

The Influence of Social Media Usage on the Fashion Choices and Self-Esteem of Teenagers in the City of Koronadal

Phionee L. Mendoza¹, Alexis Syquiah N. Leaño², Junette G. Vallente³,
Skezeer John B. Paz⁴

^{1,2,3}BA Psychology, College of Arts and Sciences, Notre Dame of Marbel University, Philippines

⁴Natural Sciences and Mathematics Department, College of Arts and Sciences, Notre Dame of Marbel University, Philippines

Abstract

This study explored the influence of social media use on teenagers' fashion choices and self-esteem in Koronadal City. It aimed to determine the levels of social media usage, fashion preferences, and self-esteem among respondents, and to identify relationships among these variables when grouped by demographic factors such as age, sex, economic status, and school type. Using a quantitative descriptive-correlational design, data were collected from 339 senior high school students in both public and private schools. Results showed that TikTok, Facebook, and Instagram were the most used platforms influencing fashion trends and self-expression. Most respondents preferred casual, minimalist fashion that reflected comfort and individuality. A low but positive correlation was found between social media adolescents' confidence, depending on how it is used. No significant differences were found across demographic factors, suggesting that social media has a universal impact among youth. The findings highlight the need to promote media literacy, positive self-concept, and responsible social media engagement to support healthy self-esteem among teenagers.

Keywords: Social Media, Fashion Choices, Self-Esteem, Teenagers, Koronadal City

Introduction

Social media has become one of the most powerful influences shaping how adolescents perceived themselves and the world around them. This digital environment served not only as a source of entertainment but also as a mirror for identity and self-worth. According to Erikson's psychosocial theory, late adolescence is characterized by the search for identity and a stable sense of self, in which self-esteem becomes a central aspect of development (Erikson, 1968; World Health Organization, 2015). International studies found that feedback adolescents received on social media, such as likes, comments, and followers, directly affected their self-evaluation. When positive reinforcement was present, confidence increased; however, exposure to idealized beauty and success standards often led to negative social comparison and decreased self-esteem (Ma, 2022; Body-Esteem, 2022; Fardouly & Vartanian, 2022). Social comparison theory supported this idea, explaining that individuals measure their self-worth by comparing themselves to others (Festinger, 1954). Despite its risks, some research also indicated that social media could enhance

self-esteem when used as a tool for creativity and authentic self-expression (Wang, n.d.; Self-Esteem and Social Media Addiction, 2023).

Social media engagement among adolescents reflected the deep connection between self-perception and social relationships. Filipino youth were among the highest social media users globally, often using these platforms to explore identity, connect with peers, and express emotions (Cleofas et al., 2022). From the perspective of Filipino psychology, the concept of *kapwa*, or *shared self*, suggests that *self-esteem is not developed individually but through harmonious relationships* with others. Adolescents found affirmation and validation, not only through their own self-image, but also through the reactions and acceptance of their social group. Studies revealed that social media usage influenced body satisfaction, self-worth, and confidence among adolescents, particularly when they compared themselves to online influencers or peers (Sia et al., 2023; Carballo et al., 2024). Fashion and online trends became a language for self-expression, allowing adolescents to assert individuality while maintaining *pakikisama* (the value of social belonging and connection). This balance between self-assertion and social acceptance highlighted the unique psychological dynamics of youth navigating identity in the digital age.

Teenagers aged 18 to 19 demonstrated similar psychological patterns of self-expression and validation through social media. Studies found that social media platforms played an essential role in shaping young people's self-concept, emotional states, and motivation to fit into peer groups. For instance, research conducted by Bayog et al. (2021) on senior high school students in South Cotabato revealed that adolescents often based their self-confidence on the number of likes or online engagement they received, reflecting a dependence on digital affirmation. Similarly, a study by Alon and Miguel (2020) on students showed that excessive exposure to idealized online content correlated with lower self-esteem and higher social anxiety. These findings suggested that even within smaller urban communities like Koronadal, adolescents experienced the same psychological conflicts observed globally, the desire to be authentic while conforming to social expectations. Fashion choices often became a visual expression of emotions, confidence, and identity, yet were also influenced by social pressure and digital trends. The combination of cultural values and psychological needs made the adolescents a meaningful representation of how global digital behavior is intertwined with local identity formation.

Although several studies have examined the relationship between social media and self-esteem, limited attention has been given to how self-esteem is psychologically expressed through fashion and self-presentation, especially among late adolescents. Much of the literature focused on social media usage, body image, or digital behavior in general, but few explored how adolescents internalized validation and constructed self-worth through what they wore and shared online. There was also a lack of understanding of how Filipino adolescents, shaped by the values of *kapwa* and *pakikipagkapwa-tao*, balanced individuality with community expectations in digital spaces. This gap emphasized the need to examine not just the behavioral outcomes of social media use but the underlying psychological processes that connect online expression, identity, and emotional well-being.

This study aimed to examine the influence of social media use on teenagers' fashion choices and self-esteem in Koronadal City, aged 18 to 19. Specifically, it sought to understand how adolescents' online interactions, exposure to trends, and engagement in fashion-related behaviors contributed to their sense of identity and self-worth. Guided by psychological theories and Filipino cultural values such as *kapwa* and *pakikipagkapwa-tao*, the study intended to provide insight into how young individuals negotiate authenticity, belonging, and confidence within the evolving digital landscape.

Statement of the Problem

This study aimed to examine the influence of social media use on teenagers' fashion choices and self-esteem in Koronadal City. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Economic Status
 - 1.4 School type
 - 1.5 Social media platforms
 - 1.6 Fashion choices
2. What social media platforms influence their fashion choices?
3. What is the level of social media usage among teenagers?
4. What is the level of self-esteem among teenagers?
5. Is there a significant difference in the level of social media usage among teenagers when grouped according to profile?
6. Is there a significant difference in the level of self-esteem among teenagers when grouped according to profile?
7. Is there a significant relationship between social media usage and self-esteem?

Method

This section presented and discussed the research design, locale, respondents, research instrument, and data analysis used in the study.

Research Design

This study employed a quantitative method, specifically a descriptive-correlational, to examine the relationship between fashion choices and self-esteem among teenagers, with social media usage serving as a contributing variable. The descriptive aspect of the design aimed to summarize and present the demographic characteristics of the participants, along with their levels of social media usage, fashion preferences, and self-esteem. The correlational component sought to identify the presence and strength of relationships among the three variables without manipulating any of them, ensuring objectivity through standardized questionnaires and statistical analysis. This approach allowed the researchers to explore how teenagers' engagement with fashion and social media related to their perceived self-worth. This design was considered appropriate for the study, as it allowed for the collection and statistical analysis of numerical data through researcher-made standardized survey questionnaires, ensuring objectivity and reliability in interpreting the results.

Locale of the Study

This study was conducted in the City of Koronadal, a component city and the capital of South Cotabato in Region XII (SOCCSKSARGEN). Koronadal is recognized as a center for education, commerce, and governance in the province, with a significant number of youth who are active users of digital platforms and are influenced by current fashion trends. The city provided an ideal environment for this study, as it is home to many adolescents who engaged in social media and use it as a means of self-expression and communication.

The study involved senior high school students aged 18 to 19 enrolled in both public and private schools in Koronadal City. The respondents came from various academic strands and socio-economic backgrounds, making the city a diverse setting for understanding how social media usage and fashion expression relate to self-esteem among teenagers. To maintain confidentiality, the participating institutions are coded as School A, School B, School C, and School D. School A is a public school with a total population of 1,450 senior high school students. It is one of the largest secondary institutions in the city, offering a range of academic and technical-vocational tracks. School B is a private institution with 230 senior high school students. The school offers several academic strands and encourages students to be expressive and confident in presenting themselves. School C is a private Catholic institution with approximately 465 senior high school students. It emphasizes holistic formation and values-based education, while also providing opportunities for students to explore creativity and individuality. School D is a private senior high school with about 90 students. Despite its smaller population, the school promotes an environment that values student engagement and personal growth.

The selection of these sites ensures that the study includes a representative sample from both public and private schools, encompassing various academic and socioeconomic contexts. This enhanced the external validity of the research findings. Furthermore, each institution has appropriate infrastructure, including classrooms, seating, and ventilated spaces, to facilitate the smooth administration of paper-based survey instruments. The schools also have school personnel such as class advisers, and guidance counselor who can provide logistical support during the data collection and address any concerns raised by respondents. The justification for choosing Koronadal City as the study site includes several key points: the city has a large teenage student population, representing a diverse demographic background, which is essential for capturing varied perspectives on social media use, fashion choices, and self-esteem among adolescents. The researchers have secured formal approval from school administrators in Koronadal, facilitating access to the student population and the necessary school facilities for data collection. The schools are equipped with the necessary facilities, such as classrooms and areas for administering questionnaires, and the research adheres to proper ethical procedures, including securing informed consent, data storage, and confidentiality, indicating the presence of supportive infrastructure to address potential risks. The protocol includes measures such as pilot testing, ethical clearance, informed consent, and secure data handling, which collectively mitigate risks to respondents' confidentiality, data security, and ethical compliance in the school setting in Koronadal.

Respondents of the Study

The target population of this study comprises 339 teenagers aged 18 to 19 years enrolled in both public and private senior high schools within the City of Koronadal. This group was chosen because they were in a critical stage of identity formation and self-expression, making them particularly influenced by social media and fashion trends. The study aimed to include a diverse sample in terms of age, sex, economic status, school type, and social media platform usage, reflecting the varied backgrounds and experiences of adolescents.

To ensure the reliability and integrity of the data, specific inclusion and exclusion criteria were established. The inclusion criteria required that respondents be 18 to 19 years old, currently enrolled in either public or private senior high schools within Koronadal City, and active users of social media platforms such as Facebook, Instagram, TikTok, or YouTube. They also had to voluntarily agree to participate by signing informed consent and be capable of understanding the contents of the questionnaire. Exclusion criteria

included students outside the target age range or under 18 years old, those who were not currently enrolled, inactive or irregular social media users, and those unavailable during the data collection period. Respondents who failed to provide consent or who submitted incomplete or inconsistent questionnaires were also excluded. Furthermore, respondents retained the right to withdraw from participation at any time without penalty. Withdrawal was permitted if a participant experienced discomfort, distress, or chose to discontinue for personal reasons. Responses that appeared insincere or inconsistent, such as identical patterned answers, were also removed from analysis. The researchers adhered to ethical guidelines outlined by the American Psychological Association (2017), which emphasized respect for autonomy, voluntary participation, and protection from harm as core principles of ethical research practice.

The study utilized a cluster sampling technique to identify and group schools according to type public and private ensuring a diverse representation of senior high school students in Koronadal City. The four participating schools were coded as School A, School B, School C, and School D, representing both public and private institutions. From each cluster, entire classes were selected as participants rather than individuals, to maintain the integrity and manageability of the sampling process. The total senior high school population from these schools was 2,235 students, distributed as follows: School A, a public school with 1,450 students; School B, a private school with 230 students; School C, a private institution with 465 students; and School D, a private school with 90 students. Using Slovin's formula with a 5% margin of error, the minimum required sample size was computed at 339 respondents.

To ensure proportional representation from each school, the computed number of respondents was allocated based on each school's total population. School A contributed 220 respondents, School B contributed 35 respondents, School C contributed 70 respondents, and School D contributed 14 respondents. To account for possible non-responses or incomplete questionnaires, a 10% buffer was added, bringing the adjusted total sample size to 373 respondents. This proportional allocation ensured that both public and private institutions were properly represented, providing a balanced view of adolescents' social media usage, fashion choices, and self-esteem. Cluster sampling was considered the most practical technique for the study, as it allowed efficient access to student groups while capturing a diverse range of experiences and minimizing sampling bias. This method also strengthened the reliability and generalizability of the study's findings under practical resource conditions, as supported by Creswell and Creswell (2018) and Alvi (2016).

Research Instrument

This study employed a researcher-developed, standardized survey questionnaire as the main instrument for data collection to quantify the intervening variables: social media usage, fashion behavior, and self-esteem among adolescents in Koronadal City. The questionnaire consisted of six parts. The first part collected the demographic profile of the respondents, including age, sex, economic status, and school type. The second part identified the social media platforms most often used by the respondents, such as Facebook, Instagram, and TikTok, to determine which platform they are most engaged with. The third part focused on their fashion preferences, asking about the styles or types of clothing they usually wear or find appealing. The fourth part served as an extension of the third part of the questionnaire, providing more detailed questions on their fashion behavior, which includes questions about where they got their fashion inspiration, such as Facebook, Instagram, and TikTok. The fifth part measured respondents' level of social media usage, focusing on how often, how long, and for what purposes they used different social media platforms. The sixth part evaluated their self-esteem, using statements that measured self-worth,

confidence, and emotional well-being. Both the fifth and sixth parts were rated on a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.”

In addition, the questionnaire underwent validation before pilot testing to ensure its accuracy, clarity, and relevance to the study's objectives. The pilot test was administered to 30 senior high school students who were not part of the actual study sample but shared similar characteristics with the target respondents. The results of the pilot test indicated that the instrument was clear, comprehensive, and appropriate for 18- to 19-year-olds. Furthermore, the questionnaire's internal consistency was assessed using Cronbach's Alpha, which yielded a high reliability coefficient, confirming that the items within each variable consistently measured their intended constructs. Overall, the validation and pilot testing processes ensured the research instrument was valid and reliable, providing a sound foundation for collecting accurate data on the relationship between social media use, fashion choices, and self-esteem among teenagers in Koronadal City.

Data Analysis

The data collected using the researcher-developed survey questionnaire were analyzed using both descriptive and inferential statistical methods to address the research questions and objectives effectively. Descriptive statistics, such as frequency counts, percentages, means, and standard deviations, were used to summarize the demographic characteristics of the respondents, including their age, sex, economic status, type of school, and the popular social media sites they use. These figures also provided a general impression of the intensities of social media use, fashion sense, and self-esteem among Koronadal City teenagers.

To examine the relationships among the most important variables, the study used inferential statistics. That is, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to calculate the strength and direction of the correlation between (1) the use of social media and fashion sense, (2) the use of social media and self-esteem, and (3) fashion sense and self-esteem. The test was used to determine whether increases or decreases in one variable are associated with corresponding changes in another.

Further, the research employed Analysis of Variance (ANOVA) in order to determine significant differences in levels of usage of social media and level of self-esteem when categorized by demographic attributes like age, sex, economic status, and school type. This analysis allowed the researchers to determine whether certain population groupings could explain the differences in these variables.

All statistical calculations were done using appropriate statistical software such as Microsoft Excel and Jamovi to ensure data accuracy in handling and analysis. The results were interpreted using standard statistical significance thresholds (in this case, normally $p < 0.05$), allowing the researchers to conclude the relationships and patterns between the variables. Through this comprehensive data analysis, the study provided valuable insights on the influence of social media on fashion consumption and adolescent self-esteem, and how these interactions differ between different groups of people.

Results and Discussion

This section presented, analyzed, and interpreted data gathered from respondents regarding social media use, fashion preferences, and self-esteem among teenagers in Koronadal City.

Demographic Profile of Respondents

Table 1 presents the age distribution of the respondents who participated in the study. This table provides

an overview of how many respondents were 18 or 19 years old during data collection.

Table 1. Age Distribution of Respondents

Age	Counts	% of Total	Cumulative %
18 Years Old	297	87.60%	87.60%
19 Years Old	42	12.40%	100.00%

As shown in Table 1, the majority of respondents were 18 years old (n = 297, 87.60%), while only 42 (12.40%) were 19 years old. Based on the results, most respondents were in late adolescence, a developmental period marked by identity exploration and self-definition. This finding aligns with Erikson’s Identity versus Role Confusion stage, wherein adolescents begin to form a stable sense of who they are through social interactions and external feedback (Erikson, 1968). This suggests that the respondents were at an age when social media and fashion preferences strongly influenced their self-esteem and self-concept, as belongingness and individuality through visible self-expression.

On the other hand, Table 2 presents the sex distribution of the respondents who participated in the study. This table provides an overview of the number of participants who identified as male or female, offering insight into the gender composition of the sample.

Table 2. Sex Distribution of Respondents

Sex	Counts	% of Total	Cumulative %
Female	233	68.70%	68.70%
Male	106	31.30%	100.00%

As shown in Table 2, the majority of respondents were female (n = 233, 68.70%), while male respondents (n = 106, 31.30%) comprised the smaller portion of the total sample. Based on the results, more females participated in the study, which may reflect their greater engagement in online activities and self-expression platforms such as TikTok, Facebook, and Instagram. Females are more affected by appearance-based social comparison and are more likely to evaluate themselves against beauty and fashion standards seen online. This may contribute to varying levels of self-esteem, depending on how they perceive their image relative to others. (Fardouly et al., 2015) supported this by stating that women experience stronger emotional responses to social media exposure, which can either enhance or diminish self-esteem depending on social validation.

Table 3 presents the distribution of respondents by economic status. This table provides information on the participants' socioeconomic backgrounds, which may influence their social media access, fashion-related decisions, and self-esteem.

Table 3. Economic Status Distribution of Respondents

Economic Status	Counts	% of Total	Cumulative %
Low Income	5	1.50%	1.50%
Lower-Middle income	103	30.40%	31.90%
Middle Income	167	49.30%	81.10%
Upper-Middle Income	21	6.20%	87.30%

High Income	2	0.60%	87.90%
Prefer Not to Say	41	12.10%	100.00%

As shown in Table 3, nearly half of the respondents belonged to the middle-income group (n = 167, 49.30%), followed by those from the lower-middle-income group (n = 103, 30.40%), and smaller groups from the upper-middle (6.20%), low (1.50%), and high-income (0.60%) categories. Based on the results, most respondents came from moderate economic backgrounds, indicating that they were neither financially privileged nor deprived. Individuals in this socioeconomic bracket often find alternative means of self-expression, such as fashion and social media, to meet their needs for belonging and esteem, as described in Maslow’s Hierarchy of Needs (1943). This implies that these adolescents may use affordable but expressive fashion styles and social media content as tools for self-affirmation and social acceptance. Table 4 presents the distribution of respondents by school. This table shows the number of participants from each academic institution within the City of Koronadal.

Table 4. School Distribution of Respondents

School	Counts	% of Total	Cumulative %
School A	220	64.90%	64.90%
School B	14	4.10%	69.00%
School C	70	20.60%	89.70%
School D	35	10.30%	100.00%

As reflected in Table 4, most respondents were from School A (n = 220, 64.90%), followed by School C (n = 70, 20.60%), School B (n = 35, 10.30%), and School D (n = 14, 4.10%). Based on the results, the sample was more concentrated in public schools, providing a broader and more diverse representation of student experiences. The school serves as a microsystem in Bronfenbrenner’s Ecological Systems Theory (1979), directly shaping a student’s values, confidence, and social identity. The diverse school environments in Koronadal likely contributed to differences in how teenagers perceive fashion, social influence, and selfworth.

Table 5 presents the distribution of school types among the respondents. This table shows the proportion of students from public and private senior high schools who participated in the study.

Table 5. School Type Distribution of Respondents

Sex	Counts	% of Total	Cumulative %
Private Senior High School	119	35.10%	35.10%
Public Senior High Schol	220	64.90%	100.00%

As shown in Table 5, most respondents came from public senior high schools (n = 220, 64.90%), while private school students (n = 119, 35.10%) made up the remaining portion. Based on the results, the predominance of public school students suggests a more diverse and socially interactive environment where adolescents are exposed to a wide range of behaviors and trends.

According to Bandura’s Social Learning Theory (1977), adolescents learn through observation and imitation of others within their environment. This means that public school students, who experience varied peer influences, may be more engaged in trend-following behaviors related to fashion and social

media, which can impact self-esteem development. Social Media Platforms That Influence Their Fashion Choices

Table 6 presents the most frequently used social media platforms by the respondents. This table shows the digital spaces where adolescents were most active and engaged.

Table 6. Social Media Platforms Often Used by the Respondents

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	236	69.62%	High
Instagram	220	64.90%	High
TikTok	283	83.48%	Very High
YouTube	131	2.36%	Low
Snapchat	8	2.36%	Very Low
Google	124	36.58%	Low
Others	27	7.96%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As reflected in Table 6, TikTok (83.48%), Facebook (69.62%), and Instagram (64.90%) were the most frequently used social media platforms, while YouTube (38.64%), Snapchat (2.36%), Moreover, Google (36.58%) were less commonly used. Based on the results, adolescents preferred highly visual, interactive platforms that emphasize personal appearance and lifestyle. These sites promote social comparison and identity performance, shaping how individuals perceive themselves relative to others. Constant exposure to idealized images on social media can pressure individuals to uphold a desirable self-image, thereby affecting their self-esteem. This is consistent with the findings of Vogel et al. (2014), who concluded that increased social media use intensifies social comparison, leading to negative self-evaluations of one’s abilities and appearance.

Table 7 presents the respondents' preferred fashion choices. This table shows the most dominant clothing styles chosen by teenagers in Koronadal City.

Table 7. Social Media Platforms Often Used by the Respondents

Fashion Choices	Total	% of Total	Cumulative %
Casual	282	83.19%	Very High
Streetwear	95	28.02%	Low
Vintage	83	24.48%	Low
Sporty/Athleisure	62	18.29%	Very Low
Bohemian	20	5.90%	Very Low
Chic	104	30.68%	Low
Minimalist	196	57.82%	Moderate
Grunge	40	11.80%	Very Low
Preppy	70	20.65%	Low

Denim	92	27.14%	Low
<i>Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.</i>			

As shown in Table 7, the majority of respondents preferred Casual (83.19%) and minimalist (57.82%) fashion styles, while Streetwear (28.02%), Vintage (24.48%), and Chic (30.65%) were less popular. Based on the results, adolescents prioritized comfort, simplicity, and relatability over extravagant fashion. Fashion serves as a medium of self-expression and social identity (Kaiser, 2018). Teenagers’ fashion preferences reflect their desire for belongingness and authenticity values tied to their developing self-concept and self-esteem. The dominance of casual and minimalist styles suggests that students aim to appear approachable and genuine, aligning with their need for positive social regard and self-acceptance. Social Media Platforms that Influence Their Fashion Choices

Table 8 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly casual style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 8. Social Media Platforms Influencing the Fashion Choices respondents in Terms of Casual Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	165	48.67%	Moderate
Instagram	153	45.13%	Moderate
TikTok	220	64.90%	High
YouTube	52	15.34%	Very Low
Snapchat	5	1.47%	Very Low
Google	32	9.44%	Very Low
Others	30	8.85%	Very Low
<i>Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.</i>			

As shown in Table 8, TikTok emerged as the most influential platform, with 64.90% of respondents identifying it as highly influential on their casual fashion choices. Facebook (48.67%) and Instagram (45.13%) followed, both showing a moderate level of influence. In contrast, YouTube (15.34%), Snapchat (1.47%), Google (9.44%), and other platforms (8.85%) demonstrated very low influence. The results indicated that TikTok played a dominant role in shaping adolescents’ casual fashion due to its short-form videos and algorithm-driven exposure to outfit trends and influencers. These findings align with Mursidi and Khasanah (2024), who stated that TikTok’s short-form videos and influencer-driven content play a significant role in shaping online fashion purchase decisions, as viral trends and popular content increase young users’ interest in adopting and purchasing the latest fashion items.

Table 9 presents the distribution of respondents by the social media platforms that influenced their fashion choices for Streetwear Style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 9. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Street Wear

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	44	12.98%	Very Low
Instagram	60	17.70%	Very Low
TikTok	79	23.30%	Low
YouTube	18	5.31%	Very Low
Snapchat	2	0.59%	Very Low
Google	15	4.42%	Very Low
Others	13	3.83%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As reflected in Table 9, TikTok (23.30%) showed a low level of influence, while Instagram (17.70%) and Facebook (12.98%) had very low influence on streetwear fashion choices. The results indicated that social media had a limited impact on teenagers’ streetwear preferences in Koronadal City. This may be due to streetwear’s association with urban subcultures and exclusivity, which may not align with the lifestyles of adolescents in smaller cities. These findings align with Erikson’s psychosocial theory (1968), which emphasizes that adolescents explore various aspects of self-expression, including clothing, as part of their identity development. However, the limited social media influence suggests that teenagers in this context may rely more on immediate social environments—such as peers, family, or school culture, rather than online trends when forming their fashion identities. This reflects a more localized process of identity construction rather than one driven by digital exposure. Since most respondents did not belong to streetwear-oriented peer groups, their exposure and identification with such trends were minimal.

Table 10 presents the distribution of respondents based on the social media platforms that influence their fashion choices, particularly in terms of vintage style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 10. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Vintage Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	31	9.14%	Very Low
Instagram	44	12.98%	Very Low
TikTok	57	16.81%	Very Low
YouTube	18	5.31%	Very Low
Snapchat	3	0.88%	Very Low
Google	17	5.01%	Very Low
Others	28	8.26%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As shown in Table 10, all platforms registered very low levels of influence, with TikTok (16.81%), Instagram (12.98%), and Facebook (9.14%) showing slightly higher percentages. The findings revealed that vintage fashion was relatively unpopular among the respondents, possibly because it is associated with nostalgia and individuality rather than mainstream youth trends. Adolescents are more inclined toward conformity and peer acceptance during this developmental period (Erikson, 1968), making vintage styles less appealing. These findings support Lachance et al. (2003) and Smucker and Creekmore (2009), who noted that teenagers are highly susceptible to fashion influences because of their desire for social acceptance and inclusion. The minimal preference for vintage fashion suggests that teenagers in Koronadal City may align their clothing styles with peer-approved trends seen on popular social media platforms, reinforcing the psychological need for acceptance within their social circles.

Table 11 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly in sporty/athleisure style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 11. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Sport/Athleisure Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	36	10.62%	Very Low
Instagram	34	10.03%	Very Low
TikTok	50	14.75%	Very Low
YouTube	19	5.60%	Very Low
Snapchat	2	0.59%	Very Low
Google	8	2.36%	Very Low
Others	5	1.47%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As shown in Table 11, all platforms demonstrated very low levels of influence, with TikTok (14.75%), Facebook (10.62%), and Instagram (10.03%) being the highest. The results suggested that social media did not primarily shape adolescents' preference for sporty or athleisure wear, but rather that it was driven by personal comfort and functionality. These findings align with Cooter (2023) and Fletcher and Tham (2020), who emphasized that clothing comfort and material quality significantly affect one's sense of ease and self-expression, which, in turn, contribute to psychological well-being.

Table 12 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly Bohemian style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 12. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Bohemian Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	10	2.95%	Very Low

Instagram	10	2.95%	Very Low
TikTok	12	3.54%	Very Low
YouTube	4	1.18%	Very Low
Snapchat	1	0.29%	Very Low
Google	3	0.88%	Very Low
Others	3	0.88%	Very Low
<i>Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.</i>			

As reflected in Table 12, all platforms recorded very low levels of influence, with TikTok (3.54%), Facebook (2.95%), and Instagram (2.95%) being the most mentioned. The results indicated that Bohemian fashion had minimal relevance among teenagers in Koronadal City. Bohemian style emphasizes individuality and freedom of expression, traits that typically develop later in adulthood. Pérez-Torres (2024) and Avci et al. (2024), who noted that adolescents engage in identity exploration on social media primarily through styles and trends that are relatable or endorsed by peers, rather than niche fashion expressions. The results also correspond with the literature on social comparison and self-presentation (Festinger, 1954; Goffman, 1959; Chatard et al., 2017), which suggests that teenagers often select clothing styles that are socially validated or widely recognized within their peer groups. Bohemian fashion, being less mainstream, may not offer the immediate social reinforcement that adolescents seek through likes, comments, or peer approval on social media. Therefore, the very limited influence of social media on Bohemian style underscores that teenagers' fashion decisions are more psychologically shaped by the need for social belonging and validation than by the pursuit of unique self-expression.

Table 13 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly chic style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 13. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Chic Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	47	13.86%	Very Low
Instagram	79	23.30%	Low
TikTok	77	22.71%	Low
YouTube	15	4.42%	Very Low
Snapchat	1	0.29%	Very Low
Google	14	4.13%	Very Low
Others	19	5.60%	Very Low
<i>Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.</i>			

As shown in Table 13, Instagram (23.30%) and TikTok (22.71%) both showed low influence, while Facebook (13.86%) and YouTube (4.42%) registered very low influence. The results revealed that chic fashion was moderately influenced by platforms emphasizing aesthetic presentation and lifestyle imagery. This suggests that adolescents use social media to curate their self-image and project confidence. This aligns with Impression Management Theory (Leary & Kowalski, 1990), which posits that individuals regulate their appearance and behavior to shape others’ perceptions. Teenagers’ engagement with chic fashion reflects their desire for approval and admiration through controlled self-presentation online. These findings correspond with Choi and Sung (2021), who observed that Instagram-based fashion interactions significantly influenced users’ self-concept and self-esteem.

Table 14 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly minimalist style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 14. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Minimalist Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	103	30.38%	Low
Instagram	127	37.46%	Low
TikTok	139	41.00%	Moderate
YouTube	25	7.37%	Very Low
Snapchat	3	0.88%	Very Low
Google	22	6.49%	Very Low
Others	23	6.78%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As shown in Table 14, TikTok (41.00%) had a moderate level of influence, while Instagram (37.46%) and Facebook (30.38%) showed a low level of influence on minimalist fashion choices. Other platforms, such as YouTube (7.37%), Google (6.49%), and Snapchat (0.88%), had very low levels of influence. These results indicated that TikTok had a considerable impact in promoting minimalist fashion, likely due to the rise of short video content featuring “clean girl” or “capsule wardrobe” trends that appeal to Gen Z audiences. These align with Festinger’s (1954) Social Comparison Theory, which explains that individuals assess their value and abilities through comparison with others. Adolescents engage in both upward and downward social comparisons online, interpreting likes, comments, and shares as indicators of self-esteem. Positive validation boosts self-confidence, while unfavorable comparisons may lower perceived self-worth. The preference for minimalist style may symbolize emotional balance and self-control in an overstimulating digital environment. These findings align with (Lee & Workman, 2023), who found that minimalist fashion reflects psychological well-being and self-concept clarity among youth.

Table 15 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly grunge style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 15. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Grunge Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	12	3.54%	Very Low
Instagram	17	5.01%	Very Low
TikTok	24	7.08%	Very Low
YouTube	6	1.77%	Very Low
Snapchat	1	0.29%	Very Low
Google	6	1.77%	Very Low
Others	13	3.83%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As reflected in Table 15, all platforms registered very low levels of influence, with TikTok (7.08%), Instagram (5.01%), and Facebook (3.54%) being the most mentioned. The data showed that grunge style was not popular among the respondents, indicating limited resonance with the darker, anti-mainstream aesthetic that characterizes this trend. This result could be linked to Erikson’s Psychosocial Theory (1968), particularly the stage of identity versus role confusion. Adolescents who are still consolidating their sense of identity may prefer safer, more socially accepted fashion expressions rather than countercultural ones. This pattern aligns with findings by Manago and Vaughn (2022), who observed that Filipino adolescents’ online self-expression tends to lean toward conformity and social belonging rather than toward rebellion or individuality.

Table 16 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly preppy style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 16. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Preppy Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	38	11.21%	Very Low
Instagram	40	11.80%	Very Low
TikTok	54	15.93%	Very Low
YouTube	16	4.72%	Very Low
Snapchat	3	0.88%	Very Low
Google	10	2.95%	Very Low
Others	13	3.83%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As shown in Table 16, TikTok (15.93%), Instagram (11.80%), and Facebook (11.21%) all showed very low levels of influence on preppy fashion choices. The findings revealed that preppy fashion received minimal engagement among respondents, suggesting that the neat, formal aesthetic associated with this style did not strongly appeal to the majority of teenagers. Preppy fashion is often linked to the expression of social status and group identity, which may not resonate with adolescents who prefer more casual or accessible styles. This is consistent with Festinger's (1954) Social Comparison Theory, which proposes that individuals assess themselves relative to peers they identify with. Since most respondents came from middleincome backgrounds, they may relate less to the social symbols represented by preppy fashion. Similar findings were reported by Kim and Park (2020), who noted that teenagers' clothing choices reflect aspirational identity while remaining constrained by social and economic realities.

Table 17 presents the distribution of respondents by the social media platforms that influence their fashion choices, particularly denim style. This table highlights which platforms have the most impact on how teenagers in Koronadal City select and express their fashion preferences.

Table 17. Social Media Platforms Influencing the Fashion Choices of Respondents in Terms of Denim Style

Social Media Platforms	Total	% of Total	Cumulative %
Facebook	54	15.93%	Very Low
Instagram	57	16.81%	Very Low
TikTok	67	19.76%	Very Low
YouTube	21	6.19%	Very Low
Snapchat	2	0.59%	Very Low
Google	18	5.31%	Very Low
Others	21	6.19%	Very Low

Note: 0.00% - 20.00% (Very Low), 20.01% - 40.00% (Low), 40.01% - 60.00% (Moderate), 60.01% - 80.00% (High), 80.01% - 100.00% (Very High). The total number of respondents is n=339.

As indicated in Table 17, TikTok (19.76%), Instagram (16.81%), and Facebook (15.93%) showed very low influence, while the remaining platforms, such as YouTube (6.19%) and Google (5.31%), reflected minimal engagement. These findings suggested that while denim remains a wardrobe essential, its influence from social media was limited. This may indicate that denim is perceived as a neutral or default clothing choice rather than a trend-driven fashion statement. This aligns with Maslow's Hierarchy of Needs (1943), particularly the level of safety and belonging, as denim provides comfort and conformity to social expectations. Teenagers might favor denim for its versatility rather than its association with social validation or fashion status. This observation aligns with the study by Rhee and Kim (2022), which found that adolescents view denim as a timeless, practical choice that reflects psychological comfort and identity stability.

The Level of Social Media Usage Among Teenagers

Table 18 presents the level of social media usage among teenagers based on their responses to eight indicators. This table provides insight into the frequency, intensity, and purpose of respondents' social media engagement.

Table 18. Level of Social Media Usage Among Teenagers

Statement	Mean	SD	Description
1. I check social media several times a day.	4.35	0.87	High
2. I spend a lot of time browsing social media.	4.09	0.95	High
3. I check my social media accounts as soon as I wake up.	3.70	1.07	High
4. I feel updated when I use social media.	3.99	0.93	High
5. I follow pages or accounts that interest me.	3.88	1.02	High
6. I feel bored or uneasy without using social media for a day.	3.51	1.03	High
7. I get most of my news or updates from social media.	4.21	0.79	High
Overall	3.98	0.58	High
<i>Note: 1.00 - 1.50 (Very Low), 1.51 - 2.50 (Low), 2.51 - 3.50 (Moderate), 3.51 - 4.50 (Very High), 4.51 - 5.00 (Very High)</i>			

As shown in Table 18, all indicators received mean scores ranging from 3.51 to 4.35, which fall within the “high” level of description. The highest-rated statement was “I check social media several times a day” (M = 4.35, SD = 0.87), followed by “I get most of my news or updates from social media” (M = 4.21, SD = 0.79), and “I spend a lot of time browsing social media” (M = 4.09, SD = 0.95). These results imply that teenagers frequently use social media platforms and rely heavily on them for information and entertainment. The lowest mean, though still high, was observed for the statement “I feel bored or uneasy without using social media for a day” (M = 3.51, SD = 1.03). This suggests that while teenagers exhibit strong attachment to social media, their usage is driven more by habit and social connection than by dependency or anxiety. The overall mean score of 3.98 (SD = 0.58) indicates a high level of social media usage among the respondents.

These findings highlight that social media has become an essential component of teenagers' psychological and social lives, consistent with the reviewed literature emphasizing its role in shaping self-concept, identity, and daily behaviour. The high level of engagement shown the respondents' responses reflect how they use social media not only for entertainment and information but also for self-presentation and social comparison, as extensively discussed by Chatard et al. (2017) and Coyne et al. (2017), who noted that individuals naturally evaluate themselves through comparisons with others online. This frequent interaction also aligns with Avci et al. (2024) and Perez-Torres (2024), who explained that active participation on social media fosters identity exploration and self-expression. From a psychological standpoint, the consistent and habitual use, as indicated by the high mean scores, demonstrates that adolescents rely on social media as a space for social validation, connection, and self-recognition, as described by Festinger's (1954) Social Comparison Theory and Goffman's (1959) Self-Presentation Theory.

The Level of Self-Esteem Among Teenager

Table 19 presents the level of social media usage among teenagers based on their responses to ten indicators. This table provides insight into how respondents perceive their selfworth and confidence in relation to their fashion choices and appearance.

Table 19. Level of Self-Esteem Among Teenagers

Statement	Mean	SD	Description
1. I feel good about myself when I wear nice clothes.	4.49	0.72	High
2. I feel more confident in my appearance when I wear clothes that reflect my personal style.	4.43	0.74	High
3. My clothes help me express who I am.	4.09	0.88	High
4. I feel proud when people notice my style.	4.06	0.88	High
5. Wearing clean and neat clothes makes me feel respected.	4.37	0.78	High
6. I feel happier when I dress up.	4.25	0.79	High
7. I feel happy when I wear clothes that suit my style	4.46	0.69	High
8. Wearing stylish clothes makes me feel more presentable.	4.25	0.85	High
9. I enjoy dressing up for school or events.	3.92	0.92	High
10. I feel more energetic and positive when I wear clothes That I like.	4.39	0.75	High
Overall	4.27	0.57	High
<i>Note: 1.00 - 1.50 (Very Low), 1.51 - 2.50 (Low), 2.51 - 3.50 (Moderate), 3.51 - 4.50 (Very High), 4.51 - 5.00 (Very High)</i>			

Results in Table 19 revealed a high level of self-esteem among teenagers, as indicated by the overall mean score of 4.27 (SD = 0.57). All statements received high mean values, suggesting that adolescents derive a strong sense of confidence, satisfaction, and self-worth from their clothing choices. The highest-rated item, “I feel good about myself when I wear nice clothes” (M = 4.49, SD = 0.72), indicates that wearing appealing attire directly enhances positive self-perception. Similarly, the statement “I feel more confident in my appearance when I wear clothes that reflect my personal style” (M = 4.43, SD = 0.74) underscores the importance of self-expression and authenticity in fostering self-esteem. These results are consistent with the literature reviewed, particularly Kang and Kim (2020), who found that individuals use clothing to enhance attractiveness and manage self-presentation, thereby reflecting internal states of confidence and self-concept.

In addition, these findings align with Festinger’s (1954) Social Comparison Theory and Goffman’s (1959) Self-Presentation Theory, both of which emphasize how appearance and external presentation influence one’s self-evaluation and social identity. As noted by Fardouly et al. (2015) and Grogan (2016), positive feedback on one’s fashion choices contributes to balanced mental well-being, while negative feedback can diminish confidence. The results also echo Del Prado (2017) and Medalla (2020), who asserted that allowing teenagers to make clothing choices empowers them to express individuality, reinforcing a positive self-concept and self-esteem. Furthermore, Moneva and Tribunalo (2020) found that clothing preferences among Cebuano students strengthen self-confidence and social interactions—paralleling the current findings, in which respondents report feeling respected, happy, and confident when dressing according to their personal style.

The Significant Difference in the Level of Social Media Usage and Self-Esteem Among Teenagers When Grouped According to Profile

Table 20. Independent Samples t-test Results for the Difference the Level of Social Media Usage and self-Esteem Among Teenager When Grouped According to Age

Construct	Age	N	Mean	SD	t	df	Mean-difference	p-value	Interpretation
Social Media Usage	18	297	3.99	0.59	0.933	337	0.089	0.352	No Significant Difference
	19	42	3.88	0.08					
Self-Esteem	18	297	4.29	0.57	0.144	337	0.144	0.123	No Significant Difference
	19	42	4.10	0.09					

Note: The level of significance is $\alpha = 0.05$.

Table 20 presents the t-test results comparing levels of social media use and self-esteem among teenagers aged 18-19. The results show that there is no significant difference in social media usage between the two age groups ($t = 0.933, p = 0.352$). Although 18 18-year-olds ($M = 3.99, SD = 0.59$) reported slightly higher social media engagement than 19-year-olds ($M = 3.88, SD = 0.08$), the difference was not statistically meaningful. This suggests that social media usage patterns are generally consistent across these late-adolescent-aged individuals. The finding supports Bekalu et al.'s (2019) observation that social media has become a universal part of adolescent life, regardless of minor age differences, as it fulfils similar psychological and social needs, such as belongingness, entertainment, and self-expression. Similarly, no significant difference in self-esteem was found between 18- and 19-year-olds ($t = 1.546, p = 0.123$). Although 18-year-olds ($M = 4.29, SD = 0.57$) had slightly higher self-esteem than 19-year-olds ($M = 4.10, SD = 0.09$), this difference was not statistically significant. This suggested that the frequency and intensity of social media engagement, as well as the corresponding sense of self-worth, remain relatively similar among adolescents at this stage of development. This result aligns with Hardy and Castonguay (2018), who reported that individuals aged 18 to 19 tend to experience similar emotional and psychological responses to social media exposure, indicating a shared level of adaptation to online environments. This supports the idea that small age differences within the same developmental stage have little effect on social media's psychological impact.

Table 21. Independent Samples t-test Results for the Difference the Level of Social Media Usage and self-Esteem Among Teenager When Grouped According to Gender

Construct	Gender	N	Mean	SD	t	df	Mean-difference	p-value	Interpretation
Social Media Usage	18	233	4.02	0.58	1.91	337	0.130	0.057	No Significant Difference
	19	106	3.89	0.57					
Self-Esteem	18	233	4.33	0.55	3.09	337	0.202	0.002	Significant Difference
	19	106	4.13	0.57					

Note: The level of significance is $\alpha = 0.05$.

Table 21 presents the t-test results comparing levels of social media use and self-esteem among teenagers aged 18-19. Results show that there is no significant difference in social media usage between the two age groups ($t = 1.91, p = 0.057$). Although 18-year-old respondents ($M = 4.02, SD = 0.58$) reported slightly higher social media use than 19-year-olds ($M = 3.89, SD = 0.57$), the difference was not statistically significant. This finding implies that both age groups exhibit similar patterns of social media engagement, suggesting that age differences within this narrow range do not substantially influence social media behavior.

On the other hand, a significant difference in self-esteem levels was observed between the two groups ($t = 3.09, p = 0.002$). The 18-year-old respondents ($M = 4.33, SD = 0.55$) demonstrated higher self-esteem compared to 19-year-olds ($M = 4.13, SD = 0.57$). This result suggests that as teenagers grow older, there may be slight fluctuations or declines in self-esteem, possibly due to increasing social and academic pressures as they transition toward adulthood. This aligns with the observations of Valkenburg et al. (2021) and Fadila and Mustofa (2023), who noted that teenagers' self-esteem fluctuates with their social media engagement patterns. From a psychological standpoint, this finding can be interpreted through Erikson's psychosocial theory, which emphasizes that adolescence is a crucial stage for identity formation.

At 18, individuals are often exploring their self-concept and receiving positive reinforcement from peers, which can enhance their self-esteem. However, as they approach 19 and begin transitioning into early adulthood, increasing academic and social pressures may trigger greater self-evaluation and comparison, consistent with Social Comparison Theory (Festinger, 1954; Chatard et al., 2017). These comparisons, often intensified by exposure to idealized images and achievements on social media, can lead to slight declines in self-esteem

(Nassar & Haddad, 2025; Valkenburg et al., 2021).

Table 22. One-Way Analysis of Variance Test Results for the Difference in the Level of Social Media Usage and Self-Esteem Among Teenagers When Grouped According to Economic Status

Aspect	Economic Status	N	Mean	SD	F	df1	df2	p-value	Interpretation
Social Media Usage	Low Income	5	3.65	0.53	1.59	5	333	0.161	No Significant Difference
	Lower-Middle Income	103	3.93	0.63					
	Middle Income	167	4.03	0.55					
	Upper-Middle Income	21	4.14	0.65					
	High Income	2	3.75	0.18					
	Prefer Not To Say	41	3.84	0.55					
Self-Esteem	Low Income	5	3.80	0.14	4.07	5	333	0.001	Significant Difference
	Lower-Middle Income	103	4.14	0.58					
	Middle Income	167	4.37	0.52					
	Upper-Middle Income	21	4.51	0.57					
	High Income	2	4.20	0.42					
	Prefer Not To Say	41	4.15	0.62					

Note: The level of significance is $\alpha = 0.05$.

Meanwhile, Table 22 presents the one-way ANOVA results for social media usage and self-esteem, with respondents grouped by economic status. The analysis revealed no significant difference in social media usage across economic groups ($F = 1.59, p = 0.161$). Although teenagers from upper-middle-income families ($M = 4.14, SD = 0.65$) appeared to use social media more frequently than those from low-income families ($M = 3.65, SD = 0.53$), the difference was not statistically significant. This indicates that social media usage is widespread and relatively uniform among teenagers, regardless of their economic background. The accessibility of mobile technology and affordable internet plans may contribute to this uniformity in online engagement.

However, the analysis revealed a significant difference in self-esteem levels across economic status groups ($F = 4.07, p = 0.001$). Teenagers from upper-middle-income families reported the highest self-esteem ($M = 4.51, SD = 0.57$), while those from low-income families had the lowest ($M = 3.80, SD = 0.14$). This finding suggests that economic conditions may influence self-perception and confidence, with those from more affluent backgrounds potentially experiencing greater social exposure, access to resources, and opportunities that support positive self-concept. Similar findings were reported by Livingstone and Helsper (2007), who noted that teenagers from economically advantaged backgrounds have better access to technology and global cultural trends, allowing them to engage more actively in identity exploration. From a psychological perspective, this aligns with Erikson’s psychosocial theory, which posits that adolescents develop a stronger sense of identity and self-esteem when their environment provides sufficient support and opportunities for self-expression. Furthermore, Fadila and Mustofa (2023) emphasized that excessive or unbalanced social media use can lower self-esteem, particularly among those who seek validation online. In addition, Social Comparison Theory (Festinger, 1954; Chatard et al., 2017) provides a psychological lens for understanding these differences. Teenagers from lower-income backgrounds may experience more frequent upward social comparisons on social media, viewing content that highlights lifestyles or possessions they cannot easily attain. This can negatively influence self-worth and satisfaction, leading to lower self-esteem. Conversely, those from higher-income families may find greater alignment between their lived experiences and what they see online, fostering validation and more stable self-perception.

Table 23. One-Way Analysis of Variance Test Results for the Difference in the Level of Social Media Usage and Self-Esteem Among Teenagers When Grouped According to School

Aspect	School	N	Mean	SD	F	df1	df2	p-value	Interpretation
Social Media Usage	School A	220	3.96	0.58	1.7	3	335	0.167	No Significant Difference
	School B	14	3.87	0.55					
	School C	70	4.10	0.63					
	School D	35	3.86	0.47					
Self-Esteem	School A	220	4.25	0.60	3.4	3	335	0.018	Significant Difference
	School B	14	4.18	0.36					
	School C	70	4.44	0.48					
	School D	35	4.12	0.49					

Note: The level of significance is $\alpha = 0.05$.

Table 23 presents the one-way ANOVA results for differences in social media usage and self-esteem among teenagers, grouped by school. Findings revealed that there was no significant difference in social media usage across schools ($F = 1.70, p = 0.167$). Although students from School C ($M = 4.10, SD = 0.63$) reported slightly higher usage compared to those from other schools, the difference was not statistically significant. This indicates that social media engagement has become a universal behavior among teenagers, transcending institutional boundaries. The accessibility of digital devices and the normalization of online interaction across different educational settings may explain this uniformity, consistent with the observations of Bekalu et al. (2019), who noted that social media usage has become deeply embedded in adolescents’ daily routines regardless of socioeconomic or academic background.

However, a significant difference was found in the level of self-esteem across schools ($F = 3.40, p = 0.018$). Students from School C exhibited the highest self-esteem ($M = 4.44, SD = 0.48$), while those from School B reported the lowest ($M = 4.12, SD = 0.49$). This variation suggests that the school environment may play a crucial role in shaping teenagers' self-perception and confidence. This aligns with Erikson’s psychosocial theory of identity versus role confusion, which posits that adolescents develop a sense of identity and self-

worth through social interaction and feedback within their environments. Supportive academic and peer contexts, such as those that encourage achievement and social belonging, can enhance teenagers' self-esteem.

Moreover, the results can be understood through Social Comparison Theory (Festinger, 1954), which suggests that individuals evaluate themselves by comparing themselves with others. Schools that promote positive peer relationships and emphasize individual growth may reduce harmful comparisons, thereby fostering healthier self-esteem. In contrast with Chatard et al. (2017) and Valkenburg et al. (2021), who emphasized that adolescents' exposure to social cues, whether online or in school contexts, influences how they perceive and evaluate themselves. While social media use did not differ significantly across schools, self-esteem did, suggesting the psychological importance of the social and educational environment in adolescent identity formation. These findings underscore that schools serve not only as academic institutions but also as vital spaces for psychological development and emotional well-being.

Table 24. Independent Samples t-Test Results for the Difference in the Level of Social Media Usage and Self-Esteem Among Teenagers When Grouped According to School Type

Aspect	School	N	Mean	SD	F	df1	df2	p-value	Interpretation
Social Media Usage	School A	220	3.96	0.58	1.7	3	335	0.167	No Significant Difference
	School B	14	3.87	0.55					
	School C	70	4.10	0.63					
	School D	35	3.86	0.47					
Self-Esteem	School A	220	4.25	0.60	3.4	3	335	0.018	Significant Difference
	School B	14	4.18	0.36					
	School C	70	4.44	0.48					
	School D	35	4.12	0.49					

Note: The level of significance is $\alpha = 0.05$

Table 24 presents the t-test results, which reveal no significant difference in social media usage or self-esteem between teenagers from private and public senior high schools. Students from private schools (M = 4.00, SD = 0.58) and public schools (M = 3.96, SD = 0.58) reported similar levels of social media engagement, while their self-esteem scores (M= 4.32, SD = 0.49 and M = 4.25, SD = 0.60, respectively) were also comparable. This suggests that whether students attended private or public senior high schools, their engagement with social media and self-esteem remained relatively similar. These results align with Erikson's (1968) psychosocial theory, which posits that adolescents universally experience the stage of identity versus role confusion, where peer validation and self-expression are central regardless of background. Social media provides a shared environment for such exploration, allowing both public and private school students to express and evaluate their identities online. Moreover, according to Social Comparison Theory (Festinger, 1954), adolescents tend to assess their self-worth based on perceived similarities or differences with others in their digital networks.

These findings also align with the observations of Pérez-Torres (2024) and Avci et al. (2024), who noted that adolescents' online behaviour is primarily guided by peer-related validation rather than structural or institutional factors. In this context, school type plays a limited role, as adolescents' psychological needs for belongingness, self-presentation, and social approval, described by Leary and Kowalski's (1990) Impression Management Theory, remained consistent across educational environments.

The Significant Relationship Between Social Media Usage and Self-Esteem Among teenagers

Table 25. Pearson r Correlation Analysis Results for the Relationship Between Social Media Usage and Self-Esteem Among Teenagers

Construct	N	Mean	SD	r	df	p-value	Interpretation
Social Media Usage	339	3.98	0.58	0.388	337	<0.001	Significantly Low Positive Correlation
Self-Esteem	339	4.27	0.57				

Note: The level of significance is $\alpha = 0.05$.

Table 25 presents the Pearson r correlation analysis results showing the relationship between social media usage and self-esteem among teenagers. The computed correlation coefficient ($r = 0.388$, $p < 0.001$) indicates a significantly low positive correlation between the two variables. This means that as social media use increases, self-esteem tends to rise, but only slightly.

Although the relationship is statistically significant, its low magnitude suggests that social media usage accounts for only a limited portion of the variation in teenagers’ self-esteem levels. This finding implies that active engagement with social media can provide opportunities for social connection, self-expression, and validation that may enhance self-esteem, it is not the sole or dominant factor influencing adolescents’ self-perception. Other factors, such as family environment, peer relationships, academic experiences, and personality traits, may play a stronger role in shaping self-esteem. The result is supported by studies such as Chatard et al. (2017) and Valkenburg et al. (2021), which emphasize that such comparisons can distort self-valuation, leading to fluctuating or fragile self-esteem. While teenagers may momentarily gain affirmation through likes and comments, persistent exposure to curated content can trigger self-doubt or feelings of inadequacy. This dynamic explains why the correlation between social media usage and self-esteem is positive but limited in strength.

However, it aligns with Bekalu et al. (2019), who found that balanced and mindful social media engagement can contribute positively to well-being, while excessive or passive consumption can undermine it. Therefore, the low positive correlation found in this study underscores that the impact of social media depends largely on how adolescents use these platforms, whether for authentic self-expression and connection or for comparison and validation.

Conclusion

The study examined the relationship between social media usage, fashion choices, and self-esteem among senior high school students aged 18–19 in Koronadal City and found that social media plays a significant but moderate role in shaping adolescents’ fashion preferences and self-perception. Most respondents actively used platforms such as TikTok, Facebook, and Instagram, with TikTok being the most influential in promoting casual and minimalist styles that reflect teenagers’ desire for authenticity and belonging. While social media engagement was consistently high and did not significantly differ across age, gender, economic status, or school type, differences in self-esteem were observed across socioeconomic backgrounds and schools. Overall, respondents reported high self-esteem, often linked to self-expression through clothing and positive peer feedback. A low but significant positive correlation between social media use and self-esteem suggests that constructive engagement can enhance confidence, whereas comparison-driven behaviors may negatively affect well-being. The findings also revealed a significant interaction among social media usage, fashion choices, and self-esteem, supporting identity development

and social comparison theories, and highlighting the importance of promoting media literacy and positive self-concept among adolescents.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were formulated to provide actionable guidance for educators, mental health practitioners, and future researchers:

1. **Integration of Self-Esteem Enhancement Programs in Schools.** Senior high schools and colleges, especially in rural municipalities outside Koronadal City, are encouraged to implement structured programs that promote healthy self-esteem among students. Guidance counsellors and psychology practitioners may develop activities such as self-awareness workshops, expressive arts therapy, and peer support sessions that help students build a positive sense of self beyond appearance or social media validation.
2. **Responsible Social Media Literacy Education.** Schools should integrate media literacy modules grounded in psychology into their curricula to help students critically evaluate online content and its influence on their self-image. Teachers and counselors may collaborate to teach students strategies such as cognitive reframing—a technique in psychology that helps individuals challenge unrealistic comparisons and distorted self-perceptions caused by social media exposure.
3. **Counselor and Teacher Training in Adolescent Psychology.** School counselors and teachers in both urban and rural settings should be trained in adolescent developmental psychology and self-concept formation. This would enable them to identify early signs of low self-esteem, tendencies toward social comparison, and body dissatisfaction among students. Training programs may include workshops facilitated by registered psychologists or educational institutions in partnership with mental health organizations.
4. **Promotion of Offline Social Engagement.** Schools and communities in other municipalities are encouraged to create opportunities for offline social interactions, such as school clubs, community outreach and creative projects. These settings allow students to experience a sense of belonging and competence outside digital spaces, which are essential components of psychological well-being according to Self-Determination Theory
5. **Expansion of Research in Rural and Diverse Settings.** Future researchers are encouraged to replicate or extend this study to colleges and senior high schools in rural areas or neighboring municipalities to determine whether the influence of social media usage and fashion choices on self-esteem differs across geographic and socio-economic contexts. It is also recommended to include qualitative interviews or psychological assessments to gain deeper insights into adolescents' lived experiences related to self-perception and social identity.
6. **Collaboration Between Educational Institutions and Mental Health Agencies.** Colleges and schools should establish partnerships with local mental health professionals and psychological associations to develop evidence-based interventions that address social comparison, self-esteem, and emotional regulation among students. Such collaboration may include counseling services, seminars, or school-based mental health programs guided by psychological principles.

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