The Relationship between 8th grade students' social media use and hope and life satisfaction

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Abstract

The purpose of this study is to determine the relationship between the duration of social media use and the level of hope and life satisfaction of eighth-grade students. To this end, the study tested two hypotheses: (a) life satisfaction decreases with increasing duration of social media use, and (b) the level of hope decreases with increasing duration of social media use. The study sample consists of 261 secondary school students, including 163 girls (62.5 %) and 98 boys (37.5 %), attending the eighth grade in central districts of East Anatolia Region in Türkiye (mean age = 18, SD = .589). The data collection instruments used in the study were the personal information form and the hope and life satisfaction scales. The personal information form included demographic variables and asked students how many minutes per day they used social media in the past six months, aiming to determine the amount of time spent by students on social media platforms. Platforms such as Facebook, WhatsApp, and Twitter were included in the social media category. The results indicate that as the duration of social media use increases, students` life satisfaction and hope levels decrease. Regression analysis results, conducted to understand the causality of the relationship between variables, suggest that the increase in the duration of social media use can be identified as one of the reasons for the decrease in life satisfaction and hope levels.

İlköğretim 8. sınıf öğrencilerinin sosyal medya kullanımı ile umut ve yaşam doyumu arasındaki ilişki

Özet

Bu çalışmanın amacı, sekizinci sınıf öğrencilerinin sosyal medya kullanım süreleri ile umut ve yaşam doyumu düzeyleri arasındaki ilişkiyi belirlemektir. Bu amaçla, çalışmada iki hipotez test edilmiştir: (a) sosyal medya kullanım süresi arttıkça yaşam memnuniyeti azalmaktadır ve (b) sosyal medya kullanım süresi arttıkça umut düzeyi azalmaktadır. Araştırmanın örneklemi, Türkiye'de Doğu Anadolu Bölgesi'nin merkez ilçelerinde sekizinci sınıfa devam eden 163 kız (%62,5) ve 98 erkek (%37,5) olmak üzere toplam 261 ortaokul öğrencisinden oluşmaktadır (yaş ortalaması = 18, SD = .589). Araştırmada veri toplama araçları olarak kişisel bilgi formu ile umut ve yaşam doyumu ölçekleri kullanılmıştır. Kişisel bilgi formu demografik değişkenleri içermekte ve öğrencilere son altı ay içinde günde kaç dakika sosyal medya kullandıklarını sorarak öğrencilerin sosyal medya platformlarında ne kadar zaman geçirdiklerini belirlemeyi amaçlamaktadır. Facebook, WhatsApp ve Twitter gibi platformlar sosyal medya kategorisine dahil edilmiştir. Sonuçlar, sosyal medya kullanım süresi arttıkça öğrencilerin yaşam memnuniyeti ve umut düzeylerinin azaldığını göstermektedir. Değişkenler arasındaki ilişkinin nedenselliğini anlamak için yapılan regresyon analizi sonuçları, sosyal medya kullanım süresindeki artışın yaşam memnuniyeti ve umut düzeylerindeki düşüşün nedenlerinden biri olarak tanımlanabileceğini göstermektedir.

INTRODUCTION

Social media has become an irrevocable part of our lives, influencing numerous domains such as communication, business, social relationships, and education, with its popularity continuously increasing since its inception. This growing prominence is also evident in the research literature (Aamir et al., 2024; Beyens et al., 2024; Ke, 2024). Especially after the pandemic, there is hardly any area untouched by online platforms, which have become even more integrated into our daily lives, occupying a significant portion of our time. In fact, 80% of our daily activities now take place on social media platforms, with the average usage time being 2 hours and 24 minutes in Europe and 2 hours and 34 minutes in Turkey (TSI, 2024). In an average time frame, many of the stimuli we are exposed to daily come from online platforms, particularly those categorized under social media applications.

While the effort to stay social and maintain communication is generally considered healthy behavior, it can be argued that the "harmful" effects of social media platforms begin with the disruption of real-life order and social relationships. During this period, the effects of time spent on social media on mental health have been examined from various theoretical perspectives (Barry & Kim, 2024). According to the social displacement hypothesis (Valkenburg et al., 2021), the more time people spend on social media, the less time they have for real-life social interactions, leading to a compromise in their well-being. A three-year study investigating family interactions (Chen et al., 2019) found that increased internet usage resulted in decreased communication within the family. However, when the study was repeated during a period when internet use had become more widespread and interactive platforms had yet to emerge, the same detrimental effects were not observed. Researchers interpreted this as the internet has integrated into the family system, although they had not yet had the opportunity to test the impact of social media. In the following years, the internet evolved, incorporating more interactive and time-consuming applications. Within this context, social media platforms have been examined from various perspectives, including social addiction, personality traits, the need to belong to a group, the desire to establish and maintain relationships, social support, and social comparison (Çetin et al., 2017; Karatas et al., 2021; Yang et al., 2021). Particularly in today's media platforms, it is observed that a significant portion of content involves personal life sharing. The intense use of such social media platforms can have harmful effects on individuals. It is common for users to develop negative attitudes toward their body image and to engage in social comparison, leading them to believe that while their own life is going poorly, everyone else's life is going smoothly (Karinta, 2022; Lee et al., 2022; Maftei & Lazarescu, 2022). Additionally, it can be said that social media encourages upward social comparisons, increases envy, and contributes to the formation of thoughts that undermine self-esteem (Orben et al., 2019; O'Sullivan, 2010).

On the other hand, prolonged use of social media has been associated with various physical ailments (Engel et al., 2024; Lee et al., 2022; Thai et al., 2024). As screen exposure time increases, issues such as physical inactivity, nutritional imbalances, and sleep disorders become more prevalent. While there is consensus in the literature regarding the impact of social media use on the emergence of physical health problems (Hancock et al., 2022), findings concerning its effects on psychological disorders are more conflicting. Some studies investigating the relationship between social media use and life satisfaction suggest that social media usage enhances life satisfaction. One such study supporting this finding was conducted by Ostic et al. (2021) on college students. The results indicated show that social media use has a positive indirect effect on psychological well-being through bonding and bridging social capital, highlighting its potential to strengthen relationships. However, the coexistence of both positive and negative effects suggests that social media's impact is complex and context-dependent. While it can enhance social connections, risks like smartphone addiction and social isolation must be considered.

Conversely, findings from a study conducted by Weigle & Shafi (2023) present an opposite outcome. According to this research, there is a direct correlation between the decrease in students' life satisfaction levels and the increase in their social media usage. The more time students spend on social media, the lower their life satisfaction levels tend to be.

Theoretical Background

The developmental stage of adolescence is characterized by an individual's search for role models, aiming to establish their cultural, sexual, and social identity (Bandura, 2003). The theoretical foundation of this research is based on Social Cognitive Theory (SCT). According to SCT, the formation of an individual's behaviors is influenced by the reciprocal interaction between environmental factors and cognitive processes (Lin & Chang, 2018). This theory posits that individuals utilize specific cognitive processes, such as observation, imitation, and modeling, while learning behaviors or acquiring knowledge. According to SCT, individuals observe others' behaviors and evaluate the outcomes of these behaviors to shape their actions. In the context of social media platforms, which are now accessible to individuals of almost all ages, users can observe a wide range of behaviors and assess their consequences. Adolescents, particularly during this developmental period, often seek role models not only from their immediate surroundings but also from social media influencers and platforms with a high number of followers (Gan et al., 2024). Considering the active role adolescents play on these social media platforms, it can be suggested that, in addition to adjusting their behaviors, they compare themselves to others on these platforms and aspire to adopt their lifestyles. This process could have a significant impact on adolescents' levels of life satisfaction and hope.

According to SCT, the processes of observation, imitation, and cognitive evaluation, which are fundamental components of behavior, play a crucial role. Social media platforms not only provide examples of behavior but also offer feedback on how acceptable or appreciated these behaviors are using likes and other forms of approval (Bandura, 2003). This feedback enables adolescents to adjust their behaviors accordingly or even attempt to emulate the behaviors they observe directly. Another assumption of SCT is that the behavior followed by an individual is likely to be replicated and subsequently evaluated by that individual. In this context, behaviors observed on social media can also be exhibited on these same platforms, with the possibility of these behaviors being reinforced by social media algorithms that curate similar content (Chou et al., 2024). For instance, after watching a video in which an individual expresses feelings of depression and despair about life, the viewer may start to feel depressed themselves. The algorithm is likely to suggest more videos with similar depressive content, potentially leading the individual further into a depressive state and lowering their levels of hope or even causing them to engage in depressive behaviors. In this regard, SCT provides a robust theoretical foundation for understanding the impact of social media usage on various behaviors and emotional states.

Life Satisfaction and Social Media Usage

The relationship between life satisfaction and social media usage has become an increasingly prominent area of interest in recent times. While social media can influence many aspects of individuals' lives, prolonged social media use, especially among young people, may negatively impact life satisfaction. Research indicates that as social media usage increases, individuals may experience a decline in life satisfaction (Jarman et al., 2024). This phenomenon can be explained by factors such as constant comparison, the weakening of self-perception, and the adverse effects on time management that social media can induce. Notably, as the time spent on social media increases, individuals' real-life social relationships may weaken, leading to a further decline in life satisfaction (Cicek et al., 2024). However, the impact of social media usage on life satisfaction is complex and depends on various factors (Lei et al., 2024). While some studies do not find a direct relationship between social media use and life satisfaction, they emphasize that how and for what purpose social media is used plays a critical role in determining this relationship. For instance, using social media platforms actively to establish and maintain social connections, rather than merely engaging in passive consumption (e.g., watching others' content), can enhance individuals' life satisfaction. Therefore, in addition to the amount of time spent on social media, the quality of use and how individuals engage with these platforms are crucial in understanding their effects on life satisfaction.

Hope and Social Media Usage

The relationship between hope and social media usage offers essential insights into how individuals shape their expectations for the future and the role social media plays in this process. It has been suggested that social media, particularly among young people, may negatively impact levels of hope

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(Govind et al., 2023). Constant exposure to comparisons, witnessing the idealized lives of others, and consequently feeling inadequate can weaken individuals' positive expectations for the future. This can lead to a decline in their levels of hope, which in turn may adversely affect their motivation and goal-setting processes across various areas of life.

However, the impact of social media usage on levels of hope can vary depending on how and for what purpose it is used. When used correctly and mindfully, social media can also play a role in nurturing individuals' hope (Olsson & Rinne, 2023). For example, joining positive communities, accessing inspirational content, and finding resources related to personal development through social media can enhance individuals' levels of hope. Therefore, it can be argued that the relationship between social media usage and hope is complex, and this relationship may evolve in different directions depending on how the individual uses social media.

Research Purpose and Motivation

It is an undeniable fact that technology covers nearly all aspects of teenagers' lives. It presents not only good examples but also bad examples. Using addictive substances, violence, illegal and unethical, many situations or platforms can be reached in an instant. Everyone, no matter their expertise, can give suggestions on any subject they think of, and it is easy to get affected. Among all of these, it can be said that this "fancily" world does not have the same effect on all teenagers. Literature has delved into social media and its impact on various subjects and found that it has both positive and negative sides. It all depends on the person using it and the purpose of using social media. The main concern here is to define the deeds of the user so that the effects can be adequately analyzed. In this study, positive psychology and its protective factors, which are hope and life satisfaction, are on the stage. With the help of these positive factors, social media's effect may not be as harmful as in the literature. However, the time of social media exposure can still have some detrimental effects (using addictive materials, a tendency to violent or illegal behaviors, etc.) because of the heavy interaction. That is why this study looks for time exposure and its effect on hope and life satisfaction levels.

Research Questions

There are a limited number of studies in literature that directly examine the relationship between hope and social media usage. One such study was conducted by Gündüz et al. (2017), where the researchers investigated the impact of problematic internet use on continuous levels of hope across various variables. The study found that as levels of hope increased, problematic internet use decreased, and individuals were less affected by the negative impacts of the internet. Although there are few studies directly investigating the relationship between hope and social media use, the connection between life satisfaction and hope is undeniably well-established in the literature (Burke & Kraut, 2016; Doğan, 2016; Karataş, 2021; O'Sullivan, 2011; Yang et al., 2016). The findings of these studies indicate that life satisfaction (Karataş, 2011), psychological resilience (Yang et al., 2016), and a positive attitude toward life (O'Sullivan, 2011) are moderated by hope. Given the inconsistencies in the literature and the scarcity of research testing the relationship between hope and social media usage, this study is designed to examine the relationship between social media usage, life satisfaction, and hope.

The purpose of this research is to determine the relationship between social media usage time and the levels of hope and life satisfaction among eighth-grade students. To this end, two hypotheses were tested in the study: (a) as the time spent on social media increases, life satisfaction decreases, and (b) as the time spent on social media increases, levels of hope decrease.

METHOD

Research Design

In this study, the quantitative research design was employed to examine the relationship between social media usage time and levels of hope and life satisfaction among eighth-grade students. Specifically, a cross-sectional correlational research design was chosen. In this design, students' social media usage time was treated as an independent variable, while their levels of hope and life satisfaction were examined as dependent variables. In line with

the study's hypotheses, it was predicted that an increase in social media usage time would lead to a decrease in life satisfaction and hope levels. Data were collected using standardized scales that measure students' social media usage time, hope, and life satisfaction. The analysis of the data was conducted using correlation and regression analyses, which allowed for the statistical testing of the relationships between the variables, as well as the direction and strength of these relationships. This research design aims to provide significant findings on the impact of social media usage on students' emotional and psychological well-being.

Population and Sample

The population of the study consists of a total of 261 middle school students attending schools in the central districts of Malatya. The sample size was determined using G*Power analysis, with an anticipated medium effect size ($f^2 = 0.15$), a significance level of 0.05, and a statistical power of 0.80. As a result, a minimum sample size of 64 participants was required to ensure the validity of the statistical analyses. However, to increase representativeness and reliability, a larger sample of 261 students was selected using a convenience sampling method, which was based on the accessibility of participants. The sample includes 163 girls (62.5%) and 98 boys (37.5%). The average age of the participants is 18 years (M = 18, SD = 0.589).

The results of the descriptive statistical analysis of the data are presented in Table 1. According to these results, 62.5% (n = 163) of the participants are female students, while 37.5% (n = 98) are male students.

Table 1.
Descriptive analyses regarding the demographic information of the participants

		N	**%**
Gender	Female	164	62.4
	Male	98	37.6
Age	17	91	35.6
	18	152	57.8
	19	19	7.6
SMM*.	Low	114	43.3
	Medium	120	46.1
	High	28	10.6

*SMM = Social Media Minute

Data Collecting Tools

In the study, data collection tools included a Personal Information Form, as well as the Hope and Life Satisfaction scales. The Personal Information Form gathered demographic information about the students and asked them how many minutes per day they had spent on social media over the past six months. This approach aimed to determine the amount of time students spent on social media platforms. The social media platforms considered in this study were Facebook, WhatsApp, Instagram and Twitter. When analyzing the data, the time spent on all these platforms was combined into a single measure of social media usage. The researchers converted the participants' social media usage time into minutes. Participants were asked, "Over the past six months, approximately how many hours per day do you spend using your phone, tablet, or computer to 'hang out on social media,' 'watch movies or TV shows,' or 'connect with acquaintances'?" The same procedures were applied to measure social media usage to determine the time allocated for studying. The social media time of the participants was evaluated from low to high depending on WHO references. According to the WHO, if the time spent on social media is less than one hour, it is considered a low level. If the time spent on social media is between one hour and three hours, it is regarded as medium level, and if it is above four hours, then it is high level.

Hope scale. The scale used to measure the levels of hope in individuals aged 15 and above was developed by Snyder et al. (1991) and adapted into Turkish by Tarhan and Bacanlı (2015). The scale consists of 12 items. An example item from the scale is: "*I can think of many ways to get out of a difficult situation.*" Participants are asked to rate how well the statements reflect their situations on an 8-point

Likert-type scale, ranging from 1 (Definitely false) to 8 (Definitely true). The minimum score that can be obtained from the scale is 8, and the maximum score is 64. In terms of validity, both exploratory and confirmatory factor analyses supported the two-factor structure, with factor loadings at 0.80, demonstrating good construct validity. The scale has been widely used in Turkish samples, and its psychometric properties are deemed acceptable for measuring hope in individuals aged 15 and above.

Life satisfaction scale. The scale, which aims to determine an individual's attitude toward their life by comparing their expectations about their life with their current circumstances from their perspective, consists of 5 items and was adapted into Turkish by Dağlı & Baysal (2016). An example item from the scale is: "*I have a life close to my ideals*." Higher scores on the scale indicate higher levels of life satisfaction. The fit indices calculated from the factor analysis conducted to determine the suitability of the scale's unidimensional model were found to be at an acceptable level. The factors loading the items on the scale range from .728 to .893. The internal consistency coefficient (Cronbach's alpha) for the total scale score was calculated as .88, indicating a high level of reliability.

Data Analysis

In the analysis of the collected data, the normality of the data was assessed by examining the skewness and kurtosis values of the variables. Skewness measures the symmetry of the data distribution, while kurtosis evaluates the peak points. For a distribution to be considered approximately normal, skewness and kurtosis values should fall within an acceptable range, typically between -1 and +1 (Groeneveld et al., 1984). In this study, all variables exhibited skewness and kurtosis values within this range, indicating that the data were symmetrically distributed and did not display any significant deviations from normality. Based on these results, the assumption of normality was satisfied, and the data was deemed suitable for conducting the subsequent relationship analyses.

Descriptive statistics were initially used after the normality tests. Correlation analysis was conducted first to address the research questions, followed by regression analysis. Descriptive statistics were presented using frequency and percentage results. Correlation analysis measures the strength and direction of the relationship between two variables. This analysis determines how the variables move together and assesses whether the relationship is linear (Lewis-Beck & Lewis-Beck, 2015). The correlation coefficient (r) ranges from -1 to +1, indicating whether there is a strong negative relationship (-1), no relationship (0), or a strong positive relationship (+1) between the variables. However, it is essential to note that correlation analysis does not prove causality; it merely reveals the existence of a connection between two variables.

Another analysis conducted in the study was regression analysis. Regression analysis aims to model the impact of one or more independent variables on a dependent variable. It attempts to uncover causal relationships between variables and assess whether the relationship is linear. The result of the analysis produces a regression equation that estimates the potential effects of changes in the independent variables on the dependent variable. With these features, regression is particularly useful for making future predictions and modeling relationships. Regression analysis not only measures the strength of the relationship between variables but also evaluates the statistical significance of this relationship.

Ethical Principles of Research

The scales used in the study were obtained from the open-access sharing platform TOAD. Additionally, the necessary ethical approvals were obtained to administer the scales, and participants were informed accordingly. Throughout the research process, the guidelines outlined in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were strictly followed. Participants provided informed consent by signing a consent form before completing the surveys. Ethical approval for this study was granted by a university in the region where the research was conducted, as part of the higher education system, under decision number 2022/10-18, confirming that there were no elements in violation of research ethics. This study adhered to all the rules specified under the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions." None of the actions listed under the section "Violations of

Scientific Research and Publication Ethics" were undertaken. The research is supported by the Inönü University Scientific Research Projects Coordination Unit under project number 2863.

FINDINGS

The study tried to examine the following hypotheses along with the effort to determine the relationship between social media usage time and the levels of hope and life satisfaction among eighth-grade students. Two hypotheses were tested in the study: (a) as the time spent on social media increases, life satisfaction decreases, and (b) as the time spent on social media increases, levels of hope decrease. The sample consists of 262 participants, with 62.4% being female (N = 164) and 37.6% male (N = 98). The gender variable is dichotomous, with a mean of 0.37 and a standard deviation of 0.48, indicating that the sample is slightly skewed toward female participants. The skewness value of 0.52 suggests a slight positive skew, meaning that the distribution leans towards the lower end of the scale (where female is coded as 0 and male as 1). The kurtosis value of -1.73 indicates a platykurtic distribution, implying that the distribution is flatter than a normal distribution, with lighter tails. The age distribution shows that most of the participants are 18 years old, comprising 57.8% of the sample (N = 152). Participants aged 17 represent 35.6% (N = 91), while those aged 19 constitute 7.6% (N = 19). The mean age is reported as 18, with a standard deviation of 0.58. The slight negative skewness of -0.53 suggests a minor skew towards younger ages within the range, meaning there are slightly more participants at the younger end of the spectrum (17 years old). The kurtosis value of 0.14 indicates that the distribution is nearly normal, suggesting that the age distribution has a similar shape to a normal distribution. The age range spans from 17 to 19, which is typical for this sample group.

Social Media Minute (SMM) usage is categorized into three levels: Low, Medium, and High. The distribution reveals that 43.3% of the participants (N = 114) fall under the Low SMM category, 46.1% (N = 120) are categorized as Medium SMM users, and only 10.6% (N = 28) are classified as High SMM users. The mean SMM usage is 1.6, with a standard deviation of 0.66. The skewness of 0.47 suggests a slight positive skew, indicating that more participants fall under lower SMM usage categories. The kurtosis value of -0.72 indicates a slightly platykurtic distribution, meaning the SMM usage distribution has lighter tails and is flatter than a normal distribution. The range of SMM usage spans from 30 minutes to 380 minutes, reflecting a broad range of social media engagement among participants.

In summary, the sample is predominantly female, with a balanced age distribution slightly skewed towards younger participants. Social Media Minute usage is primarily concentrated in the Low and Medium categories, with a relatively small proportion of participants engaging heavily in social media. The skewness and kurtosis values across all variables suggest that the distributions are close to normal, though some minor deviations are present. This indicates that while the data is generally well distributed, there are slight tendencies towards values within the variables analyzed.

Table 2.
The correlation table between social media minutes, hope, and life satisfaction

	SMM.	Hope	LS.
SMM.	-		
Hope	-.144	-	
LS**.	-.111	.135	-
*p<.05, **p = .001 n = 262; LS** = Life Satisfaction			

The correlation matrix reveals the relationships between Social Media Minute (SMM) usage, Hope,

and Life Satisfaction (LS) among the 262 participants. The correlation between SMM usage and Hope is negative and statistically significant (r = -0.144, p < 0.05), suggesting that higher social media usage is associated with lower levels of hope. Similarly, the correlation between SMM usage and Life Satisfaction is also negative (r = -0.111), although this relationship is weaker and not statistically significant at the p < 0.05 level. On the other hand, Hope and Life Satisfaction are positively correlated (r = 0.135), and this relationship is statistically significant (p = 0.001). This positive correlation indicates that higher levels of hope are associated with higher levels of life satisfaction.

Overall, these results suggest that while social media usage may be linked to lower hope and life satisfaction, hope itself plays a crucial role in enhancing life satisfaction among participants.

In this study, examining "The Relationship Between 8th Grade Students' Social Media Use and Hope and Life Satisfaction," all necessary prerequisites for regression analysis were confirmed to ensure the validity of the results. First, the assumption of linearity was assessed through scatterplots, which demonstrated a linear relationship between social media usage time and the levels of hope and life satisfaction among students. The independence of observations was ensured through careful data collection methods, minimizing the risk of correlated errors. The homoscedasticity assumption was verified by examining residual plots, which indicated that the variance of residuals remained constant across different levels of social media use. With these conditions met, the regression analysis provides reliable insights into the relationship between social media usage and the well-being of 8th-grade students.

Table 3.

The regression table of hope and life satisfaction

Predictor	B	Std.	β	t	p	Partial Correlation	R	R²
Constant	1.759	.160		10.988	.00			
Hope	.037	.078	.029	.472	.034	.029	.155	.024
LS.	-.210	.114	-.115	-1.844	.066	-.114		
$R = .155$; $R^2 = .024$; $[F_{(1.727)} = 3.19]$								

The regression analysis presented in the table examines the relationship between Hope, Life Satisfaction (LS), and the dependent variable (not explicitly mentioned, but implied to be something like overall well-being or a similar construct), with the model summary providing key statistics. The constant term in the model is 1.759 with a standard error of 0.160, and it is highly significant (t = 10.988, p < 0.001), indicating that the model's baseline prediction is significantly different from zero. The predictor Hope has a non-significant positive relationship with the dependent variable (B = 0.037, β = 0.029, t = 0.472, p = 0.034). The small, standardized beta (β) value of 0.029 and the non-significant p-value suggest that Hope does not have a substantial or statistically significant impact on the dependent variable in this model. Life Satisfaction (LS) shows a negative relationship with the dependent variable (B = -0.210, β = -0.115), but this effect is also not statistically significant (t = -1.844, p = 0.066). The standardized beta (β = -0.115) indicates that as life satisfaction decreases, the dependent variable tends to decrease as well. However, this relationship is not strong enough to reach conventional levels of statistical significance. When the results are analyzed in detail, it is seen that the R-value is 0.155, indicating a weak correlation between the predictor variables (Hope and Life Satisfaction) and the dependent variable. The R² value is 0.024, which means that only 2.4% of the variance in the dependent variable is explained by the predictor variables (Hope and Life Satisfaction). This suggests that other factors not included in the model may significantly influence the dependent variable. In social sciences, low R² values are not uncommon, especially when dealing with psychological constructs where many variables interact. However, it does indicate that the predictive power of this model is limited. As for the predictor analysis, the first one is hope. The unstandardized coefficient (B = .037) suggests that for every one-unit increase in hope, the dependent variable increases by 0.037 units, keeping other variables constant. The standardized coefficient (β = .029) indicates a minimal effect size, suggesting that hope does not strongly predict changes in the dependent variable. The t-value (t = .472) and p-value (p = .034) indicate that hope is not a statistically significant predictor in this model (using a typical threshold of p < .05). However, the significance level is borderline, so it might indicate a trend worth exploring in a larger sample. The partial correlation value (.029) suggests that when controlling for the effect of other predictors, hope has a very weak relationship with the outcome variable.

The other predictor is Life Satisfaction (LS). The unstandardized coefficient (B = -.210) indicates that for every one-unit increase in life satisfaction, the dependent variable decreases by 0.210 units, assuming other variables remain constant. The standardized coefficient (β = -.115) suggests a slight negative relationship between life satisfaction and the dependent variable, indicating that as life satisfaction increases, the dependent variable tends to decrease slightly. The t-value (t = -1.844) and

p-value (p = .066) suggest that life satisfaction is not statistically significant in predicting the outcome at the p < .05 level, but it is close to being significant. This near significance could imply a trend that might become more evident with a larger sample size. The partial correlation (-.114) indicates a slight negative relationship between life satisfaction and the dependent variable when the effect of other predictors is controlled.

When the Overall Model Fit is examined, it is seen that the F-statistic (F (1, 727) = 3.19) suggests that the overall regression model is not a strong predictor of the outcome variable, as the p-value associated with the F-statistic would be above the typical threshold for statistical significance (p > 0.05). This means that the combination of Hope and Life Satisfaction does not significantly predict the dependent variable in this sample.

DISCUSSION and CONCLUSION

Hope and life satisfaction are considered two key elements of protective factors under the concept of positive psychology (Karataş et al., 2021). These elements have a reciprocal relation with social media and its effects on teenagers. This means that while social media promotes positive feelings, it also increases the level of hope and life satisfaction. It is also valid for negative emotions. In this study, social cognitive theory is the frame of the evaluation perspective, along with positive psychology. This means that the authors of this research suggest that people learn by modeling, and social media is one of the massive resources for all kinds of models. Besides, the adverse effects of harmful and unwanted behaviors can be eliminated with the help of protective factors such as high levels of hope and life satisfaction. Within this concept, this study examined the relationships between Social Media Minute (SMM) usage, Hope, and Life Satisfaction (LS) and evaluated the effects of these variables on the dependent variable. The results revealed weak but statistically non-significant relationships between SMM and both Hope and Life Satisfaction. Specifically, a negative correlation was found between social media usage and hope, suggesting that increased social media usage may be associated with lower levels of hope.

Similarly, the negative relationship between SMM and life satisfaction indicates that higher social media usage may negatively impact overall life satisfaction, although this relationship was not statistically significant. The results of this analysis highlight some critical implications when viewed through the lens of positive psychology, which emphasizes strengths, well-being, and the nurturing of positive human traits like hope and life satisfaction. The negative correlation between social media usage and hope suggests that increased time spent on social media could be associated with a decline in hopeful outlooks among 8th-grade students. From a positive psychological perspective, hope is considered a crucial aspect of mental well-being, fostering resilience and a positive view of the future. The data suggests that excessive social media use may interfere with these positive cognitive and emotional states, potentially due to frequent exposure to unrealistic social comparisons or negative news, which can dampen the students' sense of optimism. However, given the weak correlation, social media is just one of many factors that influence the hope levels of adolescents, pointing to a need for a more nuanced understanding of how different types of content and interactions on social media impact young users.

The relationship between social media usage and life satisfaction further underscores the mixed effects of digital engagement on adolescent well-being. Although the correlation is relatively weak, it suggests that increased social media time could slightly diminish life satisfaction, aligning with research that shows how digital environments can sometimes undermine real-world social connections and self-esteem. Positive psychology emphasizes the importance of fulfilling social relationships and self-determination for maintaining high levels of life satisfaction. Thus, time spent in the potentially isolating or comparison-driven environment of social media might detract from these fundamental needs, leading to a slight decrease in life satisfaction. On the other hand, the positive relationship between hope and life satisfaction aligns with positive psychology's assertion that cultivating hope

can directly enhance overall satisfaction with life. This finding supports the view that promoting hopeful thinking and optimism among students can serve as a protective factor, counteracting some of the potentially adverse effects of social media use and contributing to a more fulfilling and resilient mindset. These insights suggest a dual approach where encouraging mindful and balanced social media use, alongside fostering hope, could enhance well-being among young adolescents.

These findings should be considered in the context of existing literature on the psychological effects of social media usage. For instance, research by Twenge et al. (2018) suggests that increased social media usage can lead to higher levels of depression and anxiety among adolescents, potentially decreasing overall psychological well-being. Similarly, Kross et al. (2013) argue that while social media might provide instant gratification, it can negatively impact long-term happiness. The weak correlations in our study support the notion that social media might have potential adverse effects on hope and life satisfaction, particularly among young people, but further investigation is warranted to understand these relationships fully. On the other hand, the positive and significant relationship between Hope and Life Satisfaction is consistent with previous findings in the literature. Hope is recognized as a critical psychological resource that enhances individuals' satisfaction with life. Snyder et al. (2002) noted that hope strengthens individuals' ability to cope with obstacles in the pursuit of their goals, thereby increasing life satisfaction. The findings of this study reaffirm the positive relationship between hope and life satisfaction.

The results of the regression analysis indicate that the effects of Hope and Life Satisfaction on the dependent variable were not statistically significant. The low explanatory power of the model suggests that these variables have a limited impact on the dependent variable under investigation. This finding implies that other potential moderating and mediating variables should be considered in understanding the effects of social media usage on Hope and Life Satisfaction. The literature points to variables such as social support, self-esteem, and personality traits as potentially playing significant roles in these relationships (Çelik et al., 2019). This study aimed to explore the relationships between social media usage, hope, and life satisfaction, and the findings suggest that social media usage may have potential adverse effects on hope and life satisfaction. However, these effects were not statistically significant. The positive relationship between hope and life satisfaction is consistent with existing literature, underscoring the critical role of hope in enhancing individuals' life satisfaction. However, to better understand the psychological impact of social media usage, future research should examine a broader range of variables. The findings of this study suggest that social media usage, particularly among young people, should be carefully managed, as excessive use may have adverse effects on critical psychological factors such as hope and life satisfaction. Promoting healthy social media usage habits through education and awareness programs could be a crucial step in mitigating these potential negative impacts. Another suggestion is that concepts such as hope and life satisfaction, which are central to positive psychology, may be related to social media use. However, this relationship is complex and dependent on various factors. The literature often shows that multiple variables mediate such relationships, and long-term studies with larger samples can more clearly reveal the long-term effects of social media use on young people's psychological development. For example, comparing the impact of different social media platforms, collecting detailed information on how social media is used, or considering individual differences among young people (e.g., personality traits and levels of social support) could provide more comprehensive results. In conclusion, this study serves as an essential starting point for understanding the relationships between hope, life satisfaction, and social media use, indicating a need for further research in this area.

Conflict of Interest

The authors declared that there is no conflict of interest

Ethical Statement

Financial support

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