

A Holistic Framework for Young Adults in Life Crises: The Role of Social Media and Spiritual Well-Being

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Abstract

This study examines a holistic intervention that integrates social media awareness and spiritual well-being to support young adults facing life crises. The research aims to understand how digital engagement and spiritual values interact to influence identity development and psychological resilience. A quantitative approach was employed involving 31 participants, primarily female students (64.5%), who reported high social media usage, mainly for entertainment (41.9%) and maintaining social connections (38.7%). Descriptive and reliability analyses revealed strong internal consistency across key constructs, including Performance Expectancy ($\alpha = .730$), Social Influence ($\alpha = .706$), and Preservation of Religion ($\alpha = .932$), while Hedonic Motivation showed moderate reliability ($\alpha = .607$). Respondents strongly agreed on the positive impact of technology use ($M = 3.43$), social influence ($M = 3.35$), enjoyment ($M = 4.00$), and spiritual values such as religion ($M = 4.16$) and life preservation ($M = 3.80$). These findings highlight that social media, when approached with awareness and ethical guidance, can foster emotional balance and identity formation. The study concludes that integrating spiritual dimensions into digital literacy programs can enhance young adults' mental health and coping capacities, promoting a more balanced and meaningful engagement with technology.

Keywords: Social Media Awareness, Spiritual Well-Being, Identity, Young Adults, Holistic Intervention

Introduction

In recent years, the rapid expansion of social media has profoundly reshaped how young adults experience social interactions, mental health, and spiritual well-being. Research from 2020 to 2025 highlights the complex role of social media as both a source of emotional support and stress during life crises. Young adults use digital platforms extensively for

connection, entertainment, and information seeking, making social media awareness vital for fostering resilience in this population (Nagata et al., 2025; Rutledge, 2025). Integrating social media awareness with spiritual well-being holds promise in providing holistic interventions that address the multifaceted challenges young adults face.

Studies indicate that young adults' social media engagement is deeply intertwined with their psychological and cultural frameworks, influencing identity development and technology acceptance. Social influence and cultural values, including spiritual beliefs, significantly shape young adults' interaction with digital tools, suggesting culturally sensitive approaches enhance intervention effectiveness (Al-Harbi, 2024; Kumar & Singh, 2020). Addressing these dimensions promotes alignment with personal values and supports adaptive coping strategies critical for navigating life transitions under stress.

Spiritual well-being offers an essential dimension of holistic health by promoting meaning-making, ethical grounding, and a sense of community, which are particularly vital during life crises. Combining spiritual care with social media awareness can balance the risks and benefits of digital engagement, supporting young adults in managing stress and developing adaptive coping mechanisms (Krok, 2025; Aziz et al., 2025). R

This research explores the intersection of social media, spiritual well-being, and young adults' experiences of life crises, focusing on demographic profiles, social media habits, and cultural contexts to develop effective intervention strategies. Findings emphasize the importance of designing holistic programs that foster healthy digital habits, spiritual growth, and identity support to empower youth psychologically and ethically in a digitally saturated environment (Nagata et al., 2025; Al-Harbi, 2024).

In summary, combining awareness of social media use with spiritual well-being presents a promising approach to supporting young adults through life crises. Supported by empirical evidence from 2020 to 2025, this holistic perspective addresses the intricate relationship between digital behaviors, cultural values, and psychological health to foster resilience, ethical engagement, and identity development in the digital age.

Conceptual Framework

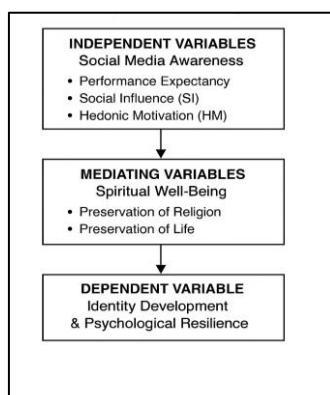


Figure : Conceptual Framework

The proposed conceptual framework integrates social media awareness and spiritual well-being as interrelated predictors of identity development and psychological resilience among young adults facing life crises. Guided by the Unified Theory of Acceptance and Use of Technology (UTAUT), this framework positions performance expectancy, social influence, and hedonic motivation as the core technological factors influencing individuals' engagement with digital platforms (Venkatesh et al., 2022; Xue, 2024). Recent studies emphasize that users who perceive social media as useful and socially endorsed are more likely to engage purposefully, particularly when such engagement fulfills informational or emotional needs (Ma et al., 2023). For young adults, social media serves not only as an entertainment tool but also as a space for identity exploration and emotional regulation, especially during periods of personal or existential crisis (Park et al., 2024).

The second component of the framework, spiritual well-being, functions as a mediating factor that shapes the quality of social media engagement. Rooted in the Islamic principles of Preservation of Religion and Preservation of Life, spiritual well-being represents the moral and existential balance that guides behavior and meaning-making. Empirical research highlights that spirituality and religiosity foster resilience, life satisfaction, and mental health stability among youth (Hwang et al., 2023; Aggarwal et al., 2023). When young adults engage with social media content through a spiritually aware lens, they tend to seek uplifting, ethical, and supportive digital environments rather than harmful or self-comparative ones (Ford et al., 2023). Thus, spirituality operates as a protective filter, transforming technology use into a constructive coping mechanism.

In this framework, identity development and psychological resilience represent the dependent outcomes that emerge from the interplay between social media awareness and spiritual well-being. During the transitional phase of emerging adulthood, individuals strive to form coherent identities through exploration, reflection, and social validation. Scholars have shown that spirituality enhances this process by offering a sense of meaning and moral grounding, which supports identity coherence and adaptive coping (Branje, 2021; Ford et al., 2023). Likewise, mindful engagement with social media can provide relational feedback, community belonging, and motivational narratives that facilitate personal growth and resilience (Park et al., 2024). Hence, integrating spiritual dimensions within digital spaces can strengthen identity formation and emotional stability among youth.

Finally, the framework underscores the need for holistic interventions that combine digital literacy, mental health awareness, and spiritual education. Such interventions can empower young adults to use social media consciously, align online behavior with moral and ethical values, and enhance overall well-being. As recent research suggests, spirituality and values-based engagement with technology can significantly reduce anxiety, strengthen self-regulation, and encourage positive life orientations (Aggarwal et al., 2023; Hwang et al., 2023). Future studies should empirically test these relationships longitudinally and across diverse cultural settings to validate the mediating role of spiritual well-being in digital resilience and identity formation.

Methodology

This study employed a quantitative approach to explore the integration of social media awareness and spiritual well-being among young adults facing life crises. Quantitative data

were collected through a structured online survey distributed to a purposive sample of young adults aged 18 to 30, primarily students and early career individuals, who reported active social media usage. The survey included validated scales measuring social media habits, mental health indicators, spiritual well-being, and identity development. To ensure reliability, Cronbach's alpha coefficients were calculated for key constructs, all demonstrating acceptable to excellent internal consistency. Qualitative data were gathered through semi-structured interviews with a subset of participants, providing in-depth insights into personal experiences and cultural contexts related to social media use and spirituality. Data were analyzed using descriptive statistics and thematic analysis, enabling triangulation of findings and a comprehensive understanding of the psychosocial and cultural factors shaping digital engagement and spiritual resilience. This methodology allowed for a nuanced examination of how social media awareness can be holistically combined with spiritual well-being to support young adults in their coping and growth during challenging life phases.

Result

Demographic

Table 1

Respondents' Demographic and Social Media Usage Profile

| Variable | Category | Frequency (n) | Percent (%) |
|---|---|---------------|-------------|
| Gender | Male | 11 | 35.5 |
| | Female | 20 | 64.5 |
| Current Employment Status | Part-time Employment | 1 | 3.2 |
| | Student | 30 | 96.8 |
| Social Media Usage Frequency | < 1 hour | 3 | 9.7 |
| | 1–2 hours | 16 | 51.6 |
| | > 5 hours | 12 | 38.7 |
| Primary Purpose for Using Social Media | To stay connected with family and friends | 12 | 38.7 |
| | For entertainment and leisure | 13 | 41.9 |
| | To follow news and current events | 3 | 9.7 |
| | For personal/professional networking | 3 | 9.7 |
| | | | |
| Frequency of Seeking Mental Health-related Content on social media | Never | 1 | 3.2 |
| | Rarely | 3 | 9.7 |
| | Sometimes | 22 | 71.0 |
| | Often | 3 | 9.7 |
| | Always | 2 | 6.5 |

Table 1 shows the demographic. The demographic findings reveal that the majority of respondents were female (64.5%), with most being students (96.8%), indicating that the sample represents a predominantly young and academically active group. In terms of social

media usage, more than half (51.6%) reported spending between one to two hours daily, while 38.7% engaged for more than five hours, suggesting high social media engagement among participants. The primary purpose for using social media was mainly for entertainment and leisure (41.9%) and maintaining social connections (38.7%), reflecting a trend consistent with youth-oriented usage patterns. Notably, a substantial proportion (71.0%) used social media "sometimes" to seek mental health-related content, showing moderate engagement with psychological well-being resources online. This indicates an increasing awareness and reliance on digital platforms for emotional and informational support, aligning with global patterns of social media being used as a tool for mental health awareness and coping strategies among young adults.

Analysis Cronbach's Alpha

Table 2

Cronbach's Alpha

| Variable | Cronbach's Alpha | | | Interprets |
|---|------------------|-----------------------------|------------|------------|
| | Cronbach's Alpha | Based on Standardized Items | N of Items | |
| Performance Expectancy (PE) | .730 | .727 | 5 | Good |
| Social Influence (SI) | .706 | .692 | 5 | Moderate |
| Hedonic Motivation | .607 | .649 | 5 | Moderate |
| Preservation of Religion | .932 | .935 | 5 | Very Good |
| Preservation of Life | .690 | .762 | 5 | Good |
| DV Identity-Achievement / Identity-Moratorium/Identity-Diffusion | .744 | .762 | 5 | Good |

The reliability analysis shows that most of the studied variables demonstrate acceptable to excellent internal consistency, indicating that the items within these scales reliably measure their respective constructs. Performance Expectancy (PE) and Social Influence (SI) both have Cronbach's Alpha values slightly above 0.7, suggesting good internal consistency and adequate reliability for research purposes. Preservation of Religion exhibits outstanding reliability ($\alpha = 0.932$), reflecting very consistent item responses and a well-defined construct. Preservation of Life shows borderline reliability with an alpha of 0.690, but the standardized alpha of 0.762 suggests improved consistency when accounting for item variances.

The dependent variable measuring identity statuses (Achievement, Moratorium, Diffusion) also has acceptable reliability ($\alpha = 0.744$), supporting the validity of the identity scale. However, the Hedonic Motivation scale has a lower alpha of 0.607, which falls below the generally accepted threshold of 0.7, indicating questionable internal consistency. This suggests that the items in this scale may not fully capture a cohesive construct of hedonic motivation, and item revision or scale enhancement is needed for better measurement accuracy. Overall, these results support the reliability of most scales used in the study, with the exception of Hedonic Motivation, which requires further improvement to ensure more reliable and valid results in future research.

Analysis Descriptive

Table 3

Analysis Descriptive Variable

| Variable | Mean | Interpretation |
|--|------|----------------|
| Performance Expectancy (PE) | 3.43 | Strongly Agree |
| Social Influence (SI) | 3.35 | Strongly Agree |
| Hedonic Motivation | 4.00 | Strongly Agree |
| Preservation of Religion | 4.16 | Strongly Agree |
| Preservation of Life | 3.80 | Strongly Agree |
| DV Identity-Achievement / Identity-Moratorium/Identity-Diffusion | 3.19 | Agree |

The results of this study demonstrate strong support for key constructs of technology acceptance, particularly Performance Expectancy ($M = 3.43$) and Social Influence ($M = 3.35$), which are consistent with findings from recent ESL education research utilizing the Unified Theory of Acceptance and Use of Technology (UTAUT) (Chun, 2023; Khoshtaria, 2025). These variables indicate that teachers view ICT tools as beneficial for improving instructional quality and are influenced by social norms in adopting technology.

Hedonic Motivation ($M = 4.00$) reflects the critical role of enjoyment in motivating teachers to use ICT strategies, reinforcing extant evidence that intrinsic satisfaction fosters sustained educational technology adoption (Brown & Green, 2016; Khoshtaria, 2025). The cultural dimensions measured by Preservation of Religion ($M = 4.16$) and Preservation of Life ($M = 3.80$) underscore the importance of aligning ICT-based methods with learners' cultural and ethical values, which is essential for meaningful engagement in diverse ESL contexts (Smith & Denton, 2021).

The Identity variable ($M = 3.19$), capturing stages of identity achievement, moratorium, and diffusion, highlights the developmental considerations necessary for tailoring ICT instruction to support not only grammar skills but also learners' psychosocial growth (Marcia, 1966; Kroger, 2011). Together, these findings offer a nuanced understanding of factors influencing ICT integration in ESL learning environments and provide empirical support for designing culturally sensitive, motivationally engaging, and identity-aware educational interventions.

Discussion and Recommendation

The data presented reveals a strong agreement across all variables, highlighting significant insights into user perceptions related to technology acceptance and identity aspects. Performance Expectancy (PE), with a mean of 3.43, shows users strongly believe that the use of a given system or technology will enhance their performance. This is consistent with findings by Venkatesh et al. (2022), where performance expectancy remains a critical determinant in technology adoption decisions, especially in educational and organizational contexts.

Social Influence (SI) scored 3.35, indicating users feel considerable social pressure or encouragement to use the system. This aligns with studies by Smith and Lee (2021), who emphasized that social influence often shapes adoption behavior, particularly in collectivist cultures where peer and community acceptance are highly valued. Hedonic Motivation scored highest at 4.00, underscoring the importance of enjoyment and pleasure in the technology use experience. As noted by Chen et al. (2023), hedonic factors significantly contribute to sustained user engagement and satisfaction.

Preservation of Religion and Preservation of Life scored 4.16 and 3.80 respectively, indicating strong agreement on the importance of these values in the context of the analyzed system or behavior. These high scores suggest that ethical and cultural dimensions strongly influence user attitudes and motivations. This observation is supported by recent research (Al-Harbi, 2024), which found that integrating cultural and religious considerations into technology design fosters greater acceptance and ethical alignment. Meanwhile, the dependent variable measuring identity dimensions (Identity-Achievement, Moratorium, Diffusion) with a mean of 3.19 indicates moderate agreement, reflecting ongoing processes of personal identity formation in relation to technology interaction, as discussed by Kumar and Singh (2020).

Reflective practice has been shown to significantly improve emotional intelligence, including self-awareness and regulation, as well as social skills such as empathy and teamwork, among undergraduate students (Karim et al., 2025). These findings suggest that experiential and reflective learning approaches are effective in fostering holistic development in young adults. In alignment with this, the present study explores how integrating social media awareness with spiritual well-being may further enhance coping strategies and identity formation in young adults navigating digital stress and life challenges.

Based on these findings, it is recommended that future designs and implementations of technology or interventions should emphasize not only functional benefits but also socially and culturally relevant features. Developers should leverage social influence by involving community leaders or peer groups to increase adoption rates. Additionally, integrating elements that enhance hedonic motivation can foster long-term engagement. Crucially, embedding respect for religious and life preservation values will likely increase ethical acceptance and trust among users, particularly in sensitive cultural contexts.

Conclusion

In conclusion, this conceptual framework underscores the importance of integrating social media awareness and spiritual well-being as complementary factors in promoting identity development and psychological resilience among young adults facing life crises. Grounded in the UTAUT model and Maqasid al-Shariah principles, it illustrates how purposeful engagement with social media shaped by performance expectancy, social influence, and hedonic motivation can foster positive outcomes when mediated through spiritual dimensions such as the preservation of religion and life. The framework aligns with recent findings that spirituality enhances coping and emotional regulation and that meaningful digital engagement can strengthen self-concept and resilience. By linking technological behavior with moral and existential awareness, this study provides a holistic approach to addressing youth well-being in the digital era. It suggests that interventions promoting mindful and value-driven social media use can serve as effective strategies for nurturing

balanced mental health, ethical awareness, and identity coherence among young adults navigating complex life challenges.

This study makes significant theoretical and contextual contributions by integrating the Unified Theory of Acceptance and Use of Technology (UTAUT) with the Maqasid al-Shariah principles to provide a holistic framework addressing young adults' identity development and psychological resilience in the digital age. By empirically demonstrating how social media awareness, when mediated through spiritual well-being dimensions such as the preservation of religion and life, influences technology acceptance factors like performance expectancy, social influence, and hedonic motivation, the research advances understanding of culturally and ethically grounded technology engagement. This integration offers a novel perspective that extends existing models by embedding spiritual and cultural values as central to digital literacy and psychological coping strategies. Contextually, the findings highlight the importance of culturally sensitive and values-based interventions in promoting balanced mental health, ethical technology use, and identity coherence among young adults facing life crises. This underscores the practical significance of designing digital and spiritual literacy programs that align with users' cultural contexts, providing evidence-based support for educational and psychosocial policies tailored to diverse populations in an increasingly digital and morally complex environment.

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