

Influence of Social Media Usage and Peer Pressure on Self-esteem of Senior High School Students

¹Aireen S. Jorolan, ²Hannie Chie M. Sagetarios, ³Angel Mae Y. Samar, ⁴Niño C. Ojanola 

Assumption College of Davao

¹aireen@acdeducation.com, ²hsagetarios@acdeducation.com, ³angelmaesamar@acdeducation.com,

⁴ninoojanola@acd.edu.ph

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Corresponding Email:

ninoojanola@acd.edu.ph

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Abstract. This study aimed to determine the influence of social media usage and peer pressure on the self-esteem of Humanities and Social Sciences (HUMSS) senior high school students. A quantitative descriptive–correlational design was employed among 334 HUMSS students selected through total enumeration. Data were gathered through a validated survey and analyzed using mean, standard deviation, correlation, and regression. The results revealed a significant relationship between social media usage, peer pressure, and self-esteem. Correlation analysis indicated that peer pressure had a moderately strong, positive, and significant association with self-esteem, demonstrating a stronger relationship compared to social media usage. Regression analysis further confirmed that both social media usage and peer pressure significantly influence students’ self-esteem. These findings indicate that adolescents’ self-esteem is affected by their online experiences and peer interactions. Hence, the study underscores the importance of implementing targeted guidance programs and school-based interventions to help students develop healthier self-perceptions and coping strategies. The results revealed a significant relationship between social media usage, peer pressure, and students’ self-esteem.

Introduction

Low self-esteem among adolescents has emerged as an important concern because self-esteem develops substantially during adolescence and is influenced by social and interpersonal experiences (Orth & Robins, 2019). In the context of social media, adolescents may encounter social comparison, appearance-related content, and online interactions that can shape how they perceive themselves. A meta-analytic review by Saiphoo et al. (2020) found a significant association between social networking site use and self-esteem. Similarly, Dumawal and Garcia (2024) reported a significant relationship between social media networking and self-esteem among junior high school students. Sampasa-Kanyinga et al. (2023) also found that heavy social media use and posting regret were associated with lower self-esteem among middle and high school students. These findings suggest that patterns of social media use may be relevant to adolescents’ self-perceptions and self-esteem.

Peer relationships are likewise important during adolescence. Peer pressure can influence adolescents’ behaviors and social experiences, particularly when young people seek acceptance and belonging from their peers. Xu et al. (2023) found that peer pressure significantly predicted adolescent mobile social media addiction and that self-esteem played a moderating role in this relationship. In the Philippine context, Ramos et al. (2024) found that negative peer pressure significantly predicted social anxiety and psychological well-being among late-adolescent Filipinos. These findings indicate that peer influence may be an important factor in understanding adolescents’ psychological and social development.

In the Philippines, self-esteem has also been examined among Senior High School students. Julian (2023) found that self-esteem among Senior High School students was associated with personal ability, family, social interaction, and emotional stability, with family identified as the most influential factor. In Davao City, Carballo et al. (2024) examined social media use, body image, and self-esteem among Senior High School students and reported that social media use was high and was relevant to students’ body image and self-esteem. These local findings highlight the importance of examining the factors that may shape Filipino adolescents’ self-perceptions and psychological well-being.

Although previous studies have examined social media use and self-esteem (Dumawal & Garcia, 2024; Saiphoo et al., 2020; Sampasa-Kanyinga et al., 2023) and peer pressure in relation to adolescents' psychological outcomes (Ramos et al., 2024; Xu et al., 2023), fewer studies have examined these two factors together in relation to the self-esteem of Senior High School students in the Philippine context. This creates a research gap regarding how social media usage and peer pressure may jointly relate to adolescents' self-esteem.

To address this gap, the present study examined the influence of social media usage and peer pressure on the self-esteem of Senior High School students. By examining both factors within one study, the research aims to provide a more comprehensive understanding of the social experiences associated with adolescents' self-esteem. The findings may provide useful information for schools, teachers, parents, and students in promoting responsible social media use, healthy peer relationships, and positive self-perceptions among Senior High School learners.

Research Objectives

This study aimed to determine the combined influence of social media usage and peer pressure on the self-esteem of Senior High School students. Specifically, it sought to achieve the following objectives:

1. To assess the level of social media usage among students in terms of:
 - 1.1. social media usage scale;
 - 1.2. time spent;
 - 1.3. behavior;
 - 1.4. social well-being; and
 - 1.5. physical wellbeing.
2. To determine the level of peer pressure experienced by students in terms of:
 - 2.1. social belongingness;
 - 2.2. curiosity;
 - 2.3. cultural-parenting orientation; and
 - 2.4. educational.
3. To evaluate the level of students' self-esteem in terms of:
 - 3.1. self-concept;
 - 3.2. self-esteem; and
 - 3.3. self-efficacy
4. To determine the significant relationship between:
 - 4.1. Social Media Usage and Self-esteem
 - 4.2. Peer Pressure and Self-Esteem
5. To determine the combined influence of social media usage and peer pressure on students' self-esteem.

Research Hypothesis

The following hypotheses were tested at a 0.05 level of significance.

1. There is no significant relationship between:
 1. Social Media Usage and Self-Esteem.
 2. Peer Pressure and Self-Esteem
2. There is no combined significant influence of Social Media Usage and Peer Pressure on Self-Esteem.

This study was anchored in Social Cognitive Theory, proposed by Albert Bandura (1986). The theory explains human behavior through the interaction of personal factors, behavior, and environmental influences, a process known as reciprocal determinism. It also emphasizes observational learning, in which individuals can learn by observing the behavior of others, as well as the development of self-efficacy through social and environmental experiences (Bandura, 1986). During adolescence, social influences become particularly important as young people increasingly interact with and respond to their peers.

In the context of social media usage, Social Cognitive Theory provides a useful framework for understanding how adolescents may develop attitudes and perceptions through their online social environment. Social media exposes adolescents to the behaviors, experiences, and feedback of their peers. Valkenburg et al. (2017) found that adolescents' social network site use was related to social self-esteem and that feedback from friends helped explain the relationship between social network site use and social self-esteem. From a Social Cognitive Theory perspective, such online interactions may serve as environmental influences through which adolescents observe others, receive feedback, and develop beliefs about themselves and their social experiences.

Peer influence also supports the application of Social Cognitive Theory in this study. Steinberg and Monahan (2007) found that resistance to peer influence increases during adolescence, particularly between ages 14 and 18, indicating that

susceptibility to peer influence is an important aspect of adolescent development. Within Social Cognitive Theory, peer behaviors and social responses can serve as environmental influences that may affect adolescents' behavior and personal beliefs (Bandura, 1986). Adolescents may therefore observe and respond to peer behaviors as they develop their own attitudes, behaviors, and perceptions of themselves.

The integration of Social Cognitive Theory in this study is justified because the theory provides a framework for explaining the interaction among personal factors, behavior, and environmental influences. In this study, self-esteem represents an important personal factor, while social media usage and peer-related experiences represent behavioral and environmental influences. Social media interactions and peer feedback may provide social experiences through which adolescents observe others, evaluate themselves, and develop beliefs about their abilities and self-worth. By anchoring the study in Social Cognitive Theory, the researchers can explain how social experiences and personal beliefs interact in shaping the self-esteem of Senior High School students.

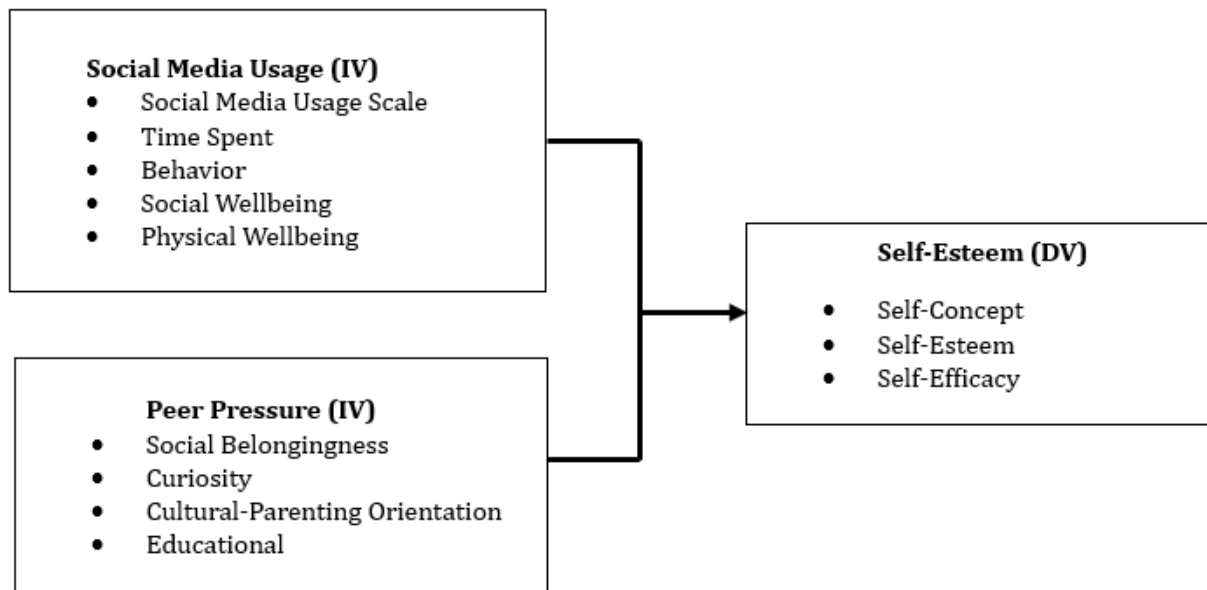


Figure 1. Visual Representation of the Variables in the Study

Figure 1 presents the conceptual framework showing the relationships among the variables in the study. The first independent variable is Social Media Usage, which is assessed through four indicators: time spent, referring to the amount of time students devote to social media; behavior, referring to how social media use may be reflected in students' actions and perceptions; social well-being, referring to the perceived effects of online engagement on social relationships and emotional experiences; and physical well-being, referring to the effects of social media use on students' routines and physical activities. These indicators provide a basis for examining different aspects of students' social media usage.

The second independent variable is Peer Pressure, which consists of four dimensions: social belongingness, referring to the desire for acceptance and connection with peers; curiosity, referring to the tendency to explore experiences influenced by peers; cultural-parenting orientation, referring to the influence of cultural and parental factors on students' responses to peer situations; and educational, referring to the influence of peers on students' academic experiences and study practices. These dimensions are relevant to understanding the different ways peer influence may be experienced by students (Fudolin & Dioso, 2025). The study by Fudolin and Dioso (2025) specifically examined peer pressure in relation to students' academic experiences and identified these dimensions in measuring peer pressure.

Meanwhile, the dependent variable is Self-Esteem, which is measured through self-concept, self-esteem, and self-efficacy. Self-concept refers to an individual's perception and understanding of oneself, while self-esteem refers to the overall evaluation of one's self-worth. Self-efficacy refers to an individual's belief in their ability to perform tasks and achieve desired outcomes. These concepts represent related aspects of how students perceive and evaluate themselves. Research on self-esteem development emphasizes the importance of understanding self-evaluation across adolescence and the developmental factors associated with self-esteem (Orth & Robins, 2019).

As illustrated in Figure 1, the arrows represent the proposed influence of Social Media Usage and Peer Pressure on Self-Esteem. The framework suggests that students' experiences with social media and their interactions with peers may be associated with how they perceive themselves, evaluate their self-worth, and develop confidence in their abilities.

Methodology

This study employed a quantitative correlational research design to examine the relationships among social media usage, peer pressure, and self-esteem among Senior High School students. A correlational design was appropriate because it allowed the researchers to determine the degree to which variations in one variable were associated with variations in another without manipulating any of the variables. In this study, social media usage and peer pressure were treated as predictor variables, while self-esteem was treated as the outcome variable. The design enabled the researchers to determine whether higher or lower levels of social media usage and peer pressure were significantly associated with students' levels of self-esteem and to examine the strength and direction of these relationships.

The study was conducted at a private sectarian educational institution in Davao City, Philippines. Data collection was conducted within the school premises during scheduled class hours in coordination with the school administration. Prior to data collection, the researchers secured the necessary permission from the school administration and explained the purpose and procedures of the study to the participants. Participation was voluntary, and informed consent was obtained from the participants. The respondents were assured that their responses would remain confidential and would be used solely for academic purposes. They were also informed of their right to withdraw from the study at any time without penalty or negative consequences.

The study population consisted of Senior High School students enrolled in the Humanities and Social Sciences (HUMSS) strand during Academic Year 2025–2026. The HUMSS strand was selected as the target population because the study focused on adolescents whose educational experiences involve substantial interaction, communication, and social engagement. Focusing on one strand also provided a clearly defined population for examining the relationship among social media usage, peer pressure, and self-esteem.

Three adapted survey questionnaires were utilized as research instruments. The first instrument measured social media usage and was adapted from Prado and Lemon (2023), whose study examined social media usage among Grade 12 students. The second instrument measured peer pressure and was adapted from Moldes et al. (2019). Their study examined peer pressure among Senior High School students and categorized peer pressure into social belongingness, curiosity, cultural-parenting orientation, and education. The third instrument measured self-esteem and was adapted from Tus (2020), whose study examined self-concept, self-esteem, and self-efficacy among Senior High School students. Before administration, the instruments underwent content validation by experts to determine the clarity, relevance, and appropriateness of the items. The validated questionnaire was then pilot-tested with respondents who were not included in the main study to assess its reliability.

The reliability of the instruments was assessed using Cronbach's alpha. The social media usage instrument obtained an overall Cronbach's alpha coefficient of 0.980, indicating excellent internal consistency. The peer-pressure instrument obtained an overall coefficient of 0.954, also indicating excellent internal consistency. Meanwhile, the self-esteem instrument obtained an overall coefficient of 0.947, indicating excellent internal consistency and reliability. These results indicated that the instruments demonstrated a high level of reliability for use in the study.

The researchers ensured that the study was conducted in accordance with ethical standards protecting the rights, privacy, safety, and well-being of the participants. Before data collection, the purpose, procedures, and significance of the study were clearly explained to the respondents. Since the participants were Senior High School students, parental or guardian consent and student assent were obtained when required. Participation was voluntary, and respondents were informed that they could refuse to participate or withdraw from the study at any time without penalty or negative consequences.

The researchers also ensured that the questions were presented respectfully, particularly those concerning peer pressure and self-esteem, to minimize possible emotional discomfort. No names or other identifying information were disclosed in the research report, and the findings were presented only in summarized or aggregated form. The collected data were used solely for academic purposes and were securely stored to prevent unauthorized access. Necessary permission from the school administration and other concerned authorities was obtained before the conduct of the study. Through these measures, the researchers upheld the dignity, privacy, welfare, and rights of the participants throughout the research process.

Results and Discussion

Level of Social Media Usage

Revealed in Table 1 is the level of social media usage among Senior High School students. The overall mean is 3.67, described as high, indicating that social media usage is often observed among the students. The overall standard deviation is 0.82, suggesting that the students' responses showed a relatively similar pattern in their level of social media usage. This finding indicates that social media has become a regular part of students' daily activities and social interactions. Huang et al. (2022) found that different forms of smartphone and social media-related use are associated with adolescents' social relationships, highlighting the role of digital technology in their social experiences. Similarly, Boer et al. (2021) reported that social media use has become increasingly integrated into adolescents' daily lives, while distinguishing between social media use intensity and problematic social media use. These findings support the view that social media is an important part of adolescents' everyday social environment.

Indicator	SD	Mean	Descriptive Level
Social Media Usage Scale	0.64	3.67	High
Time Spent	0.99	3.68	High
Behavior	0.80	3.67	High
Social Well-being	0.99	3.67	High
Physical Well-being	0.85	3.61	High
Overall	0.82	3.67	High

Table 1. Level of Social Media Usage

Among the five indicators, time spent on social media obtained the highest mean of 3.68, described as high. This indicates that time spent on social media is often observed among the students. The standard deviation of 0.99 indicates some variation in the students' responses regarding the amount of time they spend on social media. The finding may be explained by the increasing integration of digital technology into adolescents' everyday social experiences. Huang et al. (2022) found that adolescents use smartphones for different types of activities, including social and interpersonal activities, demonstrating the important role of digital technology in their daily lives. Similarly, Boer et al. (2021) reported that social media use intensity is common among adolescents, reflecting the regular presence of social media in their everyday lives. Several factors may contribute to the high level of time spent on social media. Social media platforms provide adolescents with opportunities for communication, information exchange, entertainment, and social interaction. Marciano and Viswanath (2023) emphasized that social media use has become an important part of adolescents' everyday experiences and may be related to their well-being. Likewise, Valkenburg et al. (2021) highlighted the importance of social media experiences in adolescents' social lives. These findings provide support for the high mean obtained for time spent on social media in the present study.

The overall social media usage indicator obtained a mean of 3.67, described as high. This means that overall social media usage is often observed among the students. The standard deviation of 0.82 indicates a relatively consistent pattern of responses, although some differences existed in students' reported social media usage. Boer et al. (2021) found that social media use is a regular part of adolescents' lives and distinguished between social media use intensity and problematic social media use. Similarly, Marciano and Viswanath (2023) discussed the increasing role of social media in adolescents' everyday experiences and well-being.

Social media provides adolescents with opportunities to communicate, interact, access information, and maintain social connections. Valkenburg et al. (2021) emphasized that adolescents' social media experiences are related to their social and emotional development. These findings support the high overall social media usage observed in the present study and suggest that social media has become a regular component of students' daily activities.

Social media behavior obtained a mean of 3.67, described as high. This indicates that social media behavior is often observed among the students. The standard deviation of 0.80 suggests relatively limited variation in the students' responses. Social media behavior may include different forms of online participation, such as communicating with others, sharing content, and engaging with social networking platforms. Valkenburg et al. (2021) emphasized that adolescents' social media experiences involve different forms of online interaction and social engagement. In addition, Sampasa-Kanyinga et al. (2023) found that heavy social media use was associated with self-esteem and posting regret among middle and high school students, demonstrating that patterns of social media engagement may be relevant to adolescents' experiences.

The high level of social media behavior may be attributed to the accessibility of online communication and interaction. Adolescents can use social media to communicate with peers, participate in online activities, and express themselves. Montag et al. (2024) also emphasized the growing importance of social media in the lives of young users and the need to understand how adolescents interact with these platforms. These findings support the high mean obtained for social media behavior and indicate that online interaction is a regular part of students' social experiences.

Similarly, social well-being obtained a mean of 3.67, described as high. This indicates that social well-being through social media is often observed among the students. The standard deviation of 0.99 indicates some variation in the students' experiences of social interaction and connectedness through social media. Social media can provide opportunities for adolescents to communicate with friends, maintain relationships, and participate in social networks. Valkenburg et al. (2021) emphasized that adolescents' social media experiences are connected with their interpersonal and social experiences. Boer et al. (2021) likewise examined social media use in relation to adolescents' social and psychological experiences.

The high level of social well-being may be related to the opportunities provided by social media for maintaining social connections. Adolescents can use digital platforms to communicate with peers and remain socially connected even when they are physically apart. Marciano and Viswanath (2023) noted that social media use is closely connected with adolescents' social experiences and well-being. These findings support the high mean obtained for social well-being and indicate that online platforms form an important part of students' social interactions.

While physical well-being obtained the lowest mean of 3.61, it was still described as high. This indicates that physical well-being related to social media usage is often observed among the students. The standard deviation of 0.85 indicates some variation in the students' responses. The finding suggests that social media use is experienced alongside students' everyday routines and activities. Huang et al. (2022) demonstrated that adolescents engage with smartphones for various activities, highlighting the integration of digital technology into their everyday lives.

The relationship between digital media use and adolescents' daily routines has also been examined in previous research. Boer et al. (2021) emphasized the importance of distinguishing the intensity of social media use from problematic use when examining adolescents' experiences with social media. Montag et al. (2024) likewise highlighted the importance of considering the potential effects of social media use on young users. These findings provide context for the present result, although the high mean for physical well-being should primarily be interpreted according to the specific items used in the current study.

Overall, the results indicate that all five indicators of social media usage obtained a high descriptive level. Time spent on social media recorded the highest mean at 3.68, followed by overall social media usage and social media behavior at 3.67, social well-being at 3.67, and physical well-being at 3.61. These findings indicate that social media engagement is regularly experienced by the Senior High School students in the present study. The results further suggest that social media has become an important part of students' everyday experiences, particularly in communication, interaction, and maintaining social connections.

Level of Peer Pressure

Revealed in Table 2 is the level of peer pressure among senior high school students. The overall mean is 4.02, described as high, indicating that peer pressure is often experienced by the students. The overall standard deviation is 0.49, showing relatively low variability in their responses. This suggests that the students generally reported similar levels of peer influence. Peer influence is an important aspect of adolescence, as peers can influence adolescents' attitudes, behaviors, and social experiences (Brechwald & Prinstein, 2011). Similarly, Xu et al. (2023) found that peer pressure significantly influenced adolescents' mobile social media use, highlighting the role of peer influence in adolescents' behavioral choices.

Indicator	SD	Mean	Descriptive Level
Social Belongingness	0.80	3.94	High
Curiosity	0.77	4.20	High
Cultural-Parenting Orientation	0.77	4.00	High
Educational	0.65	3.97	High
Overall	0.49	4.02	High

Table 2. Level of Peer Pressure

Among the four indicators, curiosity obtained the highest mean of 4.20, described as high. This indicates that curiosity-related peer influence is frequently experienced by the students. The standard deviation of 0.77 shows some variation in the students' responses, although the overall responses remained within the high descriptive level. During adolescence, peer influence becomes an important part of social development, as young people may be influenced by the behaviors, attitudes, and activities of their peers (Brechwald & Prinstein, 2011). Similarly, Xu et al. (2023) found that peer pressure can influence adolescents' behavior related to mobile phone and social media use. These findings provide support for the high level of curiosity-related peer influence observed in the present study.

This was followed by cultural-parenting orientation, with a mean of 4.00, indicating a high level. This means that cultural and parenting-related influences are frequently observed among the students. The standard deviation of 0.77 indicates moderate variation in the responses, suggesting that students differed somewhat in their experiences of this form of peer influence. Adolescents' behaviors and attitudes are shaped by different social environments, including family and peer relationships. Brechwald and Prinstein (2011) emphasized that peer influence during adolescence can occur across various behaviors and social contexts. In addition, Steinberg and Monahan (2007) found that adolescents differ in their ability to resist peer influence, particularly during the adolescent years. These findings support the high mean obtained for cultural-parenting orientation and highlight the interaction of family, cultural, and peer influences in adolescents' social experiences. Educational pressure obtained a mean of 3.97, described as high. This indicates that educational-related peer influence is frequently experienced by the students. The standard deviation of 0.65 shows relatively low variation in the responses, suggesting that the students had generally similar perceptions of educational peer influence. Peer influence can extend to behaviors and attitudes related to school and academic experiences, as adolescent peer groups may shape behaviors across different areas of development (Brechwald & Prinstein, 2011). In addition, Moldes et al. (2019) identified education as one of the areas in which peer pressure may be experienced by students. These findings support the high level of educational pressure found in the current study and emphasize the role of peers in students' academic experiences.

Social belongingness yielded a mean of 3.94, described as high. This indicates that students frequently experience peer influence related to acceptance, connection, and inclusion within their peer groups. The standard deviation of 0.80 indicates some variation in the students' responses. Peer relationships are an important part of adolescent development, and peer influence may occur through interactions, group expectations, and social relationships (Brechwald & Prinstein, 2011). Steinberg and Monahan (2007) also demonstrated that adolescents vary in their resistance to peer influence, indicating that peer relationships can affect adolescents' choices and behaviors. Furthermore, Xu et al. (2023) showed that peer pressure is associated with adolescent behavioral outcomes, demonstrating the importance of peer influence during this developmental period. These findings support the high mean obtained for social belongingness and highlight the importance of peer relationships in students' social experiences.

Overall, all four indicators of peer pressure curiosity, cultural-parenting orientation, educational pressure, and social belongingness were described as high. Among the indicators, curiosity obtained the highest mean, while social belongingness obtained the lowest, although all remained within the high descriptive level. The findings indicate that peer influence is commonly experienced by senior high school students across social, family-related, and educational contexts. This is consistent with research showing that peer influence is an important aspect of adolescent development and can affect various areas of adolescents' behaviors and experiences (Brechwald & Prinstein, 2011).

Level of Self-Esteem

Revealed in Table 3 is the level of self-esteem among senior high school students. The overall mean is 3.81, described as high, indicating that positive self-evaluations are generally observed among the students. The overall standard deviation is 0.53, showing relatively low variation in their responses. This suggests that the students generally reported similar levels of self-esteem. Self-esteem refers to an individual's evaluation of personal worth and develops across different stages of life, with social relationships and life experiences contributing to its development (Orth & Robins, 2019). The findings therefore indicate that the senior high school students in the current study generally demonstrate a high level of self-esteem.

Indicator	SD	Mean	Descriptive Level
Self-Concept	0.90	3.73	High
Self-Esteem	0.72	4.85	High
Self-Efficacy	0.79	3.85	High
Overall	0.53	3.81	High

Table 3. Level of Self-Esteem

Among the indicators, self-esteem obtained the highest mean of 4.85, indicating a high level. This indicates that positive evaluations of personal worth are frequently observed among the students. The standard deviation of 0.72 shows some variation in the students' responses. Self-esteem is an important aspect of personality development and is associated with individuals' evaluations of their own worth across the lifespan (Orth & Robins, 2019). Similarly, Anque and Ceballo (2023) found that senior high school adolescents in the Philippines demonstrated a high level of self-esteem. These findings support the high mean obtained in the current study and indicate that the students generally demonstrate positive evaluations of themselves.

More evidence supports the high level of self-esteem observed among the students. Self-esteem develops through personal experiences and social interactions and may be influenced by the environments in which adolescents participate (Orth & Robins, 2019). Anque and Ceballo (2023) likewise reported a high level of self-esteem among senior high school adolescents. These findings support the present result and emphasize the importance of positive self-evaluation during adolescence.

This was followed by self-efficacy, with a mean of 3.85, described as high. This indicates that students generally perceive themselves as capable of accomplishing tasks and managing challenges. The standard deviation of 0.79 indicates some variation in their responses. Self-efficacy refers to individuals' beliefs about their capabilities to perform tasks and is an important motivational factor that can influence choices, effort, persistence, and achievement (Schunk & DiBenedetto, 2021). Thus, the high mean obtained in the current study suggests that students generally have confidence in their ability to perform responsibilities and work toward their goals.

The high level of self-efficacy may also be understood in relation to students' learning experiences. Self-efficacy beliefs are connected to students' motivation, effort, persistence, and learning behaviors (Schunk & DiBenedetto, 2021). Educational experiences can provide opportunities for students to develop confidence in their capabilities and to persist when facing challenging tasks. These findings support the high self-efficacy score in the current study and reflect students' generally positive beliefs about their ability to accomplish tasks.

Self-concept recorded a mean of 3.73, indicating a high level. This means that positive perceptions of oneself are generally observed among the students. The standard deviation of 0.90 indicates greater variation in responses compared with the other indicators. Self-concept involves how individuals perceive and understand themselves, while self-esteem concerns the evaluation of one's worth. Positive self-perceptions are related to the development of self-esteem across the lifespan (Orth & Robins, 2019). The findings therefore suggest that students generally have positive perceptions of their characteristics, abilities, and personal identity.

Additional evidence supports the high level of self-concept in the current study. Adolescents' perceptions of themselves develop through their experiences and interactions within their social environments. Anque and Ceballo (2023) also found a high level of self-esteem among senior high school adolescents, providing relevant support for the generally positive self-perceptions observed in the present study. These findings emphasize the importance of positive self-perception in students' personal and social development.

Social Media Usage	Self- Esteem			
	Self-Concept	Self-Esteem	Self-Efficacy	Overall
Social Media Usage	.120** (.026)	.110** (.041)	.114** (.033)	.176** (.000)
Time Spent	.194** (.000)	.159** (.003)	.204** (.000)	.286** (.000)
Behavior	.111** (.039)	.189** (.000)	.226** (.000)	.263** (.000)
Social Well-being	.152** (.030)	.247** (.000)	.203** (.000)	.301** (.000)
Physical Well-being	.117** (.030)	.199** (.000)	.130** (.016)	.222** (.000)
Overall	.204** (.000)	.262** (.000)	.254** (.000)	.364** (.000)

Table 4. Significance of the Relationship between Social Media Usage and Self-Esteem

Overall, the results indicate that all three indicators of self-esteem—self-esteem, self-efficacy, and self-concept were at a high level. Self-esteem obtained the highest mean of 4.85, followed by self-efficacy at 3.85 and self-concept at 3.73. The findings suggest that the senior high school students generally demonstrate positive self-evaluations, confidence in their

capabilities, and favorable perceptions of themselves. These results are consistent with literature emphasizing the importance of self-esteem and self-efficacy in adolescents' personal development and motivation (Orth & Robins, 2019; Schunk & DiBenedetto, 2021).

Presented in Table 4 is the significance of the relationship between social media usage and self-esteem among senior high school students. The results show a p-value of .000, which is lower than the 0.05 level of significance. Therefore, the relationship between social media usage and self-esteem is statistically significant, and the null hypothesis is rejected. The r-value of .364 indicates a positive relationship of weak-to-moderate strength between the two variables. This means that higher levels of social media usage are associated with higher levels of self-esteem among the students in the current study. However, the result indicates an association and does not establish a causal relationship.

The relationship between social media use and self-esteem has been examined in previous research, although findings have not always been consistent. Saiphoo et al. (2020), through a meta-analytic review of 121 independent samples, found a small but significant overall relationship between social networking site use and self-esteem. Their findings also showed that the relationship varied depending on the type of social networking site use, with problematic use showing a stronger negative association with self-esteem. This suggests that the relationship between social media use and self-esteem may depend on how social media is used.

Similarly, Valkenburg et al. (2022) emphasized that the relationship between social media use and well-being varies according to the type and manner of use. Their review found that associations between social media use and well-being are not uniform across different forms of online engagement. These findings provide support for examining social media usage as a multidimensional variable rather than interpreting social media use solely in terms of frequency or time spent online. In the current study, the significant correlation suggests that social media usage is meaningfully associated with students' self-esteem. Social media provides opportunities for communication, interaction, and the exchange of social feedback, which may be related to how adolescents perceive themselves. However, the direction and nature of these associations may differ depending on the type of online experience and individual circumstances (Saiphoo et al., 2020; Valkenburg et al., 2022).

Furthermore, the results indicate that the indicators of social media usage demonstrated significant relationships with the dimensions of self-esteem, namely self-concept, self-esteem, and self-efficacy. Time spent, behavior, social well-being, and physical well-being were significantly associated with students' perceptions of themselves. These findings suggest that different aspects of students' social media experiences are related to how they evaluate themselves, perceive their abilities, and understand their personal characteristics.

Overall, the results confirm a significant positive relationship between social media usage and self-esteem among senior high school students. The r-value of .364 indicates that the relationship is not strong but is meaningful and statistically significant. The findings highlight the importance of considering the different dimensions of social media use when examining its relationship with students' self-perceptions and self-esteem. Significant Relationship between Peer Pressure and Self-Esteem

Presented in Table 5 is the significance of the relationship between peer pressure and self-esteem among senior high school students. The results show a p-value of .000, which is lower than the 0.05 level of significance. This means that the relationship between peer pressure and self-esteem is significant; therefore, the null hypothesis is rejected. Moreover, the r-value is .364, which means that the correlation is weak to moderate.

Peer-Pressure	Self- Esteem			
	Self-Concept	Self-Esteem	Self-Efficacy	Overall
Social Belongingness	.074** (.170)	.222** (.000)	.241** (.000)	.265** (.000)
Curiosity	.128** (.017)	.193** (.000)	.226** (.000)	.275** (.000)
Cultural Parenting Orientation	.151** (.005)	.596** (.000)	.168** (.002)	.442** (.000)
Educational	.147** (.006)	.125** (.020)	.118** (.029)	.200** (.000)
Overall	.204** (.000)	.262** (.000)	.254** (.000)	.364** (.000)

Table 5 Significance of the Relationship between Peer-Pressure and Self-Esteem

Presented in Table 5 is the significance of the relationship between peer pressure and self-esteem among senior high school students. The results show a p-value of .000, which is lower than the 0.05 level of significance. Therefore, the relationship between peer pressure and self-esteem is statistically significant, and the null hypothesis is rejected. The r-value of .364 indicates a positive relationship of weak-to-moderate strength between the two variables. This means that higher levels of peer pressure are associated with higher levels of self-esteem among the students in the current study. However, the result indicates an association and does not establish a causal relationship.

Peer influence is an important aspect of adolescent development because interactions with peers can be associated with adolescents' attitudes, behaviors, and social experiences (Brechwald & Prinstein, 2011). Similarly, Xu et al. (2023) found that peer pressure was significantly associated with adolescents' mobile social media addiction, demonstrating that peer influence can be related to different behavioral outcomes during adolescence. These findings provide general support for examining peer pressure as an important social factor in adolescent development.

Moreover, adolescents place importance on peer relationships and social acceptance, which can be related to their social experiences and self-perceptions. Brechwald and Prinstein (2011) explained that peer influence during adolescence occurs across different behaviors and social contexts. Xu et al. (2023) likewise demonstrated that peer pressure is associated with adolescent behavioral outcomes. These findings provide relevant support for the significant relationship between peer pressure and self-esteem found in the current study.

The findings further indicate that all indicators of peer pressure demonstrated significant relationships with the dimensions of self-esteem, namely self-concept, self-esteem, and self-efficacy. Social belongingness, curiosity, cultural-parenting orientation, and educational pressure all showed significant associations with students' perceptions of themselves. This suggests that different aspects of peer-related experiences are related to how students perceive their personal characteristics, worth, and capabilities.

Among the indicators, cultural-parenting orientation obtained the highest correlation with overall self-esteem ($r = .442$, $p = .000$), indicating a moderate positive relationship. This suggests that higher scores in cultural-parenting orientation were associated with higher self-esteem among the students. However, the result should be interpreted as an association rather than evidence that cultural-parenting orientation causes changes in self-esteem. Meanwhile, educational peer pressure also demonstrated a significant relationship with self-esteem, indicating that school-related peer experiences are associated with students' self-perceptions and confidence.

Overall, the results confirm that peer pressure is significantly related to students' level of self-esteem. The findings indicate a positive relationship between the two variables, with an r-value of .364. This suggests that peer-related experiences, including social belongingness, curiosity, cultural-parenting orientation, and educational pressure, are meaningfully associated with students' self-perceptions and self-esteem. These findings highlight the importance of peer relationships in understanding the social experiences of senior high school students.

Significant Influence of Social Media Usage and Peer Pressure on Self-Esteem

Table 6 presents the regression analysis examining the combined influence of social media usage and peer pressure on self-esteem among senior high school students. Social media usage obtained a p-value of $< .001$, which is lower than the 0.05 level of significance. This means that social media usage has a significant influence on self-esteem. Therefore, the null hypothesis is rejected. The standardized beta coefficient shows that the influence is .224 or 22.4%.

Moreover, peer pressure has a p-value of $< .001$, which is lower than the 0.05 level of significance. This means that peer pressure has a significant influence on self-esteem. Therefore, the null hypothesis is rejected. The standardized beta coefficient shows that the influence is .371 or 37.1%.

Independent Variables	B	Self -Esteem t-value	Self -Esteem t-value	Sig.
Social Media Usage	.186	.224	4.449	<.001
Peer Pressure	.400	.371	7.369	<.001

r-value = .501 $r^2 = .251$
F-value = 57.40
p-value < .001

Table 6. Regression Analysis on the Combined Influence of Social Media Usage and Peer Pressure on Self-Esteem

The overall p-value is less than .001, which is below the 0.05 significance level, indicating that the results are statistically significant. This means that the relationship between social media usage, peer pressure, and self-esteem is meaningful and unlikely to have occurred by chance.

The R^2 value of .251 indicates that 25.1% of the variation in self-esteem can be explained by the combined influence of social media usage and peer pressure. This suggests that these factors play an important role in shaping students' self-esteem, although other variables not included in this study may account for the remaining 74.9% of the variation. Overall, the findings highlight the significant impact of social media usage and peer pressure on students' self-esteem.

Conclusion and Recommendations

The study concluded that social media usage, peer pressure, and self-esteem among Senior High School students were all at a high level. Social media usage had a significant but weak relationship with self-esteem, while peer pressure had a moderately positive and significant relationship, making it the stronger predictor of students' self-esteem. The combined influence of social media usage and peer pressure significantly predicted self-esteem, indicating that both online interactions and peer relationships contributed to students' self-perception. These findings supported Bandura's Social Cognitive Theory, which emphasized the interaction of personal, behavioral, and environmental factors in shaping adolescents' development and self-esteem.

Based on these findings, the study recommended that the Department of Education and school administrators strengthen programs on responsible social media use, digital literacy, peer relationships, and mental health awareness. Teachers were encouraged to incorporate discussions on self-esteem, peer influence, and responsible online behavior into classroom activities, while students were advised to develop self-awareness, practice self-discipline, and maintain positive peer relationships. Parents were encouraged to provide continuous emotional support and guidance to strengthen their children's confidence and emotional well-being. Future researchers were also encouraged to examine other factors, such as family environment, academic stress, personality, and mental health, to provide a broader understanding of the factors affecting students' self-esteem.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data used in this study were collected from Senior High School students through the research instruments administered by the authors. The data are not publicly available due to considerations regarding participant privacy and confidentiality but may be made available, subject to appropriate permissions and ethical considerations, upon reasonable request to the corresponding author.

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Appendices

No appendices are attached to this study.