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SOCIAL MEDIA INFLUENCE ON EMOTIONAL AND BEHAVIORAL WELL-BEING OF
HIGH SCHOOL AGED STUDENTS AND EDUCATOR INTERVENTION

A MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY
BY
KAYLA M. SCHROEDER

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF ARTS
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BETHEL UNIVERSITY

SOCIAL MEDIA INFLUENCE ON EMOTIONAL AND BEHAVIORAL WELL-BEING OF
HIGH SCHOOL AGED STUDENTS AND EDUCATOR INTERVENTION

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MAY 2023

APPROVED

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Abstract

Social media use plays a significant role in the lives of adolescents worldwide. Social media allows for adolescents to build connections, express themselves, seek information, and share or view content. Globally, adolescent mental health difficulties are rising, causing concern for parents/guardians, educators, and medical professionals. Depression, anxiety, and disruptive behavior disorders are the most commonly diagnosed mental health difficulties worldwide. Educators are concerned about the rising rates of mental health difficulties seen in adolescent students and the impact it has on academics. Researchers have been studying the influences social media use has on the development or worsening of adolescent mental health. A literary review is completed to gain a better understanding of the influences social media has on adolescent mental and physical well-being. Additionally, studies were compiled to provide insight on the role educators can take to support and educate adolescents on healthy internet use and mental health resources.

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CHAPTER ONE: INTRODUCTION

Introduction

Adolescence is a period of life development that can be particularly challenging due to social, hormonal, and academic changes. Adolescents around the world experience challenges with mental health. Approximately 10-20% of adolescents around the world have a mental health diagnosis. Of that population, approximately 50% of the adolescents who have a mental health disability have been diagnosed with a disorder by the time they are 14 years old (World Health Organization, 2018). Most commonly, adolescents experience depression and anxiety symptoms (Institute for Health Metrics and Evaluation, 2018). The exploration of this literature review is to understand why mental health difficulties for adolescents are as prevalent as they are today (Hamilton et al., 2022). One of the theories Hamilton et al. (2022) suggested is the influence of social media and how it has contributed or influenced increased adolescent mental health impairments. Social media use is used for connections, information, expression of oneself, and academics. Academically, adolescent students are at higher risk for a variety of school related difficulties when there are higher rates of time spent utilizing screens. These difficulties include poor academic performance, poor social skills, and increased behaviors (Chau et al., 2022).

Rationale

Teens today are highly influenced by the use of technology. Due to the pandemic, teens were heavily invested in technology use due to the requirement of virtual learning and utilizing technology to connect with friends, peers, or teammates. The increased need for connection resulted in the reliance of social media and other social networking (Hamilton et al., 2022). Three years post the COVID-19 pandemic, adolescents are vastly connected with others from the multiple social media accounts they use daily. Social media is conveniently at the hands of most

teens today, from the use of computers, smart phones, gaming devices, and television. Social media can be identified as a method of interactions between people where they can converse, share, or exchange information in virtual communities and networks. Such networks may include Facebook, Twitter, Instagram, YouTube, TikTok, as well as gaming platforms (Ohannessian & Vannucci, 2021).

The research on social media use is still relatively new, however, Orben (2020) conducted 80 systematic reviews and meta-analysis in published articles that discussed the significance for this repeat age. Obren (2020) noted there is limited data on the effects social media has on the well-being of adolescents as it has more recently been the forefront of the way adolescent's communicate with one another and used for entertainment. Within the research conducted by Obren (2020), the data demonstrated a correlation between social media use and adolescent well-being. Obren (2020) concluded the research stating that more research was needed to understand the influences social media has on adolescent well-being, as well as how different types of use can influence adolescent well-being.

The research collected for this thesis will aim to answer the question how social media influences the emotional and behavioral well-being of high school students, specifically identifying and defining the use of social media and statistical evidence of social media use and influence. This thesis will review how the impact of active and passive social media use influences the well-being of adolescents. Additionally, data regarding the length of time and frequency of social media use and how those factors influence the well-being of adolescents will be explored. This thesis will also utilize data to gain insight on how social media use influences adolescents who struggle with emotional difficulties.

The research will focus on the effects social media has on students, particularly focusing on students with disabilities, as well as what recommendations are suggested for educators and academic support staff to support students who are impacted negatively by social media influences. Data will be reviewed to provide information on social media to persuade or aid in additional struggles for adolescents who suffer with depression, anxiety, eating disorders, behavioral disorders, self-harm, and sleep difficulties. Within this thesis, research will be reviewed to provide insight for educators on ways to support students who have difficulties and utilize social media, as well as ways to prevent or reduce challenges for adolescents who use various forms of social media.

Obren (2020) completed a narrative review of 80 studies. Within Obren's studies, data shows there is a negative association between social media and the influence on an adolescent's well-being, however, the association between the two is minimal. The data studied by Obren (2020) suggested there is an increase in adolescent anxiety and depression due to social media use. When specifically studying the impacts that Facebook has on adolescent students, there was a correlation between Facebook use and a decrease of social well-being or loneliness. Yoon et al. (2019) found that the more time an individual spends on a social media site, as well as the frequency individuals utilized a social media site, the greater the level of depression. The level of depression was influenced not by the time or frequency, as much as it was impacted by the feelings of inadequacy and needing to compare to others.

Educators are faced with many challenges within the school day, specifically when it comes to the well-being of the students, how to best support the individuals in need, and what tools and strategies can be used to be effective in supporting individual mental health needs. Without a better understanding of the influences teens face, specifically regarding interactions in

the digital world, educators are inadequately supporting students in need. It is essential for educators to have a better understanding of the difficulties teens face, and how to best support struggling individuals. A journal regarding trauma-informed school programming by Morton & Berardi (2011), addressed the need for schools to support the students' emotional needs beyond just mental health resources in the community. Schools need to move towards a trauma informed space, as a student's ability to cope and overcome emotional challenges requires wrap-around services from community based relationships, which includes schools, mental health practices, parents, and physicians. The goal of this thesis is to provide a better understanding of today's difficulties teens face, provide resources, recommendations, and strategies to help the teen populations within classrooms continue to strive, academically grow, and gain mental well-being.

Definitions of Terms

Digital Citizenship

Digital citizenship is an educational approach that teaches internet users how to appropriately and safely use digital platforms in a safe, healthy, and respectful manner, as well as understanding the risks that come with digital platform use (Rocha, 2019).

Risk Taking Behaviors

Risk taking behaviors put an individual at risk or in a position of vulnerability, such as sharing personal information online, communicating with unknown individuals and setting up meetings to meet in person with unknown individuals, entering pornographic websites, or posting photos online (Vural et al., 2015).

Social Media

Social media uses digital platforms such as websites, apps, or other methods of electronic tools, which allow individuals to develop and post content for social networking (Hamilton et al., 2022).

Social Networking

Sites such as Instagram, Snapchat, TikTok, Facebook, Youtube, or other social-gaming tools are examples of social networking sites that are used for a magnitude of purposes that allow individuals to communicate, engage in social activities, or postings of content with one or more individuals (Hamilton et al., 2022).

Well-Being

Well-being is an individual's ability to regulate emotions and/or behaviors, by applying coping strategies to manage everyday stressors and ability to avoid risk-taking behaviors, resilience for enduring challenging situations and adversity, and engaging in supportive social environments and social networks (Hamilton et al., 2022; World Health Organization, 2018).

Statement of the Question

The guiding research questions for this thesis is: How does social media influence the psychological and physical and/or behavioral well-being of high school students globally? How do educators provide intervention support for students' well-being? While researching this question, it is important to look at three main components. First, it is important to define what the problem is, define what social media use looks like in the use of this research, and apply the statistical evidence of social media use and prevalence. Second, it is important to identify the effects social media has on adolescent students, including students with disabilities. Third, it is

important to determine what supportive strategies are recommended for school staff, specifically teachers, administration, and counselors.

The next chapter of this literature review will provide the reader with information on social media use, ways adolescents utilize social media, and the mental health prevalence in the adolescent population. Additionally, the following chapter will focus on statistics and research demonstrating the influences social media has on adolescent mental, physical, and behavioral well-being. This thesis will also provide research-based recommendations for educators, school administrators, and counselors on how to support and educate adolescents on healthy social media use. Additionally, this thesis will provide educators with information that focuses on the importance of collaboration with parents/guardians and other service providers for optimal adolescent mental and physical well-being. Lastly, this thesis will discuss information to support the results for answering the guided questions of this research, discuss barriers or limitations to the research, as well as recommendations for future research.

CHAPTER II: LITERATURE REVIEW

Effects of Social Media on Adolescent Well-Being

Psychological Well-Being

The influences social media plays in an individual's life has been talked about and discussed in many everyday conversations. As a high school educator, there have been many conversations about the roles social media has been playing in the development of adolescent students, especially after the COVID-19 pandemic that isolated students from socially and physically spending time with their friends for two years or more. Many researchers have also been exploring the effects social media has on adolescent mental health. For example, Keles et al. (2019), focused their research on how social media influences adolescent depression, anxiety, and other psychological impairments. This section is used to explore some of the major psychological implications social media has affected adolescent students in negative and positive ways, specifically looking at depression and anxiety. This section also reflects on the social aspects of social media networking and adolescents who are diagnosed with Autism Spectrum Disorder (ASD).

Depression

McCrae et al. (2017) conducted a systematic review or empirical research that focused on the effects social media had on depressive symptoms for children and adolescents. The research was guided by the question specifically asking if virtual realities created by social media were harmful to the well-being, emotional development, and mental health of children or more prevalent in adolescents. This study was influenced by the significant rise in mental health difficulties faced by children and adolescents. Within this empirical research, McCrae et al.

(2017) obtained 12,646 samples for the review of this piece of literature. Within the review of peer reviewed journals, the studies were based on samples of children and adolescents without specific specifications of mental health diagnosis or mental health morbidity. Participants studied were from the ages of five to 18. The type of social media was not specific to one site. The research reviewed for this study had many screening processes to try and eliminate any bias.

McCrae et al. (2017) narrowed down data to include 11 studies, which were a mix of cross-sectional and longitudinal studies. Studies were conducted in eight different countries (U. S. A., Australia, Netherlands, Belgium, Spain, Romania, Canada, and Taiwan). Together, 12,646 individuals were part of the sample size being analyzed. The majority of the studies utilized a correlational design focusing on the relationship between social media use and depressive symptoms. Within all of the studies, individuals within the study were most commonly given the Children's Depression Inventory. Within the cross-sectional research, there was a significant relationship between online communication and depressed mood. More specifically, adolescents were more likely to use social media for friendships, as well as expressing emotions when feeling depressed rather than those who did not report symptoms of depression. The results also showed a correlation between depression and the amount of time social networks were being utilized. In the results of the longitudinal studies, a bidirectional relationship was demonstrated indicating depression symptoms were influenced by social media use and social media use influenced depressive symptoms.

Implications of mental health distress due to social media is a continued focus for researchers world-wide. Keles et al. (2019) focused on researching the effects social media has on depression, anxiety, and psychological impairments for adolescents. The participants of this study ranged from 13-18 years old. Within this study, video gaming was not included unless it

could also measure the use of social media. This study obtained data through narrative synthesis. Thirteen literature review papers were reviewed after being narrowed down through a three-step screening process based on authors, relevant information pertaining to the research question, and if the research contributed to the comparison and conclusion of the study. Out of the 13 studies, 12 of them were cross-sectional studies and one was longitudinal. The total sample used for this review was 21,231 adolescents in multiple different countries, such as Australia, China, Serbia, U. S. A., Malaysia, Belgium, Thailand, and Canada, and six European countries. A broad spectrum of social media use was reviewed in nine studies and four were specifically focusing on Facebook as its social media source.

The results of this study were able to narrow down the use of social media into time spent, the activity through the use of social media, investment, and addiction (Keles et al., 2019). Within these categories, studies showed there was not a relationship between the frequency of social media use and depressed mood within samples from Australia. However, in Canada, there was a relationship between time spent on social media and psychological impairment. In Europe, 10,930 adolescents showed a positive relationship between time spent on social media and the prevalence of depression and anxiety. The longitudinal study showed a relationship between depressed mood, sleep difficulties, and social media investment. The studies also showed a positive relationship between addiction and depression and low self-esteem due to the use of social media. In addition to the relationship between social media and depression, the study also found that there is a more negative impact on females and more positives for males. Keles et al. (2019) also found the younger the adolescent, the more likely they utilized social media and experienced negative internalization.

Social media sites can be utilized by adolescents as a source of reciprocal relationships or for viewing pleasure. Wang et al. (2017) focused their research on the impact social media has on adolescents and young adults from a passive approach where adolescents and young adults utilize social media sites for viewing pleasure, such as viewing profiles of other users and observing photos and other content posted by other users. Wang et al. (2017) found that prior research suggested that adolescents and young adults utilize social media for a more passive approach rather than actively participating in social media content (i.e., posting photos, posting content, or status updates). Based on this prior research, Wang et al. (2017) constructed a new research theory focusing on a cross-lagged regression model to determine if there was a reciprocal relationship between passive social media use and the adolescents and young adult's mental health. Within this study, adolescents and young adults were given six questions to measure their social media use using a five-point Likert-type scale. The study then utilized data from a Satisfaction with Life Scale assessment that was given to the study participants, which also included questions utilizing a five-point Likert-type scale.

Wang et al. (2017) indicated active communication on social media sites has positive effects, such as increasing the psychological well-being of an adolescent or young adult. It increases feelings of belonging and provides desired social support. These benefits help individuals feel like they have a sense of belonging and increased positive self-esteem. The results of Wang et al. 's (2017) study found that the passive social media consumption and the individual's psychological well-being were reciprocally related over time. The more time an individual spent passively scrolling through social media, the more likely they were to experience lower levels of subjective well-being. Adolescents and young adults who passively utilize social media experience social comparison based on content posted by other users. This

can result in lower self-esteem, lower self-worth, lower rate of overall life satisfaction, envy, and feelings of inadequacy based on physical appearance and life successes. The downward spiral of comparison on social media results in a greater level of loneliness, isolation, and higher rates of depression (Wang et al., 2017).

This research team continued to explore the influence passive social media has on an adolescent or young adult's life, specifically focusing on how time spent scrolling social media correlated with the individual's mental well-being. The study found that the lower an individual's mental well-being was, the more time they spent on social media in a passive form of use. Individuals were utilizing social media as a coping mechanism. Wang et al. (2017) used affective forecasting error to determine why individuals who have lower levels of mental health stability spend more time on social media. The data showed that adolescents and young adults have a skewed perception of how social media can bring higher levels of positive feelings, when in reality it continues the cycle of comparison, envy, and feelings of underperforming in life.

Research has shown that the increase in social media use continues to arise in adolescents. Brunborg and Burdzovic Andreas (2019) focused research on determining if there is a correlation between the amount of time adolescents spend on social media platforms and the negative effects it has on adolescent mental well-being. Depression is known to be one of the most frequent mental health challenges adolescents experiences (Institute for Health Metrics and Evaluation, 2018). With the use of social media, adolescents are influenced by the skewed perception of perfection in others' lives (Brunborg & Burdzovic Andreas). With increased time spent on social media, adolescents are more likely to experience more or greater levels of depression. Brunborg and Burdzovic Andreas, used a first-differencing (FD) model that focuses on unmeasured time-invariants factors (ie., cognitive ability, temperament, gender) and three

punitive time-variant factors, as these three time-variant factors have been established in prior studies indicating a correlation to the theory as more time spent on social media increases the impact of adolescent mental health. The three time-invariant factors include the amount of time spent at sporting practices, peer relationship conflicts, and the amount of time spent unsupervised during leisure activities. Adolescents who spend time at practice accounts for a portion of time that cannot be spent on social media use. Adolescents who experience conflicts with peer relationships may utilize social media as a coping skill that minimizes the feelings of limited social connectedness. Peer conflicts also increase adolescents' likelihood of experiencing depression (Brunborg & Burdzovic Andreas, 2019). As adolescents experience unsupervised leisure time, they are more likely to spend their time on social media, resulting in decreased social support and connectedness, resulting in feelings of loneliness.

Brunborg and Burdzovic Andreas (2019) utilized data from a large project called Monitoring Young Lifestyles (MyLife) Project. They utilized baseline data from 884 participants that attended four different middle and high schools. At the six month follow up, 769 participants' data was collected and utilized through the research. Within the study, students were asked a variety of questions that focused on the amount of time they actively spent on social media sites such as Facebook, Instagram, Snapchat, WhatsApp, and Twitter. The data collected focused on the amount of days per month they were active on social media. As well as the amount of hours per day they were active on social media. The student participants were also given a Patient Health Questionnaire (PHQ-9) (Kroenke et al., 2001), which is a nine question assessment focusing on the individual's depressive symptoms present during the past seven days utilizing a four-point scale. Finally, the students were given questionnaires that focused on the three three-time-variant factors mentioned previously.

Given the data, Brunborg and Burdzovic Andreas (2019) found that at baseline, the participants spent an average of two and a half hours a day active on social media. At the six-month mark, the participants' active social media use increased by an average of 23 minutes. The baseline information provided data that demonstrated a relationship between the time actively spent on social media and symptoms of depression. As time changed with active social media use, so did the symptoms of depression. In the adjusted and unadjusted models of data, the more time spent on social media had a significant impact on adolescent depression, however, in regard to effect size, the results were considered modest.

Brunborg and Burdzovic Andreas (2019) found that increasing one hour of social media use per day had an influence on depression symptoms by a positive 0.13 point increase on the depression scale. Factors found to be an influence on adolescent depression and social media use included more time spent comparing themselves to others, which is the biggest factor for adolescent depression, not necessarily the amount of time spent on social media. Brunborg and Burdzovic Andreas (2019) noted that the effects of social media use and depression is influenced on the type of content being viewed, the type of mental engagement in regards to comparing oneself to others, and the time an individual spends mentally comparing themselves. The data also showed that peer relationship conflict was a strong predictor for adolescent change in mental health, decreasing the likelihood of time spent on social media being the core influence of adolescent depression. The amount of time an adolescent was active on social media unsupervised had less impact on adolescent depression, but it should be noted, that more longitudinal research should be completed to better understand the use of time spent on social media and the influence it has on adolescent mental health regarding depression.

While exploring how different social media sites influence adolescent's mental well-being, Hunt et al. (2018) determined prior research had found that individuals who had frequent Facebook use experienced lower levels of positive self-esteem and higher levels of loneliness. Individuals who had more frequent use on Instagram experienced higher levels of body image issues. Hunt et al. (2018) also found through prior research that the more a person spends active on social media sites, the increased correlation risk of suicidal related outcomes, specifically for females. Hunt et al. (2018) noted this research study did come with limitations and data may not accurately reflect social media impact on gender and severity of symptoms of depression. Hunt et al. (2018) suggested that individuals who already experience mild or moderate levels of depressive symptoms utilize social media as a way to cope with these feelings and have a sense of belonging.

Hunt et al. (2018) proposed an experimental research study that did not require individuals to refrain from using media sites or the type of social media platforms used. Participants were encouraged to continue the use of Facebook, Instagram, and Snapchat. Hunt et al. (2018) also wanted the participants to utilize these social media platforms for a limit of 10 minutes per day. Hunt et al. (2018) acknowledged that social media has advantages as schools, businesses, organizations, or student groups utilize these platforms to communicate with others, inform others, and bring people together. Within the study, participants were given a battery to measure each participant's well-being through seven different validation scales (social support, fear of missing out, loneliness, anxiety, depression, self-esteem, and autonomy and self-acceptance). Within each phase, the participants would complete the Beck Depression Inventory (BDI-II) (Beck et al., 1996), which measured an individual's symptoms of depression. While there were several limitations to the study, Hunt et al. (2018) did find that the experimental group

experienced less symptoms of depression and feelings of loneliness when they were limited to the 10 minutes per day of social media use. Within three weeks of the study, participants who initially indicated moderate to severe levels of depression at the baseline measurement, experienced lower levels of depressive symptoms once they limited their social media use. Within both groups of the experimental research, symptoms related to the fear of missing out declined significantly for the participants. Hunt et al. (2018) did not find that limiting social media use improved participants' level of feeling they had social support, improved self-esteem, or improved psychological well-being. It is noted that sample size and time are factors in considering further research in this area.

Barry et al. (2017) focused on the psychological well-being of adolescents and the use of social media from personal and parental perspectives. This research focused on the perceived benefits and negatives of social media use from both perspectives. The individuals studied ranged from ages 14-17, with 226 total participants. Within the number of participants, there were 113 parent-adolescent dyads. This study focused on both the positive and negative influences adolescents face through the use of social media, as well as the connections between adolescents and their parents. To evaluate the mental health impairments of adolescents, Barry et al. (2017) utilized the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; DSM-5; American Psychiatric Association, 2013) and parent reports of disruptive behavior disorders, depression, anxiety, as well as symptoms of loneliness, and the fear of missing out (FOMO).

When examining the factors of parental control and frequency of use and active accounts, Barry et al. (2017) found 68.1% of adolescents within the study utilized social media and checked their accounts a minimum of one time a day. Almost 71% of the parents reported they are actively monitoring their child's social media. Within the study, Barry et al.'s (2017)

research showed that adolescents whose parents monitored their social media content did not have a correlation between monitoring and adolescent DSM-V symptoms and psychological adjustment. Barry et al. (2017) noted that parents who did monitor their child's social media networks rated their child to have less DSM-V symptoms, which was positively skewed, and resulted in the data not being applicable for the final analysis of data. However, previous data noted in the research found that the more parental management and supervision of adolescents' social media use the lower levels of depression, and a better psychological adjustment for the adolescent (Barry et al., 2017). Data collected and reviewed showed that the more social media accounts an adolescent had, the stronger correlation for higher rated feelings of loneliness, fear of missing out (FOMO), and increased need for checking their social media accounts. During the study, it was determined that adolescents who feel they are emotionally invested in social media rated themselves to have lower hours of quality sleep and higher levels of depressive symptoms and anxiety. The study also gathered data that showed the more frequently an adolescent checked their social media account(s), the more likely they were to experience feelings of loneliness and fear of missing out (FOMO). Additionally, the more social media accounts an adolescent had, the more likely they were to rate themselves as experiencing symptoms of depression, feelings of loneliness, and worries of missed connections with others (Barry et al., 2017).

Within this study, data was also analyzed to determine additional factors of influence, specifically demographic variables such as gender, age, ethnicity, as well as family socio-economic status. Male adolescents and younger adolescents were positively correlated with what the parents reported, meaning both males and their parents had similar reporting of the influences and factors of social media use. Barry et al. (2017) also noted within their study that more male adolescents were friends with their parents on social media than female adolescents. According

to Barry et al. (2019)'s study, ethnicity and socio-economic status did not have any relation to the adolescents' social media use, influence, or symptoms of DSM-V psychological disorders. The overall conclusion of this study demonstrated that the use of social media had a positive correlation related to loneliness, high levels of hyperactivity/impulsivity, anxiety, and depression.

Social media is known to be an easy and convenient way for individuals to keep in contact with family and friends (Kuss & Griffiths, 2017). Additionally, it allows for people to meet new people, build connections, and is an important way of networking and communicating. There are benefits that social media has that go beyond just communicating with friends. It can support people with resources for seeking academic support, seeking employment, and other opportunities (Kuss & Griffiths, 2017). However, the concern for addictive social media use continues to be a question explored throughout research and whether the addictive nature of social media use plays a factor on adolescent mental health, specifically with stress and symptoms of depression. Arrivillaga et al. (2022) began researching if there was a factor between adolescent emotional intelligence, stress and depressive symptoms, social media use, and coping skills.

Arrivillaga et al. (2022) had a theory that the lower an adolescent's emotional intelligence (EI), the more likely they were to experience difficulties with stress and symptoms of depression, therefore utilizing social media as a coping skill, leading to addictive behaviors of use. Previous research proposed that addictive behaviors occur when an individual feels the behavior is reducing challenging emotions. This pattern of behavior results in maladaptive coping skills, leading to addictive social media use and other internet behaviors. There is prior research conducted by Sanchez-Alvarez et al. (2016) that supports the idea that the lower an individual's

EI is, the more likely they are to rate their stress levels as significant (Arrivillaga et al., 2022). Additionally, prior research by Arrivillaga (2021) suggested that symptoms of depression lead to an individual to use social media excessively, as they perceive it as a way to manage and deal with their symptoms.

To conduct this research, Arrivillaga et al. (2022) recruited 2,068 adolescents from 9th-12th grade from southern Spain. Arrivillaga et al. assessed the adolescents EI by giving them the Wong & Law Emotional Intelligence Scale (Wong & Law, 2002). Participants were given the Perceived Stress Scale (Cohen et al., 1983) to determine the adolescents perceived stress levels, and completed the Depression, Anxiety and Stress Scale (Osman et al., 2012) to determine the severity of depression symptoms. Finally, the adolescents were given a Social Media Addiction Questionnaire (Al-Menayes, 2015) to determine the level of problematic social media use. The data gathered showed that there was a negative association between adolescent EI, perceived stress levels, depressive symptoms, and the excessive use of social media. Data also showed that the more an adolescent rated their severity of symptoms of depression and levels of stress, the more significant correlation for addictive social media use (Arrivillaga et al. 2022). An adolescent's vulnerability due to lower EI, higher levels of perceived stress, and significant depressive symptoms, increased the adolescents likelihood of experiencing problems related to social media use in regards to addiction and other vulnerable behaviors.

Arrivillaga et al. (2022) suggested that adolescents with lower EI utilize social media to cope with their challenging emotions and high levels of stress, as they do not have to face these challenges in person, as their problem solving and calming skills are weak. This results in adolescents not being able to manage their difficulties in an offline environment. Utilizing social media allows for these adolescents to avoid challenging situations, avoid facing their emotional

difficulties, and allows for distraction from their reality. Unfortunately, the addictive use of social media in these individuals only end up experiencing higher levels of stress, and greater severity of depressive symptoms, whereas adolescents with higher EI have the skillset to apply coping strategies to regulate their emotions and problem solve challenging situations (Arrivillaga et al., 2022).

Research relating to social media use and the negative psychological effects are commonly found. However, there are benefits to social media use that should be considered. Dempsey et al. (2022) investigated how stigma manifestations regarding mental health on social media impacts adolescent and young adult mental health. Dempsey et al. (2022) found that stigma towards mental health as an adolescent or young adult often resulted in feeling ostracized, weird, different, or crazy. Social media can have a role in two sides of the mental health stigma: one side, dismantling the negative information of mental health, and the other, isolating and labeling individuals with mental health in a negative light (Dempsey et al.). Adolescence is a period of one's life, where peer influence and peer pressure are highly influential in one's life, whether it is in a positive or negative way. Dempsey et al. (2022) noted a study that found the likelihood of a person posting or endorsing content on Facebook was determined by another peer liking or endorsing the post by four times. Additionally, peer influence on social media leads to more risk-taking behaviors for adolescents.

Dempsey et al. (2022) utilized an experimental design through social media vignettes of Facebook posts about mental health difficulties and different scales to measure peer mental health stigmatization, level of contact report based on the person's individual experience, and knowledge of mental health difficulties, as well as qualitative open-ended questioning. Within the research, Dempsey et al. (2022) found that most participants in the study had positive

responses towards the characters in the vignettes who were open and honest about their mental health difficulties on social media. The data also showed that a significant amount of the participants voiced intention of supporting the individual in the given vignettes who struggled with their mental health. Dempsey et al. (2022) had data that supported the idea that individuals who were exposed to negative comments regarding mental health on social media were less likely to seek mental health support and may ruminate on the negative comments viewed. Within the study, data provided insight that many participants would voice support to the individual struggling, however, it would typically be done in a private message. Data also suggests there are lower levels of negative stigma regarding mental health on social media in the present time. There is more support for mental health, lower levels of mental health prejudice, and more acceptance towards adolescents in the present time compared to prior generations.

Anxiety

Exploring mental health difficulties in adolescents due to the use of social media has proved that there is a major influence on symptoms of anxiety. Keles et al. (2020) conducted a systematic review on the influences social media plays in regards to depression, anxiety, and psychological distress in adolescents. Within the study, Keles et al. (2020) noted that anxiety and depression has increased by 70% in younger generations within the last 25 years (Royal Society for Public Health & Young Movement, 2017). Adolescents who are struggling with symptoms of anxiety are likely to experience higher levels of educational distress, higher dropout rates, a rise in relationship challenges, and becoming more at risk for abuse of substances (Copeland et al., 2014; Gore et al., 2011; Hetrick et al., 2016). Keles et al. (2020) discussed the importance of researching and understanding the impacts social media has on the adolescents mental and physical well-being because of the increased rate of mental health difficulties and the increased

use of social media networking. Keles et al. (2020) conducted research that showed 92% of adolescents are active on social media (Pew Research Centre, 2015). Due to the high rates of adolescent mental health and high rates of adolescent social media use, research has supported a connection between adolescent psychological distress and social media use based on 23 studies completed by Marino et al. (2018).

As Keles et al. (2020) researched the impacts of social media and adolescent mental health, they discussed how social media accounts for many various demands of the individual. Many of the demands are factored for each networking site the adolescent uses, noting the adolescent feels pressure to have multiple social media accounts/types and must be active on all accounts. Specifically, the research from Primack and Escobar-Viera (2017) showed a positive correlation between the amount of social media accounts an adolescent has, the more likely the adolescent will experience higher rates of anxiety due to the pressure and demands of all platforms. Keles et al. (2020) found that adolescents are more often found to compare themselves to others more than any other age range.

In the study conducted by Keles et al. (2020) adolescents from 13-18 years of age were participants to determine the impact social media had on adolescent mental health. All data gathered was from 13 eligible published peer-reviewed journals. Data was gathered from research based in Australia, China, Serbia, U. S. A., Malaysia, Belgium, Thailand, and Canada, and six European countries (Keles et al., 2020). Factors that influenced the adolescents mental health included the amount of time spent on social media, activity (engagement), investment (effort), and addiction (dependency on social media). Keles et al. (2020) found that the more time that was spent on social media, the more likely the adolescent was to demonstrate symptoms of anxiety, specifically with Chinese adolescents (Yan et al., 2017). Within the six

European countries, data also supported the relationship between symptoms of anxiety and high social media use (Tsitsika et al., 2014).

Data also supported the hypothesis that increased passive and active use of social media played a role in adolescent reporting of symptoms of anxiety, specifically the more social media accounts they have and the amount of times they check their accounts (Keles et al., 2020).

Behaviors that played a role in the symptoms of anxiety included more time spent on social media, repeated checking of feeds/messages, and personal investment. Within the research of the 13 different peer-reviewed journals, data showed younger female adolescents were more likely to experience symptoms of anxiety. Keles et al. (2020) did suggest further research to determine the impact of age and gender and social media use.

As Keles et al. (2020) recommended further research to determine the impact social media had on age and gender, Mundy et al. (2020) noted the limitations of prior research due to the small sample sizes, focusing on older adolescents, and prior history of research. Mundy et al. (2020) focused on research that addresses the limitations of the noted relationships and large sample sizes of younger adolescents with consideration of prior mental health history. Within Mundy et al.'s (2020) study, gender was also separated to get a better understanding of gender differences. Participants from this study were followed from ages eight through 15. Data was collected from self-reporting questionnaires that they were provided with in school, or a Computer-Assisted Telephone Interview. The participants were given the short Spence Children's Anxiety Scale (SCAS) (Spence, 1997) to determine anxiety symptoms and severity (Reardon et al., 2018; Spence et al., 2003).

Results of Mundy et al. (2020)'s data showed that of 1,156 participants, 623 identified as female and 533 identified as male. The average age at the start of the study was nine years old. In

a cross-sectional analysis, females who reported one hour or more of social media use were twice as likely to report mental health difficulties, specifically a 95% confidence interval for symptoms of anxiety (Mundy et al., 2020). Males who reported one hour or more of social media use demonstrated little correlation between time spent on social media and anxiety symptoms. Additionally, females demonstrated a stronger correlation for heavy social networking (two hours or greater) and increased anxiety symptoms, but smaller correlation between the two for males. Within Mundy et al. (2020)'s research previous data from O'Keeffe et al. (2011) noted that younger adolescents may be impacted more by social media use due to the fact that younger adolescents are still forming their own identity and have lower levels of self-regulation. Given the factors of age, the ability to regulate emotions of envy may increase levels of mental health difficulties, (Tandoc et al., 2015).

Social media is a collection of networking sites that are praised for being a place to build relationships and connections. However, research has demonstrated a higher rate of detrimental impacts. Ruiz et al. (2021) conducted a study focusing on the relationship between body shame, social physique anxiety, and social media use. Social media networking has been a popular way of connecting with others, building friendships, and engaging in intimate relationships. A major concern is how social media impacts adolescents' perspective of body image and physical well-being (Ruiz et al., 2021). The perceived notion of appropriate body appearance has a significant impact on female adolescents. Through the use of social media, adolescents compare themselves to others in regards to internalizing what society deems ideal body image (Tiggemann et al., 2013). During the time of adolescence, individuals are more vulnerable to influences seen on social media, such as thinness, body shape and structure and weight, especially due to the natural physical changes adolescents experience in this timeframe.

As one internalizes how their body is in comparison to others, their anxiety about how they are perceived by others increases (Hart et al., 1989). Social physique anxiety refers to the response one has based on the assumptions of how others may judge an individual's body (Leary, 1992). Ruiz et al. (2021) gathered data to determine how social physique anxiety influences social functioning. The study included 439 Spanish adolescents, 157 were male and 282 were female, aged 13-19 years old. The participants were administered the Objectified Body Consciousness Scale (Moya-Garofano et al., 2017.) Of eight items, the participants used a Likert-type response scale from 1 (totally disagree) to 7 (totally agree). The participants were also given the Social Physique Anxiety Scale-7 to determine the degree of anxiety the adolescent experiences over internalized body shaming (Saenz-Alvarez et al., 2013). The participants were also given an assessment called the Scale of Risk of Addiction to Social Networks and Internet for Adolescents that rates adolescents' social media addiction symptoms (Peris et al., 2018).

Within the study of Ruiz et al. (2021), the data supported the hypothesis that there was a positive correlation between body shaming and social physique anxiety. There was also a positive correlation between body shaming and symptoms of social media/social networking addiction. Within the study, Ruiz et al. (2021) also explored the relationship between body shaming, social media use, and sexting participation. The data showed there was a significant correlation between social physique anxiety and symptoms of social media/networking addictive behaviors. There was not a relationship between sexting participation and social physique anxiety (Ruiz et al., 2021).

As previous research completed by Keles et al. (2019) noted in this chapter, females showed a significantly higher correlation between social media use, body shaming, and social

physique anxiety than male adolescents. Whereas males demonstrated higher rates of participation in sexting. Ruiz et al. (2021) noted that due to the beauty standards perceived on social media sites, females are more likely to compare themselves with the perceived beauty standards. This leads to higher levels of anxiety due to body shaming and social physique anxiety. When one experiences more anxiety over body image, the more vulnerable they become when using social media, due the problematic behaviors that can occur with more frequent social media use and body comparison (Ruiz et al., 2021).

Research within this literature review has focused on the impact social media has on a student's psychological well-being. To dive deeper into the effects social media has on adolescents, van Schalkwyk et al. (2017) focused research on how adolescents medically diagnosed with Autism Spectrum Disorder (ASD) are impacted by anxiety and the influence social media plays. Individuals who are diagnosed with ASD have difficulties with social interaction. These difficulties typically result in limited friendships compared to their non-disabled peers (Rowley et al., 2012). Social media use can influence the experience of adolescents with ASD with social communication and social relationships. The question at hand in van Schalkwyk et al.'s (2017) research is the quality of social engagement, cyberbullying, and anxiety. The social media platform used in this study was specifically tailored to Facebook. In the study by van Schalkwyk et al. (2017) Facebook was used as the primary social media account, as individuals can communicate with one another by typing messages without any complexities that come with face-to-face communication such as facial expressions, tone of voice, or body language.

Within this study, van Schalkwyk et al. (2017) gathered 100 participants aged 12-19 years old. Of the participants, 44 of the individuals were diagnosed with ASD and 56 individuals

did not have a diagnosis of ASD but did have other psychological impairments. The study indicated that adolescents with ASD were less likely to utilize Facebook than their non-ASD disabled peers. Severity of anxiety symptoms was rated to be more severe for adolescents without ASD. Adolescents with ASD had a strong correlation between ratings of friendship quality and the use of social media and time spent using social media. Students who were identified as non-ASD displayed a negative correlation between quality of friendships and social media use. The data showed that students with ASD were more likely to experience higher qualities of friendships due to social media use than those who are non-ASD adolescents (van Schalkwyk et al., 2017). Contrary to the perception that individuals with ASD have quality friendships due to social media use, non-ASD students had lower ratings of friendship quality and social media use due to the anxiety they experience. In the research by Van Schalkwyk et al. (2017), the theory suggested is that individuals with ASD have found a place on social media to build quality friendships, where non-ASD students experience more loneliness online, or struggle with the comparisons of peers in online social platforms.

Physical Well-Being

When considering an adolescent as a whole, one can look at the physical well-being of adolescents and how social media use impacts an adolescent from a physical well-being perspective. As educators discuss the concerns of adolescents' well-being, some of the concerns for bullying, engagement in risk taking behavior, and self-harm are addressed and explored as common challenges adolescents face today (Vural et al., 2015). While some may argue that self-harm is a coping mechanism to deal with depression, it is also a physical aspect that relates to adolescents' physical well-being (Nock, 2010). This section will also discuss concerns of

externalizing behaviors, such as risk taking, physical aggression, relational aggression, verbal bullying, and defiance.

Self-Harm and Eating Disorders

Miguel et al. (2016) gathered data to support adolescents who experience mental health difficulties and have utilized social media sites as a way to cope with their emotions, whether social media plays a positive or negative effect on the adolescents mental well-being. To gain insight on the coping mechanisms adolescents use, research was explored to get a better understanding of how self-injurious behaviors and body image are impacted by social media. Miguel et al. (2016) completed research to explore the patterns of self-injurious behaviors in the form of cutting and the influence of social media. Self-harm is not always an indicator of suicidal self-injury, the act of deliberate self-injury may include cutting of one's skin, but is an indicator of one's mental health and current difficulties (Nock, 2010). Miguel et al. (2016) noted previous research demonstrating self-harm without the intent to die becomes a form of self-injury for adolescents between 12-14 years old (Nock, 2010).

Factors that influence the start of self-injurious acts are from exposure to friends and peers engaging in forms of self-harm. The individual notices the injury and they may have a conversation with the friend or peer about the reasons for engaging in self-harm, the feelings it brings, and the results of the engagement these conversations can influence the individual to engage in their own self-injurious behaviors (Deliberto & Nock, 2008; Heath et al., 2009; Nixon et al., 2008). Beyond the influence of friends and peers, social media is also a contributing factor to becoming aware and understanding self-injurious behaviors. Miguel et al. (2016) collected data every day for six months by gathering large samples from cutting-related public social media posts on Twitter, Tumblr, and Instagram. To find these public posts, Miguel et al. (2016)

searched social media platforms by inserting the hashtag (#) cutting to find content related to their study. During the timeframe of their six-month research, 1,155 public posts from Twitter, Tumblr, and Instagram were collected by the use of screen shots. This allowed for the research team to save the image and read any text or hashtag that was posted with the image. The images within the study were both positive and negative images related to self-harming behaviors (Miguel et al., 2016).

Through the use of reviewing screenshots of posted self-harming behaviors, Miguel et al. (2016) of the 1,155 posts, 60% of the samples collected displayed graphic content, with 85.6% of the graphic content showed cuts or scars, 37.2% showed self-injury paraphernalia, and 28% showed blood. Within the samples collected, 55.7% of the posts included negative self-evaluations of oneself. Comments about depression were the most frequently written mental health difficulties identified within a self-injurious post. About two fifths of the collected samples had comments about eating disorders, with the ideal body image being thin. The other one fifth of the collected samples discussed the individual feeling anxious.

In regards to positive messages regarding self-injurious behaviors, only one in 10 samples discussed the importance of refraining from self-harming behaviors (Miguel et al., 2016). Also, within the study, only one in 20 samples provided resources for help, and only one in every 100 posts had information from professionals that provided resources and support for self-harming behaviors. Of the different types of social media platforms, Instagram provided the most graphic content, whereas Twitter offered the most praise for avoiding self-harming behaviors (Miguel et al., 2016).

The exploration of non-suicidal self-injurious (NSSI) behaviors and the influence of social media was continued by Gomez-Castillo et al. (2022). Through Gomez-Castillo et al. 's

(2022) research, females were the specific focus of NSSI related to perceived acceptable body image through social media use. Body image distortion is compounded by multiple factors that influence the individual's thoughts, feelings, beliefs, and behaviors regarding their body image (Cash, 2004). As one continues to struggle mentally with these distorted thoughts, they pose risk for additional harm in regards to self-harm, such as eating disorders (ED), NSSI, excessive working out (Cucchi et al., 2016, Muehlenkamp & Brausch, 2012; Perez et al., 2018; Orbach, 1996). Adolescents spend significant portions of their day browsing and interacting on social media sites, when images or posts contain self-destructive content, this can be a negative or positive influence on an individual with negative body image (Saffran et al., 2016; Seko & Lewis, 2016).

Gomez-Castillo et al. (2022) focused on research studying 52 female adolescents who had been medically diagnosed with a form of an ED and participated in inpatient or day treatment hospitalization for ED. Of the participants, 50% were diagnosed with Anorexia (AN), 26.9% were diagnosed with Bulimia Nervosa (BN), and 23.1% were diagnosed with Other Specified Feeding and Eating Disorders (OSFED). The participants were given different measures to assess for their self-injurious thoughts and behaviors, social media use, experience with posting images or content on social media containing NSSI, and a questionnaire to assess for factors influencing body image ideals (Gomez-Castillo et al., 2022).

Results for Gomez-Castillo et al. (2022)'s study showed that 61.5% of the participants had reported engagement in NSSI behaviors. The data showed there were not significant findings for variance in the levels of perceived body image for individuals who engage in NSSI and those who do not. Based on the study, the participants who used social media sites more frequently had a high correlation with severe engagement in NSSI. Data did not demonstrate a difference in

perceived body image ideals between individuals who engage in serious NSSI and those who do not engage in any. In regards to social media sites being used, the participants in the study used Facebook, Twitter, and Instagram. Of social media use, 26.9% of the participants used all three networking sites, 46.2% used two of the networking sites, and 23.1% used only one. There was not a significant correlation between the amount of sites used and NSSI (Gomez-Castillo et al., 2022).

Evaluating the impact of social media content and distorted body image, Gomez-Castillo et al. (2022) found that participants who reported being highly engaged in social media content that contained NSSI had significantly greater levels of distorted body image thoughts and beliefs than those who did not engage in NSSI content on social media. Data showed individuals who had significantly higher levels of ED behaviors were more active on social media in regards to commenting on content regarding NSSI or posting their own content. For participants who had daily views of NSSI content on social media, they posed a significant threat for severe self-harming behaviors and ED's (Gomez-Castillo et al., 2022). Viewing NSSI content may increase the participant's desire to engage in self-harming behaviors. Contrary to the negatives of viewing NSSI content online, it can also be used as a resource to abstain from self-injurious behaviors as it helps the individual reduce their desire to engage in self-harm (Seko et al., 2015). Gomez-Castillo et al. (2022) noted that helping an adolescent see the benefits of using social media for healthy online use can be problematic, as the adolescent may not view their social media use to be problematic.

Sleep Difficulties

Social media can be in the hands of adolescents at all times of the day, even at nighttime. Becker and Linesch (2018) conducted research to determine the impacts of nighttime social

media use on sleep and mental health symptoms in adolescents with ADHD. A study completed by Hale and Guane (2015) found that screen time influences the quality of sleep for children and adolescents. Screen time impacts the individual's ability to sleep longer periods of time and delayed ability to fall asleep. Becker and Linesch (2018) studied the impacts of adolescents with ADHD, as these individuals attend to all forms of media more excessively than non-ADHD adolescents. Additionally, ADHD adolescents struggle with quality sleep. Becker and Linesch (2018) focused the research to gain a better understanding of night time media use and its influence on sleep problems, circadian preference, and daytime sleepiness. The influence of nighttime social media use was also factored in adolescents' difficulties with internalizing thoughts and feelings.

There were 81 adolescents who participated in Becker and Linesch (2018)'s research. All 81 adolescents had an ADHD, inattention or combined type diagnosis and an IQ greater than 70. The participants were given assessments and rating scales to determine their pubertal development, parent rating scales on ADHD symptoms, nighttime media use, school sleep habits, sleep disturbance, and scales for anxiety and depression. The results of Becker and Linesch's (2018) research showed that the average adolescent in the study spent 5.31 hours using media at nighttime. The average amount of time an adolescent used media after 9 p.m. was one hour. Out of all the participants, 20% reported using less than two hours of media after 9 p.m., 60% of the participants reporting using more than four hours of media after 9PM. Neither female or male participants differed in this reporting.

To evaluate the effects media has on adolescent sleep, Becker and Linesch (2018) found that 63% of the participants reported less than eight hours of sleep on school nights. The data regarding adolescent self-reported media use did not have a significant impact on the amount of

sleep the adolescent had. Reviewing data from the parent reporting, adolescents slept less than the recommended eight to 10 hours and had significant ratings for high levels of media use at nighttime. Data showed that nighttime media use impacted evening circadian levels, which resulted in the adolescent feeling more tired during the day. In summary, data demonstrated that the use of media at nighttime significantly impacted the adolescents ability to have healthy sleep functioning. In addition to nighttime media use, adolescents self-reported higher levels of depression and anxiety symptoms (Becker & Linesch, 2018).

Externalizing Behaviors and Cyberbullying

Social media is not only a form of communicating with others through text, but displaying and posting various content that users can view and interact with through various social media platforms. When images or videos are posted, the viewer can be persuaded or influenced. Ohannessian and Vannucci (2021) conducted research to see how social media influences younger adolescents who have deficiencies in social skills and social competency, which results in difficulties regulating behaviors towards others. Ohannessian and Vannucci used prior research from Barry et al. (2017) to help support their own research. Within Barry et al. 's (2017) research, it was found that 93-97% of adolescents utilized at least three social media apps a day, with data identifying some adolescents use up to eight apps a day. Ohannessian and Vannucci (2021) focused on the most popular social media apps used in the United States, the externalized behaviors that are demonstrated after specific social media app use, and if gender and race were influenced. The participants of the research were seventh and eighth grade students from five different middle schools within the New England area. There were 1,072 adolescent participants whose ages ranged from 12-14 years old. Of that total, 51% of the participants identified as female, and 49% identified as male. In regards to data of participants

identified race, 64% identified as white, 25% identified Hispanic/Latino, and 11% of the participants identified as Black.

The participants in Ohannessian and Vannucci (2021)'s study were given the Technology Use Questionnaire (TQU) (Ohannessian, 2009) to determine what social media apps were being used, for example: Facebook, Twitter, Instagram, and Snapchat, and how often the participants were accessing these sites through rating scales. Participants were then given the Delinquent Behaviors Scale (DBS) (American Psychiatric Association, 2012; Gualt-Sherman, 2013; Prinstein et al., 2001; Sanchagrin et al., 2014) to assess for delinquent behaviors of the participants in the past six months and how frequently 17 different problematic behaviors were occurring. Examples of these problematic behaviors included initiation of physical fights, school truancy, theft, and lying. Lastly, the participants were given the Self-Perception Profile for Adolescents- Revised Question Format (SPPA-R) (Harter, 2012; Wichstrau, 1995), which assessed the self-rating of the participants behavior through a five-item behavioral conduct scale. The scale was used to determine the level of expected behaviors such as doing the right thing, acting how the individual is supposed to, and avoiding conflict/punishment (Harter, 2012).

The data in Ohannessian and Vannucci (2021)'s research showed that male adolescents were significantly more likely to display higher scores for delinquent behavior but had significantly lower behavioral conduct scores than female adolescents when looking at data regarding Facebook. Additionally, data for Facebook use showed that Hispanic/Latino identified adolescents had significantly higher delinquent behavior scores than adolescents who identified as white. The data for Twitter use showed significant influence on delinquent behaviors and lower conduct scores. Data for Instagram showed a significant impact on externalizing behaviors, indicating higher delinquent behavior scores for frequent Instagram use than

occasional Instagram use. Hispanic/Latino and Black adolescents reported the highest scores for delinquent behaviors when using Instagram regularly compared to white adolescents who used Instagram regularly. Adolescents who used Snapchat regularly had higher delinquent behavior scores than adolescents who did not use Snapchat. Within Ohannessian and Vannucci's research, data showed that 73% of the participants did not use Facebook and 73% did not use Twitter.

Within the study the two most commonly used social media applications were Instagram and Snapchat. Of the two most commonly used social media applications, 72% of the participants shared they used Instagram and 70% used Snapchat (Ohannessian & Vannucci, 2021). Instagram and Snapchat are more appealing social media apps that allow an individual to post and view images more commonly than Facebook and Twitter, which are more text-based apps. The ability to post content that allows for self-expression in an artistic format is more appealing to adolescents. Ohannessian and Vannucci (2021) noted that Instagram and Snapchat allow adolescents to express themselves, explore their personal identities, and explore their personal interests. When considering the factors for differences of race and gender, it is important to consider what social media apps help build connections emotionally and physically for adolescents during the development in the different stages of adolescence (Ohannessian & Vannucci, 2021).

To consider other factors that may inhibit underlying difficulties with social media use and disruptive behaviors, Vural et al. (2015) completed research to determine how adolescents with Attention-Deficit Hyperactivity Disorder (ADHD) are impacted by social media use and disruptive behaviors and unsafe internet use. Attention-Deficit Hyperactivity Disorder is a psychological condition in which an individual may experience and display inattentive behaviors, impulsivity, and hyperactivity (Polanczyk et al., 2007). Adolescents who have been

diagnosed with ADHD may exhibit difficulties that impact their cognitive, academic, social and daily functioning. Vural et al. (2015) suggested that students who experience difficulties with ADHD symptoms may seek out online relationships in an effort to increase social interactions due to the rejection of peer relationships at school. Due to difficulties of being accepted by peers, adolescents who have an ADHD diagnosis may utilize social media platforms to build their identity which may result in award-seeking behaviors (Wu & Cheng, 2007), risk taking behaviors and poor decision making as a result of ADHD functioning (Drechsler et al., 2008).

The participants in Vural et al. (2015)'s study were 940 secondary students who were in grades six through eight from 12 different schools. The participants' parents were also involved in the study by completing the Conners' Parent Rating Scale (CPRS) (Conners et al., 1998) which is a 48 questionnaire where participants used a 4-point scale (zero- never to three- very often) to rate their child's behavioral characteristics, which were grouped into four different categories: attention deficit (AD), hyperactivity/impulsivity (H/I), oppositional defiant disorder (ODD), and conduct disorder (CD) (Vural et al., 2015). The adolescents in the study were given a questionnaire where they identified their demographic characteristics, two questions about the amount of time they spend a day on the internet, and their reasoning for browsing the internet. The participants were then broken down into categories focusing on the amount of time spent on social media; less than three hours a day, or three hours a day or more. The individuals then were placed into groups based on three different categories of use: internet use for playing games, internet use for social media use, and educational use. Finally, the adolescents were given a questionnaire that focused on unsafe internet use and their internet use habits (Vural et al., 2015)

Data found from the questionnaires the adolescent participants and their parents completed in Vural et al. 's (2015) research showed that 69.8% of the participants had internet

use at home, of that percentage, 3% of the participants said they spent more than 20 hours a week on the internet. The data indicated 26.5% of the adolescents had seen unwanted content inadvertently, 29.8% have spent time chatting with strangers online with 9.9% of those saying they had become friends with those strangers. In regards to unsafe internet use, 28.2% of the male participants had come across unwanted content on the internet and 26.8% for female participants. Males were more likely to chat with strangers online than the female participants (42.5% male and 20.5% female) and 16.5% of the male participants and 4.8% of the female participants met directly with the strangers they met online. Vural et al. noted that data from another study by Tahiroglu et al. (2008) found that most adolescents use the internet for playing games and gambling, gaining information, and social media use. In Vural et al. 's (2015) study, homework and school related use were a major influence as to why the participants utilized the internet. Excessive internet use (more than 20 hours a week) was related to risk-taking behaviors online and offline such as, bullying (physically, verbally, or cyberbullying), meeting new online contacts offline and engaging in sexual forms of messaging (Smahel & Blinka, 2012).

Results for Vural et al.'s (2015) research showed that adolescents who scored higher in the Conners' Parent Rating Scale (CPRS) H/I category were more likely to view unwanted internet content. Based on those behaviors of ADHD, these individuals are more likely to be enticed to open up pop-up ads or explore sexual content more frequently than those without H/I. Participants who score higher in the AD category were more likely to spend time on a social media application communicating with strangers and meeting up with them. Additionally, adolescents in the study with CD were also more likely to meet up with strangers they met online. Vural et al. 's (2015) research suggested that adolescents who partake in risk taking behaviors online may be motivated to do so due to their poor social skills, difficulties with

interpersonal relationships, and feeling a void of pleasurable activities embedded in their daily life. Therefore, it is important parents/guardians and educators focus on teaching preventative measures to reduce the likelihood of the adolescent engaging in risky internet behaviors (Vural et al., 2015).

Risky internet use may play a role in an adolescent's development to freely express themselves, gain a better understanding of their identity, and build social connections. Merrill and Liang (2019) conducted a research study focusing on the connection between adolescent mental health, social media use, and risky sexual behaviors. Adolescents experience sexual behaviors as a natural part of development, but they are also influenced and exposed to sexual content in all varieties of media. The sample being used in Merrill and Liang's research was from the 2015 Youth Risk Behavior Surveillance System (YRBSS), which is administered yearly through the Centers for Disease Control and Prevention for data on adolescents' health risk behaviors. The participants of the sample were adolescents in grades 9-12 within the United States. The sample of Merrill and Liang's (2019) research was narrowed down to 13,156 participants who had met all key focus areas of their study from an original 15,713 participants in the YRBSS sample.

Within Merrill and Liang (2019)'s study, they focused on how much time was spent utilizing a form of media (TV, internet, gaming devices, social media) from a scale of zero hours a day to more than five hours a day. The sample also consisted of depression rating scales focusing on symptoms of depression and suicide which was broken down into measures of severity from a score of zero indicating no symptoms to four, indicating the most severe degree of mental health difficulties in regards to depression and suicidality. Additionally, the participants were sexually active, in which they were asked questions regarding their age of

initial sexual intercourse, the number of sexual partners, safe sex practices, and if there were drugs or alcohol being used prior to their most recent sexual intercourse. The answers to all of the questions were then calculated to create a sum for risky sexual behaviors (Merrill & Liang, 2019).

Overall, the results for Merrill and Liang (2019)'s study showed that the majority of the participants were mentally healthy. In regards to risky sexual behavior, 42.6% of the participants reported to not have had any sexual intercourse. Within the data of participants who have had sexual intercourse, the scoring indicated moderate risk for sexual risk, as 43.5% reported being a young age during their initial sexual intercourse, 59.3% reported having multiple sexual partners, 20.1% reported using alcohol or drugs prior to their sexual intercourse, 40.6% reported denial of condoms being used, and 29.2% of the adolescents reported they did not use other contraceptive methods. Risky sexual behaviors significantly correlated with poor mental health functioning, no matter what type of media that was used. Additionally, internalizing problems were directly linked to sexual risk taking behaviors.

The data from Merrill and Liang (2019) showed there was not a correlation between increased sexual risk behaviors and social media use. Individuals who watched more TV were more likely to engage in sexual activity or engage in risky sexual behaviors. Data was further assessed to determine if gender played a role in risky sexual behaviors and media influence. For females, there was not a strong correlation between media use and risky sexual behaviors, however, there was for males. Although males scored higher rates of engaging in risky sexual behaviors, social media did not play a significant role, rather the more TV a male adolescent was to watch, the more likely he was to engage in risky sexual behavior (Merrill & Liang, 2019).

Social media use by adolescents heavily focuses on the content posted in regards to visuals and images. During adolescence, thinking about the risks and backlash of posting photos to online sites does not always come first. Chen et al. (2019) completed research focusing on risky selfie behavior being posted on social media sites used by adolescents through cross-sectional research of 686 ranging from 15-18 year olds. Risky selfies are photos of the social media user in which they are placed in dangerous situations, whether that be in sexual nature, or dangerous risk taking behaviors that may result in social or legal risks (Lamba et al., 2016; Zuckerman, 2014). Chen et al. (2019) focused additionally on determining the development of risk taking behaviors and social media use.

Some adolescents can utilize social media as a way to express themselves, gaining attention from others, and increasing their connections with others, which are considered social rewards (Arnett, 1992). To gain a better understanding of the motives and reasoning behind adolescent risk taking behaviors on social media specifically related to selfies, Chen et al. (2019) provided the 686 participants with numerous assessments to measure the factors that may influence risky selfie postings. Data gathered from the study included demographic variables such as gender and age, a sensation seeking assessment called the Sensation-Seeking Scale (Hoyle et al., 2002) to assess for the different levels of sensation seeking motivators, such as boredom, disinhibition, experience seeking, and thrill and adventure, the Narcissism Personality Inventory (NPI-13) (Gentile et al., 2013), social media use questionnaire, rating for friends posting risky selfies, rating of friend approval of the participants risky selfies, and the participants risky selfie attitude and their willingness to engage in risky selfie behavior (Chen et al., 2019).

The data collected and analyzed showed that 65% of the participants have posted at least one risky selfie and one in three of the participants have had experience with risk taking behaviors. Chen et al. (2019)'s study also showed that the adolescents personality characteristics in regards to narcissism and sensation seeking was positively related to the participants willingness to take and post risky selfies. The results also showed that while adolescents utilize social media as a way to seek approval of others, build connections, and feel liked, by posting a risky selfie on social media that gets comments and likes does not directly indicate if peers like or approve of the risky photo. In regards to the adolescents in the study's attitude towards the risky behavior, there was a significant relationship between their attitude towards the risk and following through with posting the risky selfie. For example, if an adolescent did not find the behavior as harmful, they are more likely to follow through with posting a risky selfie, whereas, if the adolescent felt the behavior was dangerous, they would be less likely to follow through with posting it on social media. Gender, age, sensation seeking, and narcissism did not show a direct link between the use of social media and posting risky selfies (Chen et al., 2019).

Social media use can affect adolescents' mental health, increase vulnerability to victimization, and challenges with peers. The difficulties that come with social media use can result in different forms of aggression, whether it is cyberbullying, physical and or emotional bullying, and fighting (Parris et al., 2022). Bullying behaviors are intentional acts that are meant to cause harm towards another (Olweus, 1994). In efforts to explore the impacts of social media and forms of aggression, Parris et al. (2022) conducted a study to examine how cyberbullying and bullying within the school setting correlated with social media use. Participants were part of a program called Champaign Area Relationship Education for Youth that provided education and training to at-risk youth in an urban Midwestern county with participants attending five different

local high schools. There were a total of 169 participants; 53.8% identified as Black/African American, 19.3% White, 12.3% Asian/Asain American, 5.3% Hispanic/Latino, 3.5% Native American, and 5.8% as other. Participants were 14-19 years old with 25.3% identified as male, 73.7% identified as female, and 1.1% identified as transgender (Parris et al., 2022).

The participants were given questionnaires and assessments that focused on the individual's perception of cyberbullying and bullying in their school and how it impacts the school climate. Participants were also given questionnaires that focused on the participants' psychological distress as well as the severity of their psychological distress. Parris et al. (2022) created a scale that allowed the participants to rate how they feel about social media, how it motivates adolescents to post content, how social media impacts them, what the participants thoughts on social media were, and how much the participants spent ruminating ideas/thoughts regarding social media (Parris et al., 2022).

Data showed that gender played a role in how distressed adolescents feel. Females scored significantly higher scores than males in regards to level of distress. The more an individual ruminated on thoughts pertaining to social media, the greater the perception of school bullying concerns and mental distress (Parris et al., 2022). Adolescents who rated higher incidents of bullying at school also showed higher rates of ruminating thoughts regarding their social media posts, as well as a significant impact on their mental distress. Ruminating thoughts regarding their social media posts has potential to lead to anxieties about consequences to occur such as bullying at school (Shams et al., 2017). Data in Parris et al. (2022)'s study suggested that continued rumination may lead to an adolescent feeling more heightened awareness of observed and experienced bullying in the school setting. Data also suggested that incidents of cyberbullying may have a smaller effect size, as there is ability to be in control, such as blocking

the individual, unfriending the individual, or participants of the study not being able to recognize how cyberbullying is impacted for students in school. Parris et al. (2022) noted in the conclusion that it is important to provide interventions for adolescents to recognize their level of distress influenced by social media rumination and how to avoid cyberbullying engagement.

Educator Interventions

The research collected and summarized in this study has demonstrated the detrimental effects social media plays on adolescents. As educators, it is important to understand ways to support adolescents in regards to mental health, providing tools for navigating social media in a healthy way, and understanding there is not a one size fits all approach (Pouwels et al., 2021). Pouwels et al. (2021) noted the importance of understanding the benefits of social media as well as considering the implications of use for adolescents. To consider the benefits, adolescents who experience feelings of loneliness or isolation may benefit from social media connections with others. Whereas, in contrast, this may be more detrimental to an adolescent who experiences feelings of loneliness or isolation. It is best practice, according to Pouwels et al. (2021) that each individual's needs are taken into consideration when supporting an adolescent with social media use. It is important to understand what the adolescent's individual goals are short and long term and how social media use influences those goals. Through the process of individualization, educators can work with parents/guardians and if appropriate, a clinical therapist who is working alongside the identified adolescent (Pouwels et al., 2021).

Adolescents who experience incidents of cyberbullying, in school bullying, or victimization have lower levels of attachment at school (Livazovic & Ham, 2019). It is essential educators take time to understand and support their students. It is recommended teachers look for signs of student distress such as emotional difficulties, bullying concerns, or self-injurious

behaviors and seek the appropriate support for the student, such as the parent/guardian, school social worker, or county crisis line, etc., (Dalmasso et al., 2018; Morin et al., 2018; Romero-Abrio et al., 2019). A study conducted by Marengo et al. (2021) discussed the importance of educators providing social support, as this can provide significant support in preventing mental health difficulties in the adolescents present life, as well as emotional stability into later life. The data showed that when an adolescent feels supported by teachers and classmates, the student is less likely to experience cyberbullying or victimization. Within Marengo et al. 's (2021) study, information was provided from previous research by Del Rey et al. (2019) indicating when teachers implemented anti-bullying curriculum it reduced adolescent victimization and cyberbullying on social media sites. When adolescents perceive a lack of empathy and social support, the likelihood of the individual to experience higher levels of psychological distress increases. It is important for educators and administrators to also offer resources for public health interventions such as counseling to best support the student's needs. Within the study, educators are encouraged to provide instruction on ways to utilize social media in healthy ways, how to prevent experiences of bullying, and how to navigate support when social media distress exists (Marengo et al., 2021).

Adolescents spend the majority of their daily lives at school. Education plays an important role in influencing and supporting adolescents' mental and physical well-being. A major trend in schools is focusing on embedding mental health support into the school day (Parikh et al., 2019). Implementing school-based mental health intervention and services offers a bridge to close the gap of socio-economic influences that impact one's ability to receive mental health support (World Health Organization, 2018). Intervention for administrators and educators is to establish relationships for outside mental health agencies to serve students within the school

if this is not already established. With inclusion of mental health services available for an adolescent within their school day, adolescents are able to process their emotions, identify stressors, and learn strategies for coping and problem solving (Parikh et al., 2019).

Parikh et al. (2019)'s study demonstrated the importance of education intervention. Teachers can support students by focusing on increasing students' ability to regularly attend school and regulate classroom behaviors. School counselors are able to support students with everyday stressors the adolescent may face. Additionally, school counselors should focus on prioritizing support and resources to reduce the incidents of adolescent self-harming behaviors. Within the school setting, school psychologists play a significant role in reducing adolescent difficulties by providing interventions and support dealing with stress, anxiety, depression, anger, aggression, violent behaviors, self-harm, and substance use (Parikh et al., 2019). Adolescents also showed decline in mental health difficulties when given techniques and time to practice problem solving skills, life skills training, relaxation techniques, and psychol-education. Parikh et al. (2019) noted the importance of helping adolescents understand the emotional difficulties by naming the emotions, identifying triggers, and applying coping, calming, or problem solving strategies. The ability for teachers and school counselors to provide school-wide interventions and education on emotional and behavioral difficulties are critically important in supporting student wide mental health. Additionally, a multi-tiered intervention approach is critical in supporting the overall well-being of an adolescent. A multi-tiered intervention approach is where the needs of an adolescent student are met by incorporating support from various individuals involved in the adolescents life. These individuals could be teachers, parents, counselors, and/or outside mental health providers (Parikh et al., 2019).

In regards to educators' collaboration with parents/guardians of adolescent students who are struggling, it is important communication is being made between the two parties (Rocha, 2019). Educators must acknowledge there are different perceptions of appropriate social media use, which factors into how to tailor support and intervention specific to the individual student and their family norms. To build relationships with students, educators can explore the desires and attitudes of the students' social media use. This type of information allows educators to assess areas of concern and provide support. Additionally, when educators obtain this information, it can help establish ways for the students' parents/guardians to have conversations about healthy social media use. It is important for educators and parents/guardians to see both the benefits and difficulties that come with adolescent social media use specific to that individual student (Rocha, 2019).

Interventions recommended by Rocha (2019) include setting limits and discussing why limits are beneficial for the adolescent. It is important to take into consideration the family's perception of appropriate limits. Limits set may include time spent on social media, the type of social media accounts being accessed, limits as to what can be posted on social media, appropriate times to use their phone, and appropriate uses of social media. Another recommendation is that the adults in the student's life model positive behavior. Teachers can talk about their own social media habits, how social media has influenced their own thoughts or actions, and how social media has impacted their own mental health and well-being (Rocha, 2019).

When considering interventions for adolescent students who engage in self-harming behaviors such as cutting and ruminating in their thoughts about their social media image, educators are encouraged to reach out to the appropriate supports (parent/guardian, school

counselor, school social worker, school psychologist, outside therapist, or county crisis line) to help the student recognize their ruminating thoughts and how it is impacting their mental health and provide support and practice to regulate their feelings of anxiety, distress, or self-harming behaviors (Parris et al., 2022). By teaching students how to recognize their thoughts, they can then stop these thoughts by applying a coping strategy, or focusing on their individual values and beliefs that are not influenced by negative social media influences (Koole et al., 1999).

Additionally, it is essential educators ensure a learning environment that is safe, supportive, and does not tolerate bullying behaviors (Parris et al., 2022).

In Gomez-Castillo et al. (2022)'s research, it is recommended that in order to see a change in unhealthy social media use, it is important to understand the adolescent's perception of healthy social media use. Once the adolescent has identified their perception of healthy social media use, establishing opportunities for education on healthy social media need to be established. Gomez-Castillo et al. discussed previous research conducted by Lewis et al. (2012), which recommends adolescents with unhealthy social media use assessments to help establish the adolescents' willingness to change their behaviors and provide motivational interviewing strategies to help enforce positive changes regarding social media use.

CHAPTER III: CONCLUSION

Summary of Literature

Social media has influenced people worldwide and has had a significant impact on the adolescent population. Social media use has varied in the ways it allows others to interact and connect with others, whether through apps such as Facebook, Instagram, SnapChat, TikTok, or through gaming platforms that allow for player communication. It is estimated that roughly 92% of adolescents utilize various forms of social media (Pew Research Centre, 2015). There has been an increase in desires to research and understand the impacts social media has on adolescent mental and physical well-being (Obren, 2020). The rates of adolescent mental health symptoms and disorders have increased by 70% in the last 25 years according to the Royal Society for Public Health and Young Health Movement (2017). With a rise in mental health difficulties, adolescents are experiencing other difficulties within their lives due to the impact of mental health (Keles et al., 2020). Researchers have directed their research towards social media use to determine if there is a compounding effect of social media use and the increase of adolescent mental health difficulties.

Within this literature review, many studies indicated key factors in adolescents utilizing social media due to the versatility of the different social media apps. Adolescents are able to connect with others, build friendships, express themselves emotionally or artistically, or seek support (Keles et al., 2020). The American Academy of Pediatrics suggested that adolescents utilize social media to reduce feelings of isolation or loneliness, as well as building friendships and strengthening their relationships with already established friends (O’Keeffe & Clarke Pearson, 2011). While the use of social media is in theory a positive influence on adolescent’s mental and physical well-being, there are significant factors that were addressed in studies

within this paper that have an impact on adolescent mental health. Some detrimental implications that come with increased social media use include increased depression, anxiety, Fear of Missing Out (FOMO), loneliness, and sleep difficulties (Barry et al., 2017).

In addition to depression and anxiety symptoms, the literature review also found studies that showed significant impact on an adolescent's perception of oneself. In the study completed by Ruiz et al., (2021), data showed higher levels of anxiety due to body shaming and social physique anxiety, due to the beauty standards perceived on social media sites. This was significantly present in adolescent females. Within the research in this paper, adolescents who rated themselves to being highly engaged on social media apps also self-reported themselves as having greater levels of distorted thinking in regards to their body image, self-worth, and struggled with social comparison (Gomez-Castillo et al., 2022). Studies suggested the younger the adolescent, the increased risk they are for being at risk to higher levels of mental health difficulties and body dissatisfaction (Ruiz et al., 2021). Additionally, female adolescents have higher rates of internalizing symptoms and body image ideals, as females are typically more emotionally reactive, as well as have a hormone influence (Kelly & Malecki, 2022).

Social media use has also impacted adolescents' ability to regulate behaviors. Studies within this literature review compiled data that showed a significant correlation between the amount of time spent on social media and increased disruptive behaviors, risk-taking behaviors, and bullying of others, whether that is online or offline (Smahel & Blinka, 2012). Adolescents who have a medical diagnosis of Attention-Deficit Hyperactivity Disorder (ADHD) were more likely to be enticed to partake in the risk-taking behaviors (Vural et al., 2015). Engagement in such behaviors may be linked to the poor social skills, difficulties with personal relationships and lack of enjoyment throughout their day. Additional studies showed

risk-taking behaviors increased for adolescent males, with certain personality characteristics, and perceived risk level compared to rewards of sensation seeking behaviors (Chen et al., 2019). Additionally, Chen et al. (2019) noted that adolescents do not always think about the repercussions of their actions. Social media also leaves room for adolescents to be victims of vulnerability, victimization, aggression, and difficulties with peers (Parris et al., 2022).

Bullying and cyberbullying are significant implications of an adolescent's mental health and ability to manage behaviors. The difference between in-person bullying and cyberbullying is that the adolescent has a better ability to control the situation on social media, such as blocking the individual, unfriending them, or disengaging in communication (Parris et al., 2022).

Overall, social media use comes with positive and negative consequences. Data throughout this literary review has demonstrated correlations between the amount of time an adolescent spends on social media apps and psychological and physical well-being. Additionally, the way an adolescent spends their time on social media apps also affects their overall well-being. Studies showed that the more time an adolescent spends passively viewing social media content, the higher rates of depression, anxiety, low self-esteem, low self-worth, isolation, loneliness, and decreased life satisfaction (Keles et al., 2020). Data showed the more time an adolescent spends actively participating on social media apps, the more likely the adolescent is to have more positive self-ratings of psychological well-being, feelings of belonging, and increased social support (Keles et al., 2020).

Professional Application

It is essential educators have an understanding of mental health and an awareness of symptoms of mental health difficulties. An educator does not have to be trained to fully diagnose a student's mental health condition, rather, have an awareness of the difficulties the

student is experiencing, and the symptoms the student is presenting. Educators would benefit from understanding the resources available directly in the school to direct the student to, or who to connect the student with for additional support that is beyond the educator's role. Schools and district level leadership should look into implementing social emotional learning into daily practice in the classroom, especially with mental health difficulties at an all-time high. This would allow for students to understand the importance for practicing calming skills, coping skills, problem solving skills, and self-awareness and self-advocacy. Additionally, educators should consider implementing a mental health check in throughout the day to better support students in need. Districts should also consider implementing a collaborative approach with outside mental health agencies to provide mental health services directly in the school, as many students may face barriers to transportation, insurance, or other financial means to participate in mental health therapy.

To support the students' well-being in the classroom, it would be beneficial for schools to implement a curriculum that focuses on both anti-bullying topics and safe internet or digital citizenship lessons to build an overall understanding and importance of practicing safe and respectful (to self and others) behaviors/communication within the internet. It is important that the curriculum focuses on safe and appropriate internet use that is taught from the student's lens of perspective as they need to be aware of digital behaviors, whether good or bad (Holland et al., 2011). Lessons on anti-bullying and safe internet use need to bring attention to the fact that a student's behaviors online can influence their social connections and relationships online and in person. In addition, it is essential students are aware of the different situations they could be faced with and how to utilize strategies taught through digital citizenship curriculum to handle specific situations (Holland et al., 2011).

Another essential piece of educator intervention is to provide emotional support to students, educators should talk to students about their own understanding of social media use, why it is important in their own lives, and discussing the positive and negative influences it has on any individual's life. This allows for students to feel understood, more open to having open dialogue about the impacts of social media, and problem solving with others about navigating social media challenges and influences. Studies have shown that the more a student feels supported by a teacher, the more likely the student is to perform and function appropriately in school (Parikh et al., 2019).

Lastly, educators should have a collaboration with students' parents/guardians to discuss concerns, have a collaborative approach to supporting the student, and have a better understanding of the adolescents functioning at school and at home. The lack of collaboration with parents is a major factor of limiting a student from school-based initiatives (Morton & Berardi, 2017). Morton noted that parents or guardians are a student's best allies for supporting the students mental health, and a piece that cannot be ignored, specifically because the parent/guardian is oftentimes the first to see a change in the student's functioning. In addition to having a better understanding of adolescent difficulties, collaboration between parents/guardians and educators is essential in coming up with strategies to best support the student with resources inside and outside of the classroom.

Limitations of the Research

First off, it is important to acknowledge the fact that a comprehensive effort was completed for this thesis. The data collected for this thesis is not an exhaustive summary on the topic. There is more research to be done regarding the positive and negative implications of social media, adolescent mental and behavioral well-being, and educational interventions. The

majority of research completed on the influence of social media on adolescent psychological and physical/behavioral well-being discussed the limitations of research in general regarding the impact social media plays in the life of adolescents. Studies are often short term, less than a year, and are based on previous literature. There are a limited number of studies that focus on control or comparison participation. The majority of the studies are done through adolescent self-reporting, with limited parental or educational input on ratings, as well as implications for participant biases impacting accurate data. A significant limitation of studies regarding social media influence and adolescent well-being is understanding the causation for these identified implications, the level of stigmatized perceptions of mental health, and prior awareness or understanding of adolescent mental health without the influence of social media use. Additionally, there was limited data in regards to how racial and/or ethnic differences may influence social media use and adolescent well-being.

Implications for Future Research

Future researchers would benefit from exploring the internal drive(s) for social media use and understanding the key motivators for use. Additionally, studying adolescent well-being in regards to coping skills, problem solving skills, or increased social communication through controlled studies that focuses on the comparison between social media use and non-social media influences would be useful. Future research on interventions, support, and guided lesson plans for educators, counselors, and social workers would be helpful to build curriculum for schools to help support early prevention and intervention. Additionally, future research on collaboration for round-about service providers (i.e., teachers, counselors, social workers, parent/guardian, therapists) within an adolescent's life would benefit the overall well-being of students at any given age and how to appropriately navigate social media, practicing safe

internet use, and knowing how to seek support when faced with difficult emotions or situations.

Conclusion

How does social media influence the psychological and physical and/or behavioral well-being of adolescent students? Social media use has both positive and negative influences on adolescents psychological and physical/behavioral well-being. Positive influences include increased feelings of belonging, increased psychological well-being, increased self-esteem, and increased connections with others (O’Keeffe & Clarke Pearson, 2011). Negative influences include symptoms of depression, anxiety, self-harm, eating disorders, increased risk-taking behaviors, increased defiant behaviors, and an increase for cyberbullying (Arrivillaga et al., 2022; Gomez-Castillo et al., 2022; Merrill and Liang, 2019; Yoon et al., 2019). Understanding the influences of social media use, how to appropriately use social media, and limits on social media use can impact adolescents' well-being.

How do educators provide intervention support for students' well-being? Educators can provide intervention support for students by providing emotional support, checking in with students, providing resources for navigating mental health difficulties, teaching safe and healthy internet use, as well as collaboration with parents/guardians, school counselors, social workers, or other outside agencies to support the student’s overall well-being (Parikh et al., 2019). Overall, bringing awareness to the support available for students, conversations on safe and healthy internet use, and a safe place for students to talk about their difficulties are key factors for educators to consider when working with adolescent students (Marengo et al., 2021).

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