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Minds in Competition: Academic Competitiveness, Social Media, and Psychological Well-Being among Indian Youth

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Abstract

Adolescence and emerging adulthood are periods of rapid transition in which young people build identity and lay the foundations of later well-being—developmental work that now unfolds largely within digital environments. In this context, academic achievement has become highly visible and subject to continuous public comparison, calling for a broader understanding of academic competitiveness than traditional motivation theories provide. This chapter conceptualizes academic competitiveness as a dual construct and reports the development and preliminary validation of the Academic Competitiveness Scale (ACS), a 10-item instrument capturing both an internally driven Competitive Drive and an externally triggered Social Comparison Pressure among Indian college students. Drawing on Social Comparison Theory and Self-Determination Theory, data were collected from 100 undergraduate and postgraduate students aged 18 to 30 years. Exploratory factor analysis revealed a two-factor structure accounting for 57.9% of the total variance, with strong internal consistency for both subscales ($\alpha = .88$ and $.84$). Competitive Drive was positively associated with self-reported academic performance ($r = .35, p < .05$), whereas Social Comparison Pressure was positively associated with perceived stress ($r = .45, p < .05$). These findings illustrate the dual nature of academic competition in the digital era: achievement-oriented drive may support performance, while technology-amplified comparison may heighten psychological vulnerability. The chapter situates these results within debates on youth identity, emotional regulation, and well-being, and offers implications for educators, counselors, and students navigating a hyper-connected academic culture.

Keywords: *academic competition, social media, identity, psychological well-being, emotional regulation, Indian youth.*

Introduction

Adolescence and emerging adulthood are among the most formative periods of the human life course. During these years, young people work to construct a coherent sense of identity, negotiate belonging within peer groups, and establish the emotional and motivational patterns that shape later well-being. For today's students, much of this developmental work no longer takes place only in classrooms, homes, and playgrounds; it also unfolds within digital environments that are always available and continuously updated. Social media platforms have become primary settings in which achievement is displayed, compared, and evaluated, quietly reshaping how young people understand success and, by extension, their own worth.

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Understanding how youth navigate this transition is central to any contemporary account of technology, identity, and psychological health.

Within this landscape, academic achievement has taken on a new social meaning. With rapid technological change, intensifying global competition, and rising societal expectations, academic performance is no longer only a personal milestone or an institutional benchmark; it has increasingly become a visible form of social currency. This shift is especially pronounced in India, where education is widely regarded as a primary route to upward social mobility, and where students face substantial pressure from family, peers, and society more broadly (Kumar & Rao, 2018). Such pressure is expressed not only in the pursuit of excellence but also in the felt need to demonstrate superiority over peers—a tendency commonly described as academic competitiveness (Goel & Singh, 2017; Kumar & Bhukar, 2013).

Traditionally, academic competitiveness has been understood as a motivational construct linked to goal orientation, persistence, and high achievement (Midgley et al., 2001). Contemporary experience, however, suggests a more complex picture in which competitiveness carries emotional and social dimensions as well. When grades, admissions, internships, and awards are broadcast on public platforms, competition acquires an audience. Students not only strive to do well; they also monitor how they appear relative to others whose achievements are constantly visible. This audience effect can sharpen motivation for some students while, for others, it feeds anxiety, self-doubt, and a sense of never quite measuring up.

These dynamics sit at the intersection of several themes central to youth development: the formation of identity, the regulation of emotion, and the maintenance of psychological well-being. When academic standing becomes a public and continuously updated marker of worth, the boundary between what one achieves and who one is can blur. A poor result is no longer a private setback but a potential public one, and success must be sustained not only for oneself but for an implied audience of peers. Situating academic competitiveness within this developmental and cultural frame helps clarify why the same competitive environment can be energizing for some young people and corrosive for others.

The normalization of achievement-sharing deserves particular attention. On platforms such as Instagram and LinkedIn, posting admission offers, examination ranks, internships, and awards has become a routine expression of identity, producing a continuous “highlight reel” in which peers appear uniformly successful. Because users rarely post their failures or the effort behind their wins, the resulting picture is systematically skewed toward the exceptional. For young people still forming a sense of who they are, this curated visibility can transform ordinary academic milestones into occasions for public evaluation, and can make the absence of a comparable post feel like evidence of falling behind. What was once an occasional, local comparison—with a handful of classmates—has become a frequent, global one, conducted against an ever-expanding field of visible achievers.

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This chapter examines academic competitiveness as a dual construct comprising an internally driven Competitive Drive and an externally triggered Social Comparison Pressure. It reports the development and preliminary validation of a culturally grounded instrument, the Academic Competitiveness Scale (ACS), designed to capture both dimensions among Indian college students. In doing so, the chapter contributes a measurement tool and a conceptual lens for understanding how academic competition operates simultaneously as a motivator and a stressor in the lives of young people growing up in a hyper-connected academic culture.

Theoretical Framework

The present conceptualization draws on two complementary traditions. Social Comparison Theory explains why comparison is psychologically consequential, while Self-Determination Theory clarifies why some forms of competitive striving support well-being and others undermine it. Read together, they suggest that academic competitiveness is not a single trait but a pair of related pathways with distinct emotional and motivational signatures.

Social Comparison Theory

Festinger's (1954) Social Comparison Theory holds that individuals evaluate their own abilities and opinions in part by comparing themselves with others, particularly when objective standards are unavailable. Upward comparisons—against those perceived as more successful—can inspire self-improvement but can also threaten self-esteem, especially when the comparison target seems unattainable. In digital settings, comparison is frequent, curated, and asymmetric: users typically encounter others' highlights rather than their struggles, which can distort perceptions of how well peers are actually doing (Vogel et al., 2014). People also differ in their dispositional tendency to compare (Gibbons & Buunk, 1999), and comparison can activate efforts to maintain a favorable self-evaluation (Tesser, 1988). Applied to academic life, the theory predicts that visible peer achievement will, for many students, generate pressure, envy, and anxiety rather than simple admiration.

Self-Determination Theory

Self-Determination Theory distinguishes between intrinsic motivation, which is driven by interest and the satisfaction of the basic needs for autonomy, competence, and relatedness, and more controlled forms of motivation driven by external contingencies (Deci & Ryan, 2000; Ryan & Deci, 2000). From this perspective, competitive striving is not uniformly adaptive or maladaptive. When competition is experienced as an autonomous pursuit of mastery and personal excellence, it tends to support engagement, persistence, and well-being. When it is experienced as an externally imposed demand to outperform others in order to feel worthy, it takes on a controlled, pressured quality that is more likely to be associated with distress. The theory thus offers a principled basis for expecting that internally driven competitiveness and externally driven comparison will relate differently to performance and to stress.

An Integrated, Dual-Pathway View

Integrating these perspectives yields a dual-pathway model of academic competitiveness. One pathway, Competitive Drive, reflects a relatively autonomous, mastery-oriented motivation to

excel; it is expected to relate positively to achievement. The other, Social Comparison Pressure, reflects a more contingent, externally triggered concern with standing relative to peers; it is expected to relate positively to stress. Self-esteem may act as an internal gauge of social standing that links comparison to emotional outcomes (Leary & Baumeister, 2000), and social media functions as an amplifier that intensifies the comparison process by making peer achievement continuously salient. Figure 5 presents this conceptual model, in which social media magnifies both pathways while their psychological consequences diverge.

Academic Competitiveness in the Digital Era

Social Media and Academic Identity

The integration of social media into academic identity has added a further layer to student experience. These platforms can provide reinforcement, information, and peer support, and their use is now a routine feature of student life (Ellison et al., 2007; Pempek et al., 2009). Yet the same platforms can become a source of psychological strain. A growing body of work links frequent social networking use, and especially envy-laden upward comparison, to lower mood, reduced life satisfaction, and depressive symptoms (Appel et al., 2016; Blease, 2015; Tandoc et al., 2015). A meta-analytic review of digital communication and well-being suggests that effects depend heavily on how platforms are used—passive comparison being more problematic than active, connective use (Liu et al., 2019). Large-scale evidence has also associated heavier screen time with lower psychological well-being among young people (Twenge & Campbell, 2018), and comparison orientation has been tied to loneliness and diminished life satisfaction across cultural settings (Satici et al., 2015). In the academic domain specifically, the constant visibility of peers' results, internships, and awards can foster a persistent sense that one is falling behind, blurring the line between healthy aspiration and anxious surveillance.

A recurring mechanism in this literature is the fear of missing out—the apprehension that others are having more rewarding or productive experiences from which one is absent. In academic settings this fear is easily activated: a single scroll can surface several peers announcing results or opportunities, prompting an anxious impulse to catch up. The distinction between passive consumption and active, reciprocal engagement is important here, because it is largely the passive, comparison-laden mode of use that has been tied to poorer well-being (Liu et al., 2019). This suggests that the difficulty lies less in social media itself than in a particular pattern of self-evaluative monitoring that these platforms make effortless and continuous.

The Indian Socio-Cultural Context

These global dynamics are refracted through India's particular educational culture. Education is strongly tied to family honor and future security, and students frequently internalize high expectations from parents and extended kin. Competitive entrance examinations, coaching ecosystems, and public ranking practices make relative standing highly salient from an early age. Existing Indian research documents substantial academic stress and its links to coping difficulties and diminished well-being (Kumar & Bhukar, 2013; Kumar & Rao, 2018), as well as associations among academic stress, social comparison, and performance (Sharma & Devi, 2022), and between competitiveness and stress in adolescents (Goel & Singh, 2017). In a

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collectivist context where individual achievement is closely bound to family identity, social comparison may carry additional weight, and the digital broadcasting of achievement may intensify already strong comparative pressures.

The Measurement Gap

Despite growing interest in the psychological effects of academic competition and social comparison, few instruments capture these constructs in an integrated way, and fewer still are tailored to the Indian socio-cultural context. Measures developed elsewhere may not adequately reflect the collectivist norms, familial expectations, and education-centric values common in India, and many existing tools omit the digital dimension of academic life that now shapes student experience so strongly. A concise, culturally grounded instrument that distinguishes the motivational and comparative facets of academic competitiveness would therefore be of value to researchers and practitioners alike.

The Present Study

Against this background, the present study develops and preliminarily validates the Academic Competitiveness Scale (ACS), a 10-item instrument designed to assess both internal academic motivation and social comparison pressure. The scale examines how students' drive to excel interacts with their emotional responses to peer achievement, particularly as mediated by social media. Two research questions guided the study: (a) What is the underlying factor structure of academic competitiveness among Indian college students? and (b) How do the dimensions of academic competitiveness relate to academic performance and psychological stress?

Method

Participants

A sample of 100 Indian college students aged 18 to 30 years was recruited through an online survey platform. The sample included both undergraduate and postgraduate students across a range of disciplines, providing variability in academic exposure. By discipline, participants were distributed as follows: Humanities/Social Sciences (35%), Sciences (30%), Commerce/Management (25%), and Engineering/Technology (10%); this distribution is shown in Figure 1. Participation was voluntary, and informed consent was obtained from all respondents. Ethical approval was granted by the institutional review board of the Department of Psychology, University of Rajasthan.

Instrument Development

Drawing on existing literature on academic competitiveness and social comparison (Festinger, 1954; Gibbons & Buunk, 1999; Ryan & Deci, 2000), an initial pool of 15 items was generated. Following expert review and pilot testing, 10 items were retained for the final scale. Each item is rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The items were written to capture two conceptual domains: Competitive Drive (e.g., "I feel the need to outperform my classmates to prove my academic worth") and Social Comparison Pressure (e.g., "When I see others share their academic achievements online, I feel pressured to do more"). The full item set is presented in Appendix A.

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Procedure

Data were collected using Google Forms. Participants completed the ACS together with demographic items and additional measures of academic performance (self-reported GPA) and psychological stress. Perceived stress was assessed with the Perceived Stress Scale (Cohen et al., 1983).

Data Analysis

To identify the underlying factor structure of the ACS, an exploratory factor analysis (EFA) was conducted using principal axis factoring with oblique (Oblimin) rotation, chosen because the two hypothesized dimensions were expected to correlate. The Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy and Bartlett’s test of sphericity were used to assess the factorability of the correlation matrix. Internal consistency for each factor was examined using Cronbach’s alpha. Pearson correlations were used to assess relationships between the ACS subscales and the external variables of GPA and perceived stress. Analyses were performed in SPSS Version 26.0.

Results

Factorability

The KMO measure was .79, indicating good sampling adequacy, and Bartlett’s test of sphericity was significant, $\chi^2(45) = 304.27$, $p < .001$, confirming that the correlation matrix was suitable for factor analysis.

Factor Structure

Two factors with eigenvalues greater than 1.0 were extracted, together accounting for 57.9% of the total variance (Factor 1 = 42.1%; Factor 2 = 15.8%). Factor 1, labeled Social Comparison Pressure, comprised Items 2, 4, 5, 6, and 10 and reflected emotional distress and a need for validation through peer comparison, particularly when triggered by online visibility. Factor 2, labeled Competitive Drive, comprised Items 1, 3, 7, 8, and 9 and captured internalized motivation to excel and outperform, independent of peer visibility. The two factors were moderately correlated ($r = .38$). The full pattern matrix and communalities are reported in Table 1, and item means and standard deviations are displayed in Figure 2.

Reliability

Both subscales exceeded the conventional .70 threshold for internal consistency: Social Comparison Pressure (5 items), $\alpha = .88$, and Competitive Drive (5 items), $\alpha = .84$.

Relationships with External Variables

Pearson correlations were computed to examine preliminary criterion-related validity (Table 2). Competitive Drive was positively associated with self-reported GPA, $r = .35$, $p < .05$, whereas its association with perceived stress was not significant, $r = .15$, ns. Social Comparison Pressure was positively associated with perceived stress, $r = .45$, $p < .05$, and was not significantly associated with GPA, $r = -.10$, ns. The relationship between Competitive Drive and GPA is

illustrated in Figure 3, and the relationship between Social Comparison Pressure and perceived stress in Figure 4.

Discussion

This study provides preliminary insight into the multidimensional nature of academic competitiveness among Indian students within a digitally connected environment. Two distinct but related factors emerged—Social Comparison Pressure and Competitive Drive—consistent with the dual-pathway framework and with existing literature on academic motivation and psychological stress among young adults. Their divergent correlates are theoretically meaningful: the pathway rooted in autonomous striving tracked with performance, whereas the pathway rooted in externally triggered comparison tracked with distress.

The first factor, Social Comparison Pressure, captures emotional responses to the academic achievements of peers, especially as encountered on social media. Items loading on this factor reflect internalized anxiety, fear of missing out, and a sense of inadequacy arising from comparison with others. These results are consistent with prior findings that upward social comparison in digital spaces can heighten stress and reduce well-being (Lee, 2014; Tandoc et al., 2015; Verduyn et al., 2017). The high internal consistency of this subscale ($\alpha = .88$) supports the coherence of the construct and its relevance to contemporary academic culture.

In contrast, Competitive Drive reflects a proactive, goal-oriented orientation in which motivation is derived from the pursuit of excellence rather than solely from outperforming others. Its positive association with GPA is consistent with the view that constructive, autonomously endorsed competitiveness can support performance, in line with Self-Determination Theory (Deci & Ryan, 2000; Ryan & Deci, 2000). The reliability of this subscale ($\alpha = .84$) also meets standards for applied use. Taken together, the two subscales suggest that interventions need not seek to eliminate competitiveness so much as to shift its balance from anxious comparison toward mastery-oriented striving.

The pattern of non-significant associations is itself informative. Competitive Drive was not significantly related to perceived stress, and Social Comparison Pressure was not significantly related to GPA. This double dissociation provides preliminary discriminant evidence that the two subscales capture distinct constructs rather than two labels for a single underlying tendency. It also cautions against equating competitiveness with either benefit or harm in a blanket way: the motivational and comparative facets appear to travel with different outcomes, and conflating them may obscure precisely the distinction that matters most for supporting students. These findings converge with and extend prior Indian research documenting high academic stress and its ties to social comparison and performance (Goel & Singh, 2017; Sharma & Devi, 2022); by separating the adaptive and maladaptive facets within a single brief instrument, the ACS offers a more differentiated account than global measures of academic stress, calibrated to a context in which achievement is closely bound to family identity.

Implications for Identity and Well-Being

Framed within youth development, these findings speak to how identity and well-being are negotiated under conditions of constant visibility. When self-worth becomes contingent on comparative academic standing, identity grows fragile because it depends on an external metric that others continually update. Social Comparison Pressure can be read as a marker of this contingency: the student's sense of adequacy rises and falls with the visible successes of peers. Competitive Drive, by contrast, is more compatible with a stable, agentic identity in which achievement expresses personal values rather than defends self-worth. The moderate correlation between the two factors indicates that most students experience some blend of both, underscoring the importance of helping young people hold ambition and self-acceptance together rather than trading one for the other.

The notion of contingent self-worth is useful for making sense of this pattern. When self-esteem is staked on domains that are unstable and externally judged—such as one's relative academic rank on a public feed—it becomes reactive, rising and falling with each new comparison. During the identity-forming years of late adolescence and emerging adulthood, this reactivity can be especially destabilizing, because the developmental task of consolidating a durable sense of self is undercut by a metric that never settles. Encouraging young people to anchor worth in values, effort, and growth, rather than in comparative standing, is therefore not merely a well-being strategy but a developmental one. The two subscales of the ACS may help identify where a given student sits on this continuum, and thus where support is most needed.

The Role of Emotional Regulation

The divergent stress correlates of the two subscales also highlight emotional regulation as a plausible mechanism. Encountering a stream of curated peer achievements is an emotionally provocative experience, and students who habitually respond with rumination or harsh self-evaluation may be especially vulnerable to the distress associated with Social Comparison Pressure. Regulatory skills—reappraisal, attentional control, and self-compassion—may buffer the link between comparison and stress, and represent promising targets for future research and intervention. Conceptually, this positions academic competitiveness not only as a motivational variable but as an affective one, closely tied to how young people manage the feelings that comparison evokes.

Consider two students who encounter the same post announcing a classmate's prestigious internship. One reappraises the information as useful evidence of what is possible and returns to her own goals; the other interprets it as proof of personal inadequacy and spends the evening ruminating. The objective trigger is identical, but the regulatory response diverges, and with it the emotional cost. This example illustrates why the same competitive environment produces such different outcomes across students, and why regulatory skill—rather than mere exposure—may be the more tractable target for intervention. It also implies that reducing comparison pressure need not mean withdrawing from digital life altogether; it may instead mean changing how the information encountered there is processed and weighed.

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Practical Implications

The dual-pathway view carries concrete implications for the institutions and professionals who support students. Because competitiveness is not inherently harmful, the aim is to cultivate its constructive form while reducing the conditions that turn it into anxious comparison.

For educators and institutions, assessment and feedback practices matter. Emphasizing mastery, individual progress, and process feedback, rather than public ranking and relative position, can foster Competitive Drive without inflaming Social Comparison Pressure. Where possible, reducing the routine publicization of scores and celebrating diverse forms of accomplishment can lessen the sense that academic life is a continuous, spectated race.

For counselors and mental health practitioners, the ACS may serve as a brief screening aid to identify students high in Social Comparison Pressure, who may be at elevated risk of stress. Cognitive and behavioral strategies that address contingent self-worth, cognitive reappraisal of upward comparisons, and self-compassion may be particularly useful. Group formats such as peer mentoring and resilience workshops can normalize struggle and counter the distorted impression, cultivated online, that everyone else is effortlessly succeeding.

For students themselves, digital wellness literacy is a practical protective resource. Recognizing that social media presents curated highlights, curating one's own feeds intentionally, and building comparison-free reference points—personal goals and past progress—can weaken the automatic link between scrolling and self-evaluation. Institutions can support these habits through workshops on digital well-being integrated into orientation and academic-support programming.

At the institutional and policy level, sustained change may require faculty development. Teachers and academic advisors are well placed to model mastery-oriented framing, to notice early signs of comparison-driven distress, and to connect students with support services. Embedding brief modules on healthy competition and digital well-being into faculty training, orientation programming, and student-support policy can help move a culture away from public ranking and toward growth-focused norms. Such measures are likely to be most effective when coordinated across the institution rather than left to individual instructors, so that students encounter a consistent message about what achievement means and how it is valued.

Limitations and Future Directions

Several limitations should be noted. First, although a sample of 100 is adequate for exploratory factor analysis, it limits generalizability and precludes confirmatory testing; the present results are therefore best understood as evidence of scale development rather than full validation. Future work should recruit larger and more diverse samples—including students from rural and non-English-medium backgrounds—and conduct confirmatory factor analysis on an independent sample, together with tests of measurement invariance across gender and discipline. Second, the

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cross-sectional design cannot establish change over time or causal relationships; longitudinal designs could clarify how competitiveness and comparison evolve across the academic year and in response to major evaluative events (McCarthy et al., 2006). Third, the reliance on self-reported GPA and stress may introduce bias; future studies could incorporate academic records, validated multi-item measures, and behavioral indices of social media use. Finally, testing emotional regulation and contingent self-worth as mediators would help specify the mechanisms linking comparison to distress.

Conclusion

This chapter has argued that academic competitiveness in the digital era is best understood as a dual construct, and it has introduced the Academic Competitiveness Scale as a concise, culturally grounded instrument for capturing its two facets. The preliminary evidence suggests that an internally driven Competitive Drive can support achievement, while an externally triggered Social Comparison Pressure is associated with heightened stress—two pathways that social media appears to amplify in different directions. For a generation whose identities and well-being are increasingly negotiated online, distinguishing these pathways is more than a measurement exercise; it is a step toward academic environments that nurture ambition without exacting a psychological cost. Subject to confirmatory validation, the ACS may support researchers, educators, and mental health professionals in fostering cultures of excellence that also protect the minds in transition they depend upon.

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Table 1

Pattern Matrix and Communalities for the 10-Item Academic Competitiveness Scale (Principal Axis Factoring, Oblimin Rotation)

Item	Factor 1 (SCP)	Factor 2 (CD)	h ²
1. I feel the need to outperform my classmates to prove my academic worth.	.18	.71	.54
2. When I see others share their academic achievements online, I feel pressured to do more.	.82	.12	.69
3. Competing academically with my peers motivates me to work harder.	.10	.65	.43
4. I compare my grades with others to evaluate my success.	.73	.25	.60
5. I feel left behind when others post about internships, results, or achievements.	.85	.08	.73
6. I feel anxious if my grades are lower than my peers'.	.68	.30	.55
7. I try to engage in activities (e.g., webinars, certifications) mainly to stay ahead of peers.	.22	.79	.67
8. I believe academic life today is a race, and one must not slow down.	.15	.83	.71
9. I feel validated when my academic performance is better than others.	.31	.74	.64
10. Social media makes me more aware of who I am competing with academically.	.76	.17	.61

Note. N = 100. SCP = Social Comparison Pressure; CD = Competitive Drive; h² = communality. Salient loadings ($\geq .40$) are shown in boldface. The two factors were correlated at $r = .38$.

Table 2

Correlations between ACS Subscales and External Variables

Variable	SCP	CD
Self-reported GPA	-.10	.35*
Perceived stress	.45*	.15

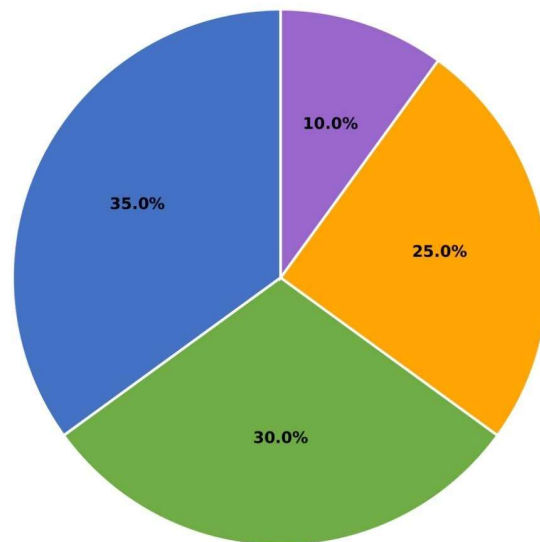
Note. N = 100. SCP = Social Comparison Pressure; CD = Competitive Drive. * $p < .05$.

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Figure 1

Participant Distribution by Academic Discipline



Academic Discipline

- Humanities/Social Sciences (35%)
- Sciences (30%)
- Commerce/Management (25%)
- Engineering/Technology (10%)

Figure 2

Item Means and Standard Deviations for the Academic Competitiveness Scale

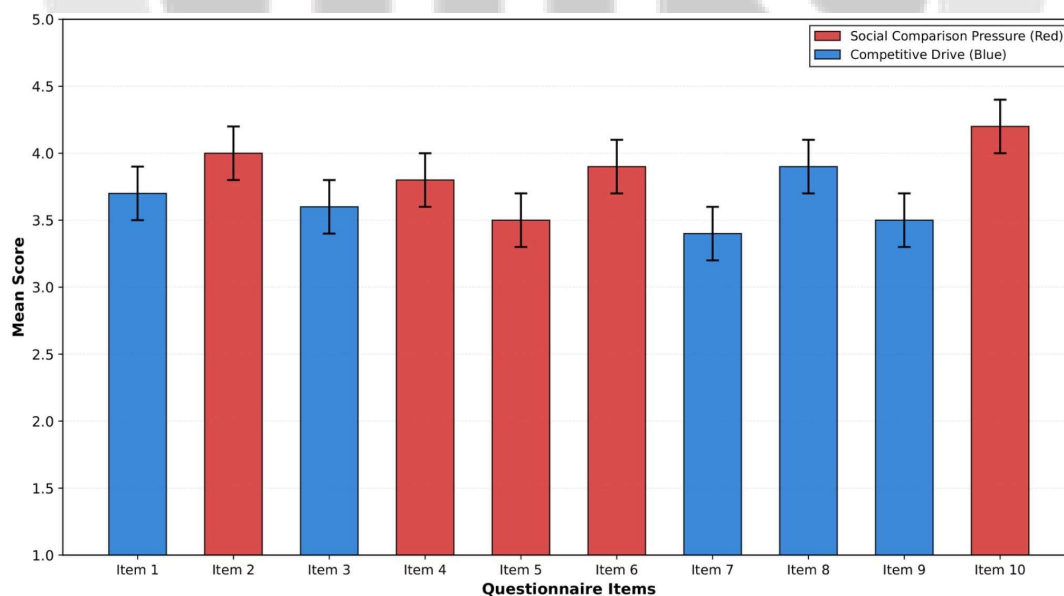


Figure 3

Association between Competitive Drive and Self-Reported GPA

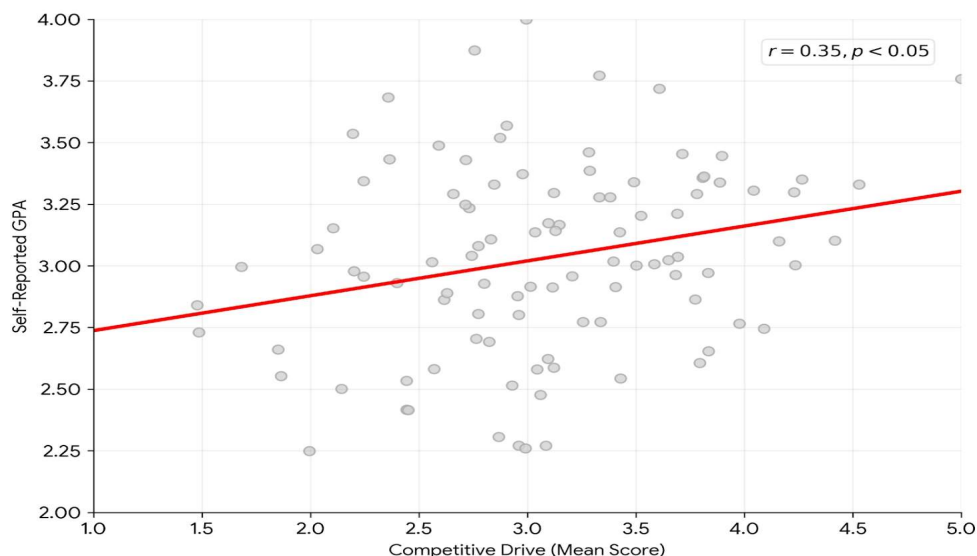


Figure 4

Association Between Social Comparison Pressure and Perceived Stress

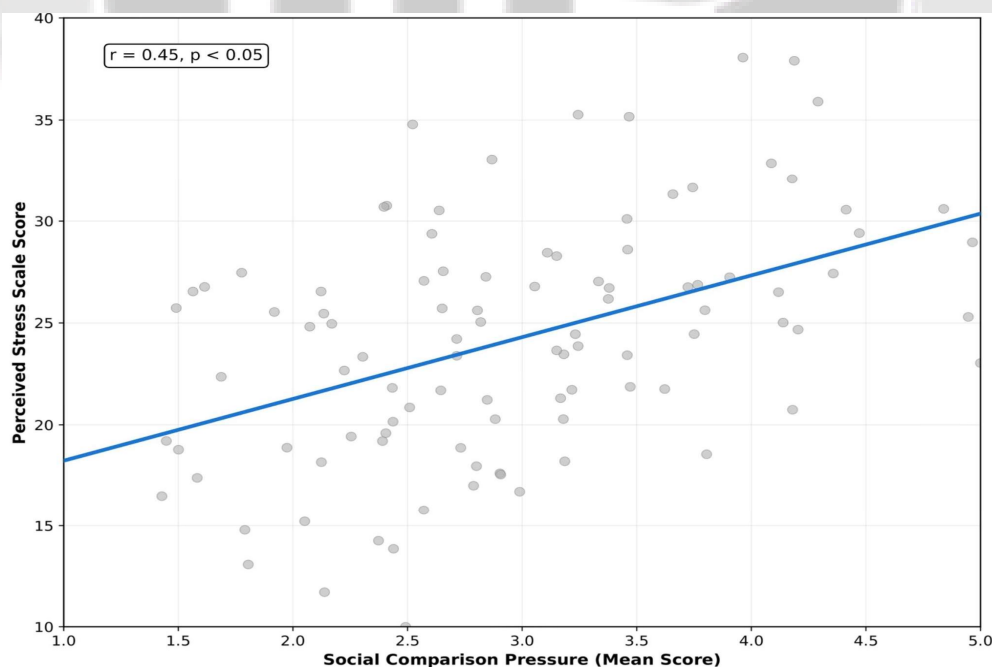
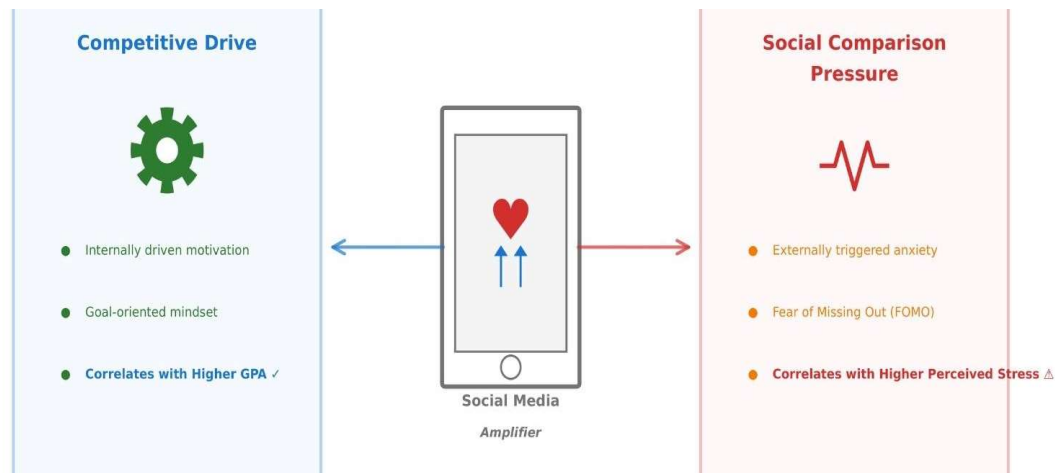


Figure 5

Conceptual Model of the Dual Pathways of Academic Competitiveness



Note. Social media acts as an amplifier of the comparison process. Competitive Drive follows a mastery-oriented pathway associated with higher performance, whereas Social Comparison Pressure follows an externally triggered pathway associated with higher perceived stress.

Appendix A

Academic Competitiveness Scale (ACS) Items

Each item is rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Competitive Drive (Items 1, 3, 7, 8, 9)

- Item 1. "I feel the need to outperform my classmates to prove my academic worth."
- Item 3. "Competing academically with my peers motivates me to work harder."
- Item 7. "I try to engage in activities (e.g., webinars, certifications) mainly to stay ahead of peers."
- Item 8. "I believe academic life today is a race, and one must not slow down."
- Item 9. "I feel validated when my academic performance is better than others."

Social Comparison Pressure (Items 2, 4, 5, 6, 10)

- Item 2. "When I see others share their academic achievements online, I feel pressured to do more."
- Item 4. "I compare my grades with others to evaluate my success."
- Item 5. "I feel left behind when others post about internships, results, or achievements."
- Item 6. "I feel anxious if my grades are lower than my peers'."
- Item 10. "Social media makes me more aware of who I am competing with academically."