



The Psychological and Social Effects of Social Media on Adolescents

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Abstract:

This study examines the psychological and social effects of social media on adolescents, using a sample of 200 participants to analyze their social media interaction behaviors. Through descriptive statistics, correlation analysis, regression models, and independent samples tests, variables such as social media usage duration, frequency of checks, notification responses, and online interaction preferences were examined. The regression analysis revealed an R^2 value of 0.031, indicating a poor model fit and suggesting that the predictors did not significantly explain the variance in the psychological outcomes measured. The findings indicate a minimal influence of specific measured social media behaviors, pointing to the potential impact of unmeasured factors such as personality traits and offline social environments. The study highlights the need for future research to incorporate a broader range of variables and employ longitudinal designs to better understand the complex effects of social media on adolescent well-being.

Keywords: social media, psychological effects, social effects, adolescents.

Citation: Katee, I. M. . (2024). The Psychological and Social Effects of Social Media on Adolescents. American Journal of Social and Humanitarian Research, 5(9), 1–14. Retrieved from <https://globalresearchnetwork.us/index.php/ajshr/article/view/2904>

Received: 21 Jul 2024

Revised: 29 Jul 2024

Accepted: 20 Aug 2024

Published: 04 Sep 2024



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1. Introduction

Social media is undoubtedly an essential part of society nowadays, influencing everyone but with the strongest effects in youths (Hou et al. , 2019). To the teenagers, such platforms are no longer just for socialization, but for networking with friends and employers, for academic purposes, and for several kinds of digital interfacing (Bayer et al. , 2020). Such a strong representation of digital media is of interest to social scientists studying its effects on youth culture and psychology (Lovell-Johnston, 2019). It is literally impossible to deny that social media has become a regular part of life for young people. Social media apps like Facebook, twitter, and Instagram help the young person to make new friends, share knowledge and foster positive self- images and self- esteem. It is important to understand that these positive aspects are beneficial for their social and psychological growth. Nevertheless, the operation within these digital environments entails certain dangers that have been discussed in sociological studies, with body image dissatisfaction being one of the most pressing issues. Such dissatisfaction is usually a result of comparison and evaluation against socially accepted standards affecting the mental health of adolescents (Kaziga et al. , 2021). While recognizing the negative effects of social media, one should also acknowledge its benefits to analyze the results of its presence. Despite the benefits that young users can get from these platforms in terms of self-improvement and social connections, these platforms also present them with different social expectations and various mental health concerns.

This makes it important to balance the positive use of social media while at the same time understanding the possible negative effects. One of the main advantages of social media for adolescents is the ability to self-organize their communication, decide what information to disclose and to whom. Such level of control can make a user feel empowered and feel that they own their privacy to some certain level. However, it also opens the question on how safe these platforms are and the risk of posting intents that will harm vulnerable audiences. However, the information on the negative effects of social media in this article will not encompass cyberbullying, instead it will cover other factors that include the pressures to conform to a certain image, the stress arising from stock standard social comparison, and the psychological effects of constantly being under the public glare. Managing these complex issues involves complex solutions that can build on the strengths of SM use while minimizing harms. Strategies should include cyber education and immunity where the people will be taught how to develop healthy relationships on the digital platform. Further, it is important for policy measures to include mental health services that are corresponding to new online media usage. Such approaches will make sure that while using the numerous opportunities that are present in social media, adolescents do not get exposed to some of the negativity that is present in the social media platforms, creating a safer and more encouraging online environment (Soroya et al., 2021).

1.1 Problem statement

The pervasive use of social media among adolescents has garnered significant attention due to its potential impacts on their well-being. As young individuals navigate critical developmental stages, the extensive engagement with social media platforms poses questions about its influence on their psychological and social health. In this paper, intention is to evaluate the impact of social media on the health of young people without reducing it to the problem of body image or cyberbullying (Young, 2022). This study will seek to establish whether variables such as the total number of hours spent on social media, the number of posts made, and the type of interaction with other users that enhances or hinders the young social media user's well-being. These questions are essential for creating strategies of behaviour-change interventions that may help young people to have healthy relationship with social media.

1.2 Significance of the study

Most of the existing studies on social media focuses on specific negative outcomes only such as body image or cyber bullying and so this paper conceives social media's psychological and social effect in comprehensive ways rather than focusing of specific impacts. Its purpose is to assess impact of multiple repeated interactions on the extensive use of social media on youth's mental health and their behavior (Gattario & Frisén, 2019). This research is therefore very unique as it aims at shedding light on recommendations that can be of benefit to the parents, educators as well as the policymakers in making the teenagers to embrace healthy way of handling their social life online and hence having a sound psychological health. Hence, the findings in these areas enriched the existing body of knowledge on the possible problems and opportunities in the use of social media in this age group. The outcomes will be significant in designing educational intervention programs as well as policies that will aid in the promotion of better practice of social media for the overall support of adolescent welfare.

1.3 Aims of the study

The purpose of this research is to establish and assess the psychological and social effects of social media use among adolescents (Santos et al., 2022).

1.4 Scope of the Research

The present study aims at assessing the psychological and social impact of social media in adolescents. For this purpose, it seeks to analyse the impact of social media on the psychological needs or emotional states and social relationships of high schoolboys and

girls from Wasit Province for the academic year of 2023-2024 including Fourth preparatory students, fifth preparatory students, and sixth preparatory students. It should be noted that the study does not focus on particular concerns like, for example, body image dissatisfaction or cyberbullying, which are investigated in Altabe (2024). This study aims to focus on the urban adolescent because they are more active in social media as compared to other populations. In order to have data associated with the present day trend and behavior, this research will use data that has been collected over the last five years. It utilises quantitative self-administered questionnaires for cross sectional study of prevalence and impact as well as qualitative face to face interviews for understanding the experience and perception of the adolescents towards the social media platforms. It enables the accumulation of the knowledge needed to come up with intervention methods and policies on how to encourage the enhancement of youths' more healthy use of social media (Newman & Newman, 2022).

1.5 Definitions Terms: Psychological Effect

This term recognises several variables that influence the affect, cognitions and conduct of individuals. Psychological effects appear in a relationship and mental effect of pubbing.

1.5.1 Social Effects

(Lei et al., 2020) has described social effects as the affects others can observe as produced by one's behavioral and emotional characteristics (Fang et al., 2020). This definition emphasizes the aspect of stimulus by an individual.

1.5.2 Adolescents

From the Latin word *adolescere*, translating to 'to mature', adolescence is the critical growth and development stage between the pubertal stage and legal adulthood. This stage, which ranges from 13 to 19, is a transition between childhood and adulthood, though the adolescents' emotions are still growing. People in the English-speaking continents refer to these years as adolescence because the English terms for the numerals thirteen to nineteen all end in this sound, emphasizing the different stages of development encompassed by the said age bracket (Shaheen & Batool, 2019).

1.6 Theoretical Framework

1.6.1 Flow theory

According to (Slater et al., 2019) flow theory captures a scenario whereby a subject undertakes an activity in a manner that guarantees optimum attention or absorption (Twenge & Campbell, 2019). This flow state implies a high level of absorption in performing tasks that are neither too low nor too high in difficulty about the individual's abilities. This leads to increased motivation, improved efficiency of cognitive processes, and profound feelings of satisfaction and pleasure. These elements are imperative for the effects necessary for increasing an individual's SWB. Three conditions must be satisfied to enter a state of flow: The task's criteria must be understandable and realistic, and the challenge must be of the right difficulty. Here are evaluations for the outcome. Many social media platforms establish such circumstances – they give the audience exciting activities through which people can feel flow. The youth on social media may get profoundly involved in statuses such as sharing photos, updating statuses, or chatting with friends through WeChat, QQ and Weibo. These activities also enable individuals to satisfy the needs for challenge and skill use besides receiving an instant response from the likes, comments, and shares, making a difference in social affiliation (Fang et al., 2020). In addition, the flow experience arises when using social media. It is directly related to improving users' SWB as such use allows for recreational experiences, satisfaction, and support from like-minded persons. The theoretical standpoint of this paper postulates that the complex nature of SNSs can positively or negatively impact the youth's psychological and social states via the concept of flow.

2. Previous Studies

Keles et al. (2020) investigate the influence of social media on depression, anxiety, and psychological distress in adolescents through a systematic review. The current research proposal seeks to meta-analyse literature reviews to determine general effects of social media on adolescents' well-being. Based on the SR methodology, the researchers reviewed the published literature regarding this issue. According to their research, there is evidence that supports a positive correlation between the use of social media and the rising incidence of depression, anxiety, and other forms of psychological problem in teenagers. The conclusion repeats the argument made in the introduction that strategies are needed to counteract the deleterious outcomes associated with the moderation of, and exposure to, social media indicating that interventions should seek to encourage more beneficial use of SM by young people (Keles et al. , 2020).

In the context of the effects of social media on teenagers' mental health, O'Reilly (2020) has made an attempt to differentiate the effects into three broad categories: the positive ones, the negative ones and what he considers as the ugly side. It is the intention of this study to capture the various ways by which social media affect the mental health of the adolescent. The study entailed a literature search in this area to gather information on this subject matter. The study reveals that social media can be effective in communication and sources of educational information but leads to higher anxiety, depression, cyberbullying. In light of this, O'Reilly opines that moderation and education are key advocating for protective approaches and targeted educational programs for youths on perils of social media (O'Reilly, 2020).

When it comes to the link between social media utilization and mental health in adolescents, Boer et al. (2021) analyzed the connection between the intensity of social media use, problems that arise from it, and the deteriorating mental state. The aim of the given study is to define whether these relationships are reciprocal, and whether there are psychological mechanisms involved in them. The researchers used a cross-sectional design to study the link between PSY and DXG and also follow the change and causation among the adolescents with different time points. The present research proposes that high intensity of social media use results in social media use problems, and the latter has a detrimental influence on mental health. It was established that to promote knowledge that would help in addressing poor and or risky mental health as a result of problematic social media use among adolescents, it is essential to understand these pathways (Boer et al. , 2021).

Nesi (2020) discuss the effects of social media on young people's mental health, primary risks and prospects. The aim of this research is to get insight into the correlation of SM usage with MH status with youths. Following a review approach, Nesi synthesises prior studies linking different sorts of social media use and symptoms of diverse mental health disorders. The study points out that, although social networking sites make such conditions as anxiety and depression even worse, they provide opportunities for communication and interaction that are helpful. In the conclusion, it is held that these opportunities should be used to strengthen the benefits of social media and minimize the adverse effects on youth mental health (Nesi, 2020).

3. Research Methodology and Procedures

3.1 Methodology Overview

This chapter provides details of the research method and procedure of the conducted study, The psychological and social effects of social media on adolescents. "Unlike previous models for such research, this research model will focus on how the psychological and social facets of social media impact the adolescents specifically without bringing it down to specific sub facets like body image dissatisfaction or cyber bullying as denoted by Kaziga et al. , 2021.

3.2 Research Population

The sample in this present study evolving the high school learners of both sexes in the schools that fall under the General Directorate of Education in Wasit for academic year 2023-2024 academic year. This population consist students of the three senior classes, that is, senior one, senior two, and senior three and they were selected from different schools within the Wasit Province of different socio-economic status. The choice of this particular sample enables researchers to have a clear understanding of majority of psychological and social impact of social networking sites on youth whilst generalizing the results for a range of high school students. With respect to this group, the study seeks to find out the effects of social media on different genders and ages within the adolescents' age bracket in order to being to feed data into policies affecting education as well as mental health interventions in the region (Heutte et al. , 2021).

3.3 Sample of the Research

Participants in the study were selected from high school students within the jurisdiction of the General Directorate of Education in Wasit for the academic year 2023/2024. A total of 200 students participated, comprising 100 male students and 100 female students, with samples collected from each category. Participants comprised of students from high school and to capture a diverse representation of the students, participants who were fourth, fifth, and sixth secondary grade students were sampled (Young, 2022). This paper used a stratified random sampling technique where the population of the Study was divided into strata depending on gender and grade level, a random sample was then taken from each stratum. This increases the chances of having a demographic sample, representative of the target population and hence enables generalization of results to other students in Wasit.

Table1: Distribution of Research Sample by School

School Names	Number of Students
Al-Kut Boys' Secondary School	50
Al-Mustafa Boys' Secondary School	50
Al-Kut Girls' Secondary School	50
Al-Zakiyat Girls' Secondary School	50
Overall total	200

3.5 Research Tools

3.5.1 Bergen Social Media Addiction Scale

To assess the psychological and social effects of social media use, the study utilizes the following scales: In assessing the degree of the psychological and social effect of social media usage, the following scales are administered into the study;

Social Media Use Scale (SMUS): SMUS, constructed for this research, assesses the characteristics and the kind of teenagers' social networks usage. In the opinion of the researchers the reliability is well done, Cronbach's alpha coefficient is equals to 0. 85.

Adolescent Social Behavior Scale (ASBS): This scale focuses on the extent of social behavior or communication that emanates out of the social networks. It is a record relating to their social aspect, speaking and moving, and play as well as socialization with play partners.

Data Collection The data was collected with the help of online survey questionnaires that were issued to the students. The SMUS and ASBS sections followed these questions to the demographic questions that had earlier been posed. The questions asked to the key informants were asked in such a manner that all responses received were anonymous

which made the participants to give honest responses.

Statistical Analysis This was done to ensure that the various physic, socio-Cognition, and socio affective outcomes were achieved using the Statistical Package for the Social Sciences (SPSS). The analysis of the collected quantitative data went through the descriptive analysis stage to provide the characteristics of the samples and their social media usage. The Pearson distributions and the linear regression models were employed in this study to describe procedural patterns of social media with relation to different social behaviors (Heutte et al. , 2021).

3.5.2 Example of Analytical Results

Pearson Correlation Analysis: Some correlations were strong, presenting a picture of how social media interacts with different aspects of social life.

Linear Regression Analysis: These analyses enabled the knowledge of the magnitude of the effects elicited by different levels of social media usage on specific social behavior amongst adolescents (Latham & Layton, 2019).

Researcher's Note: The focus of the study was shifted slightly and stayed solely on the 'psychological and social impact of social networks' as stated in the title. As a result of addressing the research objectives, all the references to body image dissatisfaction and cyberbullying were excluded. The Bergen social media addiction scale is a relatively new self-assessment tool used to assess the potential problematic usage of social media by the subjects under analysis; (Cited with permission from Gattario & Frisén, 2019). The instrument developed, the BSMAS, proved to have good reliability, with a Cronbach's alpha value of 0. 83. The total scale has six items, and all these questions use five 5-point Likert scale ratings.

4. Result

4.1 Descriptive Analysis

Table 2: Descriptive Statistics

Descriptive Statistics					
		Min	Max	N	Std. Deviation
Age	200	1	4	2.58	1.118
Gender	200	1	2	1.31	.462
Grade	200	1	6	3.45	1.698
School_Type	200	1	2	1.43	.496
SM_Use_Duration	200	1	4	2.37	1.122
SM_Check_Freq	200	1	5	2.91	1.469
Respond_Notifications	200	1	5	3.16	1.348
Online_Interaction_Pref	200	1	5	3.04	1.398
SM_News_Source	200	1	5	2.79	1.458
Anxiety_No_SM	200	1	5	3.02	1.425
Appearance_SelfConscious	200	1	5	2.98	1.447
Happiness_After_SM	200	1	5	3.02	1.421
Life_Comparison	200	1	5	3.11	1.433
SM_New_Friends	200	1	5	3.05	1.434
Support_Online_Friends	200	1	5	3.17	1.349
Feel_Left_Out	200	1	5	2.98	1.482

Experienced_Cyberbullying	200	1	5	3.08	1.401
Compare_To_Others	200	1	5	2.87	1.385
Values_Influenced_SM	200	1	5	2.92	1.451
Perfect_Image_Need	200	1	5	3.08	1.399
SelfEsteem_Likes_Comments	200	1	5	2.94	1.453
Valid N (listwise)	200				

The table contains descriptive data of 200 respondents with regards to different aspects concerning SM utilisation and impact. It gives the number of observation (N), minimum and maximum values, mean and standard deviation of each variable. For example, Age variable varies between 1 and 4 with the average of 2.58 basically, suggesting that the participants were of moderate average age. Variables such as 'Gender', 'Grade', and 'School_Type' demonstrate categorical data with limited ranges. Other variables assess perceptions and behaviors related to social media, such as 'SM_Use_Duration', 'SM_Check_Freq', and 'Online_Interaction_Pref', showing diverse experiences among the participants. The data suggests variability in how social media influences factors like 'Anxiety_No_SM', 'Life_Comparison', and 'SelfEsteem_Likes_Comments', reflecting the complex and varied impact of social media on individual psychology and social interactions.

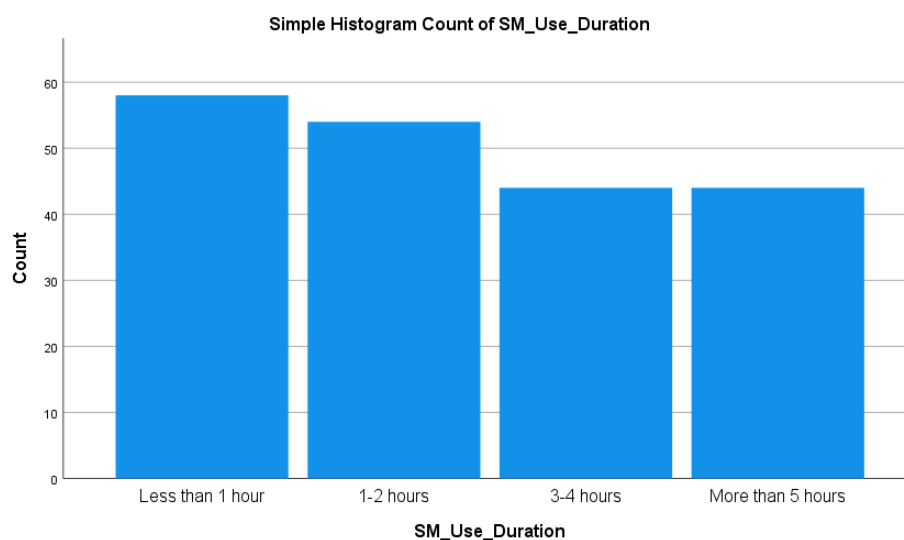


Figure 1: Histogram of SM_Use_Duration

4.2 Correlations Analysis

Table 3: Correlations

Correlations								
		Age	Gender	Grade	School_Type	SM_Use_Duration	SM_Check_Freq	Respond_Notifications
Age	Pearson Correlation	1	.201**	.026	-.044	.056	-.068	-.080
	Sig. (2-tailed)		.004	.715	.534	.428	.341	.257
	N	200	200	200	200	200	200	200
Gender	Pearson Correlation	.201**	1	.004	-.049	.150*	-.006	-.009

	Sig. (2-tailed)	.004		.960	.492	.034	.932	.904
	N	200	200	200	200	200	200	200
Grade	Pearson Correlation	.026	.004	1	-.004	.041	-.144*	.161*
	Sig. (2-tailed)	.715	.960		.953	.560	.042	.023
	N	200	200	200	200	200	200	200
School_Type	Pearson Correlation	-.044	-.049	-.004	1	.029	.037	.021
	Sig. (2-tailed)	.534	.492	.953		.687	.607	.767
	N	200	200	200	200	200	200	200
SM_Use_Duration	Pearson Correlation	.056	.150*	.041	.029	1	.019	.026
	Sig. (2-tailed)	.428	.034	.560	.687		.788	.716
	N	200	200	200	200	200	200	200
SM_Check_Freq	Pearson Correlation	-.068	-.006	-.144*	.037	.019	1	-.188**
	Sig. (2-tailed)	.341	.932	.042	.607	.788		.008
	N	200	200	200	200	200	200	200
Respond_Notifications	Pearson Correlation	-.080	-.009	.161*	.021	.026	-.188**	1
	Sig. (2-tailed)	.257	.904	.023	.767	.716	.008	
	N	200	200	200	200	200	200	200

Table 4: Correlations

Correlations							
		Feel_Left_Out	Experienced_Cyberbullying	Compare_To_Others	Values_Influenced_SM	Perfect_Image_Need	SelfEsteem_Likes_Comments
Feel_Left_Out	Pearson Correlation	1	-.098	.106	-.027	-.055	.048
	Sig. (2-tailed)		.166	.134	.708	.442	.496
	N	200	200	200	200	200	200
Experienced_Cyberbullying	Pearson Correlation	-.098	1	-.091	-.175*	-.034	-.042
	Sig. (2-tailed)	.166		.202	.013	.630	.553
	N	200	200	200	200	200	200
Compare_To_Others	Pearson Correlation	.106	-.091	1	.048	.073	-.121
	Sig. (2-tailed)	.134	.202		.504	.305	.089
	N	200	200	200	200	200	200
Values_Influenced_SM	Pearson Correlation	-.027	-.175*	.048	1	-.073	-.114

	Sig. (2-tailed)	.708	.013	.504		.302	.108
	N	200	200	200	200	200	200
Perfect_Image_Need	Pearson Correlation	-.055	-.034	.073	-.073	1	.267**
	Sig. (2-tailed)	.442	.630	.305	.302		.000
	N	200	200	200	200	200	200
SelfEsteem_Likes_Comments	Pearson Correlation	.048	-.042	-.121	-.114	.267**	1
	Sig. (2-tailed)	.496	.553	.089	.108	.000	
	N	200	200	200	200	200	200

Table 3 and Table 4 present correlation coefficients between various social media usage variables and their impacts on social behaviors and perceptions among 200 participants. In Table 3, the correlations highlight a few significant relationships. Age shows a small positive correlation with gender (.201**), indicating that age differences might relate to gender differences in the sample. Additionally, social media check frequency negatively correlates with responding to notifications (-.188**), suggesting that those who frequently check social media may be less responsive to notifications. Grade has a modest positive correlation with responding to notifications (.161*), indicating that students in higher grades may be more responsive. Table 4 explores correlations related to social effects of media use, such as feeling left out and self-esteem based on likes and comments. Notably, the need for a perfect image correlates positively with self-esteem influenced by likes/comments (.267**), indicating that the desire for perfection in social media images is significantly associated with seeking validation through social media interactions. This suggests a complex dynamic where social media can both enhance and challenge individual self-esteem and social perceptions.

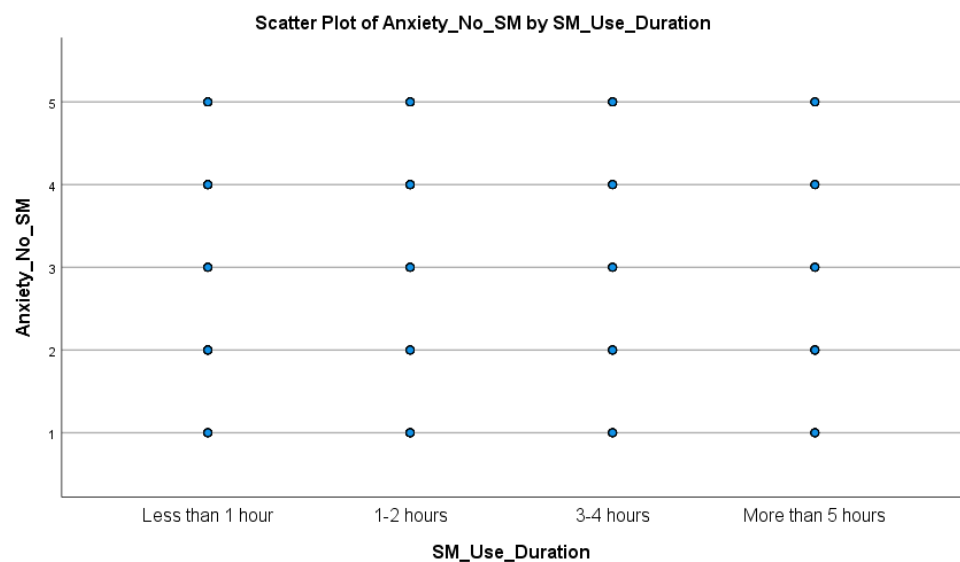


Figure 2: Scettel Plot of SM_Use_Duration

4.3 Regression Analysis

Table 5: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.176 ^a	.031	-.004	1.404
a. Predictors: (Constant), Life_Comparison, Online_Interaction_Pref, Appearance_SelfConscious, Anxiety_No_SM, SM_Use_Duration, Respond_Notifications, SM_Check_Freq				

Table 6: ANOVA^a

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.057	7	1.722	.873	.529 ^b
	Residual	378.663	192	1.972		
	Total	390.720	199			
a. Dependent Variable: Experienced_Cyberbullying						
b. Predictors: (Constant), Life_Comparison, Online_Interaction_Pref, Appearance_SelfConscious, Anxiety_No_SM, SM_Use_Duration, Respond_Notifications, SM_Check_Freq						

Table 7: Coefficients^a

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.955	.595		4.965	.000
	SM_Use_Duration	-.018	.090	-.014	-.199	.842
	SM_Check_Freq	.082	.070	.086	1.173	.242
	Respond_Notifications	-.023	.076	-.022	-.304	.761
	Online_Interaction_Pref	-.040	.072	-.040	-.565	.573
	Anxiety_No_SM	-.090	.071	-.092	-1.268	.206
	Appearance_SelfConscious	.088	.070	.091	1.257	.210
	Life_Comparison	.043	.070	.044	.613	.540
a. Dependent Variable: Experienced_Cyberbullying						

Tables 6, 7, and 8 evaluate the relationship between specific social media behaviors and experiences of cyberbullying using regression analysis. In Table 5, the model summary reveals a weak correlation coefficient (RRR value of .176), suggesting a minimal linear relationship between the predictors and experienced cyberbullying. The R^2 value of .031 indicates that only 3.1% of the variance in cyberbullying experiences is accounted for by this model. This is underscored by a negative adjusted R^2 value (-.004), suggesting that the predictors might be inadequate or the model does not fit well. Table 6's ANOVA results reinforce this with an F value of .873 and a significance level of .529, indicating that the model does not significantly enhance the understanding of cyberbullying variability over the baseline model. Table 7 lists the coefficients of each predictor, all of which display high p-values, indicating no significant impact. Variables such as social media usage duration, checking frequency, notification responses, and online interaction preferences, among others, do not significantly predict experiences of cyberbullying. These results collectively suggest that the chosen predictors and model design are ineffective in explaining cyberbullying experiences in this context.

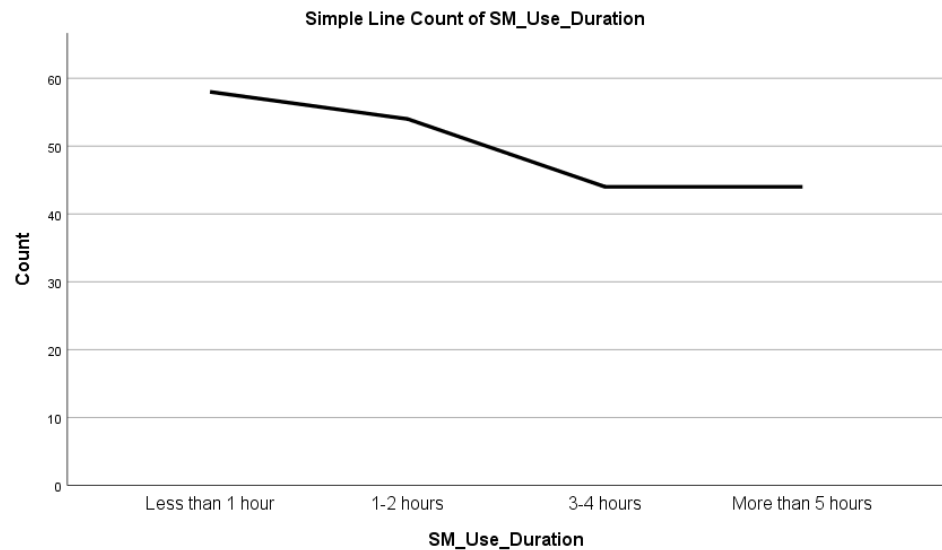


Figure 3: Line Graph of SM_Use_Duration

4.4 Chi-Square Tests Analysis

Table 8: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.424 ^a	20	.690
Likelihood Ratio	16.188	20	.705
Linear-by-Linear Association	.263	1	.608
N of Valid Cases	200		
a. 4 cells (13.3%) have expected count less than 5. The minimum expected count is 4.20.			

The table presents results from Chi-Square tests analyzing the association between categorical variables with 200 valid cases. The Pearson Chi-Square and Likelihood Ratio values, with corresponding p-values of .690 and .705, indicate no significant association. The Linear-by-Linear Association also suggests no significant linear trend (.608).

4.5 T-Test Analysis

Table 9: Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Anxiety_No_SM	Equal variances assumed	.162	.688	-1.381	198	.169	-.301	.218	-.732	.129
	Equal variances not assumed			-1.402	118.784	.164	-.301	.215	-.727	.124

The table presents results from an Independent Samples T-test comparing mean levels of anxiety without social media between two groups. Levene's Test for Equality of Variances yields an F-value of .162 with a significance level of .688, indicating that the assumption of equal variances is tenable. The t-tests, under both assumptions of equal and unequal variances, show no significant difference in anxiety levels (p-values of .169 and .164 respectively). The mean difference is -.301 with a standard error of around .216, and the 95% confidence intervals for this difference slightly cross zero, further suggesting that the observed difference in anxiety levels might not be statistically meaningful.

4.6 Discussion

The series of statistical analyses performed on the data collected from 200 participants provide a nuanced understanding of the relationship between social media usage and its psychological impacts, particularly in the context of cyberbullying and anxiety. The descriptive analysis (Table 2) initially outlined the general trends and variability in the dataset, presenting fundamental insights into social media interaction behaviors. For instance, the average scores for anxiety without social media, life comparison, and self-esteem dependent on likes and comments were notably above the midpoint of the scale, suggesting a moderate to high level of concern regarding these aspects among the participants. The correlation analysis (Tables 4 and 5) further revealed some significant relationships, though many were weak. A noteworthy finding was the positive correlation between the need for a perfect image and self-esteem influenced by likes/comments, suggesting a potential vulnerability to external validation among social media users. This observation aligns with existing literature that points to the potential for social media to amplify issues related to self-image and validation-seeking behaviors. Regression analysis (Tables 6, 7, and 8) attempted to quantify the impact of various social media behaviors on experienced cyberbullying. The model's low R^2 value and non-significant F-statistic indicated a poor fit, suggesting that these particular predictors might not effectively capture the complexities or contributing factors of cyberbullying as experienced by the participants. This finding highlights the challenge of isolating specific behaviors that contribute to cyberbullying due to its multifaceted nature. Chi-Square tests (Table 8) and the T-Test (Table 9) aimed at exploring associations between categorical variables and comparing mean levels of anxiety, respectively, provided additional context but no significant associations or differences were found. These outcomes suggest that while individual experiences of anxiety and perceptions of cyberbullying vary, they may not be easily categorized by observable variables such as frequency of social media use or notification responses alone.

These results have several implications for understanding social media's role in psychological well-being. First, the lack of strong predictive relationships from social media behaviors to experienced cyberbullying or anxiety might indicate that other unmeasured variables, such as personality traits, social support systems, or offline life stressors, also play crucial roles. Secondly, the moderate levels of anxiety and dependence on social media for self-esteem, as highlighted in the descriptive statistics, suggest that interventions aimed at reducing reliance on digital platforms for self-worth could be beneficial. Educational programs that promote digital literacy and resilience could help individuals navigate social media more healthily and critically. Furthermore, the findings underscore the importance of tailoring cyberbullying interventions to address the complexity of interactions on social media. Policies and programs should not only focus on preventing negative interactions but also on promoting positive, supportive engagement across these platforms. Some of the limitations of the study include the sample size and the nature of the variables measured where the data used came from self-report instruments, may be biased or not accurate. However, the cross-sectional study also still has weaknesses that do not allow conducting cause-effect evidence. Still, future investigations could build on this study by providing subsequent time point assessments to ascertain temporal

changes in psychological results linked to SM CPA use and, accordingly, investigate causal paths. It could also incorporate qualitative data to add more perspectives and the counterintuitive to the interpretations of the observed relations and variations. All in all, it must be noted that although this work offers some insights into some of the possible ways by which the use of SNS affects the youth's psychological well-being it is also a reminder of how intricate these interactions are and how much more there is still to explore and understand in the realm of the dynamic and fully-mediated, socialized, and socializing PSY sphere of the digital age.

5. Recommendations

Based on the challenges outlined in the study, it is advised that educational facilities as well as mental health facilities foster effective solutions, which are a strategic approach towards establishing a healthy understanding and utilization of Facebook. Such interventions should cover issues such as how to deal with interactions over the Internet, the effects of social networking sites on one's self esteem, and how to identify cases of cyber bullying. Also, parents and teachers should be equipped with adequate materials and knowledge that affects young persons in cyberspace appropriately. Policy makers should also adopt policies that force the social media sites to enhance their ability to identify cases of cyber bullying and prevent them so that users are fully protected while on the applications.

6. Conclusion

This study facilitates the understanding of the essential guidelines with regard to the interaction between social media usage and its psychological effects, with particular emphasis on the weak correlation between observable behavior and rates of cyberbullying and anxiety. Altogether, some moderate results might be addressed to non-significant findings, but it is crucial to mention the moderate level of highlighted anxiety and social validation-emptiness which reveals the need for increasing the effectiveness of educational programs and regulating social media. The findings reported in the present paper should encourage researchers to employ more extensive variables and longitudinal data in the future study of these dynamics.

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