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The relationship between self-esteem and the online environment in preadolescents

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Abstract. Self-esteem is a widely studied concept in the field of psychology and not only,this human component according to the multitudes of researches carried out ends up affecting a wide spectrum of activities carried out by people if they are in an imbalance. I chose this staging of preadolescence in relation to self-esteem and the online environment because I consider this period the most susceptible to changes caused by the environment, regardless of what that may be and especially in the virtual environment where today's preadolescents have found either a confidant, an emotional support, a satisfactory of needs or even a refuge. This new environment that in the last 15 years has developed amazingly, and which was meant to make our lives easier and bring us only satisfaction, has also proven to bring dissatisfaction in the most unexpected aspects of developing human life. Another reason why I chose this research topic also comes from personal experience during adolescence, at the beginning of this stage getting acquainted with social media and facing different states or changes of perspective now realizing in adulthood as being at that time flawed for my development, I understood that what was created in my mind and later in my behavior was influenced by the new digital environment to which I had adhered without to think that I will expose myself at the same time to such an influential space.

Keywords. relationship, self-esteem, online environment, preadolescents

1. The conceptual framework of the online environment

Following the seizure of technology of most areas of human activity, the world and society have experienced significant changes and especially with an unsuspected pace even from one day to the next, so it has been amplified from one generation to generation. Our parents and grandparents unfolded their lives without anything appearing that would alter their lives at such a fast pace and perception of the world in which they live. Nowadays events happen fascinatingly fast at just a few hours or even minutes.

Vîrjan (2013, p.103) states that the new information that appears in society can shake the meaning of the world that the person has can overcome the entire mental ensemble, thus we are asked to change our way of thinking and in what we believe.

Tecuci et. al (1997, p.7) presents the Internet as "the international network of communication through computers that ensures connectivity and information transfer almost instantly, at very low costs, between organizations and individuals around the world. Tens of millions of people have access to this very fast-growing network."

Social media, defined as "a group of Internet-based applications that are based on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content " (Kaplan & Haenlein, 2010, p101).

Kaplan and Haenlein (2010, p101) present the beginnings of the development of social media, the most popular "Usenet" newsgroup system was developed in 1979 and publicly established in 1980 by Tom Truscott and Jim Ellis, two graduate students from Duke University. Soon, these newsgroups developed into real-world discussion platforms that allowed individuals to share user-generated content with each other – not much different from the discussion forums present on the internet today, which have become such an important source of information for consumers.

As Kramer and Winter (2008, p.106) write nowadays, anyone can appear in the media and "broadcast" themselves in the globalized world. Opportunities for ordinary people to present themselves, their images, videos or ideas have increased significantly over the past decade. Through the World Wide Web, any user with minimal knowledge of technology in the Internet can reach a huge potential audience. According to Dominick (1999) (apud. Kramer&Winter, 2008, p.106), personal homepages turn ordinary users, who are normally consumers of conventional media such as TV, radio or newspapers, into "mass communication content producers". In recent years, the trend of becoming a widespread phenomenon with many different applications where internet users write public blogs and publish photos or videos. These interactive websites with millions of users are referred to as "Web 2.0" applications (O'Reilly, 2005) (apud. Kramer & Winter, 2008, p.106).

Bădau (2011, p.26) states that the purpose of using and interacting on social media between users is to develop new relationships for personal or professional purposes. Users communicate, create information, reveal themselves, and the information becomes accessible to a multitude of consumers who in turn are content creators.

Bucur (2016) presents the concept underlying social networks is an early one, developed since the beginnings of civilization, humanity has been looking for ways to exist with each other and to socialize or communicate. Socialization at the moment has received a new facet in this digitized era. In the current context, friendships and not only begin and know the development on sites such as Facebook, Instragram or YouTube.

Kaplan and Haenlein (2010, p.63) present social networking sites as applications that allow users to connect by creating files of personal information, inviting friends and colleagues to access these profiles, and sending emails and instant messages to each other.

These personal profiles can include any type of information, including photos, videos, audio files, and blogs. Social Media is a main active and fast-moving tool. What can be updated today could have disappeared from tomorrow's virtual landscape. Its largest social network is Facebook

in the US originally founded by Mark Zuckerberg to stay in touch with his colleagues at Harvard University.

Bădău (2011, p.27) exposes us the way social media works where online communication channels, social interaction that is right in a modified form, the propagation of information and access to it in an easy way make users constantly return to these platforms. Through social media large communities of users can interact by sending and creating texts, photos, videos and audio that are resubmitted from person to person, a digitized principle of the "wireless phone". Within these social platforms you can create free profiles, which can include certain personal data of the user, contact information, certain preferences, and even hobbies. After compiling the profile, internet users can log in and connect with other users. Any user has the option to publish photos and video content can also receive and send messages to get to know other individuals perhaps from common areas of interest and exchange impressions with them. Those who use these networks end up expanding, as the number of users they get to connect with increases. By connecting to friends on the network or sending a digital invitation to real-world friends within the network, they get to connect with thousands of people from a variety of cultures and societies who are having the same passions and interests. These communities maintain the active interest of members simply because they are useful to them, can also provide them with entertainment or help them grow their groups of friends. With the help of these platforms, significant commitments can be obtained, by politicians, business companies and even by the simplest and most common users, in order to form groups that focus on a diversity of activities or interests to spend their free time.

The current advantage of these platforms is the low cost of computers, digital cameras and access to high-speed Internet, along with the low or free cost of these programs and which result in anyone being able to make a social media page, a blog, to put it quickly into operation, to upload audio content there (Bădău, 2011, p.27).

A fundamental concept of these platforms presents Bădău (2011, p.29) is defined by the diversity of types of content accessible, defines the variety of types of media content available to the public, a product, generated and defined by those who use the platforms. A successful social platform involves organizing the virtual community in the production and contribution and distribution of information. The content produced by users presents a restructuring of social media products, which gives internet users the opportunity to express and communicate their ideas in a manner to their own preferences. As a result of this generated content, a huge amount of information is quickly produced at low costs, which we can then have and receive according to our own preferences.

"Success on social media means capturing the 'wisdom of crowds'. You can only do that if the crowds participate. Mass collaboration, through participation, of users means power. The individual must be convinced to actively participate in the community that represents him and that he represents" (Bădău, 2011, p.27).

These communities affirm (Bădău, 2011, p.27) allow through social media the formation of optimal and efficient channels of communication between its users, relying on a series of common preferences such as: music, sports, art, photography, education and many others. Communities of this kind use several features that bear the name of folksonomy.

2. Preadolescence

The preadolescent age is characterized by the threshold that passes towards maturity and integration in the environment of adult society, which contains certain social, family and professional standards. The period of preadolescence is aroused by radical changes with an age-specific intensity and with visible effects in the physical appearance, in the behavior and in the way of relating to the outside world, and also with its inner world. The preadolescent also develops the desire for integration into the specificity of the social life that surrounds him and the understanding of the relationship strategies for optimizing his image in front of those that are significant to him.

Sălceanu (2015, p.244) defines the stage of preadolescence as "a continuation of development that began before birth and involves a series of interconnected hormonal and physical changes whose end is represented by the capacities of mature reproduction and the appearance of an adult."

Preadolescence is a phase of human improvement after early youth and before immaturity (New Oxford American Dictionary, 2005) (apud). Maheshwari & Tiwari, 2018, p.339).

It usually closes with the beginning of adolescence, however it can also be characterized as a closure in the early younger years and in most often, it is assigned the age of 10–14 years (Maheshwari & Tiwari, 2018, p.339).

Preadolescence is designated a stage in itself, given the significant activity of this staging, such as the learning process with a high degree of complexity, social relationships that are significantly more developed than the lower stage of preadolescence, and also the initiation of the development of self-reliance (Sălceanu, 2015, p.244).

Sălceanu (2015, p.245) presents that a multitude of authors call this stage "the ingratiated age" because this period is characterized by amazing changes on the body and the psychic life of the preadolescent child. What grabs this period is represented by biological maturity and the development of intensity on the personality.

Dița and Matran (2018, p.128) argue that the general problem of this stage is represented by the preadolescent's attempt to identify himself and develop his self-awareness. This stage exposes difficulties in the development of self-awareness because of the changes that occur within the framework of desired requirements from the preadolescent, and also due to changes in personality and physical appearance.

Preadolescence is also designated by the beginning of puberty, therefore puberty and preadolescence are periods described simultaneously. Sălceanu (2015, p.244) describes preadolescence as a finality of childhood in which the first indications of puberty are hardly visible, later becoming more prominent.

During the period of preadolescence, a distrust of what they could achieve with their own work often develops, because of a modest attitude and opinion that the preadolescent has become accustomed to. Dița and Matran explain (2018, p.128) that E. Erikson stated about preadolescence as a stage in which the future adult oscillates between clarity of identity and a confusing role. The preadolescent, now being able to elaborate generalizations, he gathers what he knows about himself in order to become a whole in order to be able to better understand past situations and develop in the future. If the preadolescent successfully passes this task of identity, he will hold the clear feeling of self.

Holding the sense of identity during the preadolescence, presents Dița and Matran (2018, p.128) exposed by E. Erikson, is the basis of the types of choices that the child chose in the previous stages, if he chose trust over distrust, autonomy over addiction, or initiative against the feeling of guilt.

The young adult, currently in the period of preadolescence, sugrates Dița and Matran (2018, p.128) presents a specific agitation and impulsivity, certain sequences of restlessness and situations in which it is difficult for him to concentrate along with fatigue at effort. It develops a perocupation for abstract and synthesis problems, the more accentuated desire of affirmation through socialization appears, and thus a nuanced value system is also developed, which is the imprint of the development process in this period. Important is the stability or instability of the affective elements of the self that determines the certainty that the child will have over what is.

Lerner and Steinberg (2004, p.15) present that puberty is one of the deepest biological and social transitions in life. It begins with subtle changes in cerebral neuroendocrine processes, hormonal concentrations and physical morphological characteristics, and culminates in reproductive maturity. The biological changes of puberty are universal, but the timing and social significance of these changes for adolescents, societies and scientific inquiry vary depending on historical time and cultures. However, there is broad agreement on the deep biosocial complexity of puberty and its essential role.

3. Self-esteem in preadolescents

Through the brief history of psychology, few personality constructs have received more theoretical and empirical attention than self-esteem. In 2004, Heine and Lehman (apud. Ahmed, 2016, p.2) stated that more than 18,000 studies investigating self-esteem have been published over the past 35 years, meaning a rate of more than one publication per day. Meanwhile, psychologists' interest in self-esteem has grown exponentially over the years. Research on self-esteem has had a long prolific history in psychology.

Self-esteem is a central construct in clinical, developmental, personality and social psychology, and its role in psychological functioning has been studied for almost a century (Greenier, Kernis and Waschull, 1995) (apud. Ahmed, 2016, p.2).

C. Rogers (1951) (apud. Dița & Matran, 2018, p.127), together with other psychologists who support the humanistic orientation, designate that the self can be perceived only from the original point of view of the individual, because the self is a concept that describes the person from the inside of it, so it cannot be visible and recognizable from the outside and without having its content changed almost entirely.

Rosenberg (1965) (apud. Ahmed, 2016, p.2), one of the pioneers in this field, stated that self-esteem refers to an overall positive assessment of the individual self. He added that high self-esteem lies in the fact that an individual respects himself and considers himself worthy. The same author (Rosenberg ,1979) (apud. Macarie et.al,2007) distinguishes between high (positive) and low (negative) self-esteem. In a similar way, Sedikides and Gress (2003) (apud. Ahmed, 2016, p.2) asserted that self-esteem refers to the individual's perception or subjective assessment of one's own self-worth, feelings of self-esteem and self-confidence, and the extent to which the individual holds negative or positive points of view about oneself.

Self-esteem is an evaluative component of personality1 and refers to the emotional life, the emotions that a person experiences when addressing his person (Constantine, 2004) (apud. Macarie et.al, 2007).

The simplest definition of self-esteem is found in the Webster dictionary (1828) (apud. Ahmed, 2016, p.3), which says that "self-esteem is self-satisfaction." In another edition of the same dictionary, self-esteem means "a good opinion of one's dignity or worth."

Hewitt (2002) (apud. Ahmed, 2016, p.2) sought to transform our vision of self-esteem from a universal psychological trait and a motivating force into a socially constructed emotion based on mood. This view was based on Smith's definition of Lovin (1995) (apud. Ahmed, 2016, p.2) of self-esteem as a reflective emotion that has developed over time in the social processes of invention, about which individuals learn to experience and speak, which appears in predictable social circumstances, and which is subject to social control.

Constantin T. (2004) (apud. Bratu, 2020, p.4) argues that self-esteem is part of the evaluative composition of the self and refers to the affective-emotional experience that an individual has when he stops thinking about himself.

Morris Rosenberg (1965) (apud. Bratu, 2020, p.4), edifies the idea that self-esteem is a simplistic and unitary concept, and would translate as "the feeling that an individual is good enough". F. Sordes-Ader, J.Leveque and Safon-Mottey (1998) (apud. Dobrescu, 2018, p.12) identifies 5 sub-dimensions of self-esteem and considers the one-dimensional self-esteem is formed by the analysis of each dimension respectively: "the emotional self; the social self; professional self; the physical self and the anticipatory self".

Self-esteem can refer to Ahmed (2016, p.4) to the general self or to specific aspects of the self, such as how people feel about their social position, racial or ethnic group, physical characteristics, athletic abilities, work or school performance. Theorists have made many distinctions in terms of different types of self-esteem, for example, contingent vs. noncontingent; explicit vs. default; authentic vs. false; stable vs. unstable; global vs domain-specific.

Self-esteem is related to personal beliefs about skills and social relationships. Brown, Dutton and Cook (2001) (apud. Ahmed, 2016, p.4) have distinguished three particular ways in which the term "self-esteem" is used: (a) global self-esteem or trait to refer to how people feel characteristically about themselves, that is, feelings of self-affection; (b) self-assessment to refer to how people evaluate their different abilities and attributes and (c) feelings of self-esteem to refer to momentary emotional states, for example, an unnpreadolescent could say that self-esteem was high after getting a high grade high promotion or could say that self-esteem decreased after a reprimand of one of the parents.

Hewitt (2002) (apud. Ahmed, 2016, p.4) sought to transform our vision of self-esteem from a universal psychological trait and a motivating force into a socially constructed, mood-based emotion. This view was based on Smith's definition of Lovin (1995) (apud. Ahmed, 2016, p.4) of self-esteem as a reflective emotion that has developed over time in the social processes of invention, about which individuals learn to experiment and speak, which occurs in predictable social circumstances and which is subject to social control.

People possess not only views on their global dignity hepper argues (2016, p.88), but also views on their specific ability and value in different areas of life. For example, researchers examined individual differences in social self-esteem, self-esteem in terms of academic appearance

and self-esteem. According to the view of James (1890) (apud. Hepper, 2016, p.88), that self-esteem reflects successes in personally important areas, specific domain self-assessments correlate with global self-esteem.

Lupu (2019, p.122) presents that following a research of self-esteem, Susan Harter (1987) concluded the need to distinguish five different areas for assessing children's beliefs about oneself: "academic competence, athletic competence, social acceptance, physical appearance and conduct". Physical appearance, physical duties and skills in the school or professional field are presented by C. André and P. Legeron, 2001 apud Lupu, 2019, p.122) as areas of self-esteem.

Ahmed (2016, p.6) exposes that self-esteem can refer to the general self or to specific aspects of the self, such as how people feel about their social position, racial or ethnic group, physical characteristics, athletic abilities or school performance. Theorists have made many distinctions in terms of different types of self-esteem, for example, contingent or non-concontingent; explicit or implicit; genuine or false; stable vsau unstable; global or domain-specific.

Branden (1969) (apud. Ahmed, 2016, p.6) argued that self-esteem consists of two components: (a) to consider oneself effective, to have confidence in one's ability to think, to learn, to choose and make the right decisions, to overcome challenges and to bring about change and (b) to respect themselves, confidence in one's right to be happy and confidence that people are worthy of respect, love and self-fulfillment that arise in their lives.

More recently, Reasoner (2005) (apud. Ahmed, 2016, p.6) considered that self-esteem is composed of two distinct dimensions: competence and value. Based on these two components, he defines self-esteem as "the experience of being able to face life's challenges and being worthy of happiness."

In personality psychology, there is a well-known distinction between traits and states first introduced by Cattell (1966) (apud. Ahmed, 2016, p.6). Based on this distinction, some authors have distinguished between self-esteem, that is, stable over time, since it is part of the personality and self-esteem of the state, which is more labile, being affected by events, situations and emotions (Gilovich, Keltner and Nisbett, 2006) (apud. Ahmed, 2016, p.6).

4. The effects of social media on the lives of preadolescents

Without having many concerns about privacy and with the desire to be liked and admired by their peers says Dyer (2018, p.5), young teenagers frequently post about themselves in a way that they think increases perceptions of themselves. Girls especially perceive the need to be attractive in a certain way and this can cause a great deal of anxiety. In a Canadian study conducted by MediaSmarts (2017) (apud. Dyer, 2018, p.5), young teens describe how they go online to socialize, but their intention is to look attractive to their peers. Worrying about measuring about perceived societal expectations helps explain why spending time on social media can make children feel "less satisfied with all aspects of their lives except their friendship" (American Academy of Pediatrics, 2011, p. 801) (apud. Dyer, 2018, p.5). Dr. Valerie Steeves, from the University of Ottawa, explains that "Rather than opening up their world to new possibilities, online technologies are so combined with mainstream media content that it's actually harder for girls to be authentic" (Agnew, 2014, par.10) (apud. Dyer, 2018, p.5). Worrying about how others judge their appearance and whether someone takes them out of their list of virtual friends (unfriend), negatively affects

the self-esteem and appearance of children on well-being by increasing the anxiety of preadolescents and not only.

Next Dyer (2018, p.6) exposes that children's well-being is also affected by how much they compare their lives to the documented lives of others, with everyone trying to look good online, young people find it hard to see that they might compare themselves to someone else's carefully constructed online character (McDool et al., 2016) (apud. Dyer, 2018, p.6). Children who spend too much time online reduce their involvement in other recreational activities that can have a negative effect on their mood as well as on the quality of their sleep (McDool et al., 2016) (apud. Dyer, 2018, p.3). Moreover, preadolescents and adolescents who frequently engage with social networking sites show signs of depression that may be due to the intensity of their online experiences, especially teenagers who are already struggling in life are at increased risk. This increases the risk of social isolation and can amplify risky behaviors such as substance abuse, risky sexual activity, or other self-destructive behaviors (American Academy of Pediatrics, 2011) (apud. Dyer, 2018, p.6).

June Ahn (2011, p.1441) presents that self-esteem and psychological well-being are the two most common results of interest in previous studies on the Internet. Researchers typically measure self-esteem using established scales such as the Rosenberg scale. Psychological well-being often refers to various measures that capture an individual's satisfaction with life. Researchers use a variety of scales that include measures of loneliness, depression, and overall life satisfaction. A key debate among researchers is considering whether greater use of the internet affects the self-esteem and psychological well-being of preadolescents and adolescents. Such research on online platforms informs how researchers examine psychological well-being. The "HomeNet" study recorded the number of hours people spent on the Internet, using tracking software on the participant's computers and his relationship with future measures of social involvement and psychological well-being. Researchers have found that longer use of the internet is linked to increased depression, loneliness and smaller social circles. The results suggest that internet use isolates individuals from friends and family and has a negative impact on someone's psychological well-being. This effect is known as the reduction hypothesis (Valkenburg & Peter, 2009a) (apud. Ahn, 2011, p.1441).

The fact that young people frequently meet friends and family known online suggests Valkenburg and Peter (2009) (apud). Ahn, 2011, p.1441) highlights a second change in the context of the Internet (Valkenburg&Peter, 2009) (apud. Ahn, 2011, p.1441). Web 2.0 applications or social media are designed to facilitate interaction and communication through networks. Previous uses of the internet have focused primarily on an individualistic process of presenting or finding information. The exchange of information still plays an important role in online communication. However, current tools make the social network an explicit and visible resource from which that information is obtained. Social platforms by using profiles and networks of friends, improve the way people share information about themselves, their friends and their lives. Again, the focus of Web 2.0 applications was to connect people rather than information. Self-disclosure also plays an important role in the effects of internet use on well-being. Specifically, researchers state that when young people reveal and express more information about themselves, the quality of their relationships improves. These positive interactions lead to improved self-esteem and psychological well-being (Valkenburg and Peter, 2009) (apud. Ahn, 2011, p.1441). More detailed measurement

of behaviors within the online community over positive, negative, informative or social interactions could better predict the well-being outcomes of young adolescents.

4.1. Self-esteem and the online environment

Given the recent worldwide proliferation of these sites and the growing number of teenagers and preadolescents joining, these sites probably play an integral role in the lives of young adeolescents. Network sites show Valkenburg and its collaborators (2006, p.584) are usually open or semi-open systems. Everyone is welcome to join, but new members need to register, and sometimes sites only allow members if they are invited by existing members. The members of the sites introduce themselves to others through an online profile, which contains self-descriptions and one or more images.

Although the websites of friends' recipes suggest the same authors (Valkenburg et al., 2006, p.584) have become extremely popular among preadolescents and beyond, there is still no research that specifically focuses on the uses and consequences of these sites. This is remarkable, since the network sites of friends exceptionally lend themselves to the investigation of the social consequences of internet communication. Consequently, peer acceptance and interpersonal feedback on the self, both important features of network sites, are vital predictors of self-esteem and well-being in adolescence. Therefore, if the Internet has the potential to influence the social esteem of adolescents and well-being, it is possible to appear by using the network sites of friends.

Steinfield et al. (2008, p.436) present in their study on social capital, where social capital researchers found that different forms of social capital, including connections with friends and neighbors, are related to indications of psychological well-being, such as self-esteem and life satisfaction. However, most research examining the links between self-esteem, welfare measures and social capital highlights the importance of family, intimate relationships and close friends (Bishop & Inderbitzen, 1995; Keefe & Berndt, 1996) (apud. Steinfield et al. 2008, p.436). Further research is needed to explore the potential links between psychological well-being and the types of weak connections believed to increase connecting social capital. Constant, Sproull and Kiesler (1996) (apud. Steinfield et al. 2008, p.436) support such a link in their research that documents how people show gains on self-esteem when advising on foreign technology on the internet.

Despite the plethora of research on internet use in general, research examining the complex relationships between psychological well-being alongside self-esteem and the use of online social networking services is rare. To one notable exception, Valkenburg et al. (2006) (apud. Steinfield et al. 2008, p.436) found that the more people use social networking sites, the greater the frequency of interaction with friends, which had positive benefits on respondents' self-esteem and, ultimately, their satisfaction with life.

The same authors mentioned above (Steinfield et al. 2008, p.436) expose that considerable studies show that relationships are important elements of social development for these future adults, this is also a time of life when relationships are interrupted as people move from one location to another. Entering high school, moving between residences, graduating from an educational cycle are all events that could disrupt the maintenance of people's relationships. These individuals have a particularly urgent need to be able to maintain connections with their previous networks, while being open to new experiences and relationships in their current geographical and social context.

It is therefore to be expected that internet-based social network services will play a role in maintaining relationships between this category of users.

Valkenburg and his collaborators (2006, p.585) argue that there is no period during which self-assessments are as likely to affect self-esteem and well-being as in adolescence. In particular, early and middle adolescence is characterized by an increased emphasis on the self. Teenagers often get involved in what has been called "imaginative behavior of the audience": they tend to overestimate the extent to which others follow and evaluate, and as a result, they can be extremely concerned about how they appear in the eyes of others. On friends' network sites, interpersonal feedback is often publicly available to all other members of the site. Such public assessments especially affect the development of adolescents' social self-esteem.

In this study conducted by Valkenburg and his collaborators (2006, p.585), social self-esteem is defined as the evaluation of adolescents of their self-worth or satisfaction with three dimensions of the self: physical appearance, romantic attractiveness and the ability to form and maintain close friendships. Well-being refers to a judgment of satisfaction with life as a whole.

5. Research methodology
5.1. Objectives
1.Demonstrating the statistically significant relationship between the amount of time spent online and the self-esteem of preadolescents.

2.Identifying the consequences/results of the correlation between the online environment and self-esteem in preadolescents.

3. Building the connection between self-acceptance and self-changes occurring from the digital environment to preadolescents.

5.2. Assumptions
1.Se assumes that there is a negative correlation between self-esteem and time spent online/social media.

2.Se assumes that there is a positive correlation between choosing to capitalize on personal time and accepting oneself

3. It is assumed that there is a positive correlation between the self-esteem of preadolescents and the fear of rejection or anxiety of rejection.

4.Se assumes that there is a negative correlation between the feeling of well-being and self-esteem in preadolescents.

5.Se presume that there is a positive correlation between the subjective assessment in preadolescents of a high self-esteem and the acceptance of oneself.

5.3. Research sample
The working sample is one of convenience, consisting of 63 participants aged 11 to 14 years, consisting of 21 (33.3%) male participants and 43 (68.3%) female participants. 52 of the research participants come from rural areas (82.5%) and 11 (17.5%) from urban areas.

5.4. Research instruments

The tool used to analyze the level of self-esteem of preadolescents is the Unconditional Acceptance questionnaire of oneself (USAQ). The second tool used is an interview specifically developed for this research, which contains 15 questions.
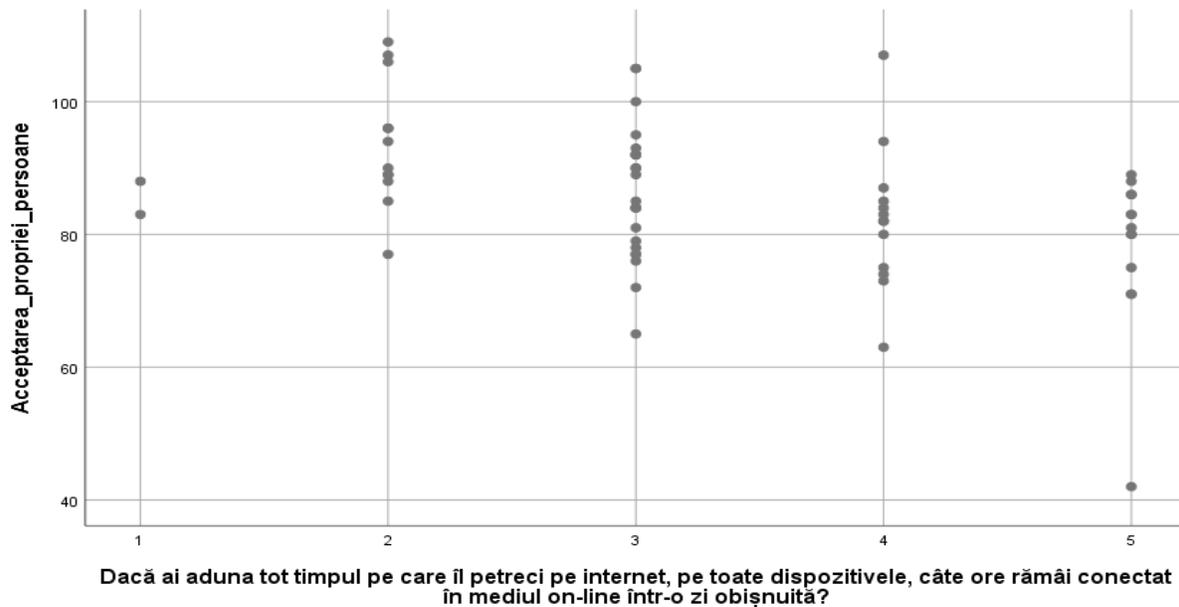
5. Analysis and interpretation of results

Assumption 1. It is presumed that there is a negative correlation between self-esteem and time spent online/social media.

Corealation			Accepting oneself	If you were to gather all the time you spend on the internet, on all your devices, how many hours do you stay connected online on a typical day?
Spearman's rho	Accepting oneself	Correlation Coefficient	1,000	-,447[**]
		Sig. (2-tailed)	.	,000
		N	63	63
	If you were to gather all the time you spend on the internet, on all your devices, how many hours do you stay connected online on a typical day?	Correlation Coefficient	-,447[**]	1,000
		Sig. (2-tailed)	,000	.
		N	63	63
**. Correlation is significant at the 0.01 level (2-tailed).				

In the case of a non-normal distribution, a nonparametric method of the Spearman rank correlation coefficient test was used, which tested the degree of correlation between the two variables studied in the hypothesis stated. The result of this method has edified that the extent to which the variable of accepting oneself correlates with the duration of time spent in the online environment reaches a statistically significant threshold with a percentage of trust of 99% (p = .000). The hypothesis is confirmed.

Dacă ai aduna tot timpul pe care îl petreci pe internet, pe toate dispozitivele, câte ore rămâi conectat în mediul on-line într-o zi obișnuită?

Thus, the research hypothesis is confirmed by the negative correlation on self-esteem and the time spent online in preadolescents. This link between low self-esteem and the increased length of time spent connected in the virtual environment and social media is an effect that digitalisation has produced among preadolescents. These future teenagers have developed a habit or a routine in accessing these social platforms, based on conformism, the examples around them, the desire to be accepted in the groups belonging to them and last but not least the novelty that these platforms constantly deliver at every movement of the finger on any digital device used. These repetitive behaviors come to manifest themselves every day bearing the name of intermittent persuasive consolidation and in most cases at any time or time of the day reaching the psychic apparatus of the preadolescents to become an involuntary action, usually thus losing the notion of the time they give to the digital environment.

The self-esteem of preadolescents, in this case the low self-esteem formed as a product of the long time anchored in social platforms is explained in the self-image that preadolescents create on these platforms in order to be accepted by their virtual friends according to standards taken over socially or common with the reference group to which they belong.

The more time spent on these platforms increases, the self-esteem tends to reach a lower level, this fact has demonstrated the research hypothesis mentioned above. Thus we have an explanation of this edification that consists of the long time spent online like a refuge or a saving solution for the preadolescents for all the problems they encounter. They believe that the Internet "understands" them and resonates with those exposed, in a way that the other aspects fail from the family, educational and social environment. Preadolescents do not realize, however, that this long time chosen to be spent digitally harms them in various aspects of life, and especially in the dimension of self-esteem. The self-esteem built up to that point in his life can be gradually degraded by the content watched on these social media platforms. From the desire to maintain their self-esteem, they often turn to the online environment and consider that being connected for a longer period of time is equal to a higher level of information and a level of validation from others in the

same direction. But they go back to the same environment that caused this decrease in self-esteem and console themselves with a time that still tends to grow connected in the online environment, believing that it does not harm them with anything the difference of an hour or three spent in this context. The decrease in self-esteem coupled with the long time reserved for the Internet can also be explained from the idea that in the increasing hours traveled digitally, new aspects are involuntarily discovered that lead to a reduction in the level of self-acceptance.
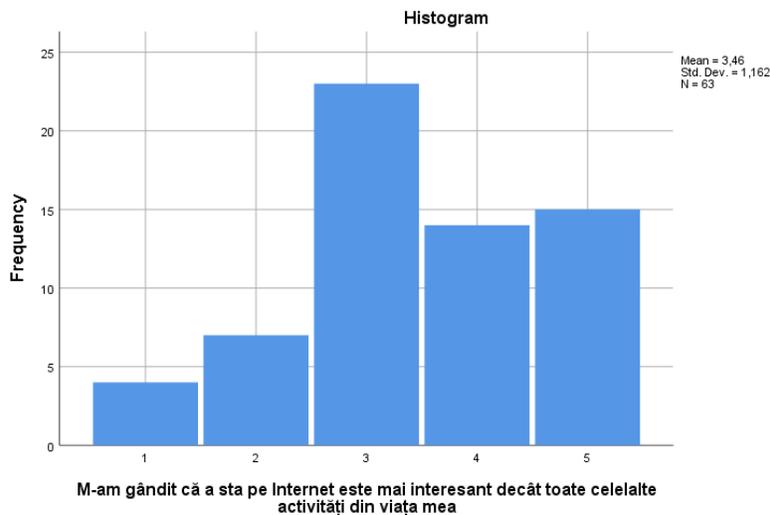
So, one can discover new information that up to that moment was not of importance to himself and that he has now discovered through the online environment, and from the desire not to lose the current information that keeps continuing to change and that gives him the feeling of acceptance among others or of superiority over those who do not like him, continue this behavior. These aspects impact the self-esteem of the preadolescent, the discovery of new standards of beauty, of education, of material or social goods, such as the number of friends greater that an acquaintance of his has in the virtual environment than he has, subsequently he tries to reach the same level of virtual popularity, allocates more time to the digital space believing that in this way he saves his self-esteem, in fact, the preadolescent by artificially increasing it and characterized by instability and low periodicity of self-esteem knows a temporary balance until the new digital objective appeared, which will also require another long time offered to the online environment. Thus, we have a vicious circle in which the future adult atrophies his ability to cope with these states and feelings by choosing to exchange them for more time spent in virtual reality, behavior that the preadolescent continues to repeat by always but constantly adding several minutes of his life in full development to technology and virtual socialization.

In the same understanding and the same results similar to those of the above hypothesis is found the study of the author Hanna Rún Ingólfsdóttir (2017) in which the purpose of this study was to show that there is a relationship between spending an amount of time on social networks per day and the self-esteem of adolescents, and also to show that girls have a lower level of self-esteem than boys. The total number of participants was 10,687. In this study, a random sample of 2039 participants was used, 980 men (48%), 1041 women (51%) and 18 (1%) did not reveal their gender. The age range was from 12 to 17 years, with the average age of 15 years. The population used was represented by all students in eighth, ninth and tenth grades in all Icelandic lower secondary schools. The main tool used was a detailed questionnaire at the Icelandic Center for Social Research and Analysis, which has been in continuous development for the past 20 years. The questionnaire contained 88 questions that were displayed on 32 pages. Self-esteem was measured with the Rosenberg self-esteem scale. One question was used to measure how much time teenagers spend on social media each day. The question applied to hours spent on social media sites such as Snapchat, Facebook, Instagram, Twitter, Tumblr and other similar sites. The question was measured on an eight-point scale, in current research a six-point scale was used.
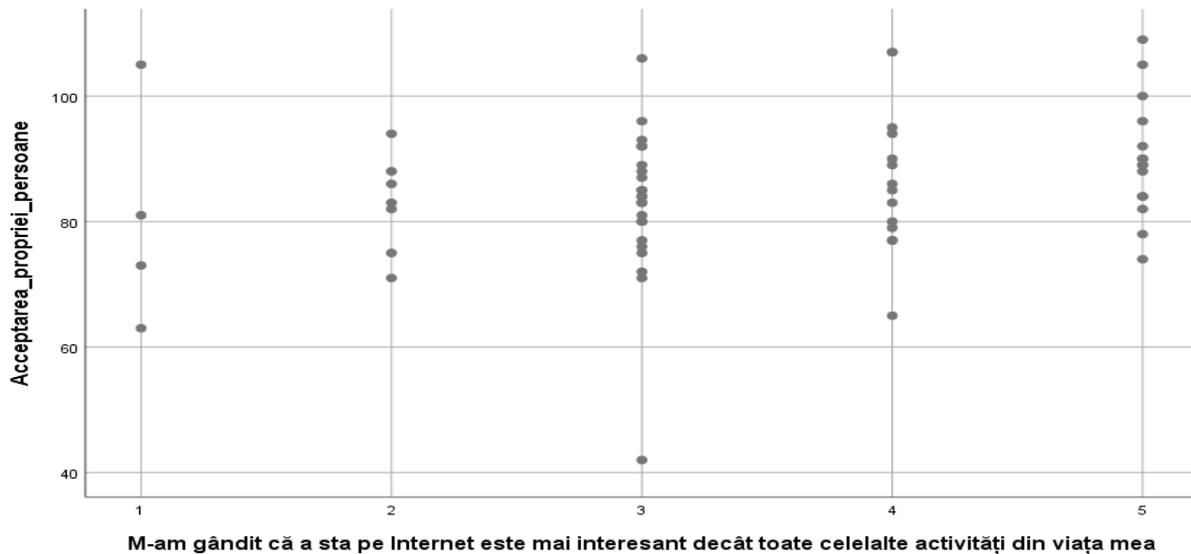
Assumption 2. It is presumed that there is a positive correlation between choosing to capitalize on personal time and accepting oneself.

Correlations			Accepting oneself	I thought that sitting on the Internet is more interesting than all the other activities in my life
Spearman's rho	Accepting oneself	Correlation Coefficient	1,000	,296[*]
		Sig. (2-tailed)	.	,019
		N	63	63
	I thought that sitting on the Internet is more interesting than all the other activities in my life	Correlation Coefficient	,296[*]	1,000
		Sig. (2-tailed)	,019	.
		N	63	63
*. Correlation is significant at the 0.05 level (2-tailed).				

Since following the normality test we have a non-normal distribution, a nonparametric method of the Spearman rank correlation coefficient test was used, which tested the degree of correlation between the two variables studied in the hypothesis enunciated. The result of this method has edified that the extent to which the variable of accepting oneself correlates with the capitalization of time in the online environment reaches a statistically significant threshold (sig. 0.19) with a percentage of trust of 95%. The hypothesis is confirmed.

Histogram

Mean = 3,46
Std. Dev. = 1,162
N = 63

M-am gândit că a sta pe Internet este mai interesant decât toate celelalte activități din viața mea

From the analysis of the graphical representation of the responses to the two variables we can see that the varianible self-acceptance can be approximately at a normal distance, and the variable capitalization of time in the online environment has a non-normal distribution.

M-am gândit că a sta pe Internet este mai interesant decât toate celelalte activități din viața mea

The second hypothesis of the research can also respond to the motivation of preadolescents for the use of these digital networks. A possible answer would be that through this virtual environment they fulfill their needs and desires. Preadolescents use social platforms to satisfy both their personal and interpersonal desires. They can facilitate the freedom and capacity that the Internet offers to produce and consume content in a way that serves their interests and needs. The increase in self-acceptance when the preadolescent continues to constantly choose the Internet over all the other activities in his life is due to the creation of an attractive profile for the admiration of someone or the admiration of others that he elaborates according to the standards considered by him to be truthful. Thus, a desirable portrait is formed for the preadolescent with whom he trusts that he will be accepted and through which he will also implicitly accept himself. Maintaining relationships with others, creating content and discourse formulated online contributes to strengthening the self-esteem of the budding adult. Social platforms also give him a constant that he may need in times of uncertainty and uncertainty about his attributes and to which he has access in just a few minutes. This constant is represented by the on-demand opinion of virtual friends who tends in the beliefs of the preadolescent to never disappoint him and that what his close friends say has no way of not being in accordance with reality. Another aspect that is due to the significant confirmation of the link between the increased level of self-acceptance and the choice of technology may also be due to the level of veracity that the preadolescent attaches to the design of digital algorithms developed by the creators of these social media platforms. The preadolescent may think that the number of likes received, the amount of followers, the dozens of comments and the degree of popularity in the virtual environment is closely related to what he is as an individual and the significance that others give him as a person. The consideration that these functions of social platforms are made to really show him how much he is worth as a man and by strengthening his self-esteem, the budding teenager will continue to opt for the Internet to remain the choice to capitalize on his time because it benefits him at the level of his person at this time in continuous physical and mental development. Virtual platforms also allow the user to be selective in choosing who will see and will not see his posts and other information. In addition, the responses of other

members in the form of posts in the news and friend requests section serve as consolidation and support from the mediated relationships that change daily.

As a result, many preadolescents face addictive behavior in constantly checking the responses to the presentation of the self or the concerns and opinions expressed in the digital framework. The attention being the product sold by these social platforms it is gained from the preadolescents through a multitude of functions that the technology holds whose stated objective is to connect people in as many ways and at the deepest levels as possible in order to improve their lives. Cognitive dissonance that can develop based on the ratio of self-esteem and social media ends up disrupting the level of perception of the self and lays the foundation for a destabilization in the formation of a self-image according to reality and the preadolescent may end up not understanding who it is and certain frustrations are installed at the level of the self. Thus, because the future adult oscillates between the idea of what he represents in the social environment and what he wants to be in the virtual space environment, he meets with a weak individual perception. So, due to these mediated satisfactions brought to just one finger movement and the trust given to the search algorithms, to the functions made available by these applications created to meet a wide range of needs, this second hypothesis reflects a statistically significant correlation of the two variables studied.
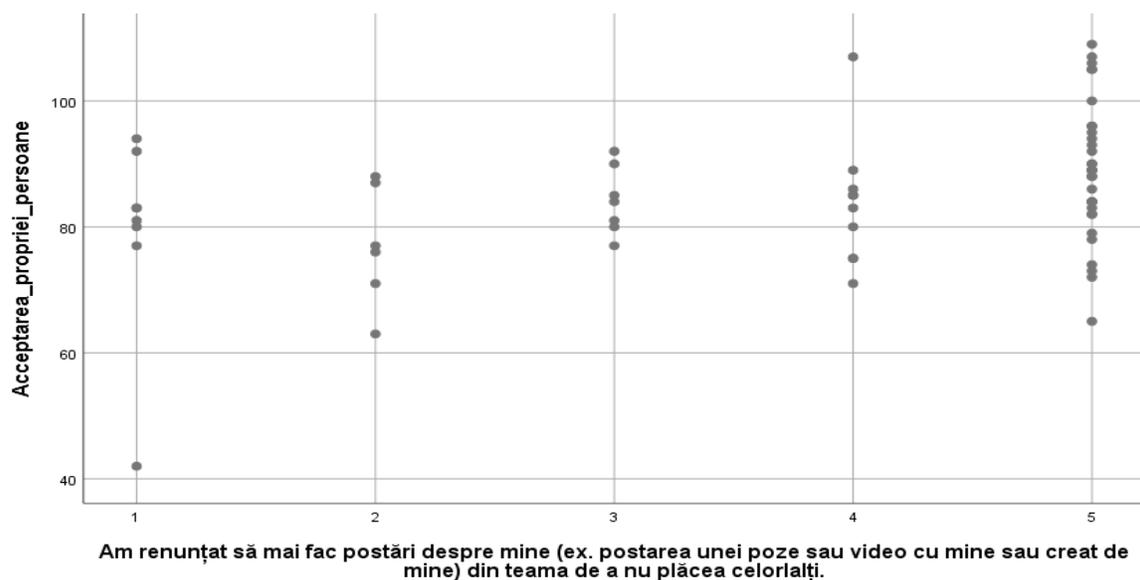
Similar research has edified results similar to the research of the hypothesis discussed. Urista et al. (2009) conducted research on a total of 50 students from a Central California university divided into one of the six research groups. The students were selected using conventional sampling to participate in these focus groups. Results inform us why young people use social media, namely to meet their needs and desires. Due to the nature of the curiosity of individuals and the desire to build and develop relationships, Internet users enjoy the convenience, efficiency and popularity of using the powerful environment to convey messages and find answers. On a more abstract level, this suggests that members use the internet to satisfy a specific desire they are looking for. The results also suggest that openness and transparency of the online environment are extremely popular among users. Many participants stated that this transparency allows them to obtain information about others quickly. Moreover, the vast majority of participants declare that they have accessed personal information about another user through no knowledge of that user. Because these platforms are so accessible and open, many young people today use these sites to get information about someone they are interested in. One reason for this may be that accessing a person's profile is faster and more effective than talking to the person face to face or finding out information about that person from others. Moreover, it seems that openness and transparency are extremely popular among users, since it is a simple means of restoring contacts. The results also suggest that many young people use the virtual environment to make themselves attractive and increase their social capital. The findings of this study suggest that many young people today use social technology to create a virtual identity that resembles an idealized self that will increase self-status and self-esteem both in the online world and in the real world. Social media platforms are a convenient and effective way to adapt the appearance of someone from the comfort of their home that also brings benefits to the level of acceptance and formation of the self.

The 3. Se hypothesis assumes that there is a positive correlation between the self-esteem of preadolescents and the fear of rejection or anxiety of rejection.

Correlations			Accepting oneself	I stopped making posts about myself (e.g. posting a picture or video of myself or created by myself) out of fear of not liking others.
Spearman's rho	Accepting oneself	Correlation Coefficient	1,000	,347[**]
		Sig. (2-tailed)	.	,005
		N	63	63
	I stopped making posts about myself (e.g. posting a picture or video of myself or created by myself) out of fear of not liking others.	Correlation Coefficient	,347[**]	1,000
		Sig. (2-tailed)	,005	.
		N	63	63
**. Correlation is significant at the 0.01 level (2-tailed).				

Since following the normality test we have a non-normal distribution, a nonparametric method of the Spearman rank correlation coefficient test was used, which tested the degree of correlation between the two variables studied in the hypothesis enunciated. The result of this method has edified that the extent to which the variable of accepting oneself correlates with the abandonment of posts in the virtual environment reaches a statistically significant threshold (sig. 0.005) with a percentage of trust of 95%. The hypothesis is confirmed.

Am renunțat să mai fac postări despre mine (ex. postarea unei poze sau video cu mine sau creat de mine) din teama de a nu plăcea celorlalți.

The third hypothesis of the research analyzes the correlation between the self-esteem of preadolescents and the fear of rejection or anxiety of rejection. This hypothesis puts under observation the feeling of fear and behavior of giving up postings in the virtual environment that could increase self-esteem like a coping mechanism, an explanation that could motivate the correlations between the two variables studied could be the protection of self-esteem by giving up or fear as a mechanism of preservation of self-esteem.

Because preadolescents and only seek the least social comparison with their peers for various reasons from validation, acceptance and social integration appeal to the standards of social platforms of beauty, social status, financial status, level of popularity that they take as landmarks in their lives. The comparison with others of the preadolescents was also made before social media, through television, magazines and the public persons they admired, but with the advent and scale of these platforms the phenomenon of comparison has seen an increase and a frequency on the rise with a much more personal direction. The feeling of fear that may arise and the fear of rejection may be due to the faulty comparison of the preadolescents, they make the connection with their own life, feelings at some point that do not benefit them or when they are not in the best emotional state with what their virtual friends post in the brightest and most positive moments of their lives, not actually knowing what's behind a seemingly perfect photo or video. Almost 21% of the respondents of the present study responded that they had given up or deleted a photo because they did not think it would be to the liking of others in a frequency from often to very often. This renunciation behavior can be explained as a protection of self-esteem by giving up or fear induced as a mechanism for preserving self-esteem. Because preadolescents quantify all their activity on social media and form strategies that try to eliminate this abandonment and constraint of the posted content they end up choosing the ideal times to post, the amount of content, the way of exposing the content and even the right days depending on the type of post. Also the dozens or even hundreds of pictures that the future teenager takes especially if it is a photo of his body or face just to choose a single one that he considers worthy of showing to the members of the platform contribute to this mechanism of self-defense of self-esteem. This mechanism of protecting one's own acceptance can develop over time and as a result of experiences that have finally affected self-esteem. Online harassment is well known as a phenomenon that has gained momentum and that affects especially children, as a result of which preadolescents who have experienced this time of virtual bullying develop involuntary strategies to defend their self-esteem. It may seem that a negative comment of a post cannot trigger an entire strategy to avoid rejection anxiety, but these micro-moments of negative impact comments gathered and internalized by the preadolescent that also have a constant frequency become a macro-problem in his thinking. Along with the ability of reversibility of the preadolescent and the onset of acquiring the stage of formal operations in thinking, he inclines the thought process to the deductive and inductive reasonings that gain weight in the thought process, which subsequently reach the development of this well-intentioned coping mechanism for his needs.

The stated hypothesis confirms the idea that the more fear and renunciation of a post increases, at the same time increases the self-esteem, which is camouflaged by the need for validation and comparison of preadolescents that is natural up to a certain point, which does not require the development of defense strategies against anxiety of rejection. Confirming the

correlation between these two variables announces the negative impact that freedom of expression without certain limits and social media platforms have on preadolescents internally acting as a method of surviving the acceptance of oneself and the internal self. The saving and immediate solution of the future adult in the face of the virtual tough society that continues to expose him to new challenges that shake his perceived value as part of his self-esteem remains giving up. This renunciation, as edified by the results of the research, has a positive effect on the level of self-acceptance and manages to maintain the psychic life of the preadolescent in a balance even temporarily that can only help him in stabilizing him as an individual in relations with himself and with others.

A set of studies examined similar aspects of the current hypothesis. Servidio et al. (2018) analyzed the mediation effect of coping strategies in the relationship between self-esteem and the risk of Internet addiction. A sample of 300 students, who lived in the residential area of the campus, took part in this research. There were 125 male participants aged 16-30 years (M = 23.82, SD = 3.42) and 175 women aged 16-30 years (M = 23.61, SD = 3.16). Participants stated that they connect to the Internet for at least 3 hours a day (36.7%).

The results obtained through the analysis of mediation show that the effect of self-esteem is influenced by the style of coping, especially by coping with avoidance, that is, by the degree to which people engage in actions such as denial, humor, substance abuse, behavioral and mental disengagement. Low levels of self-esteem, in fact, are associated with a major use of the avoidance approach that is pathologically expressed through internet abuse. However, the results suggest a partial averaging effect. Thus, people with low self-esteem are more at risk of developing a kind of new-media psychopathology, in which the Internet is the main tool for communication.
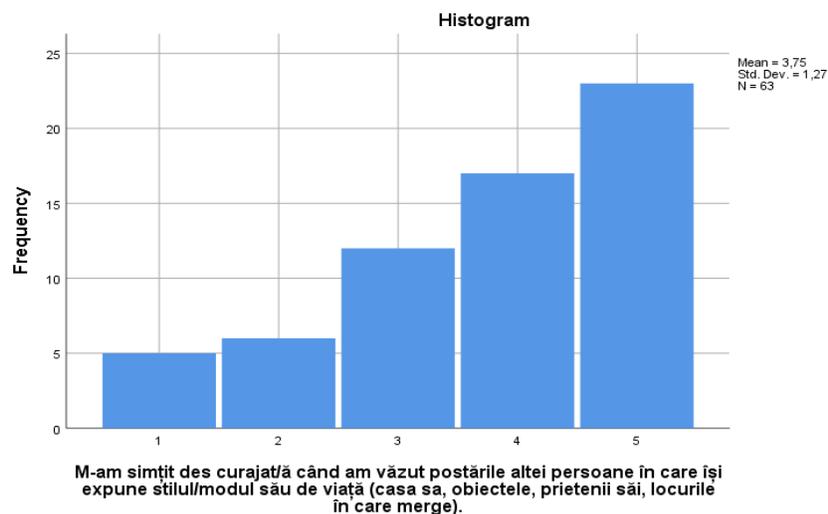
On the one hand, the current study puts the results in line with the literature, confirming self-esteem as a preacher of the risk of Internet addiction. On the other hand, it explains how the effects of self-esteem are mediated by the tendency to use coping strategies. Not all coping strategies are involved in this relationship: in fact, only avoidance-based strategies play a significant role. This result means that people with a low level of self-esteem tend to spend time on the Internet as a strategy to cope with stressful events and increase their self-esteem. Finally, 39% of the total indirect effects of self-esteem on Internet addiction are mediated by the coping mechanisms of avoidance.

Therefore, it is clear that people who are more at risk of Internet addiction seem to be those who use the Internet as the usual daily object of satisfaction for personal needs. However, it should be noted that the result of the current study gives only a partial view of the link between self-esteem and Internet addiction, since coping strategies are only one of the different factors that are able to mediate this relationship. Despite these limitations, however, this study is the first to investigate the relationship between self-esteem and Internet addiction, linking this relationship to the coping style of participants. If high levels of self-esteem, associated with low recourse for avoidance strategies, are factors that protect from the risk of Internet addiction, these results can be used as multiple lines.

Assumption 4. It is assumed that there is a negative correlation between the feeling of well-being and self-esteem in preadolescents.
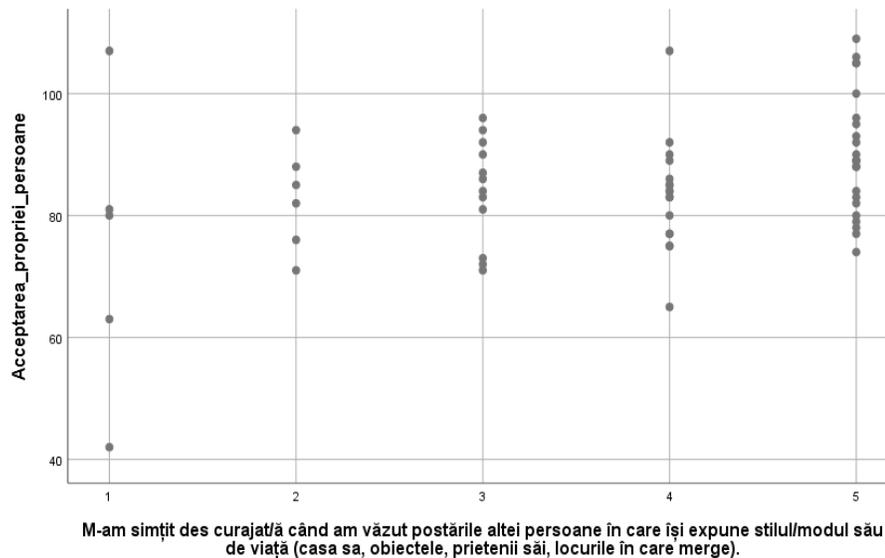
Correlations			Accepting oneself	I often felt brave when I saw another person's posts in which he exposes his/her lifestyle (his home, his objects, his friends, the places he goes to).
Spearman's rho	Accepting oneself	Correlation Coefficient	1,000	-,298*
		Sig. (2-tailed)	.	,018
		N	63	63
	I often felt brave when I saw another person's posts in which he exposes his/her lifestyle (his home, his objects, his friends, the places he goes to).	Correlation Coefficient	-,298*	1,000
		Sig. (2-tailed)	,018	.
		N	63	63
*. Correlation is significant at the 0.05 level (2-tailed).				

Since following the normality test we have a non-normal distribution, a nonparametric method of the Spearman rank correlation coefficient test was used, which tested the degree of correlation between the two variables studied in the hypothesis enunciated. The result of this method edified that the extent to which the dependent variable of self-acceptance correlates with the feeling of well-being in the virtual environment reaches a statistically significant threshold (sig. 0.018) with a percentage of trust of 95%. The hypothesis is confirmed.

Histogram

Mean = 3,75
Std. Dev. = 1,27
N = 63

M-am simțit des curajat/ă când am văzut postările altei persoane în care își expune stilul/modul său de viață (casa sa, obiectele, prietenii săi, locurile în care merge).

From the analysis of the graphical representation of the responses to the two variables we notice that the varianbila self-acceptance can be approximately at a normal distance, and the variable well-being during the use of social platforms has a non-normal distribution.

Fig.6.20

M-am simțit des curajat/ă când am văzut postările altei persoane în care își expune stilul/modul său de viață (casa sa, obiectele, prietenii săi, locurile în care merge).

In the fourth hypothesis of the research was analyzed the connection between the well-being during the use of social platforms and the self-esteem of preadolescents. The feeling of discouragement that composes a faulty state of well-being comes back from the self-worth that preadolescents link and quantify it to what others think of them. Although the information in their digital profiles is subjectively collected by preadolescents and presented as strategically as possible in order to create an impression of oneself to their most optimal, original, but still falling within the ranks of others, when faced with a commentary that criticizes any physical aspect, moral or personality, they come to be subject to an altered state of well-being that also brings after it a change in self-esteem. Preadolescents can think that if even in the virtual environment where they expose themselves in their best physical, behavioral or expressive form, they fail to be liked, admired or praised, aspects that they may lack in real life and that they expect especially from the family of origin, the state of well-being decreases, discouragement increases and so we result in this equation of the self in relation to the online environment a decreasing self-esteem. This situation can lead to induced loneliness, social anxiety, depression, as confirmed by the stated hypothesis and to a low self-esteem, fear of rejection, feelings of insufficiency, the preadolescent may think that whatever he does or says is not good enough and that he cannot overcome his condition whatever it is.

The statement that correlates with self-esteem and implicitly the acceptance of oneself, belongs to the feeling of discouragement from watching the lifestyle of others, from the places visited, family, friends and all the aspects that a person can expose within social media. A beneficial feature can emerge from this aspect, and refers to the possible ambition that the future adult can

develop in making all the arrangements to get to the vacation he saw earlier in a post, in the academic success that one of his friends exposed, in the healthy lifestyle of another virtual friend. In the antithesis, the elaborated hypothesis has edified that all these situations exposed in the online environment end up reducing the level of acceptance of oneself of these preadolescents. This discouragement that some preadolescents are aware of comes back from these perfectly framed posts and these people who expose that they own the ideal life, do not give up on paying attention to them for fear of losing content. These models activate the desires for connection, competition and the avoidance of a fear of losing, not knowing exactly what the preadolescences lose.

This feeling of hopelessness or discouragement that affects self-esteem can be triggered by the misconception of the preadolescent, instilled perhaps indirectly by the relatives and society in which the feeling of well-being comes from what you possess. A conviction still rooted in our society and transmitted to today's generations that gives value to well-being through material objects and social status. What a part of this belief can give a general well-being to the individual, but in most cases insufficient, temporary and without essence. The preadolescents learned from the family environment, and later transmitted also in the group of friends, that what you would define yourself as an individual and that the feeling of well-being comes from and is maintained only with the financial possibilities and with an enviable social status is the sure way to fulfill and accept oneself. The hypothesis made up and subjected to statistical analysis confirms that this belief still exists in the current generation. The effect of this principle of life on preadolescents affects the value they attach to their self, the moral values they should be guided by, aspects of their lives that they should relate to when it comes to the feeling of well-being. Social platforms along with the content chosen to be published by their members have created a launching point of this belief that has unanticipated effects on self-esteem derived from low well-being triggered by the importance that preadolescents continue to attach to these social aspects. Taking over the multitude of infinite information that continues to be delivered to the screens that future teenagers use and that they do not pass through the filter of their own thinking, reflecting and having moments of introspection on what actually bothers them when they see these abundant posts that aim to convey a strong message of well-being of the one who publishes that image will continue to discourage them and self-esteem to continue in a descending sense. Being preadolescents so susceptible to the messages they send especially to the models they follow on social platforms or reference persons in a certain field in which they are interested the size of the effect on self-esteem and well-being is explained, but also alongside their still-developing ability to identify the true conditions that provide the feeling of well-being.

Jan et al. (2017) conducts similar research on young people because they tend to use social networking sites more than adults, where this research will be based on young people of both sexes between the ages of 17 and 25. Instead of complicating research with different social networking sites, the main objective of the study is the effect of using Facebook on self-esteem.

The sample size was also limited to 150 participants due to time constraints. The results of the research clearly show the negative impact of Facebook on the self-esteem of individuals. Self-esteem is the mixture of two variables; self-esteem of individuals and their self-confidence. As people spend more time on Facebook, they visit other people's profiles and start envying certain people they think are superior or better than them. The authors claim that most people use Facebook

to know what's going on in other people's lives and to judge others based on the directions found on these people's profiles.

These individuals make upward comparisons with others. As a result, they begin to feel inferior, less privileged and ungrateful. These negative feelings have a direct impact on the self-esteem of individuals. Social comparisons made using social networking sites such as Facebook make people feel worse about their lives and promote the negative well-being of individuals. As a result, people end up with low self-assessments. Social media has a very strong impact on the self-esteem of individuals. Students use these social networking sites for information, communication, and building and maintaining relationships. But most people end up making upward and downward comparisons with others. Upward comparisons make people envy others and their lifestyle, and also feel less obligated and ungrateful for what they have.

Assumption 5. It is presumed that there is a positive correlation between the subjective assessment in preadolescents of a high self-esteem and the acceptance of oneself.

Correlations			Accepting oneself	I have a high self-esteem.
Spearman's rho	Accepting oneself	Correlation Coefficient	1,000	,320[*]
		Sig. (2-tailed)	.	,010
		N	63	63
	I have a high self-esteem.	Correlation Coefficient	,320[*]	1,000
		Sig. (2-tailed)	,010	.
		N	63	63
*. Correlation is significant at the 0.05 level (2-tailed).				

Since following the normality test we have a non-normal distribution, a nonparametric method of the Spearman rank correlation coefficient test was used, which tested the degree of correlation between the two variables studied in the hypothesis enunciated. The result of this method has edified that the extent to which the dependent variable of self-acceptance correlates with the subjective assessment of self-esteem reaches a statistically significant threshold (sig. 0.010) with a percentage of confidence of 95%. The hypothesis is confirmed.
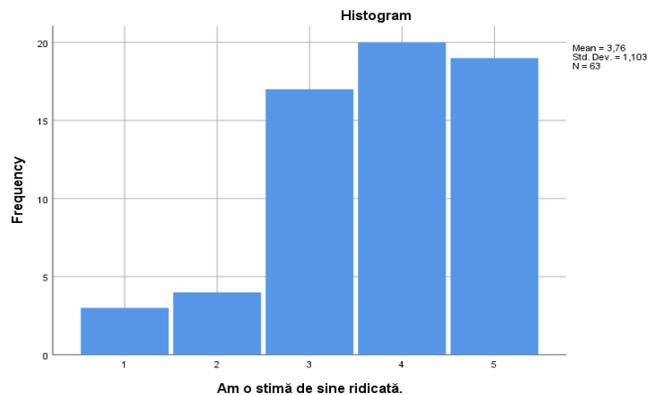
From the analysis of the graphical representation of the responses to the two variables we can see that the varianbile self-acceptance can be approximately at a normal distance, and the variable of the subjective assessment of the self-esteem has a non-normal distribution.
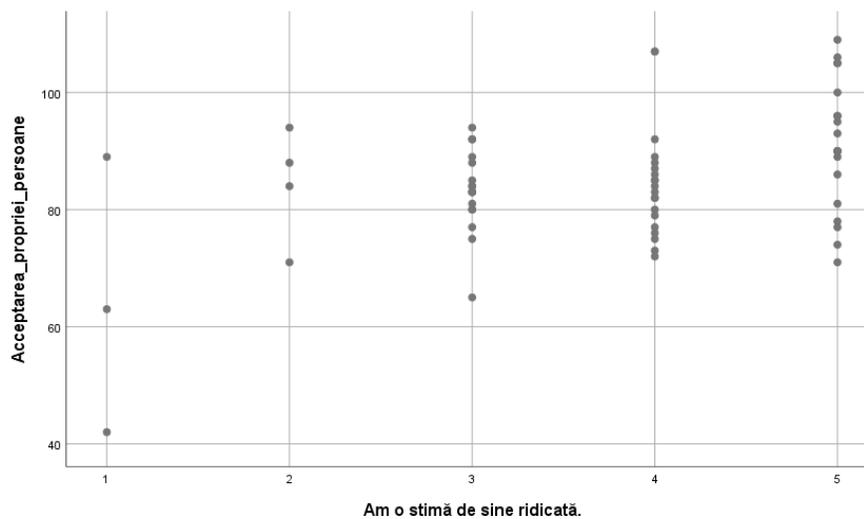
The last hypothesis of the research is analyzed the relationship between the subjective assessment of preadolescents on self-esteem and the acceptance of oneself. In general, people are motivated to possess a positive self-concept. Many times preadolescents make great efforts to obtain positive points of view on the self, from the desire to improve themselves and to avoid negative points of view on the self, hence the hypothesis of the above research that confirms coping strategies in the preservation of self-esteem. Most of those who are around preadolescents from teachers, parents or school counselors frequently assume that high self-esteem causes many positive outcomes for the students who have it and therefore creates for them most of the time the right environment to believe that they can succeed if they work for their goal. Preadolescents from the sample selected in this research about 62% of them appreciated their self-esteem as high and very high. This fact is due to the idea that they are convinced that if they appreciate their self-

esteem at a good level it is automatically through the power of an inner motivation and encouraging one's own intrinsic self can increase self-esteem and thus manage to feel better with themselves. But in reality the self-esteem of preadolescents and not only is determined by a multitude of factors, including how well they look at their performance, their external appearance and how satisfied they are with their relationships with other people.

For those preadolescents who are actively looking for a higher self-esteem, one way is to confirm their success in what they do. When a preadolescent gets a good grade on a test, performs well in a sports match or gets a compliment from someone he really likes, his self-esteem naturally increases without the need for an inner encouragement for the preadolescent to convince himself that his self-esteem and self-perception is balanced. These successful events can also be used later when the preadolescent no longer has such positive results so as not to fall into a much too deficient visualization of the self. When a student fails in a field with a balanced self-esteem based on a combination of external success and a healthy perception of himself he tends to move on until he finds something at which he can achieve good results. Ideally for a subjective assessment of themselves, preadolescents do not always expect to get the best grade on every test or be the best player on the team. Therefore, they are often not surprised or hurt when these things do not happen, since self-confidence is not lost when a failure intervenes and they do not consider them as individuals a less desirable result. Therefore, in those situations where the needs for improvement and verification are in conflict, preadolescents must learn to find the balance between self-concept and self-esteem. It must be able to accept the negative aspects and work to overcome them. This ability to balance the self can help the preadolescent create realistic views about themselves. These future adults can spend so much time trying to increase their self-esteem in the eyes of others, focusing most of the time on external aspects such as the clothes they wear,engage in prosocial behaviors out of the need to say and believe that they really have a high self-esteem. To claim that you have a positive self-esteem is a good thing, but attention should be paid by the preadolescent to tempering it with a healthy realism for a relationship of equity between perception and self-esteem held.

Another way that preadolescents estimate their self-esteem as high and that it increases is by building connections with others. Forming and maintaining satisfying relationships can help them feel good about themselves. A common way to do this for many preadolescents is through social networking sites. Exploring how future preadolescents resort to this online can edify the effects that social media has on their self-worth. A common way they use it is to share status updates, which they hope their friends will "appreciate" or comment on. However, when virtual friends do not respond to their updates, this can have a negative impact on how preadolescents feel. This subjective appreciation of self-esteem as edified by the results of the research have a positive effect on the level of self-acceptance and brings with it an increase in the level of self-perception and also of the self-esteem. A number of aspects contribute to the level of esteem of a preadolescent coming from relationships with oneself and others, but also from the use of social networks that can increase their acceptance of themselves or shake their value that they attach to the inner self.

Two parallel studies by Tobin et al. (2014) where a snowball sampling method was used to recruit a convenient sample of social media users who posted frequently. The researchers posted a description of the study on several social media platforms and encouraged participants to share the description. In the second study, the participants were 79 psychology students from the

University of Queensland. The remaining sample of 76 participants consisted of 64.5% female participants and 35.5% male participants. The results found that when regular Facebook users were assigned to an experimental state where they were denied access to information on Facebook for 48 hours, they reported significantly lower levels of belonging and significant existence. In a second experiment, participants were allowed to post material on Facebook, but half of the participants' profiles were created by researchers to not receive responses, either "likes" or comments, to their status updates. According to the forecasts, that group reported a lower self-esteem, a level of belonging, a level of control and a significant existence than the control group that received feedback regardless of whether it is online or offline, when they felt ignored by their friends the participants, they ended up experiencing an embrace of self-worth.

Conclusions

Today, it's all about social media. Preteens who do not participate in these networks or social platforms such as Facebook, YouTube and Instagram, are no longer part of the cyberspace together with their friends and are implicitly marginalized in social situations in real life. Social media really allows people to engage in direct contact in a timely and easy manner at a relatively low cost and higher levels of efficiency than can be achieved with more traditional communication tools.

Obviously, virtual social networks do not come without a cost. They allow for detailed tracking of friends, celebrities, artists, events, family, and a wide range of content across the world, but can encourage a society where we can hardly differentiate between what is real in the virtual environment and what is true in physical situations. social.

This paper followed an evolution on the self-esteem of preadolescents in relation to the online environment and the implications that the use of social platforms has on the development of the self of the selected sample. These implications vary across a broad spectrum of preadolescent life, which have been exposed in the results of the hypotheses discussed above. The research hypotheses confirm significant implications for self-esteem in terms of the amount of time spent using these platforms, and build on the fact that a period of more than three hours spent online per day decreases self-esteem and leads to self-devaluation. Regarding the choice of capitalizing on personal time and accepting oneself, a positive correlation has been built which suggests that once the preadolescent continues to constantly choose the internet over all other activities in life, an attractive profile is created to satisfy the admiration of others. This is explained by the constant offered by these platforms, represented by the required opinion that it may need in times of uncertainty and uncertainty about its attributes and to which it has access in a short time.

Preteen self-esteem and fear of rejection or anxiety of rejection were analyzed in this context of the virtual environment and a positive correlation was concluded that explains the increase in self-esteem as a coping mechanism, an explanation that could motivate correlations between two variables studied could be self-esteem protection by giving up or fear as a mechanism for preserving self-esteem. This correlation reveals the consequences that freedom of expression and social media platforms have on preadolescents internally in the form of developing ways to survive self-acceptance.

Along with these aspects affected by the online environment is the feeling of well-being and self-esteem that results in a negative correlation due to the feeling of discouragement from

viewing the lifestyle of others and the self-worth that preadolescents associate and value in terms. why others think of them.

Pre-adolescent subjective appreciation of high self-esteem and self-acceptance conclude a positive correlation. Closely related to the above research hypothesis that confirms coping strategies in protecting self-esteem, it has a positive effect on the level of self-acceptance and brings with it an increase in self-perception and thus self-esteem.

In conclusion, the online environment constantly brings with it new perspectives and situations that end up being studied in different fields of research. In terms of self-esteem or self-acceptance of preadolescents, digital has created implications and changes in their developing self. These changes bring with them the need for the adaptability of preadolescents with new relationships to the reality that surrounds them and new social challenges that they elucidate in a continuum.

The negative consequences of a digital life and identity are little known to them and encouraged by society through the example of preadolescents are exposed to a global phenomenon that no one has anticipated.

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