Celebrity-Persona its Effects on Self-Esteem Life Satisfaction

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Abstract

The study was conducted to examine Celebrity-Persona and its Effects on Self-Esteem Life Satisfaction among university students. Convenience sampling technique was used to collect the data. The sample consisted of 416 individuals, who were investing more than 5 hours a day on fictional content like novels, movies, dramas, professional stars (e.g., singers, athletes, actors); 239 male participants 177 female participants. Satisfaction with Life Scale (Diener, Emmons, Larsen, and Griffin, 1985), Celebrity-Persona Parasocial Interaction Scale (CPPI) (Bocarnea and Brown, 2007) Six-Item State Self Esteem Scale (Heartherton and Polivy, 1991) were used to measure life satisfaction celebrity persona parasocial interaction self-esteem respectively. Life satisfaction has significant positive correlation with celebrity persona parasocial interaction self-esteem. Parasocial interaction has a positive correlation with self-esteem. Excessive exposure to fiction content is negatively correlated with life satisfaction. Simple linear regression analysis showed excessive exposure to fiction content as a predictor of life satisfaction and self-esteem among university students. Celebrity persona parasocial interaction worked as a significant mediator in the relationship between excessive exposure to fiction content satisfaction with life among university students. Independent sample t-test showed that male students have higher life satisfaction than female students.

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1.   INTRODUCTION

Nowadays, individuals who have interests in particular celebrities are commonly found. A celebrity is an individual who is known by many people for his/her popularity (Boorstin, 2012). Their popularity may derive from entertainment field, medicine, science, politics, sports, and so forth (McCutcheon, Lange, and Houran, 2002).

According to Santrock (2007), adolescence (10-22 years old) is a period when individuals start to have their favourite celebrity. Information gathered through media about the daily life of the artists, inside or outside the movies. This kind of information will make the fans feel updated and feel close to their idol. They would feel high self-esteem after imitating knowing news regarding their idols (Kusuma and Yuliawati, 2013). Self-esteem is an active component, cognitive evaluative not just a private matter or psychological, but also social interaction. Self-esteem is an attitude that is based on the perception of the value of a person (McCutcheon et al., 2004).

Self-esteem is a positive or negative attitude towards your own self or being aware of your thought's feelings (Rosenberg, 1965). According to the social comparison past research, heavier versus lighter viewers of TV makeover shows are expected to have lower self-esteem because heavier TV exposure has led to stronger internalization of the media's image of beauty provided more opportunities to engage in social comparisons (Frisby, 2004).

Baumeister, Campbell, Krueger Vohs (2003) suggested that people with high self-esteem people will be braver to speak out in groups comparable to low self-esteem people. Higher self-esteem has a stronger relation to happiness as they are more likable in groups. Low self-esteem people are more likely to be prone to depression under certain circumstances as they are unhappy with themselves. Hence, it is highly possible that low self-esteem increases the level of dissatisfaction with life.

Life satisfaction means to do enough. However, satisfaction with respect to life means to embrace your life circumstances and strive to fulfill your wants needs for your own life (Sousa and Lyubomirsky, 2001). Female college students` exposure to TV programs series can badly affect them as they try to achieve higher drive to become thin, slim as compared to the male respondents. Because these programs feature very thin, slim female main lead characters which affect all female respondents greatly. TV serials which feature heavy female main characters positively have indicated dissatisfaction among college students (Harrison and Cantor, 1997).

Parasocial interaction is defined as an imaginary one-sided connection with fictional characters that affects autonomy development identity formation in adolescence. Hierarchical parasocial relationships are linked to processes of identity formation as adolescents, hierarchical relationships, such as those adolescents often form with mentors, coaches, or other non-parental adults. In contrast, egalitarian parasocial relationships might be associated with autonomy development via an imagined affiliation with an attractive admirable media figure (Gleason, Theran, and Newberg, 2017).

According to social theory, human behavior is a process of exchange between people. The motive of this exchange is to lower the expenditure to achieve as much benefits as we can (Lawler, 2001). An individual's behavior in society is explained by the social exchange theory (Levine, Kim, and Ferrara, 2010). It also explains that humans from all over the world have similar nature. Social exchange theory analyzes interactions between two parties by examining the costs benefits to each. The key point of the theory is that it assumes the two parties are both receiving items of value from each other. Under this theory, interactions are only likely to continue if both parties feel they are coming out of the exchange with more than they are giving up–that is, if there is a positive amount of profit for both parties involved (Redmond, 2015).

2.   GOAL OF THE STUDY

The fundamental reason for this proposal is to examine how the excessive exposure to fictional content leads to parasocial interaction that causes disturbance in life satisfaction self-esteem in young university age adults, the difference of extent to which they are affected with respect to gender.

Such exposure results in escapism which affects their real-world perceptions responsibilities. Consequently, young girls' boys build strong connections with their fantasies and start developing parasocial relationships with their fictional ideals. Living in an imaginative world negatively influences their self-esteem which ultimately makes them less satisfied with being ignorant of their own life (Gleason et al., 2017).

On the other h, the perfect lives mostly shown in fiction can negatively influence life satisfaction of young girls' boys lacking those privileges in their own lives. So, they try to bring change to their lives according to the standards set by their fictional ideals. When they think low of themselves as compared to the perfect lives of fictional characters, they feel inferior ultimately it`s an attack on their self-esteem.

Over the last 15 years, a pattern of research findings has linked excessive celebrity admiration with several psychologically unhealthy attitudes behaviours. Those who self-report excessive admiration for a favourite celebrity also exhibit irresponsible attitudes (McCutcheon et al., 2014), neuroticism its facets (Maltby et al., 2011), poor psychological well-being (Maltby et al., 2001), compulsive buying (Reeves et al., 2012), eating disorders in men (Aruguete, Griffith, Edman, Green and McCutcheon, 2014), poor body image in women (Maltby et al., 2005), a tendency to condone the stalking of celebrities (McCutcheon et al., 2016).

3.   OBJECTIVES HYPOTHESES

Talking about the objectives of the research, it revolves around the examination of the effect of excessive exposure to fictional content on life satisfaction self-esteem among the university students, taking the gender into account as well, while considering the parasocial interaction as a mediator.

It was hypothesized that Excessive exposure to fictional content leads to low life satisfaction among university students. Excessive exposure to fictional content leads to low self-esteem among university students. ParaSocial interaction acts as a mediator in the relationship of excessive exposure to fictional content with life satisfaction self-esteem among university students. Females have low self-esteem less life satisfaction as compared to males who have excessive exposure to fictional content.

4.   METHODS

4.1.   Sample

A convenient sample of 239 male 177 female university students (N = 416), who were investing more than 5 hours a day on fictional content like novels, movies, dramas, professional stars (e.g., singers, athletes, actors); was taken from different universities of Islamabad Rawalpindi, with age range from 18 to 25 years (M= 21.75; SD = 1.09). The research sample did not include those youngsters who were not at all invested in any of the fictional content.

		f	%age
1	Novels	81	19.4
2	Movies	169	40.7
3	Dramas	116	27.8
4	Professional stars (singers, athletes, actors etc.)	50	12.1

4.2.   Instrument

Satisfaction with Life Scale (SWLS). The scale was developed by Diener et al., (1985) to measure an individual`s overall cognitive judgment with life satisfaction. The SWLS is simple scale with five short statements, such that each item is measured on a 7-point Likert-type scale ranges from strongly agree (1) to strongly disagree (7). The composite score ranges from 5 to 35, where higher scores represent higher levels of satisfaction. The scale has high test-retest reliability (r = .82) over a two-month period, a very strong internal consistency (alpha = .87).

Celebrity-Persona Parasocial Interaction Scale (CPPI). The CPPI was developed by Bocarnea Brown (2007) consists of 20 items where each item is measured on a 5-pointLikert-type scale, from strongly agree (1) to strongly disagree (5). Item No. 8, 18, 20 are reverse scored. However, the purpose of many parasocial interaction scales is to check out the firmness of parasocial relationships. This scale especially addresses the celebrities involving one kind of mediator that exists over repeated exposure to popular individuals. The reliability of this scale is sufficiently high, ranging from .80 to .90. The validity of the CPPI is good or effective to predict identification with famous celebrities. Factor analysis of the items yield single factor with generally high factor loadings with single factor solutions.

State Self-Esteem Scale (SSES). This scale was modified by Heartherton Policy (1991). The scale has 20 items has three subscales including, Social Self-Esteem Subscale (Items: 2, 8, 10, 13, 15, 17, 20), Appearance Self-Esteem Subscale (Items: 3, 6, 7, 11, 12, 16) Performance Self-Esteem Subscale (Items: 1, 4, 5, 9, 14, 18, 19) constituting a three-dimensional structure. All items are answered using a 5-point scale (1= not at all, 2= a little bit, 3= somewhat, 4= very much, 5= extremely). Items 2, 4, 5, 7, 8, 10, 13, 15, 16, 17, 18, 19, 20 are reverse scored. The scores of SSES revealed adequate test-retest reliability, Performance (.55), Social (.62), Appearance (.70), manifested convergent validity (r= .83) with related self-esteem measures. High scores indicate high self-esteem, low scores indicate low self-esteem.

4.3.   Design

This research was designed as quantitative research convenience sampling technique was used to gather data. By using Statistical Package for

Social Sciences (SPSS version 21), descriptive inferential statistics of the data were analyzed. Psychometric properties (i.e., reliability coefficient of instruments) descriptive properties (i.e., means standard deviations) were calculated. Inferential statistics (i.e., correlation, regression analysis, t-test analysis) were used to measure correlation, regression, and mean differences.

The university students filled in the questionnaire after showing their consent. Questionnaires were given to the university students, who were investing more than 5 hours a day in fictional content like novels, movies, dramas, professional stars (e.g., singers, athletes, actors). They were told to answer honestly, sincerely with their true feelings. The research was conducted online as well as in person. The data analysis was conducted then the result was derived on the basis of the received responses. The responses were then encoded statistically evaluated by IBM SPSS-21.

5. RESULTS

Table 1 shows number of items (k) for each scale, internal consistency, mean, standard deviation, skewness kurtosis. Results revealed all scales had good reliability based on data that was normal in terms of skewness but had thin tails with a -.62 to .07 kurtosis range.

Table 1. Descriptive Statistics for SWLS, CPPI SSES

Scale	K	α	M(SD)	Range Min	Max	Skewness	Kurtosis
SWLS	5	.78	22.78(6.57)	5	35	-.40	-.62
CPPI	20	.86	62.88(11.87)	32	99	-19	.07
SSES	20	.79	68.09(11.19)	26	100	-.12	-.10

Note. SWLS = Satisfaction with Life Scale, CPPI = Celebrity-Persona Parasocial Interaction Scale, SSES = Six-Item State Self-Esteem Scale, k = number of items, α= Cronbach alpha.

Table 2 shows the correlation between study variables. Life satisfaction was positively significantly correlated with celebrity persona parasocial interactions (r=.28, p< .01) self-esteem (r=.12, p< .01). Celebrity persona parasocial interaction was positively correlated with self-esteem (r=.05). Excessive exposure to fictional content is negatively correlated with life satisfaction (r=-.13**).

Table 3 shows that excessive exposure to fictional content negatively predicted life satisfaction (β=-.13, p=.00) accounted for 32 percent variance. The overall results revealed that excessive exposure to fictional content is significantly predicting life satisfaction among university students.

Table 3. Excessive Exposure to Fictional Content Predictor of Life Satisfaction among University Students

	B	SEB	B	T	P
EE	-.52	.19	-.13	2.76	.00
R	.57	-	-	-	-
R²	.32	-	-	-	-
ΔF	39.64	-	-	-	.00

Note. EE = Excessive Exposure to Fictional Content.

Table 4 shows that excessive exposure to fictional content is not significantly predicting self-esteem (β=-.00, p=.95). Excessive exposure to fictional content accounted for 16% variance on self-esteem. The overall results revealed that excessive exposure to fictional content is not significantly predicting self-esteem among university students.

Table 4. Excessive Exposure to Fictional Content Predictor of Self-Esteem among University Students

	B	SEB	B	T	P
EE	-.02	.32	-.10	-.06	.95
R	.29	-	-	-	-
R²	.16	-	-	-	-
ΔF	16.42	-	-	-	.00

Note.EE = Excessive Exposure to Fictional Content.

Table 5 shows the mediating effect of Celebrity Persona Parasocial Interaction in relationship between Excessive Exposure to Fictional Content Life Satisfaction among university students. In step 1, the R² value of .10 revealed that the excessive exposure to fictional content explained 10% variance in life satisfaction with F (2, 413) =7.63, P<0.001. In step 2, the R² value of .30 revealed that the excessive exposure to fictional content Parasocial interaction explained 30% variance in life satisfaction with F (2, 413) =22.89, p<0.001.

Table 5. Mediating effect of Celebrity Persona Parasocial Interaction in relationship between Excessive Exposure to Fictional Content Life Satisfaction

		R2	B	P	T	CI
1	Constant	.10	24.83	.00	30.72	[23.24, 26.42]
	EE		.52	.00	-2.76	[-.90, -.15]
2	Constant	.30	14.90	.00	8.28	[11.36, 18.43]
	EE		-.53	.00	-2.90	[-.88, -.17]
	CPPI		.15	.00	6.12	[.10, .20]

Note.EE = Excessive Exposure to Fictional Content, CPPI= Celebrity Persona Parasocial Interaction.

Table 6 shows the non-significant mediating effect of Celebrity Persona Parasocial Interaction in relationship between Excessive Exposure to Fictional Content self-esteem among university students.

Table 6. Mediating Effect of Celebrity Persona Parasocial Interaction in Relationship between Excessive Exposure to Fictional Content Self-Esteem

		R2	B	P	t	CI
1	Constant	.10	68.17	.00	49.06	[65.44, 70.90]
	EE		-.02	.95	.06	[-.66, .62]
2	Constant	.30	71.59	.00	22.21	[65.26, 77.93]
	EE		-.01	.95	.05	[-.66, .62]
	CPPI		-.05	.24	1.17	[-.14, .03]

Note.EE = Excessive Exposure to Fictional Content, CPPI= Celebrity Persona Parasocial Interaction

There is significant difference between male female university students on satisfaction with life. Male students have higher satisfaction than female students. Whereas there is non-significant difference between male female university students on Parasocial Interaction, Self-Esteem, Excessive Exposure to Fictional Content.

6.   DISCUSSION AND CONCLUSION

In this research, university students, both males' females, have been taken to examine the differences of exposure to fictional content, life satisfaction, celebrity persona parasocial interaction self-esteem.

The first hypothesis is to investigate the negative relation between fictional content life satisfaction. Table 3 shows that excessive exposure to fictional content is negatively predicting lie satisfaction. Excessive exposure to fictional content decreases the time spent with relational activities and promotes materialistic desires (Gui and Stanca, 2009). Most of females read romantic novels to get pleasure or to get an escape from the real world. Individuals who are in Parasocial romantic relationships have more chances to experience less life satisfaction. People make unrealistic expectations for relationships when these expectations are not met, they experience considerable dissatisfaction disappointment (Lippman et al., 2014).

In table 4, the value of β shows that it is non-significant exposure to fictional content has non-significant effect on self-esteem. Some extent research has examined whether exposure to Facebook affects self-esteem or not. The effect of Facebook use on self-esteem is mediated by social comparison processes (Forest and Wood, 2012). More specifically, during the involvement with fictional content we experience different social experiences like skills of empathy social understanding which does not affect self-esteem in any way (Mar et al., 2006).

Table 5 indicates the significant mediating effect of celebrity persona parasocial interaction, on the relationship of excessive exposure to fictional content life satisfaction. Evidence from literature suggests that Parasocial interaction can affect people's actual relationships, especially in those cases where these imaginary interactions are replaced by real life experiences. It is the major contributor to social isolation, anxiety in turn, lesser satisfaction with life. Such interactions can become unfulfilling over time and disturb a person's real-life interactions. Parasocial interaction negatively promotes social comparisons, affects a person's habits, causes depression, all these can lead to lower satisfaction (Appel, Crusius, and Gerlach, 2015). Researchers have also suggested that having Parasocial interaction with some celebrity can influence someone's political opinions, purchasing behavior, voting decisions, views regarding gender stereotypes beliefs in certain group of people too. Such changes in beliefs to the contradictory ones result in lowering one's life satisfaction (Vinney, 2022). Adult attachment impacts the way people engage with fictional stories, how they become so immersed in the stories that they end up making strong bonds with various characters. This happens probably because the fictional characters provide them with interpersonal intimacy without the fear of being rejected (Rain et. al., 2021).

The independent sample t-test analysis shows there is non-significant difference in utilizing fictional content among males' females. The results reveal that males score high in life satisfaction than females. In literature male characters are four times more romanticized than female characters. This is the main reason girls get attracted by fictional content that decreases their life satisfaction when it combines with cultural biases it becomes more prominent (Shaffi, 2022). So, gender differences in life satisfaction were found to be significant. As explained in research the reason is that females compare idealize more as compared to males. That is why we see females never satisfy for less be it a makeup wardrobe or anything (Burnham, 2020). When it comes to self-esteem males have higher than females. According to research more exposure makes them more tolerant resilient that helps them to cope with every type of problem with high hope courage. Exposure to fictional content negatively influences women that ultimately affect their self-esteem (Valkenburg and Peter, 2013).

7.   LIMITATIONS AND SUGGESTIONS

Keeping in view the resources available to conduct this study, coupled with the fact that all studies, no matter how precisely carefully constructed, have limitations, this research is also severely limited in its findings results.

Some major limitations were the inability to properly sample the targeted audience and the limited access to the population that the researchers had.

Sample was selected according to the convenience, which is unlikely to represent whole population. Thus, it reduces the strength of generalizations from the sample to the population of interest.

Also, instead of using the already available standardized scales, in depth interviews can give the researchers more specific detailed responses.

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