$Q^2_{predict}$ coefficient	Predictive accuracy
Appearance comparison model (M1)	0.517	Moderate
Internalization of beauty standards model (M2)	0.435	Moderate
Appearance pressure model (M3)	0.501	Moderate
Perception of beauty standards on social media model (Y1)	0.517	Moderate
Perception of the social value of appearance model (Y2)	0.365	Moderate

Source: SmartPLS analysis results

Theoretically, the study contributes to applying the Tripartite Influence Model in the context of social media and high school and university students. Rather than viewing social media only as an entertainment channel, the study considers social media a sociocultural communication environment capable of forming and disseminating beauty standards. This is consistent with previous studies suggesting that media, peers, and social role models can affect body image through appearance comparison and internalization of standards.

In practical terms, if the results show that students are significantly influenced by appearance-related content and social interaction on social media, schools need to pay greater attention to digital media education. Students need to be guided in identifying edited images, understanding the mechanisms through which content is disseminated on social media, distinguishing between real-life beauty and staged images, and protecting their self-worth from the pressure of appearance-based evaluation.

Several solution implications include:

- *Family*: Families should avoid extreme approaches such as completely banning social media; they should accompany their children in social media use and openly discuss images, trends, and beauty standards rather than relying only on prohibition. In addition, families need to help students develop the capacity to use social media selectively, evaluate content with discernment, and understand that beauty is not only associated with appearance but also with health, character, competence, lifestyle, and behavior.

- *School*: Schools should integrate digital media education and critical awareness of images on social media into life-skills education, class activities, or school counseling. Teachers need to observe and support students when they show signs of appearance pressure or are excessively influenced by evaluations on social media.

- *High school and university students*: They need to understand that images on social media are often selected, edited, or staged; therefore, such images should not be used as the sole standard for evaluating themselves and others.

6.0 CONCLUSION

The study proposes a model for analyzing the influence of social media use on high school students' perceptions of beauty standards. The study is meaningful in clarifying the mechanism through which social media affects the aesthetic perceptions of high school and university students, while also providing a basis for digital media education, school psychological counseling, and the development of a school environment that respects the diversity of beauty. In future studies, empirical surveys with sufficiently large samples should be conducted, with comparisons by gender, grade level, region, and social media platform, in order to draw deeper conclusions about the absolute causal relationship between social media use and perceptions of beauty standards. In addition, the collected data may be influenced by the tendency to provide socially desirable responses. To address this issue, future studies may combine in-depth interviews, focus-group discussions, or longitudinal research to track changes in students' perceptions over time.

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Authors Profile

Nhat Mai Nguyen is a 11st – class 1 Literature student at Hanoi - Amsterdam High School for the Gifted, Vietnam.

Khanh Linh Tran is currently 2nd - year student at Diplomatic Academy of Vietnam, Vietnam.

Diem Quynh Tran received a Master of Professional Accounting, specialising in Chartered Accountants Australia & New Zealand (CA ANZ), from Macquarie University, Australia. She is currently working as a Senior Auditor (Experienced) at BDO Australia.