Faculty of Cognitive Sciences and Human Development

SOCIAL MEDIA USAGE, SELF-ESTEEM, AND LIFE SATISFACTION

AMONG SARAWAK TEENAGERS

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Bachelor of Psychology (Honours)

2021

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Final Year Project Report
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SOCIAL MEDIA USAGE, SELF-ESTEEM, AND LIFE SATISFACTION AMONG SARAWAK TEENAGERS

NUR SHAREENA AZLIN BINTI JEFFERIA

This project is submitted
in partial fulfilment of the requirements for a
Bachelor of Psychology with Honours

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2021)

The project entitled 'Social Media Usage, Self-Esteem, and Life Satisfaction Among Sarawak Teenagers' was prepared by *Nur Shareena Azlin Binti Jefferia* and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (*Psychology*)

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ABSTRACT

The purpose of this study is to investigate the relationship between social media usage, self - esteem, and life satisfaction among Sarawak teenagers using correlational study design. This study used quantitative survey method. A total number of 313 participants, from the areas including Kuching and Simanggang, Sarawak took part in this study. This study utilised three types of questionnaires, firstly the 10-item Social Networking Usage, secondly, the 6-item Rosenberg Self-Esteem Scale and lastly, 5-item Satisfaction With Life Scale. Originally, the Rosenberg Self-Esteem Scale consisted of 10 items. However, due to the low reliability and validity score of the test, four items were removed, leaving a total of six items to be used in this study. The data collected was analysed using the Statistical Package for Social Sciences (SPSS) Version 22. Pearson Correlation Coefficient was used to investigate the relationship between the variables, while Independent Sample T-test was used to investigate the relationship between the variables with gender. Majority of the hypothesis was rejected, and a small, positive correlation was found between self -esteem and life satisfaction among the Sarawak teenagers. As for future recommendations, future researchers are advised to conduct the similar study using qualitative method, such as interviews to see if there are differences in the findings.

Keywords: Social media usage, self-esteem, life satisfaction, teenagers

ABSTRAK

Tujuan kajian ini adalah untuk mengetahui hubungan di antara penggunaan media sosial, harga diri, dan kepuasan hidup dalam kalangan remaja Sarawak, dengan menggunakan reka bentuk kajian korelasi. Kajian ini menggunakan kaedah tinjauan kuantitatif. Sejumlah 313 peserta, dari Kawasan Kuching dan Simanggang, Sarawak yang turut serta dalam kajian ini. Kajian ini menggunakan tiga jenis soal selidik, pertama sekali Penggunaan Rangkaian Sosial 10 item, kedua Skala Harga Diri Rosenberg 6 item, dan akhir sekali Skala Kepuasan dengan Hidup 5 item. Asalnya, Skala Harga Diri Rosenberg mempunyai 10 item, namun disebabkan oleh skor kebolehpercayaan dan kesahan yang rendah, empat item telah disingkirkan, meninggalkan sejumlah enam item untuk digunakan dalam kajian ini. Data yang dikumpul telah dianalisis menggunakan versi 22 Statistical Package for Social Sciences (SPSS). Analisis Korelasi Pearson digunakan untuk untuk menyiasat hubungan antara pemboleh ubah, sementara Uji T sampel bebas digunakan untuk menyiasat hubungan antara pemboleh ubah dengan jantina. Sebilangan besar hipotesis ditolak, dan korelasi positif kecil didapati antara harga diri dan kepuasan hidup di kalangan remaja Sarawak. Bagi cadangan masa depan, penyelidik masa depan disarankan untuk melakukan kajian serupa menggunakan kaedah kualitatif, seperti temu ramah untuk melihat apakah terdapat perbezaan dalam penemuan tersebut.

Kata kunci: penggunaan media sosial, harga diri, kepuasan hidup, remaja

CHAPTER 1

INTRODUCTION

1.1   Overview

This first chapter discussed the background of the study, problem statement, research questions, objectives of the study, hypotheses, conceptual framework, definitions of terms, significant, scope, and limitations of this study.

1.2   Background of the Study

In the modern era, social media has been known for having a large impact on influencing people's life, especially in the student community. Almost every individual, including teenagers, have smartphone ownership where it has become one of the necessities in their life to own one and has at least, a social media account such as Facebook, Instagram, or Twitter. Research by Global WebIndex indicated that social media users are now spending an average of 2 hours and 24 minutes per day globally, engaging themselves with an average of 8 social networks and messaging apps (Chaffey, 2020). According to O'Keeffe et al. (2011), a national poll done in 2009 which took place in San Francisco, California has shown that more than a half of teenagers visited their favorite social media site approximately more than 10 times a day, while some adolescents log on to a social media site more than once a day.

Based on the results from a national survey conducted on 1,520 American adults which took place on the seventh of March until the fourth of April in 2016, it concluded that Facebook remained as the most popular social media platform among the participants compared to other social networking sites such as Twitter, Pinterest, Instagram, and LinkedIn (Greenwood, Perrin & Duggan, 2016). However, a recent study done in the year 2018 stated that the most preferred social media platform among teenagers was no longer Facebook, but it was replaced by Instagram, YouTube, and Twitter platforms (Anderson & Jiang, 2018).

In the modern era, social media usage which has become a part of an individual's life, its usage has also developed few concerns, including its impact on one's self -esteem and their life satisfaction. According to Chen and Lee (2013), social networking sites help individual in

making social comparisons among themselves with other people which then increase their psychological distress, hence resulting in the lower overall level of self -esteem. This is because social media allows people to share their personal life with others, which acts as their audience. For example, some people who constantly share their progress and how they life their life to the fullest made some feel like how they wished to be that person. This will eventually lead to comparisons, and they will feel that what they have is not enough, which will lower their self-esteem even more.

There are few previous researchers had found that the using social media excessively can affect one's self-esteem, as well as their life satisfaction. For instance, according to Tromholt (2016), evidence from experiments have found a positive effect of non-Facebook usage users who took some time off from Facebook for a week had higher life satisfaction than those who kept using it. Hence, the study concluded that the longer the time spent on social media usage, the higher the possibility for one to compare themselves to others and will directly affect their own self-esteem.

1.3   Problem Statement

Social media has been known for giving tremendous amounts of benefits to its users. However, the benefits somehow can lead to risks. The issue on the effects of social media usage on self-esteem and life satisfaction is found common and has been going on for the past decades in people's lives.

A survey was done by Wang et al., (2017) showed that when people perceived their social media friends as having better lives, their self-reported self-esteem level was lower. This study showed how impactful social media usage to an individual when they constantly viewing what other people presented on their social media was much better than what they had in their life. Therefore, they will feel a twinge of envy for the people that they view on social media itself, thus affecting how they value themselves.

Jan et al. (2017) concluded that in his study on the impact of social media on self-esteem, majority of the people who engaged more on social media caused them in having lower self-esteem by constantly making upward comparisons with others. The major findings from the study showed that more than half of people engaged in making social comparisons on Facebook platform. On top of that, results also indicated that 98% out of the 88% social comparisons were the upward social comparisons. Upward comparisons occur when someone compares themselves with people that they think are much better than them. According to Vogel et al. (2014), upward comparisons in most of the cases resulted in giving negative effect on people, especially in their self-esteem. This is because, they feel insecure about themselves when they see there are others who much more acknowledged, having more privileges and how things are doing well to the person that they are comparing with themselves. Therefore, having low self-esteem from the act of comparing themselves constantly will also affect their life satisfaction.

In addition, there are many previous studies conducted internationally, but the issue on social media usage, self-esteem and life satisfaction is limited in Malaysia. Hence, this study is done to investigate the relationship between social media usage towards self-esteem and life satisfaction among Sarawak teenagers.

1.4   Research Questions

1. Is there any relationship between social media usage and teenagers' self-esteem?
2. Is there any relationship between self -esteem and life satisfaction among the teenagers in Sarawak?
3. Is there any relationship between social media usage and life satisfaction?
4. Is there a difference in social media usage, self -esteem, and life satisfaction by gender?

1.5   Objectives of the Study

1.5.1   General Objectives

To investigate the relationship between social media usage, self-esteem, and life satisfaction among Sarawak teenagers.

1.5.2   Specific Objectives

1. To investigate the relationship between social media usage and teenager's self-esteem among the teenagers in Sarawak.
2. To investigate the relationship between self-esteem and life satisfaction among the teenagers in Sarawak
3. To investigate the relationship between social media usage and life satisfaction among the teenagers in Sarawak.
4. To investigate the difference in social media usage, self-esteem, and life satisfaction
5. by gender among the teenagers in Sarawak.

1.6   Research Hypothesis

H_{01}: There is a significant relationship between social media usage and Sarawak teenagers' self-esteem.

H_{02}: There is a significant relationship between self-esteem and life satisfaction among teenagers in Sarawak.

H_{03}: There is a significant relationship between social media usage and life satisfaction.

H_{04}: There is a significant difference in social media usage, self -esteem, and life satisfaction by gender.

1.7   Conceptual Framework

Figure 1.1 below shows the conceptual framework that explains the relationship between independent variable and dependent variable in this study.
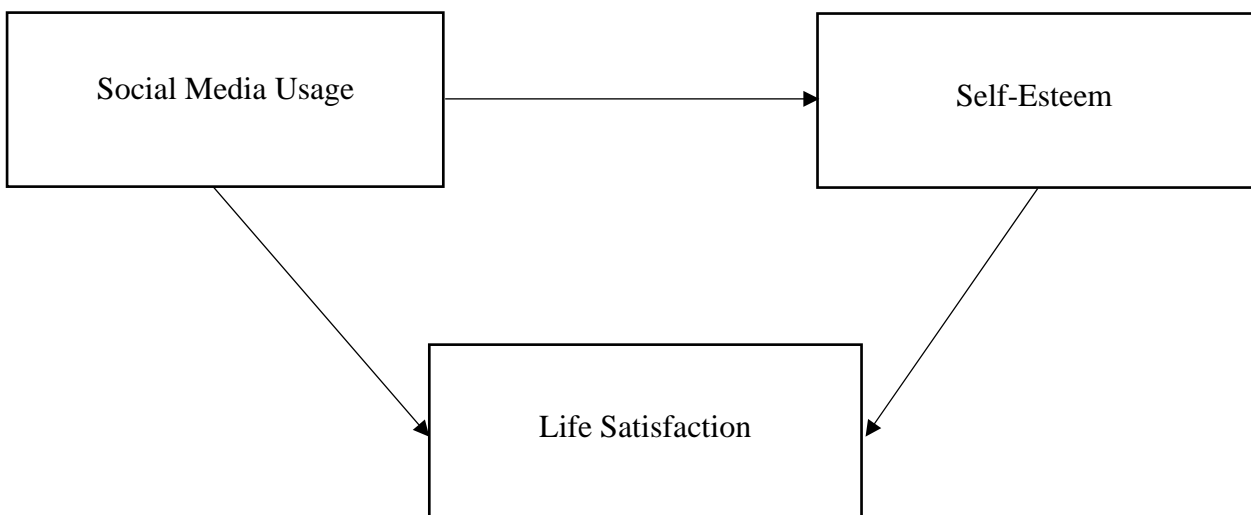
Figure 1: **Conceptual framework of the study**

The independent variable in this study is social media usage, while the dependent variable is self-esteem. Life satisfaction in this study is affected by the social media use and self - esteem of Sarawak teenagers.

1.8   Definition of Terms

1.8.1   Social Media

Conceptual Definition

Social media is a computer-based technology that make the sharing of ideas, thoughts, and information possible through the building of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content (Dollarhide, 2020).

Operational Definition

Social media is the platform in communicating with others that have been used globally not just for sharing information, but also in creating content or memory for an audience by the author. The social media sites that were identified in this study include Facebook and Instagram.

1.8.2   Social Media Usage

Conceptual Definition

Social media usage is one of the most popular digital activities worldwide and it is no surprise that social networking penetration across all regions is constantly increasing (Clement, 2020).

Operational Definition

For individuals, social media is used to remain in contact with his or her friends and extended family. Some people will use various social media platforms to look for career opportunities, find people across the globe with the same interests, sharing their thoughts, feelings, and emotions. Those who engage in these kinds of activities are part of a virtual social network. In this study, the social media usage is measured using the Social Networking Usage, which consists of 19 items.

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1.8.3 Self-Esteem

Conceptual Definition

According to Ackerman et.al (2011), self-esteem involves feelings of self-acceptance and self-respect within an individual himself, contrary to the excessive self -regard and self-aggrandizement characterizing narcissistic individuals (Orth & Robins, 2014).

Operational Definition

Self-esteem is an evaluation made by an individual towards themselves and it is used to describe a person's overall sense of self-worth or personal value. In other words, how much a person appreciates and values themselves (Cherry, 2019). Self -esteem is measured using the Rosenberg Self-Esteem Scale, consisting of 10 items.

1.8.4 Life Satisfaction

Conceptual Definition

Buetell (2006) viewed life satisfaction as an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive (Ackerman, 2020).

Operational Definition

Life satisfaction is the general, overall feeling that an individual feels towards his or her life, whether they are satisfied with the life they are living. Life satisfaction is measured using the Satisfaction with Life Scale questionnaire, and it consists of 5 statements.

1.9   Significance of Study

This study will be beneficial not just to the researcher, but also to the others as this study will show how the use of social media can affect self -esteem and life satisfaction, especially when it is excessively used, which then will lead to comparisons. This study is expected to show how important self-esteem is because it is fundamental for an individual to develop their confidence in their life. Finally, the findings of this study will help future researchers to study more on the effects of social media usage and provide more findings since the study on this issue is very limited in Malaysia.

1.10   Scope of Study

In this study, the scope focused only on teenagers from the areas of Sarawak, starting from the age of 13 until 19 years old. Self-administered online questionnaires were used as a tool to gain data from the respondents. The tools used to measure their social media usage was the Social Networking Usage questionnaire, while self -esteem was measured using the Rosenberg Self Esteem Scale (Rosenberg, 1965). For life satisfaction, it was measured by using the Satisfaction with Life Scale (SWLS) by Diener, Emmons, Larsen & Griffin (1985).

1.1   Limitations of Study

Due to the current pandemic of CoVid-19, this study fully relied on the online self - administered questionnaires, as the researcher was unable to observe their respondents face to face while they were answering the questionnaires. Furthermore, the findings of this study can only rely on the respondents' honesty.

This study was conducted for only one semester, limited was provided for the researcher to look for a larger number of respondents that are willing to participate in this study. Moreover, the timely completion of the questionnaires could be affected if the respondents did not comply with the time limit given by the researcher.

1.12   Summary of the Chapter

This chapter gave brief information regarding the concerns of the study to the readers. This chapter explained about the background of the study, the problem statement, research questions, the objectives of the study, the hypotheses, conceptual framework, the definition of terms, the scope, and the limitations of the study.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

This chapter discussed about the theories, models and past studies that are related to this study on the relationship between social media usage, self-esteem, and life satisfaction.

2.2 Theories and Models

2.2.1 Theories of Social Media Usage

As defined by Kaplan and Haenlein (2010), social media is a web-based application which provide numbers of opportunities to the users in creating and exchanging contents on the Internet with others. The theory that is related to social media is the uses and gratifications theory (UGT). This theory was introduced in the year 1949, and in 1970, researchers have paid a lot more attention to this theory. This is because this theory is one of the approaches used in understanding social media, and how people make use of the platforms in terms of satisfying their needs which leads to ultimate gratifications, or reaching their goals, depending on the type of social media sites people engaged in (Katz et al., 1973; Lariscy et al., 2011; Kircaburun et al., 2020). Although this theory received a lot of criticisms, this theory still remains a popular theory in media research.

In social media, there are numbers of social media platforms that provide different usages to their users, such as Facebook, Instagram, Twitter, YouTube, and Snapchat applications. According to Alhabash and Ma (2017), a study conducted on the time spent daily on four common social media platforms, including Facebook, Twitter, Instagram, and lastly Snapchat. The purpose of the study is to observe the intensity of use and the motivations in using them by applying the users and gratifications theory to see the differences of four of the social media sites offered to the users. The study discovered the uses of social media are mainly for interaction with others, filling in their free time, finding entertainment and lastly seeking

for information purposes (Whiting & Williams, 2013; Williams et al., 2013; Musa, Azmi & Ismail, 2015).

Another theory that is related to this study is the presentation of self -theory by Goffman. Few research related to social media found that people use social media platforms as a way to present themselves, better than they actually are (Qi et al., 2018). In Goffman's theory of self-presentation, it is related to this study because sometimes our presence and behavior that we showed online seem to be customized for an audience. Goffman also believed that we hope to be perceived and acknowledged by the way we present ourselves to the others.

According to Merunková, and Šlerka (2019), five basic forms were identified through which users create and present their identities online, differ from their characters offline. The first identity is the public diary, the influencer, the entertainer, job, and education and lastly hobby. These kinds of identities are portrayed according to whom the users interact with online. In his theory of self-representation, Goffman explained that his theory helped as a guideline in understanding why some users behave in certain ways and what motivates them to be that way. To put it into a simple word, his theory is about impression management, where the identities portrayed online by the user. For instance, Facebook is a widely known and used social media platform for a decade. Facebook has become a platform where users can interact with the other users by attracting them with their interesting contents, at the same time presenting themselves online in their own ways (Michikyan & Subrahmanyam, 2015; Merunková & Šlerka, 2019).

2.2.2 Models of Social Media Usage
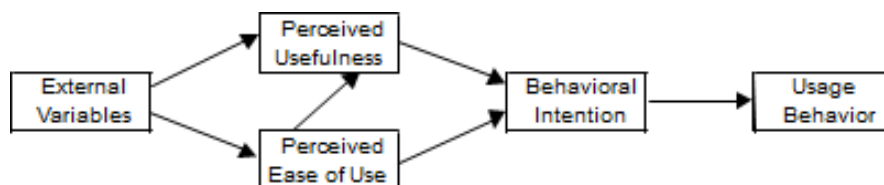
Figure 2.1: **Final Version of the Technology Acceptance Model**

The technology of acceptance model (TAM) above was first suggested by David in 1989, and it has become one of the most influential models of technology acceptance of an information system. Although TAM has been criticized, it also serves as a useful general framework, consistent with a number of investigations involving the factors that influence the intention in using new technologies by older adults in the previous study, according to Braun (2013). The model is also a continuation of the theory done by Davis on reasoned action in 1986. It acted as a replacement for the TRA attitude towards behavior with three technology acceptance measures including perceived usefulness and perceived ease of use and the intention of using social media. Figure 2.1 shows the final version of the technology acceptance model by Venkatesh and David in 1986 (Lai, 2017). Lastly, this model helps to explain the user's acceptance behaviors of the information system (Surendran, 2012). This model is related to this study because through the model itself, researcher can identify the participants' purposes or intentions in using social media platforms.
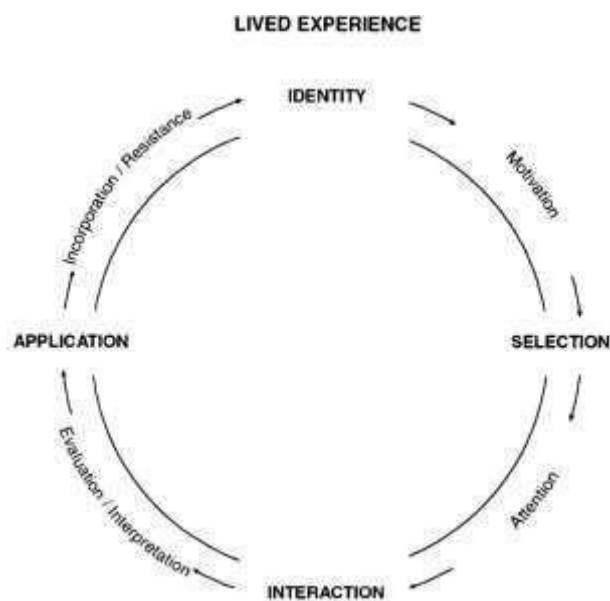
Figure 2.2: **The Media Practice Model**

Related to this study, Figure 2.3 above shows the Media Practice Model, established in the year 1995 by Jeanne R. Steele, in collaboration with Jane D. Brown. Media Practice Model is a model that explains the users' behavior and identity when it comes to choosing and interact with other social media users online based on who they are and who they want to be at

that moment. Through this model, it helps to see how one's identity is influenced. This is because online platforms such as Facebook and Instagram, give users freedom to create their own identities based on their preferences, even if it differs a lot from their real identity in real life. For example, one's identity can be influenced by how they see others evaluating each other and the amount of likes that they get whenever they posted something online. As stated by Gündüz (2017), social media allows one to construct their identities based on their audience so that they can remain in contact with the others and share their everyday lives.

2.2.3 Theories of Self-Esteem

Rosenberg viewed self-esteem as "totality of the individual's thoughts and feelings with reference to himself as an object". It means that it is how individual see his self -esteem whether it is favorable or unfavorable to them. Rosenberg developed Rosenberg's self-esteem scale is widely known that is used the most frequently in evaluating one's self esteem until today. In this study, Rosenberg's theory of self-esteem is highly related. Boyd et al (2014) mentioned that self-esteem is a key factor in one's personal welfare. This is due to not just an individual's self-esteem has a positive relationship with their psychological health, but it also includes social adjustment and quality of life. In addition, Konrad et al (2012) stated that the relationship between low self-esteem and social adjustment may have become the cause the overall quality of life is negatively affected. Next theory related to this study is the Stanley Coopersmith's Self-Esteem theory supported the idea of Rosenberg Self -Esteem theory. According to Coopersmith, same with Rosenberg, he viewed self -esteem as a foundation of trust, unconditional love and security shaped from early childhood. As life progresses, it will impact them with a combination of both positive and negative evaluations for an individual. In another word, self-esteem is a personal judgement that a person has towards themselves.

Another theory related to self-esteem is Branden's Self-Esteem Theory. According to Branden, he viewed and believed that self-esteem comes from the within of an individual self. In his theory of self-esteem, he proposed the 6 pillars of self -esteem that became the key elements that determine one's self-esteem that either helps to raise or lower them. The 6 pillars of self-esteem are living consciously, self-acceptance, personal responsibility, self -assertiveness, living purposefully and lastly personal integrity (Branden, nd). In this study,

self- acceptance is highly related because through social media, it can be seen how one accept themselves despite of their differences compared to other that they saw on the social media platforms. If they feel insecure when evaluating themselves with the other, it will lower their self-esteem, and also affects how they are satisfied with their life.

2.2.4 Models of Self-Esteem

In self-esteem, there is a theoretical model of self -esteem called the Self-Organizing Self-Esteem or more commonly known as the (SOSE) model. The SOSE model provides a framework for the purpose of conceptualizing and understanding the dynamics of self-esteem and its role in the context across three levels of development. The levels of development include the macro level, which is the level of trait self-esteem, the meso level, on which we find state self-esteem, and the micro-level, which is the level of discrete self-experiences. Figure 2.2 shows the self-organizing self-esteem model.
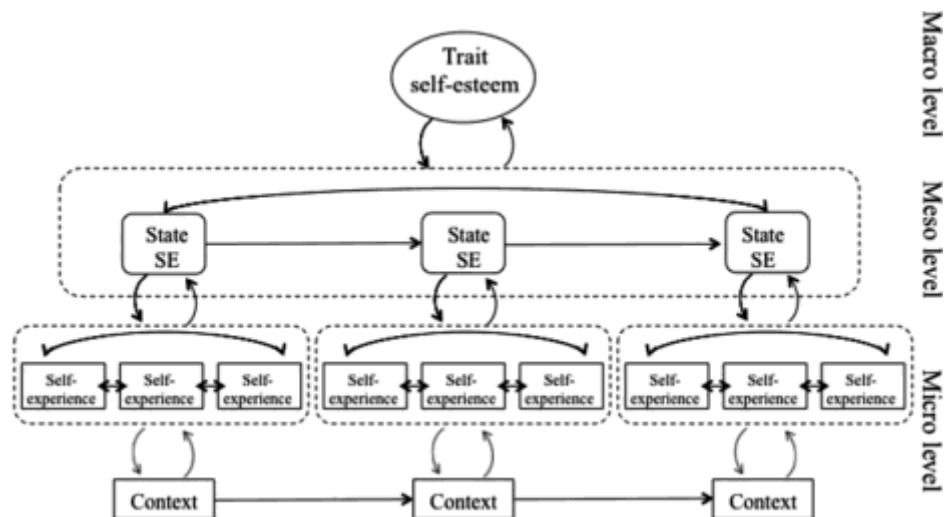
Figure 2.3: **The Self-Organizing Self-Esteem Model**

In self-esteem, there is a theoretical model of self -esteem called the Self-Organizing Self-Esteem or more commonly known as the (SOSE) model. The SOSE model provides a

framework for the purpose of conceptualizing and understanding the dynamics of self-esteem and its role in the context across three levels of development. The model suggests that intrinsic dynamics in the microlevel are the result of higher-order self-esteem attractors that can constrain state self-esteem variability (de Ruiter et al., 2018). According to De Ruiter, Van Geert, and Kunnen (2017), the self-organizing self-esteem model consists of three nested levels of self-esteem development, which the first one is the trait self-esteem at the macro level of development, secondly, the state self-esteem (SE) at the meso level of development. Lastly, the positive or negative self-experiences at the micro-level of development are connected with each other and with the immediate context. As for the vertical lines, the figure above illustrates the self-organization between nested levels, while the horizontal lines indicate iterative development within the levels.

2.2.5 Theories of Life Satisfaction

Diener (1984) came up with theories of life satisfaction known as the bottom-up and top-down theories. Bottom-up theories or known as subjective well-being theory are based on the idea of self-reports in life satisfaction is represented by a weighted average satisfaction with different aspects of life. Meanwhile, top-down theories oppositely proposed that there were differences in personality and other traits that influence people to be satisfied differently with their own life (Ackerman, 2020). To support this theory, Diener developed a scale called the Satisfaction of Life Scale in 1985 that is widely known and used until today to measure global cognitive judgements of one's life satisfaction.

Another theory related to life satisfaction is Festinger's Social Comparison theory, proposed in the year 1954 by psychologist Leon Festinger (Cherry, 2020). This theory has no difference from Diener's theory on life satisfaction because it also consists of two types of social comparisons. The first one is the upward comparison and the second one is the downward comparison. Upward comparison refers to the processes of evaluations made of an individual by comparing themselves with someone who are much better or more superior than themselves. Downward comparison on the other hand referring to the evaluation process made towards someone who are less intimidating to them (Guyer & Vaughan-Johnston, 2018). A

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study conducted on the effect of negative social comparison on Facebook platform, the findings concluded that by constantly comparing oneself negatively with others, it resulted in lower state in self-esteem and their relative self-evaluations, compared with those who with upward comparisons. Hence, it can affect one's mental health which can lead to depressive symptoms because of their lowered self-esteem and the feeling of dissatisfaction towards their life (Vogel et al., 2015; Feinstein et.al 2013).

2.2.6   Framework of Life Satisfaction
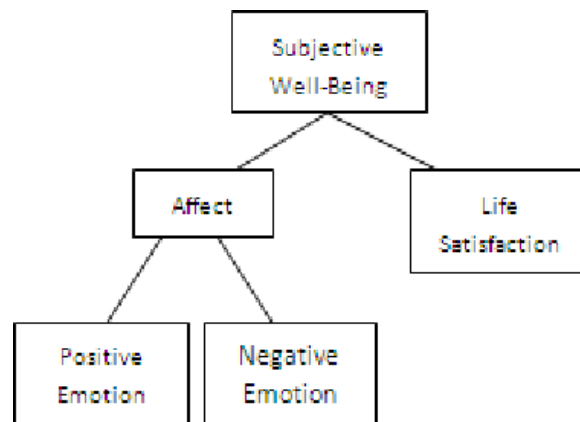
Figure 2.4: **The Concept of Life Satisfaction in a Subjective Well-Being Framework (Source: Diener, 1984).**

According to Diener, he explained that the subjective well-being covers two main components: one affective including negative and positive emotions, and one cognitive; namely life satisfaction. The figure above shows that the effect of subjective well-being on life satisfaction can be in two types of emotion, both positive and negative (Shahnaz & Karim, 2014). Shahnaz and Karim (2014) also added that one's point of view in life can influence their own perception of life satisfaction. For instance, when someone looks at other people's achievement that is posted online, he can evaluate and make it as a drive for them to achieve their ultimate goals, rather than feeling envious towards the others. In a way, the positive way in perception can help them feel satisfied with their own life by having positive mindsets, as well as increasing the levels of their self-esteem.

2.3   Past Studies

In Malaysia, there are a few studies that have been administered to investigate the relationship between social media usage, self -esteem, and also life satisfaction. In 2020, a research conducted in Malaysia examined the use of Instagram among Malaysian youths to measure social success and life satisfaction. According to the findings, the results showed that

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there is a significant relationship between the use of social media application and the Malaysian youth's behaviours, where social media leads to social comparison among them (Hassim et al.,2020). The study also found out that the youth had been influenced by others and relied on the social media platform to compare themselves with the others when they stalk others posting about their lifestyles online, which then developed the feelings of being envious. According to Krasnova et al. (2016), few studies have also found a lack of self -esteem on social media through stalking behaviours constantly. The behaviour heightened the social comparisons which then leads to affecting their perception and satisfaction towards their own life. These findings are supported by a previous study done in Pakistan, where the study on the impact of social media on self-esteem showed that the relationship between social media usage and self-esteem of individuals is strong in Pakistan. (Jan et al., 2017). Hence, the results clearly show that social media usage had a very negative impact in influencing an individual's self-esteem.

Studies have also discovered that life satisfaction has also influenced by social media usage. According to Blachnio et.al (2016), the findings from a study conducted on Polish Facebook users shown that those who are addicted to the Facebook platform had lower self-esteem compared to those users that did not use Facebook excessively. Hence, self-esteem and life satisfaction were found to be the predictors of Internet addiction and together with loneliness (Bozoglan, Demirer, & Sahin, 2013).

However, there are also a few past studies that did not support the above findings on how social media usage influences an individual's self -esteem and life satisfaction negatively. A finding on a study conducted in Oman revealed that social media has a positive effect on the users' self-esteem. The results have shown that the categories of social media users are seven in total, which includes creators, conversationalists, critics, collectors, joiners, spectators, and inactive users. The results indicated that those in categories had high self -esteem, which contradicts to the findings of the previous studies (Al-Ghafri & Al-Badi, 2016).

In addition, another study on social media is also found negatively correlated with self-esteem and life satisfaction. In Bandung, Indonesia, the result from the study on the impact of social media usage on self-esteem among the Instagram user of hijab-wearing women in the Bandung community member indicated that social media usage and self-esteem was impactful on conspicuous consumption (Widjajanta et al., 2018). It also showed that hijab-wearing

women were active social media users, which resulted in high self -esteem and gave an impact on their conspicuous consumption on Instagram.

Finally, the study on the relationship between social media use, self -esteem and satisfaction with life resulted that there is no correlation between life satisfaction and social media use, while the social media use was negatively correlated with self -esteem (Satici & Uysal, 2015; Guven, 2019).

2.4   Summary of the Chapter

In this chapter, related theories, models and past studies that studied the relationship between social media use, self-esteem and life satisfaction were reviewed.

CHAPTER 3
METHODOLOGY

3.1   Introduction

This chapter gave further explanation on the research methodology including research design, location of the study, population, sample and sampling procedure, instrumentation, ethical considerations, data collection procedures and data analysis.

3.2   Research Design

In this study, correlational study design was used. According to McCombes (2020), a correlational research design helps researchers in measuring a relationship between two variables without having the researcher to control any of them. It aimed to observe whether the variables correlates either positively, negatively or have zero relationships.

3.3   Location of the Study

The location took place in the areas of Sarawak, including Kuching and Simanggang. The respondents involved were the teenagers from the age 13 -19 years old.

3.4   Population, Sample and Sampling Procedure

According to the data from the Department of Statistics Malaysia, the population sample of teenagers, starting from the age of 13 until 19 years old in the year 2020, the population was 48900. In this study, the sample size consisted of 313 respondents, limited to the required age group, which were the teenagers starting from 13 until 19 years of age. As for the sampling procedure, researcher used convenience sampling in recruiting the respondents. Researcher had recruited the respondents by sharing the objectives of the study and the online questionnaires through their own social media accounts including Facebook, WhatsApp, Twitter, and Instagram.

3.5   Instrumentation

3.5.1   Instrument Structure

In this study, self-administered social media usage instrument, Social Networking questionnaire, Rosenberg Self-Esteem scale and the Satisfaction with Life Scale were used to measure the relationship between social media usage, self -esteem, and life satisfaction among Sarawak teenagers.

3.5.1.1 Section A: Demographic Information of the Respondents

This section consisted of the respondent's demographics, including their age, gender, and race.

3.5.1.2 Section B: Social Networking Usage Questionnaire (SNUQ)

Sr	Statements	Always	Often	Sometimes	Rarely
01	I use social networking sites to become more sociable.				
02	I use social networking sites to keep in touch with my relatives.				
03	I use social networking sites to seek help from my teachers.				
04	I use social networking sites for getting jobs related information.				
05	I use social networking sites to share new ideas.				
06	I use social networking sites to create my social identity.				
07	I prefer using social networking sites to attending social gathering.				
08	I use social networking sites to get information regarding current social events.				
09	I use social networking sites for online academic group discussion.				
10	I use social networking sites for reading news.				
11	I use social networking sites for sharing pictures.				
12	I use social networking sites to do research work.				
13	I use social networking sites to learn about my curricular aspect.				
14	I communicate with my friends via social networking sites for preparation of exam.				
15	I use social networking sites to get relief from academic stress.				
16	I use social networking sites for watching movies.				
17	I use social networking sites for collaborative learning.				
18	I use social networking sites to solve my academic problem.				
19	I use social networking sites to look at funny sharing.				

Figure 3.1: **19-item Social Networking Usage Questionnaire (SNUQ)**

The Social Networking Usage Questionnaire (SNUQ) consists of 19 statements that are related to social networking usage. The SNUQ instrument has 5 factors as shown in Figure 3. The items measure academic, socialization, entertainment, informativeness and lastly constraints (Gupta & Bashir, 2018). The responses based on the statements ranges from "always", "often", "sometimes", and "rarely".

Items	Statements	Factor Loadings
Dimension: One	**Academic**	
Item 39	I use social networking sites to solve my academic problem.	.670
Item33	I use social networking sites to do research work.	.648
Item28	I use social networking sites for online academic group discussion.	.646
Item35	I communicate with my friends via social networking sites for preparation of exam.	.645
Item38	I use social networking sites for collaborative learning.	.560
Item 34	I use social networking sites to learn about my curricular aspect.	.530
Item 14	I use social networking sites to seek help from my teachers.	.499
Dimension: Two	**Socialization**	
Item08	I use social networking sites to become more sociable.	.680
Item25	I use social networking sites to create my social identity.	.673
Item26	I prefer using social networking sites to attending social gathering.	.622
Item10	I use social networking sites for strengthening interpersonal relationships.	.543
Item11	I use social networking sites to keep in touch with my relatives.	.522
Item27	I use social networking sites to get information regarding current social events.	.512
Dimension: Three	**Entertainment**	
Item32	I use social networking sites for sharing pictures.	..686
Item42	I use social networking sites to look at funny sharing.	.683
Item37	I use social networking sites for watching movies.	.587
Item36	I use social networking sites to get relief from academic stress.	.577
Dimension: Four	**Informativeness**	
Item30	I use social networking sites for reading news.	.714
Item23	I use social networking sites to share new ideas.	.626
Item16	I use social networking sites for getting jobs related information.	.422

Dimension: Five	**Constraints**	
Item21	I face difficulty in finding exact information for academic via social networking sites.	.709
Item12	Compulsive usage of social networking sites is a problematic issue.	.664
Item19	I usually postpone my academic task for spending more time on the social networking sites.	..621
Item17	While using social networking sites it is difficult for me to concentrate on my studies.	.582

Figure 3.2: **The factor loadings of the statements of Social Networking Usage Questionnaire (SNUQ)**

3.5.1.3 Section C: Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965)

		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	On the whole, I am satisfied with myself.	0	1	2	3
2.	* At times, I think I am no good at all.	0	1	2	3
3.	I feel that I have a number of good qualities.	0	1	2	3
4.	I am able to do things as well as most other people.	0	1	2	3
5.	* I feel I do not have much to be proud of.	0	1	2	3
6.	* I certainly feel useless at times.	0	1	2	3
7.	I feel that I'm a person of worth, at least on an equal plane with others.	0	1	2	3
8.	* I wish I could have more respect for myself.	0	1	2	3
9.	* All in all, I am inclined to feel that I am a failure.	0	1	2	3
10.	I take a positive attitude toward myself.	0	1	2	3

Figure 3.3: **10-item Rosenberg Self-Esteem Scale**

The Rosenberg Self-Esteem Scale was developed by Dr Morris Rosenberg in the year 1965. The RSES consists of 10 statements related to one's self report measure in evaluating their own self-worth and how they value themselves by scoring. The items answered is on a four-point scale where it ranges from strongly agree to strongly disagree. The scale is commonly scored as a Likert scale where 3-point Likert-scale is used. 0 represents "strongly disagree", 1 represents "disagree", 2 represents "agree" and lastly 3 represents "strongly agree".

According to Park and Park (2019), the use of the Rosenberg Self -Esteem Scale, which was translated into 28 languages, in 53 countries has confirmed proven to be available to use universally in multiple cultures.

3.5.1.4 The Satisfaction With Life Scale (Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S,. 1985)

		Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1.	In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2.	The conditions of my life are excellent.	1	2	3	4	5	6	7
3.	I am satisfied with my life.	1	2	3	4	5	6	7
4.	So far I have gotten the important things I want in life.	1	2	3	4	5	6	7
5.	If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

Figure 3.4: 5-item Satisfaction With Life Scale

The Satisfaction With Life Scale is a short, 5-item instrument designed by Diener et al. in 1985 and it include statements of how one is feeling towards their life, whether they are satisfied or feeling dissatisfied. The scale was developed and designed in measuring global cognitive judgments of one of the key aspects in life, which is their satisfaction with their own life. According to Jang et. al., (2017), the scale was also widely used in comparing the mean scores of life satisfaction across the countries by cross-cultural researchers.

The items answered is on a seven-point scale where it ranges from strongly disagree to strongly agree. 1 represents "strongly disagree", 2 represents "disagree", 3 represents "slightly disagree", 4 represents "neither agree nor disagree", 5 represents slightly agree, 6 represents "agree" and lastly 7 represents "strongly agree".

3.5.2 Pilot Study

Prior the actual study, a pilot test was conducted on the respondents. The respondents involved were around 30 teenagers from the age 13 to 19 years old. The pilot study aimed to ensure that the instruments provided by the researcher are understandable and comprehensible, without leaving the respondents to give misleading responses.

3.5.3   Validity and Reliability of Research Instruments

Validity and reliability are the essential concepts used to help the researcher to accurately evaluate the quality of research. In this study, the validity and reliability of the instruments used to be determined by looking at the Cronbach's alpha's values of the previous research. Table below shows the guidelines in determining the validity and reliability of the instruments.

Reliability Coefficient Value	Interpretation
.90 and up	Excellent
.80 - .89	Good
.70 - .79	Adequate
Below .70	May have limited applicability

Table 3.1: **General Guidelines for a good validity and reliability of an instrument**

3.5.3.1 Validity and Reliability of Social Networking Usage Questionnaire Instrument

Cronbach's Alpha	Number of Statements
0.83	19

Table 3.2: **Validity and Reliability of Social Networking Usage Questionnaire Instrument**

The table above shows that the Social Networking Usage instrument is a valid tool in the study conducted because it can help improve the measurement of university students' social networking usage in today's turbulent and changing environments (Gupta & Bashir, 2018).

3.5.3.2 Validity and Reliability of Rosenberg Self-Esteem ScaleInstrument

Item	1	2	3	4	5	6	7	8	9	10
1	1.00									
2	0.40***	1.00								
3	0.28**	0.21**	1.00							
4	0.23**	0.44***	0.27**	1.00						
5	0.11 (NS)	0.27**	0.48***	0.35***	1.00					
6	0.32***	0.22**	0.68***	0.23**	0.52***	1.00				
7	0.41***	0.36***	0.27**	0.28**	0.10 (NS)	0.34***	1.00			
8	-0.14 (NS)	-0.31***	-0.14 (NS)	-0.16*	-0.09 (NS)	-0.16*	-0.22**	1.00		
9	0.22**	0.36***	0.37***	0.28**	0.20*	0.33***	0.28**	-0.07 (NS)	1.00	
10	0.43***	0.57***	0.36***	0.34***	0.28**	0.39***	0.42***	-0.23**	0.48***	1.00

* Significant (1-tailed), p<0.05, **p<0.01, ***p<0.001, (NS)-Not significant, p>0.05

In most cases the intercorrelation between items are low meaning they differentiate well

between each other. The Cronbach´s alpha is on the other hand is high i.e. 0.8.

Figure 3.5: **Validity and Reliability of The Rosenberg Self-Esteem Scale Instrument**

According to a study conducted in Malaysia, it suggested that RSES is valid to be used as a tool as shown in the table above. It is also proven as a suitable instrument in measuring the self-esteem among the Malaysian adolescents, with high scores in both validity and reliability (Jamil, 2006).

On top of that, R.W Robins et al. (2001) stated that the Rosenberg Self -esteem scale had proven reliable and have strong validity for both men and women in different ethnic groups and, also for both college students and community members in the study of investigating the relationship between self-esteem and the Big Five personality dimensions. Four studies have been involved and reviewed, where they assessed the two widely known globally in measuring self-esteem. The first one is the Single-item Self-Esteem Scale and secondly of course, the Rosenberg Self-Esteem scale.

3.5.3.3 Validity and Reliability of The Satisfaction With Life Scale Instrument

Items	1	2	3	4	5	Mean	SD	Var
1. In most ways, my life is close to my ideal.	1					4.45	1.61	2.61
2. The conditions of my life are excellent.	.62	1				4.15	1.62	2.63
3. I am satisfied with my life.	.63	.64	1			4.80	1.49	2.22
4. So far, I have gotten the important things I want in life.	.46	.47	.57	1		4.80	1.59	2.52
5. If I could live my life over, I would change almost nothing.	.45	.44	.49	.45	1	4.07	1.89	3.56

Table 1: Inter-Item Correlations, Means, Standard Deviations and Variances of the SWLS Items
(1=Strongly Disagree to 7=Strongly Agree; N = 1,797).
*Every correlation is significant at .001 level

Figure 3.6: **Validity and Reliability of The Satisfaction With Life Scale Instrument**

A previous study conducted in a Greek sample involving 1797 Greek adults, both men and women to study the normative ranges for scores on the SWLS. The study that was done to test the reliability and validity of the Satisfaction With Life Scale (SWLS) showed empirical support of the scale reliability using the Cronbach alpha index, which was **a= .84** (Galanakis et.al 2017).

In this study, 30 participants took part in the pilot study with 15 males and 15 females respectively and with random age group. The respondents were informed that the purpose of the pilot study was to see whether the instruments were reliable and proven valid. After the pilot study was done, the reliability and validity of the test was analyzed using Cronbach's alpha in Statistical Package for the Social Sciences (SPSS) Version 22. The pilot study showed high reliability test for both Social Networking Usage and Life Satisfaction Scale with the score of .864 and .853, respectively. Although there were previous studies mentioned that the Rosenberg Self-Esteem Scale had high score in reliability and validity, however the data from the pilot study conducted showed low score in the validity of the test. The results of the reliability of the Rosenberg Self-Esteem scale showed low score as .321. Hence, the researcher removed four items in the instrument due to the low reliability score. In order to identify which items to be remove, the researcher looked at the last column in the table whereas it stated, "Cronbach's Alpha if Item Is Deleted"'. The researcher chose based on the score where high score of items helps in increasing the score of each item. Thus, the items removed were item 2, "At times I think I am no good at all", item 5, "I feel I do not have much to be proud of", item 6, "I certainly feel useless at times", and finally item 9, "All in all, I am inclined to feel

that I am a failure". After these outliers had been removed, the reliability test was then again conducted and resulted in high reliability score of .799.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity and Reliability of Social Networking Usage (SNU)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.864	0.861	19

Table 3.3: **Social Networking Usage (SNU)**

3.6.2 Validity and Reliability of Rosenberg Self-Esteem Scale (RSES)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.321	.394	10

Table 3.4: **Reliability Statistics before the removal of items for Rosenberg Self-Esteem Scale (RSES)**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. On the whole, I am satisfied with myself.	17.37	8.102	0.37	0.654	0.18
2. At times I think I am no good at all.	17.73	9.513	0.019	0.488	0.347
3. I feel that I have a number of good qualities.	17.5	10.121	-0.029	0.614	0.353
4. I am able to do things as well as most other people.	17.3	9.045	0.189	0.477	0.268
5. I feel I do not have much to be proud of.	17.63	8.102	0.299	0.386	0.204
6. I certainly feel useless at times.	17.77	9.22	0.017	0.694	0.357
7. I feel that I'm a person of worth, at least on an equal plane with others.	17.3	9.459	0.12	0.705	0.298
8. I wish I could have more respect for myself.	16.77	9.151	0.327	0.315	0.241
9. All in all, I am inclined to feel that I am a failure.	18.2	9.89	-0.05	0.752	0.38
10. I take a positive attitude toward myself	17.33	9.126	0.083	0.656	0.315

Table 3.5: **Item-Total Statistics before the removal of items in Rosenberg Self -Esteem Scale (RSES)**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.802	6

Table 3.6: **Reliability Statistics after the removal of items in Rosenberg Self -Esteem Scale (RSES)**

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. On the whole, I am satisfied with myself.	10.97	7.482	.565	.522	.765
2. I feel that I have a number of good qualities.	11.10	8.093	.495	.466	.780
3. I am able to do things as well as most other people.	10.90	7.541	.60.5	.388	.755
4. I feel that I'm a person of worth, at least on an equal plane with others.	10.90	7.472	.681	.571	.739
5. I wish I could have more respect for myself.	10.37	8.999	43.5	.279	.793

6. I take a positive attitude toward myself	10.93	6.892	.578	.517	.766

Table 3.7: **Item-Total Statistics after the removal of items in Rosenberg Self -Esteem Scale (RSES)**

3.6.3 Validity and Reliability of Satisfaction with Life Scale (SWLS)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.853	0.856	5

Table 3.8: **Reliability Statistics of the Satisfaction with Life Scale (SWLS)**

3.7 Ethical Considerations

The respondents were informed of the research title and what is the aim of this study. In this study, researchers also included their contact details before the respondents proceed to answer the online questionnaires, so that it will be easier for the respondents to contact the researcher if they have inquiries regarding the research. The respondents were asked for their consent and informed that their participation in the study is based on their will and voluntary, and they have the right to withdraw from the study if they are unsure to share their responses. Researcher also informed the respondents that their responses will be strictly confidential and will be used for only research purposes.

3.8 Data Collection Procedure

1. Researcher had the instruments evaluated and approved from their supervisor before distributing them to the respondents.
2. After gaining the approval from the supervisor, the researcher shared about the study through her own social media accounts.
3. Respondents were asked for their consent to take part in this study.
4. Researcher explained and informed the respondents prior to the data collection process regarding the confidentiality of their responses.
5. Researcher distributed the instruments online to the random respondents aged 13-19 years old, located in Sarawak.

6. Respondents were required to finish the questionnaire in 1 month and researcher then had the data collected afterwards.

7. After collecting the data, researcher then coded and analyzed the raw data using (Statistical Package for the Social Sciences) SPSS Version 22.

8. Researcher proceeded to final report.

3.9 Data Analysis

The data collected were first coded and analyzed by using the Statistical Packages for Social Sciences (SPSS) statistics version 22. In this study, inferential analysis was used to test the hypotheses and draw conclusions about the population, from the data obtained of the sample (Bhandari, 2020). In this study, Pearson correlation coefficient analysis were used to investigate the relationship between social media usage, self -esteem, and life satisfaction among Sarawak teenagers. Next, to investigate the difference in social media usage, self - esteem, and life satisfaction by gender were measured using independent T-test analysis method. The table below shows the summarization of data analysis method that were used based on the research objectives of the study.

Objectives	Hypothesis	Data Analysis
To investigate the relationship between social media usage, self-esteem, and life satisfaction among Sarawak teenagers.	H_{01}: There is significant relationship between social media usage and teenager's self-esteem. H_{02}: There is significant relationship between self-esteem and life satisfaction among the teenagers in Sarawak. H_{03}: There is significant relationship between social media usage and life satisfaction.	Pearson Correlation Coefficient Analysis
To investigate the difference in social media usage, self-esteem, and life satisfaction by gender.	H04: There is significance difference in social media usage, self-esteem, and life satisfaction by gender.	Independent T-Test

Table 3.9: **Summary of data analysis method used.**

3.10 Summary of the Chapter

In this chapter, the methodologies used in this study were explained. A correlational study design was utilized, and the data were collected using the 3 instruments explained. The study took place in the in the areas of Sarawak, including Kuching and Simanggang. Random sampling was used, and the validity and reliability of research instruments were analyzed. The procedures involved were described following from the ethical considerations until the end of this study including the summary of data analysis method used.

CHAPTER 4

RESULTS

4.1   Introduction

In this chapter, the results and findings from the data analysis yielded are presented. The demographic characteristics of the respondents, the findings of the inferential analysis including the Pearson Correlation Coefficient Analysis and Independent–sample T-test are presented.

4.2   Demographic Characteristics

4.2.1   Demographic Characteristics of the Sarawak Teenagers

Demographic characteristics	Frequency	Percentage (%)
Age (years)		
13	2	0.6
14	6	1.9
15	36	11.5
16	32	10.2
17	29	9.3
18	91	29.1
19	117	37.4
Gender		
Male	81	25.9
Female	232	74.1
Race		
Malay	181	57.8
Ibanese	72	23

Chinese	6	1.9
Others	54	17.3

***Table 4.1*: Demographic characteristics of the Sarawak teenagers**

Table 4.1 shows the demographic characteristics of the Sarawak teenagers in terms of frequency and percentage (%).

Age

In this study, majority of the respondents were from the age 19 years, with 117 respondents (37.4%), followed by the age 18, with 91 respondents representing 29.1% of the study. The other respondents that took part in this study were from the age 17, 15 and 16, representing 9.3%, 11.5% and 10.2% respectively. The minority of the respondents were from the age 13 and 14, which represents 0.6% and 1.9% respectively.

Gender

In this study, majority of the respondents were female, with 232 (74.10%) participation. Meanwhile, 81 respondents (25.9%) were males.

Race

There are 4 races involved in this study, they were Malay, Ibanese, Chinese and others. Malay comprised the majority of the respondents, with 181 participations (57.8%). Followed by Ibanese and other, with 72 and 54 respondents taking part representing 23% and 17.3% respectively. The minority of the respondents were Chinese, which contributed a total of 6 respondents (1.9%) participation in this study.

4.3   Relationship between Social Media Usage and Self-Esteem

4.3.1   Relationship between Social Media Usage and teenager's self-esteem

H_{01}:   There is significant relationship between social media usage and teenager's self- esteem.

	Mean	Std. Deviation	N
SocialMediaUsage	2.04	0.541	313
SelfEsteem	1.91	0.344	313

Table 4.2: **Mean and Standard Deviation of social media usage and self-esteem**

		SocialMediaUsage	SelfEsteem
SocialMediaUsage	Pearson Correlation	1	-0.073
	Sig. (2-tailed)		0.197
	N	313	313
SelfEsteem	Pearson Correlation	-0.073	1
	Sig. (2-tailed)	0.197	
	N	313	313

Table 4.3: **Correlation coefficients between social media usage and self-esteem**

A Pearson product-moment correlation coefficient analysis was used to investigate the significant relationship between social media usage and self -esteem. The analysis as shown in Table 4.3 yielded that there is no correlation between the social media usage and self-esteem among Sarawak teenagers r= -.073, n= 313, p= .197. Hence, the hypothesis, $H01$ is rejected. A scatterplot summarizes the results (Figure 4.1)
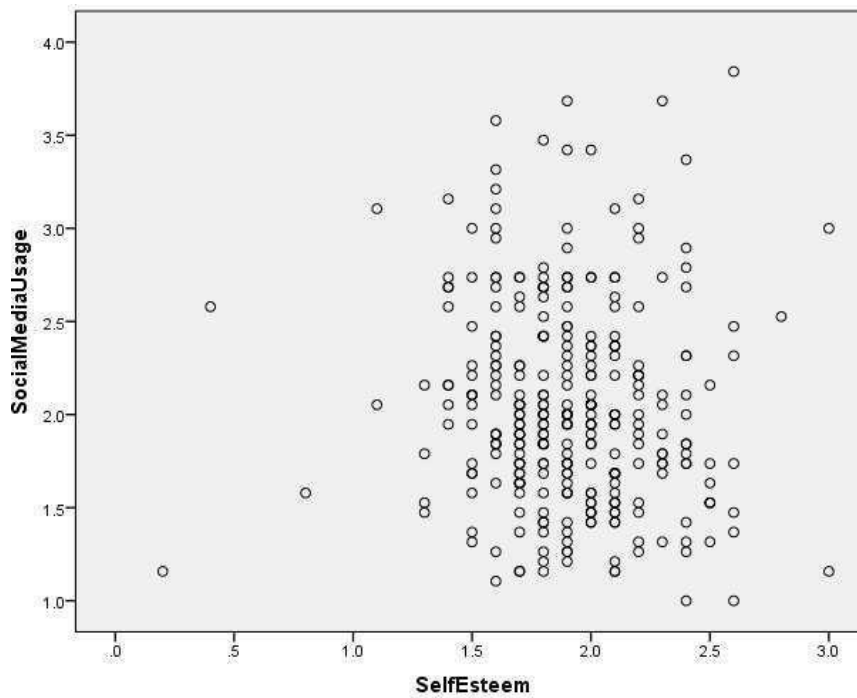
Figure 4.1: **A scatterplot between the social media usage and self-esteem**

4.3.2   Relationship between Self-Esteem and Life Satisfaction

H₀₂: There is significant relationship between self-esteem and life satisfaction among the teenagers in Sarawak

	Mean	Std. Deviation	N
SelfEsteem	1.91	0.344	313
LifeSatisfaction	4.32	1.211	313

Table 4.4: **Mean and Standard Deviation of self-esteem and life satisfaction**

		SelfEsteem	LifeSatisfaction
SelfEsteem	Pearson Correlation	1	.154**
	Sig. (2-tailed)		0.006
	N	313	313
LifeSatisfaction	Pearson Correlation	.154**	1
	Sig. (2-tailed)	0.006	
	N	313	313

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.5: **Correlation coefficients between self-esteem and life satisfaction**

A Pearson product-moment correlation coefficient analysis was used to investigate the significant relationship between self-esteem and life satisfaction among the teenagers in Sarawak. The analysis as shown in Table 4.5 yielded that there is a small, positive correlation between self-esteem and life satisfaction among Sarawak teenagers r= .154, n= 313, p= 0.006. Hence, H_{02} is accepted. A scatterplot summarizes the results (Figure 4.2)
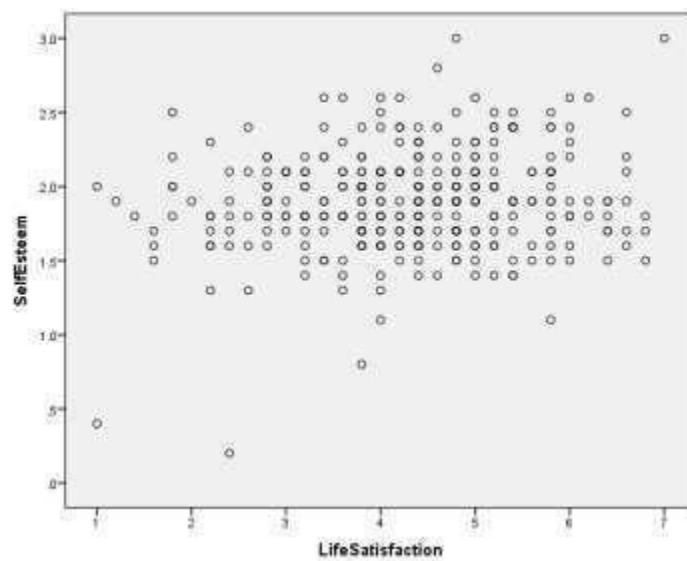
Figure 4.2: **A scatterplot between self-esteem and life satisfaction**

4.3.3 Relationship between Social Media Usage and Life Satisfaction

H₀₃: There is significant relationship between social media usage and life satisfaction.

	Mean	Std. Deviation	N
SocialMediaUsage	2.04	0.541	313
LifeSatisfaction	4.32	1.211	313

Table 4.6: **Mean and Standard Deviation of social media usage and life satisfaction**

		SocialMediaUsage	LifeSatisfaction
SocialMediaUsage	Pearson Correlation	1	0.03
	Sig. (2-tailed)		0.6
	N	313	313
LifeSatisfaction	Pearson Correlation	0.03	1
	Sig. (2-tailed)	0.6	
	N	313	313

Table 4.7: **Correlation coefficients between social media usage and life satisfaction**

A Pearson product-moment correlation coefficient analysis was used to investigate the significant relationship between self-esteem and life satisfaction among the teenagers in Sarawak. The analysis as shown in Table 4.7 yielded that there is no significant relationship between social media usage and life satisfaction among Sarawak teenagers $r=0.30$, $n=313$, $p=.600$. Hence, H_{03} is rejected. A scatterplot below summarizes the results (Figure 4.3)
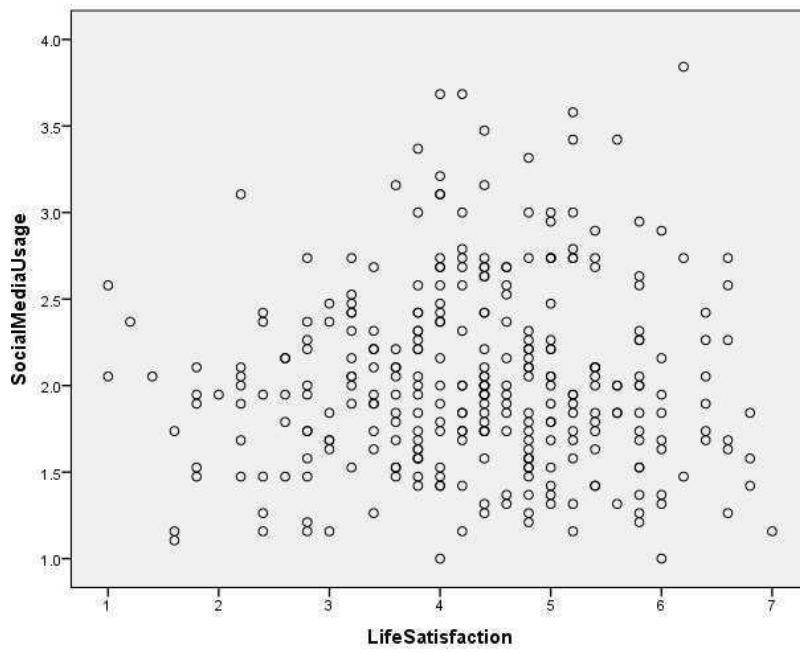
Figure 4.3: **A scatterplot between social media usage and life satisfaction**

4.4   Difference in Social Media Usage, Self-Esteem, and Life Satisfaction by Gender

H04:   There is significance difference in social media usage, self-esteem, and life satisfaction by gender.

Independent Samples T-Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SocialMediaUsage	Equal variances assumed	0.215	0.643	0.747	311	0.455	0.052	0.07	-0.085	0.19
	Equal variances not assumed			0.73	134.081	0.467	0.052	0.072	-0.089	0.194
SelfEsteem	Equal variances assumed	6.344	0.012	-1.502	311	0.134	-0.067	0.044	-0.154	0.021
	Equal variances not assumed			-1.252	106.605	0.213	-0.067	0.053	-0.172	0.039
LifeSatisfaction	Equal variances assumed	3.215	0.074	1.893	311	0.059	0.295	0.156	-0.012	0.601
	Equal variances not assumed			1.973	151.002	0.05	0.295	0.149	0	0.59

Table 4.8: **Independent Samples T-test in social media usage, self-esteem, and life satisfaction by gender**

4.4.1 Difference in Social Media Usage by Gender

H_{04a}: There is significance difference in social media usage by gender.

Group Statistics

	Gender / Jantina	N	Mean	Std. Deviation	Std. Error Mean
SocialMediaUsage	Male	81	2.08	0.561	0.062
	Female	232	2.03	0.534	0.035

Table 4.9: **Group Statistics in Social Media Usage between Male and Female**

Independent Samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SocialMediaUsage	Equal variances assumed	0.215	0.643	0.747	311	0.455	0.052	0.07	-0.085	0.19
	Equal variances not assumed			0.73	134.081	0.467	0.052	0.072	-0.089	0.194

Table 4.10: **Independent Samples T-test in Social Media Usage by gender**

      Independent Sample T-test was used to investigate the gender difference in social media usage. The analysis as shown in Table 4.10 yielded that there was no difference in social media usage by gender among Sarawak teenagers $t(311)=0.75$, $p=0.455$. Hence, H04 was rejected.

4.4.2   Difference in Self-Esteem by Gender

    H_{04b}: **There is significance difference in self-esteem by gender.**

Group Statistics				
Gender / Jantina	N	Mean	Std. Deviation	Std. Error Mean
SelfEsteem Male	81	1.86	0.444	0.049
Female	232	1.92	0.3	0.02

Table 4.11: **Group Statistics in Self-Esteem between Male and Female**

Independent Samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SelfEsteem	Equal variances assumed	6.344	0.012	-1.502	311	0.134	-0.067	0.044	-0.154	0.021
	Equal variances not assumed			-1.252	106.605	0.213	-0.067	0.053	-0.172	0.039

Table 4.12: **Independent Samples T-test in Self-Esteem by gender**

Independent Sample T-test was used to investigate the gender difference in self -esteem. The analysis as shown in Table 4.12 yielded that there was no difference in self-esteem by gender among Sarawak teenagers $t(311)=0-1.502$, $p=0.134$. Hence, H04 was rejected.

4.4.3   Difference in Life Satisfaction by Gender

H_{04c}:   **There is significance difference in life satisfaction by gender.**

Group Statistics

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	Gender / Jantina	N	Mean	Std. Deviation	Std. Error Mean
LifeSatisfaction	Male	81	4.53	1.13	0.126
	Female	232	4.24	1.231	0.081

Table 4.13: **Group Statistics in Life Satisfaction between Male and Female**

		Independent Samples T-Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
LifeSatisfaction	Equal variances assumed	3.215	0.074	1.893	311	0.059	0.295	0.156	-0.012	0.601
	Equal variances not assumed			1.973	151.002	0.05	0.295	0.149	0	0.59

Table 4.14: **Independent Samples T-test in Life Satisfaction by gender**

Independent Sample T-test was used to investigate the gender difference in life satisfaction. The analysis as shown in Table 4 .14 yielded that there was no difference in life satisfaction by gender among Sarawak teenagers $t(311)= 1.89$, $p=0.6$. Hence, H04 was rejected.

4.5 Summary of Findings

Table 4.15 shows the summary of findings according to the hypothesis tested.

Hypothesis	Sub-hypotheses	Results
H_{01}: There is significant relationship between social media usage and teenager's self-esteem.	-	Rejected $r = -.073, n = 313, p = .197$
H_{02}: There is significant relationship between self-esteem and life satisfaction among the teenagers in Sarawak.	-	Accepted $r = .154, n = 313, p = 0.006$
H_{03}: There is significant relationship between social media usage and life satisfaction.	-	Rejected $r = 0.30, n = 313, p = .600$
H_{04}: There is significance difference in social media usage, self-esteem, and life satisfaction by gender.	H_{04a}: There is a significant difference between social media usage by gender.	Rejected $t(311) = 0.75, p = 0.455$
	H_{04b}: There is a significant difference between self-esteem by gender.	Rejected $t(311) = 0\text{-}1.502, p = 0.134$
	H_{04c}: There is a significant difference between life satisfaction by gender	Rejected $t(311) = 1.89, p = 0.6$

Table 4.15: **Summary of findings**

4.6 Summary of the Chapter

In this chapter, the findings were presented. In this study, the results showed that there was no correlation found between social media usage and the teenager's self-esteem. However, the relationship between self-esteem and life satisfaction was found to be positively correlated based on the results. On the next observation made, the findings showed that there was no correlation between social media usage and life satisfaction among the teenagers in Sarawak. Furthermore, no differences in social media usage, self-esteem and life satisfaction by gender were observed in this study.

CHAPTER 5
DISCUSSION, LIMITATIONS AND RECOMMENDATION

5.1   Introduction

This chapter discusses on the summary of research findings based on research objectives. The implications of the current study, limitations and future research recommendations are also presented.

5.2   Summary of Study

Generally, the purpose of this study is to investigate the relationship between social media usage, self-esteem, and life satisfaction among Sarawak teenagers. This study also seeks to analyze the relationship between social media usage, self -esteem, and life satisfaction by gender.

The study was conducted in the areas located in Sarawak, including Kuching and Simanggang where the total number of respondents that took part in this study was 313, with 232 of them were females and the remaining 81 were males. The respondents were from the age of 13 years until 19 years old. This was a correlational study and utilized online self-administered questionnaires. The questionnaire was divided into 4 sections. Section A consist of demographic profile of the respondents, including age, gender, and race. In Section B, 19 - item Social Networking Usage (SNU) was used to investigate the relationship between social media usage and teenager's self-esteem. In Section C, to investigate the relationship between self-esteem and life satisfaction among the teenagers in Sarawak, the 6 -item Rosenberg Self Esteem Scale (RSES) was used. However, due to the low reliability score of the original 10-item Rosenberg Self-Esteem Scale (RSES) during the pilot study, few items were removed, and it finally had high score on the reliability and validity of the research instrument, which then leaves the instrument to have 6 items for the questionnaire. Finally, Section D consist of the 5-item Satisfaction with Life Scale (SWLS) questionnaire to investigate the difference in social media usage, self-esteem, and life satisfaction by gender.

The collected raw data were then coded and analyzed using the Statistical Package for the Social Sciences (SPSS) version 22. Inferential analysis was carried out to answer the research questions. Pearson Correlation Coefficient and Independent Sample T-test were carried out to test the hypothesis in this study.

5.3   Summary of Findings

This study concluded that in general, majority of the hypotheses was rejected. Firstly, Pearson correlation coefficient analysis yielded no relationship social media usage and self - esteem among Sarawak teenagers. Hence, this support the study on the relationship between social media use, self-esteem and satisfaction with life showed that there is no relationship between life satisfaction and social media use. According to Guven (2019), social media usage was negatively correlated with self-esteem. Contrary to the other study done in 2020, the results have found that the use of social media usage did influence the level of self -esteem in an individual. According to Hasan and Tiwari (2020), if we were to compare the users of social media, those who spent the most time have lower level of self -esteem.

Next, the findings between self-esteem and life satisfaction yielded a small, positive relationship. The results supported the findings and is in line on the study of self-esteem and life satisfaction in adolescents. Another study stated that self-esteem positively associated with the life satisfaction of the adolescents (Moksnes & Espnes, 2013), similar to the result of this finding. However, another previous study by Cramer (2016) said different. According to him, the results from this study does show that those with higher upward comparison had lower level of self-esteem. This is because by looking at others with higher capabilities and skills, it helps them to motivate themselves by challenging themselves to be at the same level or even more.

Furthermore, the findings also yielded that there is no correlation between social media usage and life satisfaction in this study. This study does not support the study by Hassim et al. (2020), where his study resulted that there was a significant relationship found between the use of the social media applications and the youth's behaviours, where social media had the role in leading the youths to have social comparison in their lives. By being dependent on social media sites, they compared themselves to others and through that, their satisfaction towards life is also affected, whether they see it in a positive or negative way.

In this study, the findings of Independent Sample T-test showed no difference in social media usage, self-esteem, and life satisfaction by gender. The findings from this study supports the research of Pew Internet and American Life Project (2011), where they stated that regardless of gender, most teens in the U.S. spend part of their leisure time online visiting social media sites.

On the contrary, the results from this study also did not support the result from a study on the relationship between social media use and self-esteem, in gender differences. According to Ingólfsdóttir, the results from the study indicated that girls had lower self-esteem compared to boys. In addition to that, the result from the study concluded that those who had lower self-esteem is because they spent most of their time online (2017).

Finally, the result from this current study also contradicts with the findings of another previous study, where it resulted in the existence of gender differences and self-esteem. On spring 2015, Raymer did a study on how self-esteem is affected by the usage of social media, the end results showed that female participants had lower satisfaction in body image. In addition, the results also conclude that the female participants showed greater interest in being thin compared to the male participants.

5.4   Limitations and Recommendations of Study

Since this study is conducted during the pandemic, the researcher used a self-administered questionnaire, no direct observations were made by the researcher throughout this study. Hence, there are possibilities that the responses can be biased. The researcher only relies on the sincerity and honesty based on the responses given by the participants. If there are future researchers who intended in conducting or replicating the current study, they are advice to include more participants, not just from one region. In this study, the researcher had only participants from the Sarawak region. Furthermore, majority of the respondents in this study was contributed by female. Hence, it is challenging to analyze the data, and to draw conclusions when the number of participants were imbalanced in gender. Next, as this study only focuses on the teenagers, future researchers are proposed in also focusing on other age groups. As this

study utilised quantitative method, future researchers are advised to conduct the study usi ng qualitative methods, such as interviews with the participants to see if there were different results obtained.

5.5   Summary of the Chapter

Summary of research, findings, limitations, and recommendations were explained in this chapter.

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SOCIAL MEDIA USAGE, SELF-ESTEEM, AND LIFE SATISFACTION
AMONG SARAWAK TEENAGERS

Section A

Demographic

Instruction: Please fill in theblanks.

1. Age _____ _____

2. Gender:

Male ☐

Female ☐

3. Race: _____

Section B: Social Networking Usage Questionnaire (SNUQ)

This section consists of 19 statements and you are required to choose which one suits you with the statements below.

Always = 1,   Often = 2,   Sometimes = 3,   Rarely = 4

Bil.	Statements	1	2	3	4
1.	I use social networking sites to become more sociable.				
2.	I use social networking sites to keep in touch with my relatives.				
3.	I use social networking sites to seek help from my teachers.				
4.	I use social networking sites for getting jobs-related information.				
5.	I use social networking sites to share new ideas.				
6.	I use social networking sites to create my social identity.				
7.	I prefer using social networking sites to attending social gathering.				
8.	I use social networking sites to get information regarding current social events.				
9.	I use social networking sites for online academic group discussion.				
10.	I use social networking sites for reading news.				
11.	I use social networking sites for sharing pictures.				
12.	I use social networking sites to do research work.				
13.	I use social networking sites to learn about my curricular aspect.				
14.	I communicate with my friends via social networking sites for preparation of exam.				
15.	I use social networking sites to get relief from academic stress.				
16.	I use social networking sites for watching movies.				
17.	I use social networking sites for collaborative learning.				
18.	I use social networking sites to solve my academic problem.				

19.	I use social networking sites to look at funny sharing.				

Section C: Rosenberg Self-Esteem Scale (RSES)

This section consists of 10 statements related to one's self -report measure in evaluating one own self-worth and how one value themselves. The items answered is on a 4 point scale where it ranges from strongly agree to strongly disagree.

0 = "strongly disagree",   1 = "disagree",   2 = "agree" and lastly 3 = "strongly agree".

Bil	Statements	0	1	2	3
1.	On the whole, I am satisfied with myself.				
2.	I feel that I have a number of good qualities.				
3.	I am able to do things as well as most other people.				
4.	I feel that I'm a person of worth, at least on an equal plane with others.				
5.	I wish I could have more respect for myself.				
6.	I take a positive attitude toward myself.				

Section D: Satisfaction With Life Satisfaction (SWLS)

For this last section, you are required to pick the right answer that suits the statements below. The items answered is on a 7-point scale where it ranges from strongly disagree to strongly agree.

1 = "strongly disagree"
2 = "disagree"
3 = "slightly disagree"
4 = "neither agree nor disagree"
5 = "slightly agree"
6 = "agree"
7 = "strongly agree"

Bil.	Statements	1	2	3	4	5	6	7
1.	In most ways my life is close to my ideal.							
2.	The conditions of my life are excellent.							
3.	I am satisfied with my life.							
4.	So farI have gotten the important things I want in life.							
5.	If I could live my life over, I would change almost nothing.							

TURNITIN SCORE INDEX