Life Satisfaction, Problematic Social Media Use and Self-Esteem as the Mediator

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Article Info	Abstract

This study attempted to identify and analyze the relationship between life satisfaction, and problematic social media use on students by using self-esteem as the mediator. To do so, the population involved in this study were students of Public Junior High School (SMP Negeri) throughout Semarang City who used social media with the sample of 345 students selected using cluster random sampling technique. For more, their data were collected using the life satisfaction scale, Bergen Social Media Addiction Scale (BSMAS), and self-esteem inventory (SEI). The results of mediation analysis indicated that the indirect effect of life satisfaction and problematic social media use mediated by self-esteem was significant, while the direct effect was not significant. Thus, this study contributes implications for counselors in providing classical guidance service with a discussion related to the use of social media with the aim of preventing problematic social media use.

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INTRODUCTION

Social media is a part of technological development which are widely used by adolescents. This media is a place for adolescents to get recognition/ appreciation, and to fulfill their needs of socialization (Dreier, et. al., 2016). It is proved by the facts that adolescents tend to post anything related to their daily activities on social media, such as uploading photos, writing statuses as media for expressing their feeling, and so on (Putri, et. al, 2016).

Unfortunately, the tendency of posting and interacting on social media results in excessive use, and can be considered as having the symptoms of problematic social media use. In line with this, it is known that students averagely spent three up to six hours a day on social media using smartphone (Tezci & Icen, 2017). In addition, there found that the percentage of problematic social media users is 2% of adolescents in low level group users, and 47% in at-risk group users (BaÂnyai et. al., 2017)

Furthermore, it was also known that there were 89% students of Junior High School in Semarang City active on social media, such as Facebook and Instagram. These data were supported by the the fact that several schools allow their students to bring smartphone to school. Unfortunately, this phenomenon is not always good. It was found that there were 40% students feeling dissatisfied with their lives, and 53% students experiencing low self-esteem.

Basically, the reason of adolescents in accessing social media is to fulfill their need of establishing social relationship in cyberspace. Also, most of adolescents try to join media social to improve their psychological happiness (Ellison et. al., 2007). Life satisfaction leads to the problematic social media use in which adolescents prefer to spend their time to access social media in order to avoid feeling of dissatisfaction or look for psychological satisfaction.

Life satisfaction actually refers to individual beliefs or behaviors in assessing their lives (Schimmack, 2008). This satisfaction is triggered by self-esteem. When individuals' self-esteem and life satisfaction are high, their lives will positively correlate with emotional expressions, self-disclosure, and life satisfaction (Arslan, et. al., 2010). Additionally, adolescents with low self-esteem tend to spend much time on social media to improve their self-image, and self-esteem (Blachnio, et. al., 2016). According to the study findings of Arslan et al., (2010) and Blachnio, et. al. (2016), it was known that different studies prove life satisfaction is positively related to self-esteem, and problematic social media use is positively related to self-esteem.

Interestingly, this study attempted to examine the relation between life satisfaction and problematic social media on Junior High School students through self-esteem as the mediator. Life satisfaction and self-esteem are bridged by individuals' beliefs on how others will judge them. This belief makes them need to have close relationships with others. Therefore, social media are used as a reason to avoid dissatisfaction sources which lead to problematic use (Çelik & Odacı, 2013).

The more someone uses social media excessively, the much satisfaction he will get (Whiting & Williams, 2013). Happiness in using social media causes the users feeling close in their online relationship, and facilitates self-disclosure to others which further impact the pattern of their social relation (Harmiliya, Mulawarman & Nusantoro, 2019).

By referring to the above explanation, this study was focused on the provision of contribution related to self-esteem as the mediator in life satisfaction and problematic social media use on Junior High School students. Even though self-esteem, life satisfaction, and problematic social media have been often investigated, studies on Junior High School students' age are rarely found. Whereas, at the age of adolescents, students need more attention to be investigated so as to make their development in line with their developmental tasks.

METHODS

This descriptive correlational study had a sample of 345 respondents who were selected using cluster random sampling. The details of the sample are presented in table 1.

Table 1. The Details of the Sample Seen From the Schools and Genders

School names	Gender	
	Male	Female
SMP N 12 Semarang	23	20
SMP N 13 Semarang	21	22
SMP N 10 Semarang	23	20
SMP N 05 Semarang	21	22
SMP N 33 Semarang	25	18
SMP N 14 Semarang	18	25
SMP N 02 Semarang	20	24
SMP N 03 Semarang	17	26
Total	168	177

This study used adaptation instruments that have been processed through back-translation. Meanwhile, the instruments were the life satisfaction scale, Bergen social media addiction scale (BSMAS), and self-esteem inventory (SEI).

The life satisfaction scale consists of five aspects designed for global cognitive measurement on one's life satisfaction (not measure positive or negative effects), and uses likert scale with answers range from (1= strongly disagree to 5 = strongly agree). The indicators measured in this scale were (desire; so far I have gotten the important things I want in life"), (current life satisfaction; "I am satisfied with my life"), (past life satisfaction; "the conditions of my life are excellent"), (future life satisfaction; "in most ways my life is close to my ideal"), and (other's judgement on other's lives; "If I could live my life over, I would change almost nothing").

Bergen social media addiction scale (BSMAS) consists of six aspects measured using likert scale with answers ranging from (1=very rare to 5=very often). The indicators measured in this scale were (characteristics; "do you spend a lot of time thinking about social media or plan to use social media?"), (mood swings; "do you feel an urge to use social media more and more?"), (tolerance; "do you use social media to forget about personal problems?"), (withdrawal; "do

you try to cut down on the use of social media without success?"), (conflict; "do you become restless or troubled if you have been prohibited from using social media?"), and (repeat; "do you use social media so much that it has had a negative impact on your job/studies?")

Self-esteem inventory (SEI) has four aspects measured using Gutmann's scale with the answer using statements "I do/ am", and "I do not do/ am not". Meanwhile, the indicators assessed in this scale were (strength; "I'm Pretty sure of my life"), (meaningfulness; "my parents expect too much of me"), (wisdom; "my parents understand me"), and (competence; "I don't care what happens to me").

The results of reliability test showed that the life satisfaction scale gained α coefficient value of 0.87, the social media addiction scale (BSMAS) gained α coefficient value of 0.88, and self-esteem inventory (SEI) gained α coefficient value of 0.88. Subsequently, the data analysis carried out in this study used regression analysis, while the effects of mediator were tested using bootstrapped bias corrected with N = 5000 and 95% confident interval (CI).

RESULTS AND DISCUSSION

This study had three variables, namely dependent variable (life satisfaction), independent variable (problematic social media use), and mediating variable (self-esteem). By referring to the results of descriptive statistics, it was known that the mean and standard deviation of each variable were (M = 21.53; SD = 5.50) for life satisfaction, (M = 16.56; SD = 3.73) for PMSU, and (M = 21.59; SD = 6.56) for self-esteem. The results of the mean and standard deviation analysis are presented in table 2

Table 2. The Results of Mean and Standard Deviation Analysis

Variables	N	M	SD
Life satisfaction	345	21.53	5.50
PSMU	345	16.56	3.73
Self-esteem	345	21.59	6.56

Table 3 shows that life satisfaction variable had a significant and positive relationship with

self-esteem with the results of (β = 0.19; p < 0.05), meaning that life satisfaction had a significant and positive relationship with self-esteem.

In the analysis of self-esteem and PSMU variables, it was known that these variables had

no significant relationship with the value of (β = -0.07; p < 0.05). Based on these results, it could be concluded that self-esteem had a significant and negative relationship with PSMU.

Table 3. The Influence of Self-esteem as a Mediator

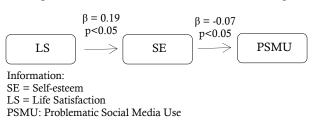| Predictors	β	t	P	SE	LLCI	ULCI	R	R^2	F	p
SE criteria							0.16	0.02	9.94	<0.05
LS	0.19	3.13	< 0.05	0.06	0.07	0.30				
PSMU criteria							0.12	0.01	2.71	>0.05
LS	0.00	0.18	>0.05	0.03	-0.06	0.08				
SE	-0.07	-2.32	<0.05	0.03	-0.14	-0.01				
Total effect	-0.00	-0.21	>0.05	0.03	-0.08	0.06				
Indirect	-0.02			0.01	-0.04	-0.00				

Information:
SE = Self-esteem
LS = Life Satisfaction
PSMU = Problematic Social Media Use

In the analysis of life satisfaction and PSMU mediated by self-esteem, the results were (β = 0.19, p < 0.05; β = -0.07, p < 0.05), meaning that there was an indirect influence on life satisfaction and PSMU mediated by self-esteem. Table 3 also shows that life satisfaction had no significant relationship with PSMU, meaning that life satisfaction had no direct and significant relationship with PSMU.

Other results showed that there was an effect of self-esteem mediation on the relationship between life satisfaction and PSMU (β = -0.02, SE = 0.01; LLCI (95%) = -0.04, ULCI (95%) = -0.00). For the details, the results of regression and mediation analyses are presented in Table 3, and visualized in figure 1.

Figure 1. Results of Research Data Processing

Information:
SE = Self-esteem
LS = Life Satisfaction
PSMU: Problematic Social Media Use

These findings are in line with the results of a previous study by Apaolaza et. al. (2013) which found that self-esteem has a significant relationship with social media users and happiness. In their study, self-esteem is indicated to have a relation with social media users and happiness. Meanwhile, the current study confirmed that self-esteem could mediate the relationship between life satisfaction and PSMU from having no direct relationship in the beginning until having a relationship at the end of the investigation.

Furthermore, theoretically self-esteem is an important characteristic in relation to

adolescents' life satisfaction (Moksnes & Espnes, 2013). Self-esteem acts as a booster for life satisfaction. When self-esteem, and life satisfaction are high one's life would have emotional expressions, and good self-disclosure. Therefore, to find life satisfaction and self-esteem, someone would use social media to seek something that he cannot get in the real life. In the same way, life satisfaction directs problematic social media use to avoid dissatisfied feeling and search for psychological satisfaction.

The implication of these findings is that the service of guidance and counseling should be focused on developmental guidance and

counseling. This counseling was designed to provide assistance which is focused on needs, strengths, interest, and current issues related to adolescents' personal development so that they can develop optimally based on their developmental tasks. This is in line with Myrick (2011) who states that developmental guidance and counseling was based on a premise that individuals develop sequentially and positively towards self-improvement. Individuals with healthy development are those who have healthy interactions with their environment.

Another implication is that counselors should understand anything happens to students through services such as individual, group, and classical counseling in order to know the problems being faced. Besides, the counselors can also provide preventive service in form of information to direct students on how to use social media wisely so that they are not addicted.

CONCLUSION

The findings of this study prove that self-esteem has a mediating role between life satisfaction and problematic social media use. Hence, this study can be used as a reference or information for counselors to prevent problematic and excessive social media use in order to minimize students' social problems. Moreover, the future researchers are suggested to use non-quantitative approach, such as experimental approach, mixed method, and development model as well as include other variables which have not yet been discussed in this study.

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