

Social Media Fatigue, Self-Esteem, and Unintentional Procrastination among College Students

Haripriya R

Banaras Hindu University

Chelli Kavya

Central University of Andhra Pradesh

This study explores the link between college students' self-esteem, unintentional procrastination, and social media fatigue, an emerging behavioral research concept, and its impact on psychological aspects of human behavior, including task completion and decision-making. The sample consisted of 80 college students from the Varanasi and Trivandrum districts. The sampling method used to collect the data was convenience sampling. Rosenberg's Self-Esteem Scale, Unintentional Procrastination Scale, and Social Media Fatigue Scale were used to measure Self-esteem, Unintentional procrastination, and social media fatigue. This study discovered a significant negative correlation between self-esteem and both unintentional procrastination and social media fatigue, suggesting that promoting healthier digital habits could be an effective intervention strategy. Enhancing self-esteem via psychological interventions can have a beneficial effect on individuals.

Keywords: Social media, fatigue, self-esteem, procrastination

The tendency to disengage from social media platforms due to overwhelming feelings due to the excessive use of these platforms is known as social media fatigue (Techopedia, 2017). The continuing growth of online connections with friends and followers on these sites is the cause of this overwhelming feeling (Bright et al., 2015). Fatigue represents the feeling of tiredness, which can be considered a subjective experience with varying duration, intensity, and mood disturbances. (Piper et al., 1987). Fatigue is classified into two types: Physical and Psychological fatigue (Zhang et al., 2016). Physical fatigue constitutes a decrease in physiological capacity, whereas psychological fatigue involves negative subjective perception (Eidelman, 1980). Prior research has consistently shown a negative relation between self-esteem and fatigue, indicating that individuals with lower self-

esteem tend to experience greater fatigue. (Cramer et al., 2016).

Self-esteem is a person's internal assessment of their own worth, encompassing their thoughts, emotions, and self-image. (Rosenberg, 1965). Satisfying self-esteem needs leads to feelings of personal strength, self-assurance, and a sense of being useful and important (Maslow, 1943). Self-esteem is a kind of self-analysis, and the result from that self-analysis we get a picture of ourselves, and this self-analysis could be both positive as well as negative. High self-esteem helps us boost self-confidence and self-worth. Whereas someone with low self-esteem will lack confidence, might be always in a doubtful state about their potential and capabilities, they might have the tendency to compare themselves with others and thereafter regret the person they are. Having positive self-esteem is essential to lead a life

with good well-being (Vanbuskirk, 2023). An Indian study, conducted in Gorakhpur found a significant gender difference in self-esteem, where females had high self-esteem, also a negative association was there between the users and their self-esteem (Hasan, 2018). Research connecting the link between depression, self-esteem, and Internet addiction among college students was done using a descriptive correlational approach (Bahrainian et al., 2014). The study's conclusions showed that 40.7% of the pupils were addicted to the Internet. Depression, internet addiction, and self-esteem were all significantly correlated.

Procrastination is an act of postponement of the task at hand which is considered a failure in self-regulation (Ferne et al., 2016). This kind of behavior can lead to a reduction in task performance and can negatively affect one's life goals in the long run. There are 2 types of procrastinators: Active and passive procrastinators (Lay, 1986). People who actively procrastinate are the ones who purposefully procrastinate on a particular task so that they can put more focus on tasks that are more significant, whereas passive procrastinators denote the traditional concept of procrastinators, who won't have any intention to procrastinate but they will be doing so due to the inability to make decisions quickly. The two domains of procrastination include Intentional and Unintentional procrastination (Ferne et al., 2016). Unintentional procrastinators have perceived involuntary control of procrastinating tasks, decision initiation, and completion of a task at hand. On the other hand, Intentional procrastinators have a perceived voluntary control of procrastinating. There are various scales to measure procrastination in different contexts, including the General Procrastination Scale, Decisional Procrastination Scale, and Active Procrastination Scale (Mann, 1982; Choi & Moran, 2009; Franz, 2020). There are only

a few studies available on unintentional procrastination in the Indian setup.

Purpose of the Study

This study investigates the link between social media fatigue, self-esteem, and procrastination among college students. Current studies indicate that experiencing privacy concerns contributes to social media fatigue. Moreover, individuals possessing high self-esteem demonstrate an ability to effectively navigate these privacy concerns. This indicates that people with elevated self-esteem exhibit confidence in managing their privacy issues, making privacy concerns less persistently troublesome (Yang & Zhang, 2022). Overexposure to information available on social media platforms can cause emotional exhaustion leading to behavioral changes, including procrastination, lack of concentration, temporary memory loss, irritability, and anxiety (Leonard, 2018; Muppalla et al., 2023). Social media has a wide variety of contents available, and a person with moderate to high self-esteem might have a hygienic usage with these contents in terms of an understanding between what should be consumed and what needs to be expelled. Research have indicated that procrastination is linked to low self-esteem. Several studies have identified self-esteem as a reliable predictor of procrastination (Hajloo, 2014). When someone is unintentionally procrastinating their responsibilities and duties, they might tend to have decrease in attention, and an inability to make quick decisions and complete an already committed task. A person who is high in self-esteem will be more aware and focused about their targets and there is a chance for such people to avoid procrastinating traits. With this brief background, the present study intends to evaluate the association between social media fatigue, self-esteem, and unintentional procrastination among college students.

Method

Sample

A convenience sample of 80 college students was used to collect data for the study. The collected data had participants aged between 18-31 years. The mean age of the sample is 23.6. The number of males and females was 15 and 65 respectively in the sample.

Measurements

The Social media fatigue scale is a multidimensional scale that has 15 items that are used to measure social media fatigue. The scale was devised and verified by Zhang et al (2021). The scale is based on 3 dimensions: cognition, behavioral, and emotional. For rating, this Likert scale has 7 points ranging from 1 to 7 (Totally disagree to totally agree). The McDonald's Omega coefficient was 0.83.

Rosenberg's (1965) Self-esteem Scale is a 10-item scale, which is intended to measure both positive and negative feelings, in order to determine an overall sense of worth. The scale ranges from 4 (strongly agree) to 1 (strongly disagree) for positive statements, and is reverse-scored for negative statements. There are 5 positive and 5

negative items. Self-esteem scores are designed so that higher scores indicate greater self-esteem, whereas lower scores denote lower self-esteem. The internal consistency value was 0.77.

The Unintentional Procrastination Scale comprises six items, which is a Likert scale that has 4 points, ranging from 1 (Do not agree) to 4 (Agree Strongly). Fernie et al. (2016) developed this scale, and the original study reported favorable attributes, including good internal consistency, as well as construct and divergent validity.

Procedure

The data was collected from the participants and informed consent was taken. There were 3 questionnaires – Social Media Fatigue Scale, Rosenberg Self-esteem Scale, and Unintentional Procrastination Scale. The forms were distributed to college students over 18, and the completion time for all three scales was approximately 15 minutes.

Results

The Pearson correlation was analyzed among social media fatigue, self-esteem, and unintentional procrastination, the findings are outlined in Table 1.

Table 1. The intercorrelation the variables for the entire sample (N = 80).

	Unintentional Procrastination	Social Media Fatigue	Cognitive Experiences	Behavioural Experiences	Emotional Experiences
Self Esteem	-0.28*	-0.27*	0.05	-0.28*	-0.32**

* $p < 0.05$ ** $p < 0.01$

The association between Self-esteem and unintentional procrastination was found to be significantly negative, $r = -0.28^*$, $p < 0.05$. A significant negative correlation was also discovered between self-esteem and social media fatigue, $r = -0.27^*$, $p < 0.05$, and with only 2 dimensions of social media fatigue such as Behavioural and Emotional, self-

esteem was having significant negative correlation, $r = -0.28^*$, $p < 0.05$ and $r = -0.32^{**}$, $p < 0.01$.

Simple Regression analyses

Simple linear regression analyses had been conducted and the results are summarized in Table 2.

Table 2. A brief overview of simple linear regression for self-esteem predicting social media fatigue (SMF) in college students (N = 80).

Response variable	C	B	SEB	β	T	SE	R ²	F	P
SMF	78.18	-0.8	0.31	-0.27	-2.52	13.1	0.08	6.38	0.01

Table 3. A brief overview of simple linear regression for Self-esteem predicting behavioural dimension of SMF in college students (N = 80).

Response variable	C	B	SEB	β	T	SE	R ²	F	P
Behavioural Dimension	28.85	-0.4	0.16	-0.27	-2.56	6.6	0.07	6.57	0.01

Table 4. A brief overview of simple linear regression for Self-esteem predicting emotional dimension of SMF in college students (N = 80).

Response Variable	C	B	SEB	β	T	SE	R ²	F	P
Emotional Dimension	28.45	-0.4	0.13	-0.32	-2.9	5.52	0.1	8.9	0.00

Note. Predictor: Self-esteem; - C represents the constant term; B shows the unstandardized beta coefficient; SEB displays the standardized error of the beta coefficient; β represents the standardized beta coefficient; t values of beta (t) indicate the significance of each independent variable; SE is the standard error of the estimate; R² (coefficient of determination) shows the proportion of variance in the dependent variable explained by the independent variables; F value (F) indicates the overall significance of the regression model; p (significance level) shows the probability of observing the results by chance, with lower values indicating greater significance.

As shown in Table 2, self-esteem accounts for a significant 7.6% of the variation in social media fatigue (SMF), $R^2 = 0.076$, adjusted $R^2 = 0.064$, $F(1,78) = 6.38$, $p < .05$. The link between self-esteem and social media fatigue was found to be significantly negative, $\beta = -0.27$, $p < .05$, with a decline in social media fatigue being associated with a rise in self-esteem among college students.

From Table 3 it is conveyed that Self-esteem accounted for a significant 7.8% of the variation in the Behavioural Dimension, $R^2 = 0.078$, adjusted $R^2 = 0.06$, $F(1,78) = 6.57$, $p < .05$. The link between self-esteem and behavioral dimension was found to be significantly negative, $\beta = -0.27$, $p < .05$, with

a decline in Behavioural Experiences being associated with a rise in self-esteem among college students.

From Table 4, it is revealed that a statistically significant 10% variance in the emotional dimension of social media fatigue was explained by self-esteem, $R^2 = 0.102$, adjusted $R^2 = 0.09$, $F(1,78) = 8.9$, $p < .05$. The link between self-esteem and emotional dimension was found to be significantly negative, $\beta = -0.32$, $p < .05$, with a decline in emotional experiences were associated with a rise in self-esteem among college students. Regression analyses were conducted to explore the impact of self-esteem and unintentional procrastination (N = 80). The outcomes are detailed in Table 5.

Table 5. An overview of simple regression analyses used to determine how college student's self-esteem predicted their unintentional procrastination (N = 80).

Response variable	C	B	SEB	β	T	SE	R ²	F	P
Unintentional Procrastination	20.5	-0.23	0.1	-0.27	-2.53	3.79	0.07	6.51	0.01

According to Table 5, a statistically significant 7% variance in unintentional procrastination was explained by self-esteem, $R^2 = 0.077$, adjusted $R^2 = 0.065$, $F(1,78) = 6.51$, $p < .05$. Negative correlation was found between self-esteem and unintentional procrastination, $\hat{\alpha} = -0.27$, $p < .05$, an increase in self-esteem is linked to a decline in unintentional procrastination among college students.

Discussion

This study aimed to analyze the relationship among college-going students' social media fatigue, self-esteem, and unintentional procrastination. The findings indicate a significant negative relationship between unintentional procrastination and self-esteem. The possible reasons could be due to an inability to make decisions quickly or a delay between initiating a decision and completion of tasks, reduced confidence in one's ability to complete a task, and an environment that could be highly distracting. A study conducted among undergraduate psychology students, examining the correlation between self-efficacy, self-esteem, and procrastination, discovered that individuals prone to procrastination exhibit low self-esteem, leading to a propensity for delaying and avoiding tasks (Hajloo, 2014). A study employing a moderation-mediated model was conducted, and the results indicated that students demonstrating procrastination tendencies are more inclined to experience lower academic performance, well-being, and self-esteem (Duru & Balkýs, 2017).

The study discovered that as social media fatigue increases, self-esteem tends to decrease, indicating a significant negative correlation between these two variables. The major reasons behind social media fatigue will be due to Cognitive experiences, Behavioural experiences, and Emotional experiences. The cognitive experiences after

consuming social media include a sense of anger while realizing time had been wasted, being overwhelmed by the enormous number of content available, and often getting distracted by other information available when the real intention was to look for something more important. Behavioral Experiences include confusion, and forgetfulness. A study carried out among Business Management students in Pakistan indicated a detrimental influence of Facebook on self-esteem (Jan et al., 2017). As per this literature one hour spent on Facebook suggested to decrease the level of self-esteem as there was an upward comparison which made the users feel envy and jealous whenever they were surfing through Facebook profiles of others. The users start to compare how superior and better off others are. This will in turn bring down their self-esteem.

Limitations

- The study used non-probability sampling which limits the generalizability of the findings.
- The study used a survey method to obtain data from the samples which can result in various biases like respondent misunderstanding of scale items which could have influenced the validity and reliability of the collected data.
- Social desirability bias has also been a drawback of this research as respondents might have chosen their responses based on what they have viewed as socially acceptable responses.

Conclusion

The study's findings imply that self-esteem plays a crucial role in social media use and the propensity to procrastinate unintentionally among college students. Future research should explore these areas widely and interventions should be aimed at

enhancing self-esteem and reducing social media fatigue and unintentional procrastination.

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Haripriya R, Department of Psychology, Banaras Hindu University. <https://orcid.org/0000-0001-8703-2811>

Chelli Kavya, PhD., Assistant Professor, Department of Applied Psychology, Central University of Andhra Pradesh. Email: chellikavya@gmail.com (Corresponding author) <https://orcid.org/0000-0002-6039-7500>