

The Relationship between Social Media Addiction, Hardiness, and Emotional Intelligence with Students' Psychological Well-Being

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Abstract

Low adolescent psychological well-being will have an impact on the lack of fulfilment of his psychological needs and bring up negative emotions. Thus, the present study attempted to analyze the relationship between social media addiction, hardiness, and emotional intelligence with psychological well-being and their implications for guidance and counselling. It used a correlational design with a sample of 335 students selected using the cluster proportionate stratified random sampling technique. Students' data were collected using the Social Media Addiction Scale (SMAC) for the social media addiction, the DRS15 scale (Dispositional Resilience Scale: a short hardiness measure) for the hardiness, the Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF) scale for emotional intelligence, and the psychological well-being scale. The Findings showed that there was a relationship between social media addiction, hardiness, and emotional intelligence with psychological well-being. Thus, school counselors can make use of hardiness and emotional intelligence to improve psychological well-being through guidance and counseling services.

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INTRODUCTION

Mental health is a well-being state that enables individuals to realize their abilities, counter life pressures, learn productively and usefully, and give contributions to surrounding environments (Kemdikbud, 2021). Maintaining healthy mind is significant for students because they may get stressed by tons of exams at school, so maintaining psychological well-being is a must (Othman, et al., 2016).

Good psychological well-being will affect positively to healthiness, prolong life, improve life, and give life quality (Ryff & Jannah, 2014). One's psychological well-being is considered good if they are away from negative mental health indicators, such as anxiety, unhappiness, and so on, have life purposes, autonomy, personal growth, positive relations with others, environmental mastery, and self-acceptance (Ryff, 2013).

Previously, a preliminary study of students' psychological well-being at SMAN Kerjo and SMAN Mojogedang in Karanganyar Regency in November 2022 using questionnaire and interviews to 48 students has been done by the researchers. It showed that 62.5% of students were unable to establish close relationships with peers, 60.4% of students have not mastered the school environment, 56.25% of students were not able to accept themselves, and 52.1% of students did not have a clear purpose in life.

Some previous studies also conclude that the adolescents' psychological well-being is at medium and low levels. First, (Fauziah & Chusairi, 2022) study investigated adolescent age 13-19 years in Surabaya City and found 558 adolescents are in the medium category and 100 adolescents are in the low category. Second, a study by (Fitri, et al., 2017) found that the male students at SMA Negeri throughout DKI Jakarta have medium level of psychological well-being. It is supported by (Rahayu & Setiawati, 2019) that as many as 331 high school students in Bantul Sub-districts have medium category of psychological well-being.

Low psychological well-being in adolescents will result in sadness and isolated

feeling that later can trigger harmful actions (Prabowo, 2016). This low situation will result in the insufficient fulfilment of psychological needs and finally emerge negative emotions, such as anger, sadness, and emptiness (Lubis & Agustini, 2018). Other effects are low achievement, slow development, low self-acceptance, and negative feelings (Ryff, 1989).

Good psychological well-being can be achieved by improving adolescents' mental health in both real and cyber lives since it is inevitable that today's adolescents are inseparable from internet interactions, particularly social media such as Instagram (Darmawan & Halimah, 2021). Instagram has various interesting features, such as photo filters to enhance the image to be more interesting, like button and comment section on others' uploads (Sembiring, 2017).

Social media interaction somehow set someone aside from quality relationships with others (Nugraini & Ramadhani, 2017). It is somehow in contrast to the background of psychological well-being founding aspect, namely quality social relationships (Ryff, 1995).

Some investigations explain that when people are addicted to social media, their psychological well-being tends to be low. A study by (Balci et al., 2020; Worsley et al., 2018) states that when adolescents experience social media addiction, they will have low psychological-well being. This can be due to continuous use of Instagram and comparing conditions with others until finally the individuals raise low opinions on themselves (Nasution & Daulay, 2022).

To avoid having low psychological wellbeing, some factors underlying this issue must be observed. Here, the researchers attempted to research hardiness and emotional intelligence

In regard to the previous descriptions, there needed a study to identify factors underlying students' psychological well-being level. Thus, the present study strived for exploring the contributions of hardiness, emotional intelligence on students' psychological wellbeing. The findings were expected to be a reference for

counsellors in a way they try to improve psychological well-being through guidance and counselling services.

METHODS

The population of this study were high school students in Karanganyar Regency, totaling 9,607 students. Of that number, the subjects of this study were selected using the cluster proportionate stratified random sampling technique with a total of 335 students.

Students' social media addiction data were collected using Social Media Addiction Scale (SMAC) (Al-Menayes, 2015) which has 13 statement items and the answer choices from strongly disagree (1) to strongly agree (4). Its validity was 0.537 to 0.766, while the alpha reliability was 0.887. For the hardiness, the DRS-15

(Dispositional Resilience Scale: a short hardiness measure) from (Bartone, 2013) was used. It has 15 statement items with the answer choices from strongly disagree (1) to strongly agree (4). Its validity ranged from 0.516 to 0.698, while the alpha reliability was 0.883.

Students' emotional intelligence data were obtained using the scale of Trait Emotional Intelligence Questionnaire-Adolescent Short Form (TEIQue-ASF) by (Petrides, et al., 2016) which has 30 statement items and answer choices from strongly disagree (1) to strongly agree (4). The validity of this scale ranged from 0.532 to 0.797, while the alpha reliability was 0.694.

The psychological well-being data were gathered using the scale of psychological wellbeing developed from psychological well-being theory by (Ryff, 2013). It has 26 statement items and answer choices from strongly disagree (1) to strongly agree (4). The validity of this scale ranged from 0.510 to 0.740, while the alpha reliability was 0.827.

This study used a correlational research design with a multiple regression analysis technique. Meanwhile, the questionnaire data collection was done via google form.

RESULTS AND DISCUSSION

Based on the descriptive analysis with the help of SPSS version 22, the mean of students' social media addiction was in the medium category by (M = 34.21 SD = 4.44), hardiness was in the medium category by (M=40.11 SD=4.62), emotional intelligence was in the medium category by (M=76.63 SD=9.39), and psychological well-being was in the medium category by (M=34.21 SD=4.44). The following table 1 displays the level of categories of all variables.

Table 1. Category Level

Variabel	M	SD	Kategori
Social Media Addiction	34.21	4.44	Medium
Hardiness	40.11	4.62	Medium
Emotional Intelligence	76.63	9.39	Medium
Psychological Well-Being	34.21	4.44	Medium

Furthermore, to find out the relationship among variables, a multiple regression analysis was carried out and resulted the data in table 2.

Table 2. Multiple Regression Coefficient Test Results

Predictor	β	T	p
Social Media Addiction	-0.19	1.79	<.05
Hardiness	0.19	1.96	<.01
Emotional Intelligence	0.49	10.37	<.01
R		0,51	
R ²		0,57	
F		39,69	
p		<.01	

According to the results of multiple regression, apparently social media addiction, hardiness, and emotional intelligence were related to psychological well-being (R = 0.51; p

<.01). Those three predictors explained the variance of psychological well-being of 57% ($R^2 = 0.57$). Specifically, social media addiction predicted a decrease in psychological well-being ($\beta = -0.19$; $p < .05$), whereas hardiness and emotional intelligence predicted an increase in psychological well-being ($\beta = 0.19$; $\beta = 0.49$, all $p < .01$, respectively).

Based on the previous analysis report, the social media addiction of high school students throughout Karanganyar Regency was in the medium category. It meant there was a gap between students and their environments, but they could still get along together. In this category, students felt annoyed whenever someone irritate them on social media, and mostly made use of their time to access social media (Al-Menayes, 2015). Students with medium level of social media addiction would feel a bit psychological dependence on social media use so that students began to feel their activities were disrupted. This is in line with a study from (Griffith & Kuss, 2017) that addiction is a feeling of individual psychological dependence on social media use.

In the previous analysis it was known that the hardiness of the students was in the medium category. They have not yet been able to recognize that things happened to them were valuable and meaningful to their lives whether it was good or bad. Then, they lacked of self-control to change problems into motivations for their lives. Lastly, the students have not yet been able to cope with challenges from life problems (Kobasa, 2013).

Furthermore, the emotional intelligence of the students was in the medium category. Here the students had self-confidence and positive thoughts, but sometimes felt disappointed, were able to manage pressure and stress, were often way too expressive, could recognize emotional conditions. However, at this state the students found it hard to express their emotions, had pretty good communication skills, preferred to remain quiet due to the uncertainty of what to deliver (sociability), and were able to adapt and resist easy and medium challenges (auxiliary facet) (Petrides et al., 2016).

Psychological well-being is the full achievement of the psychological potential of individuals which plays a positive role and is able to accept individuals' own strengths and weaknesses, can make decisions for individual's life goals, manage actions so that individuals are able to control the environment according to their needs, and create a more meaningful and meaningful life. By having these abilities, individuals are expected to strive for developing themselves so that they can optimistically solve problems.

A psychological state that is able to accept oneself as a whole and feel confident to have good and positive relationships with other people both in the real and cyber worlds is a must, so students must avoid social media addiction to maintain the goodness of their psychological well-being. With hardiness students will have resistance to pressure, self-commitment and purpose to identify and find the meaning of an event that occurs. Also, students will have the ability to master the environment, purposes in life and the ability to understand the meaning of life experiences to psychological well-being. Students' emotional intelligence will enable individuals to understand emotions, recognize their own emotions to direct actions that will be taken, be able to manage emotions in a disadvantaged situation which affects happiness. Regarding this descriptions, emotional intelligence allows students to understand, recognize and manage emotions where it relates to psychological well-being.

CONCLUSION

According to the above explanation, it can be concluded that there is a simultaneous relationship between social media addiction, hardiness, and emotional intelligence with psychological well-being. It implies that all variables are jointly related to psychological wellbeing. Thus, school counsellors can provide guidance and counselling services to prevent students from social media addiction, while maintaining their psychological well-being. In addition, further studies are suggested to these

variables using the experimental method to determine the causal relationship between variables.

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