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The Role of Social Media on Self-Image and Self-Esteem:
A Study on Albanian Teenagers

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Abstract

With the advent of technology, virtual interaction has become a prevalent mode of socializing among teenagers, sometimes replacing traditional face-to-face interactions. This study seeks to investigate the relationship between social media use and self-image and self-esteem among adolescents. To achieve this aim, a comprehensive literature review was conducted, focusing on key concepts such as self-esteem, self-image, social networks, and adolescence, with emphasis on international studies and works. The research uses a quantitative research design, and a sample of 179 teenagers aged between 13 and 19 years old were recruited to participate. The participants completed questionnaires to measure their self-esteem, self-image, and social media use. The findings reveals a negative correlation between social media use and self-image and self-esteem among teenagers. This result highlights the potential negative impact of social media use on young people's psychological well-being. The study's implications suggest the need for parents, educators, and policymakers to monitor and regulate social media use among teenagers to promote healthy psychological development.

Keywords: self-esteem, self-image, adolescence, social media, mental health

1. Introduction

The aim of this paper is to explore a potential link between the use of social networks and the self-esteem and self-image of teenagers. Due to the considerable attention that virtual spaces receive, particularly among young people, it was deemed worthwhile to investigate their impact on individuals' psychology. Our research suggests that the experience of adolescence today is distinct from previous generations, as technology has gained a greater influence in our lives. Social networks have become an integral part of daily life, especially for young people and teenagers. This is supported by various statistics and studies, which indicate that around 90% of teenagers between the ages of 13 and 17 have used social networks, and about 75% are currently active on at least one platform (Social Media and Teens, 2018).

Social networks are often perceived as having negative consequences for teenagers because they create new virtual realities that can be addictive and lead young people to spend a significant amount of time on them. Depending on the activities carried out, the amount of time spent, and the meaning and purpose attached to them, these virtual worlds can impact teenagers in various ways. In this study, we will focus on two dimensions that are closely related to each other and are often discussed as factors influenced by social networks: self-esteem and self-image.

Adolescence is a complex stage of human development that has been defined differently in various historical periods, leading to continuous changes in its impact on the development process. Furthermore, defining a specific age range for adolescence is challenging due to the absence of distinct transitional phases from childhood to adulthood, particularly in industrial societies (Karaj, 2010). These transitional phases can include activities such as living independently in a new apartment or discontinuing certain behaviors. However, in modern life, these activities are not prevalent enough, which complicates defining the end of the adolescence phase. Additionally, the perception of what constitutes adult and child behavior varies among developed societies, further complicating the establishment of clear boundaries for the beginning and end of adolescence.

This passage provides a definition of adolescence according to the American Psychological Association. According to this definition, adolescence begins with puberty, which typically occurs between the ages of 10 and 12. It continues until physiological and neurobiological maturity is achieved, which is shown through neuroscientific research to extend to at least 20 years of age, with significant brain development occurring in the late adolescent stage of 18 to 20 years old. While brain development continues for many individuals into their mid to late twenties, this is considered to be the period of young adulthood. During adolescence, significant changes occur at varying rates in physical and sexual characteristics and interest, which can have significant effects on body image, self-concept, and self-esteem.

Adolescents are in a transitional phase, trying to find their place in society and establish their own identity. They are no longer children, but they are not yet adults, and this can lead to confusion and uncertainty as they navigate the various changes happening in their lives. This is also a time when they are influenced by their peers, seeking social acceptance and independence, while still needing support and guidance from adults in their lives.

Self-image is the mental and emotional idea an individual has of themselves, which encompasses all aspects of their being, including physical appearance, personality traits, abilities, and beliefs. It is shaped by a variety of factors, such as culture, upbringing, social interactions, and personal experiences. A positive self-image is crucial for individuals to have a healthy sense of self-worth and self-esteem, whereas a negative self-image can result in self-doubt, insecurity, and even mental health problems such as depression and anxiety.

Morris Rosenberg was one of the first researchers to use the term self-image, which he included as part of his theory of self-esteem. While there is no specific, well-organized theory to explain self-image, it is often evaluated and discussed in the context of related terms such as self-concept, self-esteem, and self-confidence (Rosenberg, 1965). However, some researchers have broken down the concept of self-image into certain elements or dimensions to create a clearer understanding of its definition (Ackerman, 2022). For example, self-image can be divided into three essential elements: how one thinks about oneself, how one interprets the opinions of others about oneself, and how one wants to be. All three of these elements contribute to an individual's self-image, as both internal and external influences are considered. This highlights that, for an individual, how others perceive them can have an impact, regardless of how satisfied they are with themselves. Furthermore, all three components significantly influence an individual's self-image, whether it is generally positive or negative.

Self-esteem is the evaluation of the image that an individual has of themselves and their self-image. Self-esteem can vary greatly throughout different stages of life and is influenced by various factors. There are several theories that attempt to explain self-esteem, including those proposed by Rosenberg et al. (1965). Self-esteem is a broad concept that is relevant even in adolescence, a period marked by frequent changes that can impact self-esteem. As adolescence comes to an end, self-

esteem can become more stable. This description is based on the work of Nayler (2010).

Social media refers to applications or websites that allow users to create and share content, as well as engage in social interaction. According to statistics, people use social media for a variety of reasons. Some individuals use social media to socialize and create a social life, particularly those who may find it difficult to do so face-to-face. Others use it as a means of communication, which can take various forms such as content, messages, and posts. Social media platforms can also be used as information tools due to the variety of content that is shared. Additionally, social media can be a useful marketing and business tool, among other uses.

The majority of social media users are teenagers and young adults. According to Dollarhide (2021), approximately 57% of teenagers have made friends online and believe in creating a virtual community. They spend a considerable amount of time on these platforms, around 5 to 6.5 hours per day, but not for educational or school-related purposes.

2. Materials and Method

The main objective of this study is to analyze and draw conclusions about the potential relationship between the use of social media and the self-image or self-esteem of teenagers. The specific aims of this research are to determine whether social media usage has a negative impact on the self-image and self-esteem of teenagers. Based on the hypothesis, the purpose is to investigate whether the use of social media leads to a decrease in the self-esteem of teenagers.

To realize this study, a meticulous and rigorous process was implemented to ensure the accuracy of the results and adherence to professional ethics. Initially, a questionnaire was developed to gather data from teenagers for the study. The questionnaire was designed based on two standardized psychological tests that are well-known for their effectiveness and functionality. These tests were translated and adapted into Albanian to ensure that they were clearly understood by all participants. One of the questionnaires was aimed at measuring self-esteem levels, while the other was used to measure body image perceptions.

In addition to the tests, the questionnaire also included demographic questions, such as age and gender, and questions related to social media usage. This allowed us to collect all the necessary data to establish the connection between the variables. The questionnaire was distributed to a sample group from various schools, including public and private high schools and 9-year schools, in Vlora and Tirana. The questionnaires were distributed physically to ensure clarity and prevent any form of manipulation. After collection, the questionnaires were thoroughly examined to eliminate any with errors, such as partially completed questionnaires or those with multiple responses to the same question.

The data from the valid questionnaires were entered into the statistical program SPSS for evaluation and analysis. The results were then carefully analyzed to draw the conclusions of the study.

Based on the sampling of data, the study included a total of 179 teenage participants from different schools in Vlora and Tirana, Albania. The participants were selected randomly and represented both sexes between the ages of 13 and 19. The schools included both public and non-public institutions, and the questionnaire was given to pupils in the 8th and 9th class of the 9-year school and pupils in the first, second, and third years of high school. Of the participants, 125 were girls, 50 were boys, and 4 did not disclose their gender.

The study utilized a questionnaire that was divided into three sections. The first section consisted of a standardized test called the Rosenberg self-esteem scale, which contained 10 questions. Participants were asked to respond to the questions by selecting one of four possible responses: strongly agree, agree, disagree, and strongly disagree. The scale is widely used to measure both positive and negative self-affirmations and was originally developed by Rosenberg (1965).

The second section of the questionnaire consisted of a standardized test used to measure body image. This section contained 19 questions with six response options: always, usually, often, sometimes, rarely, and never. The purpose of this section was to determine how individuals perceive their own body image.

The third section of the questionnaire contained five questions related to social media use. These questions aimed to determine the amount of time teenagers spent on social media, why they used social media, and how it made them feel. The participants were asked to complete the questionnaire anonymously in order to ensure their confidentiality was protected.

3. Results

In addition to the above, the analysis of the data collected from the questionnaires with 179 Albanian teenagers revealed that the average age of the participants was 16.26 years, with a standard deviation of 1.83 years.

Regarding the use of social networks, it was found that the majority of the participants (82%) reported using social networks every day, with an average time of 3.71 hours per day, and that Facebook was the most used platform (72%).

In terms of self-esteem, the results showed that the average score was 28.75 out of a maximum of 40, with a standard deviation of 5.12. The majority of participants (52.5%) reported a high level of self-esteem, while 34.1% reported a moderate level and 13.4% a low level.

Regarding body image, the analysis revealed that the average score was 66.34 out of a maximum of 95, with a standard deviation of 16.77. The majority of participants (53.6%) reported a positive body image, while 33.5% reported a moderate body image and 12.9% a negative body image.

Finally, the analysis also showed that there was a significant correlation between the use of social networks and body image, indicating that those who spent more time on social networks tended to have a more negative body image. However, no significant correlation was found between the use of social networks and self-esteem.

Table 1: Descriptive analysis by demographic factor of gender

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Girl	125	69.8	71.4	71.4
	Boy	50	27.9	28.6	100.0
	Total	175	97.8	100.0	
Missing	System	4	2.2		
Total		179	100.0		

According to the statistical analysis conducted after collecting the data, it was found that out of 179 study participants, 176 reported their age while 3 preferred not to disclose it. However, since the study was conducted in 9-year schools and high schools, the undisclosed age falls within the adolescent age range. The age of the participants in the study ranges from 13 to 19 years old, with 7 individuals (4%) being 13 years old, 21 individuals (11.9%) being 14 years old, 41 individuals (23.3%) being 15 years old, 57 individuals (32.4%) being 16 years old, 28 individuals (15.9%) being 17 years old, 21 individuals (11.9%) being 18 years old, and 1 individual (0.6%) being 19 years old.

Table 2: Demographic factor analysis of age

		Frequency	Percent	Valid percent	Cumulative percent
Valid	13-years old	7	3.9	4.0	4.0
	14	21	11.7	11.9	15.9
	15	41	22.9	23.3	39.2
	16	57	31.8	32.4	71.6
	17	28	15.6	15.9	87.5
	18	21	11.7	11.9	99.4
	19	1	.6	.6	100.0
	Total	176	98.3	100.0	
Missing	System	3	1.7		
Total		179	100.0		

The data analysis revealed that all 179 participants in the study were users of one or more social networks at the same time, making it 100% of the sample. This information can also be found in Table 3.

Table 3: Descriptive analysis of social media ownership

	N	Min	Max	Mean	Std. Deviation
Do you own any social media account?	179	1.00	1.00	1.0000	.00000
Valid	179				

From all the participants, 178 of them stated how much time they spend on social networks, it resulted that 58 of them, i.e., 32.6% spend less than half an hour, 77 of them, i.e., 43.3% spend 1 to 3 hours, 27 of them, i.e., 15.2% spend 4 to 5 hours and 16 of them, i.e., 9% spend more than 5 hours. (See table 4)

Table 4: Descriptive analysis of time spent on social networks

		Frequency	Percent	Valid percent	Cumulative percent
Valid	30 min	58	32.4	32.6	32.6
	1-3 h	77	43.0	43.3	75.8
	4 -5 h	27	15.1	15.2	91.0
	More than 5 h	16	8.9	9.0	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

The analysis of the frequency of making comments in social networks was carried out based on the responses of the participants using a measuring scale from "every day" to "never". Out of 179 participants, 177 provided data on this aspect. It was found that 24 participants, i.e., 13.4%, commented "every day", 21 of them, i.e., 11.7%, commented "every week", 13 of them, i.e., 7.3%, commented "every month", 9 of them, i.e., 5%, commented "every year", and 110 of them, i.e., 61.5%, commented "never". (See table 5)

Table 5: Descriptive analysis of making comments frequency in social networks

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Every day	24	13.4	13.4	13.4
	Every week	21	11.7	11.7	25.1
	Every month	13	7.3	7.3	32.4
	Every year	9	5.0	5.0	37.4
	Never	110	61.5	61.5	98.9
	-	1			99.4
	-	1			100.0
	Total	179	100.0	100.0	

Data analysis on comparing oneself with others on social networks: Based on the results obtained, 18 participants (10.1% of the total) reported that they compare themselves with others, while 93 (52.2%) reported that they do not compare themselves with others, and 67 (37.6%) reported that they sometimes compare themselves with others. (See table 6)

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Table 6: Data analysis related to comparing yourself with people in social networks

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	18	10.1	10.1	10.1
	No	93	52.0	52.2	62.4
	Sometimes	67	37.4	37.6	100.0
	Total	178	99.4	100.0	
Missing	System	1	.6		
Total		179	100.0		

Data analysis related to the impact of the number of Likes on teenagers: All 179 participants answered this question. 18 of them answered "Yes", meaning that 10.1% admitted to being influenced by the number of likes they receive. 124 of them answered "No", indicating that 69.3% were not influenced by the number of likes. 37 of them answered "Sometimes", representing 20.7% of the total. (See table 7)

Table 7: Data analysis regarding the impact of the number of Likes on teenagers

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Yes	18	10.1	10.1	10.1
	No	124	69.3	69.3	79.3
	Sometimes	37	20.7	20.7	100.0
	Total	179	100.0	100.0	

Analysis of data related to the reason for using Instagram: According to the analysis, 9 out of 179 respondents stated that they used social networks to build relationships, which accounts for 5% of the total participants. 65 respondents (36.3%) reported using it as a means of communication, 37 (20.7%) reported using social networks to get information, 34 (19%) reported using it to feel involved in social life, and 34 (19%) reported using social networks for reasons other than those listed. (See table 8)

Table 8: Analysis of data related to the reason for using Instagram

		Frequency	Percent	Valid percent	Cumulative percent
Valid	To create relationships	9	5.0	5.0	5.0
	As means of communication	65	36.3	36.3	41.3
	To be informed	37	20.7	20.7	62.0
	To feel included in social life	34	19.0	19.0	81.0
	Other	34	19.0	19.0	100.0
	Total	179	100.0	100.0	

From the data collected through Rosenberg's questionnaire on self-esteem, by means of statistical analysis in the program (SPSS), the data presented in the table below were extracted. (See table 9 and Figure 1)

Table 9: Descriptive analysis of self-report data

	N	Minimum	Maximum	Mean	Std. Deviation
Rosenberg	179	13.00	30.00	19.2291	4.00534
Valid	179				

The self-esteem questionnaire was assessed based on a standard point system. The results from our study, which included 179 teenagers, all of whom were considered valid for the study, showed that the minimum score obtained was 13, the maximum score obtained was 30, and the overall average

score was approximately 19.2 points, indicating a normal level of self-esteem.

Out of the 179 participants, 30 of them, i.e. 16.8%, scored less than 15 points, which is classified as low self-esteem. 127 of them, i.e. 70.9%, scored between 15 and 25 points, which is classified as medium self-esteem. 22 of them, i.e. 12.3%, scored over 25 points, which is classified as high self-esteem. The results show that the majority of teenagers have a normal level of self-esteem, but there are more teenagers with low self-esteem than high self-esteem. The graph presenting this data is included below.
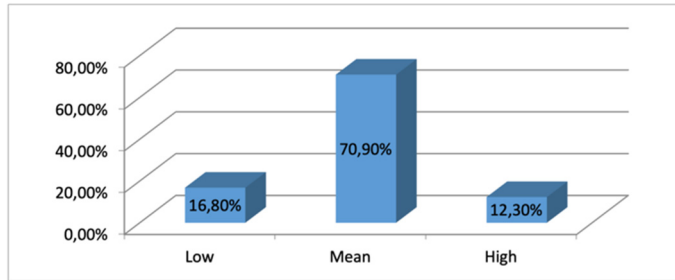

Figure 1: The level of self-esteem in teenagers

From the data collection of the BIAQ questionnaire (Body Image Avoidance Questionnaire) on body image, through statistical analysis in the SPSS program, the data presented in the following table was extracted. (See Table 10)

Table 10: Descriptive analysis of self-image data

	N	Minimum	Maximum	Mean	Std. Deviation
Clothing	179	6.00	38.00	17.4637	6.06357
Social Activities	179	.00	17.00	4.1173	3.93525
Eating restriction	179	.00	15.00	5.2514	3.35175
Weight	179	.00	15.00	6.8436	3.21829
Valid	179				

To carry out the analysis, the questions of this psychological test, i.e., BIAQ, are divided into 4 categories:

- The "Clothes" category, which includes questions 1, 2, 3, 4, 13, 15, 16, 17 and 18
- The "Social activities" category, which includes questions 8, 9, 10 and 11
- The "Eating restriction" category, which includes questions 5, 6 and 7
- The "Weight" category, which includes questions 12, 14 and 19.

From the results collected from the answers of all 179 teenagers, it was noticed that the minimum number of points received for the "Clothing" category is 6, the maximum number of points received for this category is 38 and the average score is approximately 17.46. Taking into account that the maximum number of points that can be collected from the 9 questions of this category is 54, we can conclude that the tendency of these teenagers to avoid body image issues through the use of certain clothing is low.

For the second category, "Social Activities," the minimum score is zero, the maximum score is 17, and the average score is approximately 4.12. Considering that out of 4 questions that are included in this category with a maximum score of 6 points, the maximum number of points is 24. We estimate that the tendency of the teenagers in the sample to avoid social activities is low.

In the third category, "Restriction of eating," the minimum number of points received is 0, the

maximum number of points received is 15, and the average number of points received is approximately 5.25.

The maximum number of points that can be achieved in this section is 18, as it contains 3 questions with a maximum possible rating of 6 points. It can be deduced that the restriction of eating by these teenagers to improve their body image is not significant. In the last section "Weight", the results showed that a minimum value of 0 points, a maximum value of 15 points and an average of approximately 6.84 points was reached. Taking into consideration that in this section there are a total of 3 questions that can be evaluated with a maximum of 6 points, the maximum result that can be achieved is 18. From the data obtained, we conclude that weight control improves the self-image of these teenagers is not high. In general, it can be said that from the sample in this questionnaire, in a significant majority, low results have been achieved that indicate a low degree of self-image avoidance, in other words, a considerably positive self-image for oneself.

From the collected data of the study and their processing in the program (SPSS), after the correlation was made between the hidden variable "self-esteem" and the independent variable "use of social networks", the results obtained were as follows:

Table 11: Correlational analysis between self-esteem and social network use

		R	1	2	3	4	5
Rosenberg (R)	Pearson Correlation	1	-.094	.128	-.180*	-.029	.175*
	Sig. (2-tailed)		.212	.087	.016	.698	.019
	N	179	178	179	178	179	179
How much time do you spend on social media? (1)	Pearson Correlation	-.094	1	-.063	.017	-.148*	-.146
	Sig. (2-tailed)	.212		.407	.824	.049	.051
	N	178	178	178	177	178	178
How often do you comment on other people's profiles? (2)	Pearson Correlation	.128	-.063	1	-.141	.151*	.045
	Sig. (2-tailed)	.087	.407		.060	.044	.552
	N	179	178	179	178	179	179
When you look at other people's profiles do you compare yourself to them? (3)	Pearson Correlation	-.180*	.017	-.141	1	-.016	-.074
	Sig. (2-tailed)	.016	.824	.060		.836	.328
	N	178	177	178	178	178	178
Does the number of Likes you get on a post or status affect you? (4)	Pearson Correlation	-.029	-.148*	.151*	-.016	1	.084
	Sig. (2-tailed)	.698	.049	.044	.836		.266
	N	179	178	179	178	179	179
Why do you use social media? (5)	Pearson Correlation	.175*	-.146	.045	-.074	.084	1
	Sig. (2-tailed)	.019	.051	.552	.328	.266	
	N	179	178	179	178	179	179
*. Correlation is significant at the 0.05 level (2-tailed).							

Based on the results presented in the table, two significant correlations have been observed, with a significant correlation considered to be a value below 0.05 (Daniel, 2017). The first significant correlation, with a value of 0.016, shows the relationship between self-esteem and the act of comparing oneself with others on social media. The high significance value indicates a strong correlation between these two factors. The Pearson correlation value of -0.180 suggests that there is an inverse relationship between these two elements, meaning that the more teenagers compare themselves with others on social media, the lower their self-esteem is likely to be.

The other significant correlation found, with a value of 0.019, relates to the relationship between self-esteem and the reason for using social media. The positive Pearson correlation value of 0.175 indicates a fair correlation between these two elements. Based on the coding of the responses, where low coding corresponds to low self-esteem and high coding corresponds to high self-esteem, it can be inferred that low self-esteem is associated with using social media to build relationships, while high self-esteem is linked to using social media for informational purposes or to engage in social activities.

The correlation between self-image and social network use yielded some interesting results. The table shows that there are several correlations between different aspects of social network use and self-image, but none of them are statistically significant. This means that we cannot draw any conclusions about the relationship between self-image and social network use based on this data alone. However, it is still worth noting some of the trends that we observed in the data. For example, there is a moderate negative correlation between self-image and comparing oneself to others on social networks (-0.372), which suggests that the more teenagers compare themselves to others on social networks, the lower their self-image tends to be. There is also a weak positive correlation between self-image and using social networks to be informed (0.146), which suggests that using social networks for this purpose may be associated with slightly higher levels of self-image. Overall, while we cannot draw any definitive conclusions from these results, they do suggest that there may be some complex relationships between self-image and social network use that require further investigation.

Table 12: Correlational analysis between self-image and social network use

		1	2	3	4	5	IT
How much time do you spend on social media? (1)	Pearson Correlation	1	-.063	.017	-.148*	-.146	.087
	Sig. (2-tailed)		.407	.824	.049	.051	.247
	N	178	178	177	178	178	178
How often do you comment on other people's profiles? (2)	Pearson Correlation	-.063	1	-.141	.151*	.045	-.116
	Sig. (2-tailed)	.407		.060	.044	.552	.123
	N	178	179	178	179	179	179
When you look at other people's profiles do you compare yourself to them? (3)	Pearson Correlation	.017	-.141	1	-.016	-.074	-.011
	Sig. (2-tailed)	.824	.060		.836	.328	.884
	N	177	178	178	178	178	178
Does the number of Likes you get on a post or status affect you? (4)	Pearson Correlation	-.148*	.151*	-.016	1	.084	-.155*
	Sig. (2-tailed)	.049	.044	.836		.266	.038
	N	178	179	178	179	179	179
Why do you use social media? (5)	Pearson Correlation	-.146	.045	-.074	.084	1	-.119
	Sig. (2-tailed)	.051	.552	.328	.266		.113
	N	178	179	178	179	179	179
Total image (IT)	Pearson Correlation	.087	-.116	-.011	-.155*	-.119	1
	Sig. (2-tailed)	.247	.123	.884	.038	.113	
	N	178	179	178	179	179	179
*. Correlation is significant at the 0.05 level (2-tailed).							

From the correlation results reflected in the table, we notice that only one of the values can be identified as significant, with a value below 0.05. This value is 0.038, and it represents the correlation between body image and the influence of the number of likes received on social networks. This indicates that these two elements have a significant connection and influence each other's progress. The Pearson correlation value in this case is -0.155, which means that we are dealing with an oblique relationship. Based on this finding, we can conclude that the more an individual is influenced by the number of likes received on social networks, the lower their self-image is regarding their body.

In the other elements and the correlations made between them and self-image, no significance is observed to derive results inherent to the study.

Based on the data analyzed, it can be concluded that the use of social networks has a significant impact on the self-esteem and self-image of teenagers. The results suggest that comparing oneself with others on social networks and seeking social connections through these platforms can contribute to a reduction in self-esteem, while the importance given to the number of likes received on social media can affect the level of self-image. These findings highlight the importance of promoting healthy social media habits and educating teenagers on how to use social networks in a positive and constructive way that supports their self-esteem and self-image.

4. Discussions

In this study, we aimed to investigate the correlation between social network use and the self-esteem and self-image of teenagers. Our findings revealed that there is a significant correlation between certain aspects of social network use and the reduction of self-esteem and self-image among teenagers. Specifically, we found that comparing oneself with others on social networks and using social networks to build relationships were negatively associated with self-esteem. Additionally, we found that the number of likes received on social networks was negatively associated with self-image. These findings align with previous research that has identified the negative effects of social networks on adolescents' self-esteem and self-image.

Ackerman emphasizes the significance of self-image in our lives. The argument is that self-image not only shapes our thoughts and behaviors but also influences our overall well-being. This aligns with the views of psychologist Carl Rogers, who believed that a positive self-image is crucial for personal growth and self-actualization. Ackerman suggests that improving self-image involves practicing self-compassion, challenging negative self-talk, and engaging in activities that align with personal values. These strategies resonate with the ideas of psychologist Albert Bandura, who emphasized the importance of self-efficacy and self-belief in enhancing self-image.

However, it is important to note that not all aspects of social network use were found to be significantly correlated with self-esteem and self-image in our study. Further research is needed to explore the complexities of this relationship.

Another discussion by Nayler is that self-esteem appears fragile and unstable when cultural values and needs are introjected rather than integrated; given the significance of relatedness as a basic need, people will often forego autonomy and competence to preserve relationships.

Additionally, Rosenberg's suggestion of self-esteem and identity development engage in discussions about the relationship between self-image and self-esteem, and how these factors interact with the identity development of adolescents. He explores how positive or negative self-image affects an individual's self-esteem and how this, in turn, contributes to the formation of their identity. Discussions may also touch upon the potential consequences of low self-esteem and negative self-image on adolescent well-being.

It is important to note that the negative impact of social networks on teenagers' self-esteem and self-image is not only limited to the excessive use of social media but also to the content shared on these platforms. For instance, constant exposure to photoshopped images and unrealistic beauty standards can cause feelings of inadequacy and lower self-esteem among teenagers. However, the constant pressure to receive likes, comments, and followers can make teenagers feel insecure about their popularity and social status, leading to a negative impact on their self-image. Additionally, Ackerman's suggestion of challenging negative self-talk and replacing it with positive affirmations draws on the principles of cognitive-behavioral therapy, as proposed by psychologist Aaron Beck. By incorporating these evidence-based techniques, individuals can take active steps to improve their self-image and foster a healthier relationship with themselves.

Furthermore, the study conducted for this research confirms the hypothesis that the use of social networks affects the reduction of self-esteem and self-image among teenagers, especially when they compare themselves with others on social media and use these platforms to build relationships. The correlation analysis also highlights the significant impact of the number of likes received on social media on the body image of teenagers.

The discussion on the influence of social factors is how Rosenberg's work sheds light on the impact of social factors on adolescent self-image. He explores the role of cultural norms, media influence, and socialization processes in shaping how adolescents perceive themselves and form their self-image. Additionally, discussions may revolve around the influence of family, peers, and educational institutions on the development of self-image during adolescence.

Therefore, it is crucial for parents, educators, and policymakers to raise awareness about the negative effects of social networks on teenagers and provide them with the necessary tools and

resources to develop a positive self-image and self-esteem.

Adolescents should be encouraged to use social media responsibly and to seek help if they experience any negative consequences. Additionally, social media platforms should take responsibility for ensuring the well-being of their users and implement measures to prevent cyberbullying, harassment, and other negative behaviors on their platforms.

Given the widespread use of social networks among teenagers, our findings have important implications for the well-being of this population. It is important for parents, educators, and mental health professionals to be aware of the potential negative effects of social network use on adolescents and to take steps to promote positive self-esteem and self-image among this population. Additionally, social media companies should consider implementing features that promote positive social comparisons and discourage negative comparisons among users.

5. Conclusions

The findings of this study confirm that there is a significant relationship between the use of social networks and the reduction of self-image among teenagers. The correlation analysis between self-image and social network use shows that the number of likes received on social networks has a significant negative correlation with self-image. This means that the more the individual is influenced by the number of likes received on social networks, the lower is the self-image he has about his body. Furthermore, the study confirms that comparing oneself with others in social networks and using social networks to build relationships also negatively affect self-esteem among teenagers.

Overall, the study provides evidence that social networks have a negative impact on the self-image and self-esteem of teenagers, supporting the existing literature on the topic. The study's findings can be useful for parents, educators, and policymakers to promote healthy social media use among teenagers and minimize its negative consequences on their mental health. It is recommended that further research be conducted to explore more factors that affect self-image and self-esteem among teenagers and to develop effective interventions to mitigate the negative effects of social media on adolescents' well-being.

Based on the research findings, it can be concluded that social networks have a significant impact on the self-image and self-esteem of teenagers. Specifically, the analysis shows that social networks negatively affect the self-image and self-esteem of teenagers, particularly in terms of body image.

The study also found that most of the sampled teenagers spend 1 to 3 hours a day on social networks and use them primarily as a means of communication. Additionally, the research shows that most teenagers have normal self-esteem values, and that self-image is generally high.

Overall, this research provides important insights into the negative consequences of social media use on adolescent development. By raising awareness about these negative effects, teenagers can make informed decisions about their social media use and focus on positive outcomes, such as effective communication and an efficient use of their time.

5.1 It is recommended

To develop interventions aimed at reducing the negative impact of social networks on the psychological well-being of teenagers, such as education campaigns, parental guidance and monitoring, and the development of alternative leisure activities. • To promote the responsible use of social networks, both among teenagers and parents, and to encourage the use of social networks for positive purposes such as learning, creativity, and social activism. • To raise awareness among policymakers, educators, and healthcare professionals about the potential negative effects of social networks on adolescent development and mental health, and to promote the development of evidence-based policies and interventions to address these issues. • Finally, it is important to acknowledge that social networks are an integral part of contemporary communication and social

life, and that their use can have both positive and negative effects on adolescent development. As such, it is important to approach this topic with a balanced and nuanced perspective, and to continue researching and monitoring the impact of social networks on adolescent development and mental health.

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