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THE IMPACT OF SOCIAL MEDIA ADDICTION ON SELF-ESTEEM AND LIFE SATISFACTION AMONG STUDENTS IN KING ABDUL AZIZ UNIVERSITY AND FAKEEH COLLEGE FOR MEDICAL SCIENCES IN JEDDAH: CROSS-SECTIONAL STUDY

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ABSTRACT

The aim of this study was an attempt to explore the level of using social media among the university students at both Fakeeh College for Medical Sciences and King Abdul-Aziz University by examining the correlation between their average social media usage and their self-esteem and life satisfaction.

A cross-sectional descriptive design was used in the study to achieve the aim. Convenience sample for 110 students was used. This study was conducted in King Abdul Aziz University and Fakeeh College for Medical Sciences in Jeddah-Saudi Arabia. Three tools were used in this study as: Social Media Addiction Questionnaire, Rosenberg Self-Esteem Scale and Satisfaction with Life Scale. There was a highly statistically significant relation between total social media addiction scale and their age, marital status, and study setting. In addition, there was a highly statistically significant relation between total self-esteem score and their marital status, as the single students had the highest self-esteem mean score among the studied students. Moreover, there was a highly statistically significant relation between total life satisfaction and their study setting. The majority of students affected by social media addiction. There was a negative significant relationship between the overall use of social networks and self-esteem and life satisfaction of students. Moreover, there was a highly positive association between self-esteem and life satisfaction.

Based on the study results, it is advisable to promote an awareness program for students that would focus on recognizing the challenges associated with social media addiction. Furthermore, it is recommended to implement a variety of interventions aimed at managing addictive behaviors such as mediating techniques, breathing exercise, therapeutic methods as group therapy, cognitive behavioural therapy, or counseling therapy. By offering these interventions, individuals struggling with social media addiction can be better equipped to effectively address and manage their addictive behaviors.

KEYWORDS: social media, social media addiction, self-esteem, life satisfaction.

INTRODUCTION

In today's world, Social media platforms has grown exponentially. The researcher found that addictive social media use is associated with negative consequences such as reduced productivity, un-

healthy social relationships, reduced life-satisfaction, and lower self-esteem [Tarafdar M et al., 2020]. Research has shown that there is an undeniable link between social media use, negative mental health, and

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low self-esteem. While social media platforms have their benefits. On other hand, when using these applications too frequently can make people unhappy and isolated. These negative emotional reactions are not only produced due to the social pressure of sharing things with others, but also the comparison lifestyles that these sites promote. Social media use becomes problematic when someone views social networking sites as coping mechanism to relieve stress, loneliness, or depression. Consequently, when social network users repeat this cyclical pattern of relieving undesirable moods with social media use, the level of psychological dependency on social media increases. However, researchers have recognized that the use of social platforms can transform these normal behaviors to behavioural patterns that are compulsive and pathological [Tate C *et al.*, 2015]. Addiction defined as a mental disorder caused by substances or other factors lead to effects on the brain's reward system. Kelley A. and Berridge K. (2002) indicated the brain has evolved in a way where it is only able to respond to natural rewards. Moreover, people discovered how to stimulate artificially the brain's reward system (such as social media), which can act as a behavioural addiction. The Diagnostic and Statistical Manual of Mental Disorders V also accepts behavioural addictions such as shopping addiction and internet addiction. On other hand, social media addiction has not included in the Diagnostic and Statistical Manual because of insufficient evidence for establishing its diagnostic criteria. Griffiths M. (2005) defined operationally addictive behavior through six components: tolerance, salience, mood modification, conflict, relapse, and withdrawal problems. As Griffiths argued, any behavior met these criteria will define as addiction. Thus, compulsive and excessive usage of social media can be considered as a behavioral addition [Andreassen C, 2015]. Salience occurs when behavioral, cognitive, and emotional preoccupation with social media. Mood modification occurs if engagement in social media leads to a favorable change in emotional states. Tolerance develops if increasing use of social media over time in order to modify their mood. Withdrawal problems occur when experiencing unpleasant physical and emotional symptoms when social media use is restricted or stopped. If one prefers using social media over face-to face interactions, activity or a hobby, conflicts happen. Finally, when a person desire to reduce social media usage

but cannot manage to do relapse occurs [Rosenberg K, Feder L, 2014].

Self-esteem defined, as an individual is positive or negative evaluation of himself or herself [Smith E *et al.*, 2014]. Most studies examined the relation between self-esteem and the use of social media sites have showed that people with low self-esteem tend to use more social media sites to enhance their self-image and self-esteem [Andreassen C *et al.*, 2016].

A multitude of studies showed that technological addictions, including addictions on the social networking sites, had positive associations with stress, anxiety, and depression, all of these will affect satisfaction with life [Hawi N, Samaha M, 2019]. The main argument about how life satisfaction leads to problematic social media use is that people prefer to spend more time on the Internet to avoid the feeling of dissatisfaction and to seek psychological satisfaction [Demir I *et al.*, 2015]. Spending more time on the social platforms to keep away from life dissatisfaction saw as a significant factor increasing the possibility of problematic social media use.

In this study, we will examine addictive use of social media in relation to self-esteem and satisfaction with life.

The aim of this study is to explore the level of using social media among the university students at both Fakeeh College for Medical Sciences and King Abdul-Aziz University by examining the relation between their average of using social media and their self-esteem and life satisfaction.

MATERIAL AND METHODS

Research Design

Descriptive quantitative cross-sectional design was used in this study. This design is suitable with the objective and research questions that we are looking forward we need to know the quantity of College students who addict to social media and how it influences to them in their life satisfaction and self-esteem. Another objects we will achieve it from this design that the researcher discovers the psychological side of King Abdul Aziz University students and Fakeeh College of Nursing and Medical Science in Jeddah especially there is a huge lack of this kind of study in western province in the Kingdom of Saudi Arabia.

A quantitative non-experimental design was cho-

sen for this study because the independent variables were not manipulated and because this approach is more cost-effective and less time-consuming. Non-experimental research designs are usually closely related to real life [Grove S, Gray J, 2018]. They are used in studies where the independent variable cannot be controlled. The non-experimental research approach is a comprehensive research approach that permits the researcher to observe the trends as they occur naturally without introducing any external variables [Creswell J, Zhang W, 2009]. Thus, the researcher collects the data without making changes or introducing treatments. Creswell J. and Zhang W. (2009) contend that the non-experimental approach appears to be a reasonable approach to examine associations between variables.

Study Participants and Sample

All students at King Abdul-Aziz University and Fakeeh College for Medical Sciences invited to participate in this study. The sample size of the study was calculated precisely to take the correct decision against null hypothesis taken into consideration the attrition rate from previous studies. As a result, a G*power analysis used to ensure that the statistical analysis of this study is accepted with some level of confidence in the pool of available subjects, the parameters were medium effect size 0.30 (Cohen's d) and the level of significance was set at 0.05. Therefore, the required sample size was 110. The inclusion criteria includes the student age at 18 years old and above. The Students who are not in King Abdul-Aziz University or Fakeeh College will be excluded. The researcher will use convenience sampling is a non-probability sampling technique where samples are selected from the population only. We select this technique because it is speed, cost-effectiveness, and ease of availability of the sample. In quantitative studies, sampling has a main role in improving the validity of research outcomes [Onwuegbuzie A, Leech N, 2007]. Commonly, the purpose of sampling in quantitative research is to acquire large and representative participant numbers to generalize the findings to the population where a sample is drawn [Huberman A, Miles M, 1994].

Setting and Recruitment

The study was conducted in the period between April and August (2020) at two sites, the first one was King Abdul Aziz University and the second site

included Fakeeh College for Medical Sciences in Jeddah city. King Abdul Aziz University has nine major colleges in medical and human sciences (i.e. College of Medicine, College of Pharmacy & Medical Sciences, College of Engineering, College of Science, College of Computer Science & Computer Engineering, Community College, College of Earth, College of Marine and College of Law). In addition, Fakeeh College for Medical Sciences was established in 2003 and it has four programs (Bachelor of Surgery, Bachelor of Medicine), Bachelor Science of Nursing and Pharm D programs and Medical Laboratory science program) besides postgraduate programs. Researcher recruited study through posting a link to the online survey on the WhatsApp application. The survey was available for two weeks in (April 2020). In the instruction, they were informed that the study concerned social media addiction and their contributions were anonymous. Study used English versions of all the methods

Outcome Measure

The study administered four parts of scale. The first part was related to sociodemographic data, including gender, age, marital status, academic level and the other parts are: The Social Media Addiction Questionnaire, The Rosenberg Self-Esteem Scale and The Satisfaction with Life Scale.

The Social Media Addiction Questionnaire

The Social Media Addiction Scale was adopted from Şahin C. (2018) for determining university students' addiction levels. The Social Media Addiction Scale is a 5-point Likert type scale which consists of 29 items and 4 sub-dimensions. 1-5 items are within virtual tolerance, 6-14 items are within virtual communication, 15-23 items are under virtual problem and 24-29 items are under virtual information, the highest scored from the scale is 145, and the least scored is 29. The higher scores indicate a social media addiction.

The Rosenberg Self-Esteem Scale (RSES)

Rosenberg Self-Esteem Scale was adopted from Rosenberg M. (1965). The scale consists of 10 items and the participants' responses on Likert scale of five. The highest score means that participants have high self-esteem. The scale reliability (Cronbach's α) was 0.83 and has well established reliability as internal consistency 0.71 and the test-retest reliability co-efficient as 0.75.

The Satisfaction with Life Scale

The satisfaction with life scale was used to assess the participants' global life satisfaction [Diener E et al., 1985]. Participants rated five items on a seven-point Likert scale, ranging from 1 = strongly disagree to 7 = strongly agree. Example items included 'In most ways, my life is close to my ideal' and 'I am satisfied with my life' (M = 2.89, SD = 0.77). In the current study, the Cronbach's alpha was 0.75.

Consent

The researcher informed students their participation was voluntary, and they have the freedom to withdraw from the study without explanation. The next step was that the research student checked whether the potential participants satisfy the inclusion criteria. However, an online survey link was sent to those interested in completing the online and would not be allowed to move to the next page unless they complete all items to control missing data.

Ethical Consideration

The study adhered with the ethical principles by the IRB in Fakeeh. In addition, the research proposals by the research registration, publication and dissemination of results conducted if ethical principles have observed.

Confidentiality

The study participants' confidentiality was assured by implementing several techniques such as the potential participants were not requested to cite their names in the outcomes measures and the researcher was given each participant random code that code was used for communication. In addition, this code was used throughout different stages of the research (data collection, data entry and analysis). Furthermore, the data set stored in secured cabinet and no person will be allowed to access them rather than the research team.

Data Management and Analysis:

Quantitative Data Management

Participant responses were first examined for missing raw information prior to data entry into the software analysis program (SPSS version 24). Data were checked for discrepancies. In this study, the questionnaires were a mix of measures, including demographic variables and continuous variables such as age, gender, years of education. On the other hand, categorical variables were coded and treated as continuous variables.

Quantitative Data Analysis

The Statistical Package for the Social Sciences (version 24) was used to analyze descriptive statistics such as frequency, percentage, mean, median, standard deviation (SD). Compatible with the purpose of the study, frequency analyses were conducted to characterize participants' demographic information, length of time they spent on social media and Internet. One-way analysis of variance tests was conducted to compare different demographic groups, and examine the difference in their levels of social media addiction, correlation tests were conducted to investigate associations between social media addiction levels hierarchical regression test was conducted to test the associations between motivation factors and college students' social media addiction levels when controlling for gender [Tabachnick B et al., 2001].

RESULTS

Demographic Data of Participants

Table 1 illustrates that 57.3% of the studied subjects were male, 35.5% of their age ranged from 21-23 years old, with the mean of (21.95±1.86).in addition 58.2% of them were single and 50.9% of them were studied at Fakeeh College for Medical Science.

TABLE 1

Distribution of personnel characteristics of studied subjects (n=110)

| Variable | Frequency | % |
|-------------------------------------|------------|------|
| Gender | | |
| Female | 47 | 42.7 |
| Male | 63 | 57.3 |
| Age in years | | |
| 18-20 years | 35 | 31.8 |
| 21-23 years | 39 | 35.5 |
| more than 24 | 36 | 32.7 |
| Mean ±SD | 21.95±1.86 | |
| Marital status | | |
| Single | 64 | 58.2 |
| Married | 36 | 32.7 |
| Divorced | 10 | 9.1 |
| Setting | | |
| Fakeeh college for Medical Sciences | 56 | 50.9 |
| King Abdul-Aziz University | 54 | 49.1 |

Social Media Addiction Scale

Social Media Addiction Scale surveyed 110 research subjects who answered the following questions:

1. I am eager to go on social media;
2. I look for internet connectivity everywhere so as to go on social media;
3. Going on social media is the first thing I do when I wake up in the morning;
4. I see social media as an escape from the real world;
5. A life without social media becomes meaningless for me.

Among the responses received, we have identified that 45.4% of the studied students strongly agreed that they see social media as an escape from the real world. Also 41.8% strongly agreed that going on social media is the first thing they do when they wake up in the morning. On the other hand, 19.1% of them disagreed that a life without social media becomes meaningless for them.

The participants (n=110) answered also the following questions:

6. I prefer to use social media even there are somebody around me;
7. I prefer the friendships on social media to the friendships in the real life;
8. I express myself better to the people with whom I get in contact on social media;
9. I am as I want to seem on social media;
10. I usually prefer to communicate with people via social media;
11. Even my family frown upon, I cannot give up using social media;
12. I want to spend time on social media when I am alone;
13. I prefer virtual communication on social media to going out;
14. Social media activities lay hold on my everyday life.

Among the responses received, it was found that 41.9% of the studied students strongly agreed that they want to spend time on social media when they are alone. In addition, 31.8% of them strongly agreed that they prefer virtual communication on social media to going out and they express their self-better to the people with whom they get in contact on social media. On the other hand, 9.1% of them highly disagreed that they express themselves better to the people with whom they get in

contact on social media.

In addition, the participants responded to the following questions:

15. I pass over my homework because I spend much time on social media;
16. I feel bad if I am obliged to decrease the time I spend on social media;
17. I feel unhappy when I am not on social media;
18. Being on social media excites me;
19. I use social media so frequently that I fall afoul of my family;
20. The mysterious world of social media always captivates me;
21. I do not even notice I am hungry or thirsty when I am on social media;
22. I notice that my productivity has diminished due to social media;
23. I have physical problems because of social media use.

Among the responses received, it was found that 38.2% of the studied students strongly agreed that they are being on social media excites them. In addition, 33.7% of them highly agreed that the mysterious world of social media always captivates them. On the other hand, 15.5% of them highly disagreed that they do not even notice they are hungry or thirsty when they are on social media.

Moreover, the participants (n=110) responded to the following questions:

24. I use social media even when walking on the road in order to be instantly informed about developments;
25. I like using social media to keep informed about what happens;
26. I surf on social media to keep informed about what social media groups share;
27. I spend more time on social media to see some special announcements (e.g. birthdays);
28. Keeping informed about the things related to my courses (e.g. Homework, activities) makes me always stay on social media;
29. I am always active on social media to be instantly informed about what my kith and kin share.

Among the responses received, it was found that 39.2% of the studied students strongly agreed that they like using social media to keep informed about what happens. Moreover, 48.2% of them agreed that they surf on social media to keep in-

formed about what social media groups share. On the other hand, 26.4% of them disagreed that they use social media even when walking on the road in order to be instantly informed about developments.

The results related to subdomains of social media addiction scale among studied subjects (n=110) revealed that virtual tolerance was the height percent of mean score among domain of social media addiction scale by 78.47, followed by virtual communication 74.36. The results showed that virtual tolerance had a mean score of (19.61 ± 4.38) , virtual communication had a mean score of (33.46 ± 7.237) , virtual problem had a mean score of (29.72 ± 7.527) , virtual information had a mean score of (21.33 ± 4.5479) , and the mean score for the total social addiction scale was (104.14 ± 21.574) .

The participants' responded to the following items of self-esteem scale:

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

Among the responses received, the results indicated that 50.9% of the studied students agreed that they feel that they wish they could have more respect for themselves. Also, 40.0% of them disagreed that they take a positive attitude toward themselves.

In addition, the participants (n=110) responded to the following life satisfaction scale items:

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 far I have gotten the important things I want in life;
5. If I could live my life over, I would change almost nothing.

The results showed that 44.6 % of them disagreed that in most ways my life is close to their ideal. In addition, 40.0% of the studied students disagreed that they are satisfied with their life.

Moreover, 39.1% of them agreed that, so far they have gotten the important things they want in life.

Table 2 shows relation between studied student's total social media addiction scale, self-esteem, life satisfaction and their personnel characteristics. it was revealed that there was a highly statistical significant relation between total social media addiction scale and their age, marital status, and study setting. In addition, there was a highly statistically significant relation between total self-esteem score and their marital status, as the single students had the highest self-esteem mean score among the studied students. Moreover, there was a highly statistically significant relation between total life satisfaction and their study setting.

TABLE 2

Relation between studied students' total social media addiction scale, self-esteem, life satisfaction and their personnel characteristics

| Variable | Total social media addiction scale | Total self esteem | Total life satisfaction |
|----------------------------|------------------------------------|-------------------|-------------------------|
| Gender | | | |
| Female | 104.64±21.9 | 30.98±5.66 | 15.45±3.85 |
| Male | 103.78±21.51 | 30.97±5.66 | 14.06±4.277 |
| Independent t test | 0.206 | 2.54 | 1.77 |
| P value | >0.05 | <0.05* | >0.05 |
| Age in years | | | |
| 18-20 years | 112.37±18.27 | 31.94±5.41 | 13.89±4.65 |
| 21-23 years | 102.56±21.7 | 30.46±4.64 | 14.97±3.15 |
| more than 24 | 97.86±22.35 | 30.583±6.76 | 15.06±4.55 |
| F test | 4.43 | 0.761 | 0.889 |
| P value | <0.001** | >0.05 | >0.05 |
| Marital status | | | |
| Single | 104.78±21.27 | 32.16±5.1 | 14.78±4.08 |
| Married | 103.22±21.96 | 29.64±6.06 | 15.25±3.95 |
| Divorced | 103.40±24.31 | 28.20±5.85 | 11.70±4.328 |
| F test | 3.06 | 3.81 | 0.066 |
| P value | <0.001** | <0.001** | >0.05 |
| Setting | | | |
| Fakeeh college | 111.36±22.65 | 29.77±5.39 | 13.14±3.82 |
| King Abdul-Aziz university | 96.67±17.7 | 32.22±5.66 | 16.22±3.89 |
| Independent t- test | 4.18 | 2.32 | 3.79 |
| P value | <0.001** | <0.05* | <0.001** |

NOTES: * - statistical difference, ** - highly statistically significant difference

TABLE 3

Correlation between studied students total social media addiction scale, self-esteem, and life satisfaction

| | | Total social media addiction scale | Total self esteem | Total life satisfaction |
|------------------------------------|---------------------|------------------------------------|-------------------|-------------------------|
| Total social media addiction scale | Pearson Correlation | 1 | -0.259 | -0.121 |
| | Sig. (2-tailed) | | .042* | 0.158 |
| Total self esteem | Pearson Correlation | -0.259 | 1 | 0.464** |
| | Sig. (2-tailed) | 0.042* | | 0.000 |
| Total life satisfaction | Pearson Correlation | -0.121 | 0.464** | 1 |
| | Sig. (2-tailed) | 0.158 | 0.000 | |

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

Table 3 illustrates correlation between studied student's total social media addiction scale, self-esteem, and life satisfaction. It was revealed that there was a significant negative association between social media addiction scale and self-esteem. In addition, there was a significant negative association between social media addiction and life satisfaction. Moreover, there was a highly positive association between self-esteem and life satisfaction.

DISCUSSION

This section discusses the findings in relation to the current research evidence by comparing similarities and differences between the outcomes reported in the current study with those described elsewhere. In addition, the strengths and limitation of the existing study were discussed. The study outcomes, both in the present and for the future, are explored in this section. The section culminates by providing recommendations and presenting the study conclusion.

Social media defined as “websites which allow profile creation and visibility of relationships between users”. Sims J. and co-authors (2017) has become one of the common leisure activities among university students. Now, almost half of the world population (49%; 3.80 billion) actively use social media and these numbers are rapidly swelling every day Kemp S. (2020). University students use social media for a variety of reasons such as maintaining relationships, access to information and entertainment Haand R, Zhao S. (2020); that made social media as an inseparable part of many students' daily life. Although social media provides a range of benefits and opportunities as mentioned above, concerns have been raised about

its excessive usage globally [Baccarella C et al., 2018]. The addiction of using social media defined as ‘a behavioral addiction that is characterized as being overly concerned about social media, driven by an uncontrollable urge to log on to or use social media, and devoting so much time and effort to social media that impair other important life areas Hilliard J. (2019). Though over the past decade, studies mainly explored the opportunities provided by internet-social media but now scholars' attention have turned to explore the adverse effects of the internet and social media among its users [Baccarella C et al., 2018]. The aim of the current study was to explore the level of using social media among the university students at both Fakeeh College for Medical science and King Abdul-Aziz University, in addition to evaluate the relation between their average of using social media and their self-esteem and life satisfaction.

Concerning personnel characteristics of the studied students, the present study findings revealed that more than half the studied subjects were male and their age ranged from 21-23 years old, with the mean of (21.95±1.86) and in term of marital status more than half of them were single. These findings are in the same line with Haand R., Zhao S. (2020), in the study to “examine the relationship between social media addiction and depression among students of the universities in Khost province of Afghanistan. “They added that they were at age from 18-25, with mean age of 21.69± 1.3 years. In addition, they indicated that the more than half of the studied students were male and more than half of them were single.

Regarding the total social media addiction score among the studied students; the present study find-

ings indicated that, the vast majority (83.6%) are highly addicted for social media, and there was no significance difference between both male and female students regarding social media addiction score. These finding are agreed with Alaika O. and his colleagues (2020), in the study to “assess level of Social Media addiction among Moroccan university students”, they added that the vast majority of the studied students were had a high level of social media addiction.

As regarding the relation between level of social media addiction of the studied students and their age group. The present study revealed that the student in age group from 18-20 years had a high level of social media addiction among the studied students. These finding are agreed with Alaika O. and co-authors (2020), they added that students at age from 18-20 years had a high level of social media addiction. More over the present study illustrated that students from Fakeeh College had a higher social addiction level than these in King Abdul-Aziz University.

Moreover, the present study findings revealed that single students had the highest mean score of social media addiction among the studied students. These findings are agreed with Andreassen C. and others (2016), who added that singles are positively associated with addiction to the use of social media and game sites. This may be due to that single and engaged students have more free time, lack of household chores to fulfill duties as married students do.

Concerning self-esteem level among the studied students, the present study revealed that only 12.7% of them had a high self-esteem level, and there was a significant negative association between social media addiction score and their self-esteem score ($r=-0.259$). These findings supported the stated hypothesis that increasing level of social media addiction is associated with low self-esteem among university students. These results are agreed with Shao-hai J., Annabel N. (2020), in the study to “explore the effects of Instagram use, social Comparison, and self-esteem on social anxiety “they added that increasing level of social media addiction is highly associated with decrease level of self-esteem among the studied students. Moreover, these results are in line with findings from previous research Sprecher S. (2013), Zuckerman M. (2016) and their colleagues. They showed that those who spent the most time on social media per day had the lowest levels of self-esteem. Also, Hawi N. and Samaha M.

(2017) argued that, the higher the social networking addiction of students, the lower their self-esteem is. These findings may be due to that a person enters social networks for rewards such as escaping reality and entertainment.

Regarding studied student's relation between level of self-esteem and their personnel characteristics. The present study findings indicate that the single students had the highest level of self-esteem mean score and there was a highly significant relation between marital status and their self-esteem ($p<0.001^{**}$). These study findings are agreed with Nesi J. and Prinstein M. (2015), who showed that non married self-esteem subjects had a higher self-esteem than married subjects.

In addition, there was also a significant relation between their level of self-esteem and their university setting, where the students of and King Abdul-Aziz university had a higher self-esteem level than the students at Fakeeh College for Medical science.

Moreover, there was a significant relation between studied students' self-esteem score and their gender and their age, as the male students had a high self-esteem than female students. These finding are in accordance with Zuckerman M. and co-authors (2016), who illustrated that males usually report higher levels of self-esteem than females. These findings may be due to puberty starts earlier with females and therefore their physical appearance changes a lot during those years, thus making adolescence a more sensitive period for females.

Life satisfaction is defined as “a global assessment of a person's quality of life according to his/her chosen criteria”. Judgments of satisfaction are dependent upon a comparison of one's circumstances with what is thought to be an appropriate standard. The judgment of how satisfied people are with their present state of affairs is based on a comparison with a standard which each individual sets for him or herself; it is not externally imposed [Shahnaz I, Rezaul K, 2014].

As regarding the total life satisfaction level among the studied students, the present study results indicated that only 19.1% of them had a high level of life satisfaction. These findings are agreed with Valenzuela S et al., (2009), who added that only few percentages of university students usually had a high life satisfaction. These findings may be due to that most of university students are at late adolescent stage.

Also the present study indicated that there was a

highly significant relation between study settings of the studied students, as students in King Abdul-Aziz University had higher level of life satisfaction than student in Fakeeh College for Medical science. Moreover, there was a highly significant association between studied students' life satisfaction score and their self-esteem level ($r=+0.646$), which indicates that increasing self-esteem is highly associated with increase life satisfaction. These findings are agreed with Kumar A. and others (2018); who indicated that a significant relationship was found between self-esteem and satisfaction with life.

On the other hand, there was a significant negative association between studied students' total life satisfaction scorer and their social media addiction score ($r=-0.212$), that revealed increasing social media using is highly associated with decreasing life satisfaction. These results are agreed with Acun I. (2020) who concluded that life satisfaction had a negative relationship with social media addiction internet addiction.

LIMITATION

The generalizability of this result is subject to certain limitation. Firstly, the student was chosen from only two colleges and the outcomes may not be generalizable to all colleges in Saudi Arabia. Secondly, the research is cross-sectional in design,

to recognize which variable influenced the other in cross-sectional design it is complicated. Thirdly, convenience sampling was selected, and it is complicated to generalize the outcomes. Finally, the participants' response might influence because we have long questionnaires that makes students not interested to answer.

Notable, the present study was planning to take a place in the king Abdul-Aziz University and Fakeeh College in Jeddah City. However, the time limitation of the master program was a barrier to expand too many regions.

CONCLUSION

In this study, an attempt has been made to study the severity of social media use and its relation to life satisfaction and self-esteem in college students. There was significant correlation between social media addiction, self-esteem and life satisfaction. The results were consistent with the research hypothesis which revealed that there was a significant negative association between social media addiction scale and self-esteem. In addition, there was a significant negative association between social media addiction and life satisfaction. Moreover, there was a highly positive association between self-esteem and life satisfaction.

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