

EFFECT OF SOCIAL MEDIA ADDICTION ON THE WELLBEING OF ADOLESCENTS

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ABSTRACT

The sudden increase in adolescent use, which doubled in consistent use from 2015 to 2023, raises concerns about the effects of social media on wellness. Studies have shown that there are negative outcomes associated with social media addiction, including depression, anxiety, bullying, poor self-image, insomnia, and fear of missing out (FOMO). Conversely, health knowledge, community building, self-expression, and connections can all flourish in the social media sphere. The impact of the four most popular social media platforms on fourteen distinct dimensions of health were investigated in this SPSS-based study. Instagram had the most negative impact and YouTube the most positive, according to the study. A tiny but positive correlation between internet use and well-being, particularly on YouTube, was also discovered in the study. Impressively, most teens relied on their cellphones as their primary means of accessing social media. By utilizing a mixed-methods approach to examine emotional, psychological, and social aspects, this study delves into the impact of social media addiction on adolescents' well-being. Its objective is to provide valuable information for future studies and interventions that seek to unravel the intricate web of relationships among adolescents' well-being, social media use, and addiction.

Keywords

Adolescent use, Social media addiction, Wellness, Negative outcomes, Social media platforms, Health dimensions, SPSS-based study, Mixed-methods approach, YouTube, Facebook, Instagram, Snapchat.

INTRODUCTION

It appears that young people and teenagers make up the largest user population for social media, which is now an integral part of our daily life (Boniel-Nissim et al., 2022). An extreme preoccupation with using social media platforms is a symptom of social media addiction, a subtype of Internet addiction (Peris et al., 2020). Anxieties and an overwhelming want to use and access social media are common symptoms of addiction. Teens can utilize social media to maintain relationships, make new friends, share information, and build their social identities in relation to their peers, especially in regard to how popular they are and, by extension, how accepted and included they feel (Winstone et al., 2021). Mediating more and

more aspects of adolescent life. These days, our identities, rather than our actions, are the primary focus of social media. Social media may be defined as an attitude rather than a mere practice (Saud et al., 2020). Life without a connection is unthinkable for children who have grown up in a society where technology is an integral part of everyday life since the late 90s. Addiction to social media can manifest itself in a variety of ways, including changes in mood, thoughts, feelings, and physical and mental health, as well as difficulties in interpersonal relationships and mental health. Mayo et al. (2019) indicated that 12% of social media users are addicted to the platforms. A large body of research has shown

that spending a lot of time on social media sites like Facebook is associated with an increased risk of mental health problems like stress, anxiety, and depression, and a decreased likelihood of long-term wellbeing. Furthermore, research has shown that certain forms of social media use are associated with lower academic performance. While social media multitasking and non-academic use (especially video games) had a negative impact on academic accomplishment, academic use of social media did not predict performance on the cumulative grade point exam. It is not possible to evaluate social networks in isolation from the internet because they are web-based programs (Chang et al., 2019).

Thanks to web 2.0 innovations, social media platforms now allow anybody with an account or profile to post content. Instead of just consuming content, users of social media platforms are able to actively participate in its creation. Additionally, it provides apps for a wide range of mobile devices and operating systems, which makes content creation and connection easier (Buzeta et al., 2020). Hence, more people are using social media than expected. People who use too much, have problems with it, or are pathologically addicted confront difficulties in many areas of their lives, including social interactions, work, and school. According to Saitz et al. (2021), a lot of people think that using drugs or drinking too much is usually a sign of addiction. Compulsive habits is another term for addictive behaviors. Addiction to social media platforms is one kind of internet addiction that has been identified. Due to their insatiable need for instantaneous information, social media users who spend too much time there may have issues with virtual tolerance and communication. The compulsive nature of these activities can be described as social media addiction (Vannucci et al., 2020). A lot of the time, people who engage in addictive behaviors do so as a means of evading or coping with stressful situations in the outside world. Addicts are more prone to develop serious problems as they age because they rely on addictive behaviors as a coping mechanism or because they don't know how to solve problems in other ways. This is particularly the case for younger generations that lack the maturity to deal with stressful situations (Mahamid et al., 2019). Young people who engage in addictive behaviors often struggle to develop healthy coping strategies when

faced with challenges from the outside world. Although addicts have many contacts in the field, their social support networks in their communities tend to be smaller. Substance abusers typically plan very little time for activities that do not include substance use and instead spend the majority of their free time participating in addictive behaviors (Lookach et al., 2022).

The complicated impacts of social media addiction on the well-being of adolescents are the focus of this study. In this age of ubiquitous digital connectivity, some worry about the potential consequences of social media and the profound impact it has on the lives of today's youth (Ostic et al., 2021). Examining the academic, social, and psychological effects of social media addiction will provide a more complex picture of how kids' overall health may suffer due to their overuse of these platforms. This vulnerable population can benefit greatly from intervention, prevention, and healthy digital habit promotion initiatives, thus the research aims to examine the relationship between social media use and various components of well-being, including mental health, self-esteem, and academic performance. According to Sabik et al. (2020), the study's ultimate goal is to shed light on the complex connections between adolescent mental health and social media use, as well as to offer recommendations backed by research for fostering a positive and healthy online community for the youth of now and tomorrow.

LITERATURE REVIEW

According to Tsoy et al. (2021), people tend to use social media without considering the possible outcomes of their use, which might lead to addictive behavior patterns, because it is widely accessible and has few obvious risks. Despite its prevalence, there is a dearth of guidance from experts on how young people, in particular, should use social media in a way that is both healthy and avoids addiction. A daily maximum of one hour of screen usage for children was initially suggested in the Media Guidelines of the American Pediatric Association. The American Psychological Association's committee on technology has updated its recommendations to reflect the increasing use of technological tools in the classroom by include considerations for students' work-life balance as well as the activity's intended purpose and degree of student engagement.

According to recent studies, young people dominated the demographic that used social media. Some of the negative effects of internet use that have been documented in the literature are as follows (Dhir et al., 2021): insomnia or poor sleep quality, excessive work-related thoughts, inability to stop access requests, desire to use the internet more often than necessary, and desires when not using it.

Excessive use of electronic media negatively affects daily activities, according to recent research by Safdar et al. (2021). Given Facebook's meteoric rise to the top of the web and the detrimental effects of addiction on daily life, scientists have concentrated on finding out whether Facebook addiction is particularly associated with disturbed sleep patterns. Being apps that rely on the Internet, social networks cannot be considered independent of it. The primary problems with internet use, according to Cheng et al. (2019), include an unhealthy preoccupation with it, frequent worries about restricting or regulating it, the inability to prevent access requests, increasing total time spent on it, and needing it even while disconnected. A psychometric approach is necessary to evaluate the likelihood of addiction to social media because this form of internet addiction is rapidly expanding, and social media addiction specifically is a subset of this trend.

Given that Turkey has over 30 million Facebook users, it is important to use a Turkish assessment tool to quantify Facebook addiction (Soraci et al., 2020). In our country, a Facebook-specific evaluation tool is developed in tandem with a survey of future educators. Facebook, Instagram, and Twitter are just a few examples of the numerous social media apps; each program allows users to create a profile and access a set of features. Among the programs mentioned before, Facebook is just one. In this context, it becomes clear that we need a tool to quantify social media addiction in order to have a meaningful discussion about it.

Research on adolescent addiction, disorders, and harmful social media use has increased dramatically within the last decade, according to Cataldo et al. (2021). For example, many scholars avoid calling problematic social media use an addiction or a disorder since the phenomena has not been officially characterized as such. The majority of the data used to evaluate outcomes and classification as a problematic user was self-reported, even though

there is mounting evidence linking problematic social media use to bad health. Because there are no diagnostic criteria and few high-quality longitudinal research, Zendle and Bowden-Jones argue that we know little about the characteristics of excessive social media use and how it compares to other addictions. This is why some broad terms, such "poor social media use," have entered the language (Casale et al., 2021). Scholars have used several criteria to diagnose problematic social media usage; some have used DSM-V criteria, while others have used components that are common to all addictions (SOOMRO, L. A., 2023). These could be utilized to provide a more inclusive definition of social media disorder. They are accustomed to playing games online. This approach has the potential to diagnose and evaluate social media disorder based on the following nine criteria: A person may exhibit symptoms such as excessive thinking about the activity, withdrawal, tolerance, difficulty cutting back or stopping, ignoring problems, lying or hiding, using it to escape or cope with negative emotions, and indicators of relationship or opportunity loss or danger. Teenagers' increased usage of social media is displacing time spent on other activities, according to Twenge et al. (2019). Activities like reading books, periodicals, and newspapers, watching television, engaging in non-sedentary behavior, and having in-person conversations are being replaced by social media. Researchers are now interested in digital distraction since social media is almost always accessible through cellphones. According to Elias et al. (2021), using technology today takes away from us in-person relationships with others. When eating with friends or family, participants who had their smartphones face down at the table reported feeling less connected and enjoying the meal, as well as being more bored and distracted than those who had put their gadgets away. They performed a similar study in which college students' focus and ability to retain information were tested in a classroom setting with and without the use of technology. On assessments of cognitive processing and concentration, students whose phones were kept in their backpacks fared better than those whose phones were placed face down and silent on their desks (Hew et al., 2020). Those pupils who said they were very dependent on their electronic devices performed the best. The

administration at Dominguez Hills School made the decision to partially ban technology, limiting students' usage of computers and laptops and banning cell phones in class, after discovering a negative 18 associations between students' grades and their ability to multitask with technology.

Hypothesis

Our expanding theoretical framework leads us to hypothesize a complicated relationship between the rising social media addiction among teens and their overall health. It is anticipated that negative emotional states, such as increased anxiety, increased depressive symptoms, increased instances of insomnia, and decreased self-esteem among adolescents, will be directly linked to increased social media addiction. We further postulate that the duration of time spent on social media will play a major role in amplifying these unsavory correlations, with prolonged internet use exacerbating the detrimental impacts on adolescents' mental health. Conversely, we anticipate that the emotional, psychological, and social health of teenagers will improve if their social media addiction is less severe. This hypothesis considers the potential for different affects across social media platforms, including how platforms that encourage good relationships and content might mitigate some of the negative effects of social media addiction. The comprehensive theory establishes the framework for a comprehensive examination of the interconnected webs of adolescent health and social media addiction.

METHODOLOGY

Teens in Pakistan, ranging between age from fifteen to eighteen, will be the focus of this research, which seeks to offer a comprehensive evaluation of how social media impacts their mental health. It achieves this by systematically contrasting the positive and bad outcomes of the four most widely used social media platforms. A thorough understanding of how adolescent users' interactions with these platforms impact their overall health is the primary goal. This study will aim to answer the following research questions:

Which social media site is thought to have the greatest beneficial influence on the wellbeing of adolescents?

Which social networking site is thought to have the biggest detrimental effects on teenagers' wellbeing? What connection exists between the amount of time spent on social media and the perception of teenage well-being?

Study Design

Finding out how students feel social media impacts their overall health is the goal of this descriptive cross-sectional study. Descriptive study is an investigation that does not change any factors. This study provides a framework for collecting and analyzing adolescent perspectives on the pros and cons of five different social media sites in relation to 38 clearly defined aspects of health. In this study, neither the environment nor any variables are changed or intervened with. Collecting data from a single instant in time during a single encounter with a group of individuals is the main objective of a cross-sectional study. Only one time will we ask each person about their current thoughts on the possible detrimental impacts of social media on their health.

Participants

The purpose of this research is to hear from male and female rural Pakistani high school students (ranging in age from fifteen to eighteen years old) about their thoughts and feelings on the impact of social media on their mental health. Using a convenience sampling technique, participants will be selected at random from the county's public high schools, specifically from obligatory and voluntary health and physical education electives. We'll be sure to consider how different school districts handle grade levels and elective offerings. The age range of 15 to 18 was chosen to ensure that participants could comprehend and accurately evaluate their own well-being, while also meeting the age requirements set by social media sites.

Instruments

The first six of the sixty-two questions in the survey ask basic personal information like your age, gender, and the significance you place on social networking. Users provide details about how they access the internet and how much time they spend on various platforms daily. Section 2 uses a total of 14 questions to assess the impact of the four social networking sites on concepts including depression, real-life

connections, and emotional support, as well as overall well-being. Using data on demographics and social media habits, the study intends to look at how different platforms are perceived to affect well-being.

Data Collection Procedure

Information was collected from Sahiwal, Pakistan's public school districts. Health and PE teachers at secondary schools led their pupils through a brief online survey using the Qualtrics platform. At the district level, approvals were sought from principals, superintendents, or classroom teachers. The informed consent forms were signed by parents at least two days before to the survey. Prior to the start of the study, students were given an outline of its goals, which mainly involved collecting feedback on how social media platforms impact general wellbeing. The survey primarily focused on four prominent platforms: Snapchat, Instagram, YouTube, and Facebook. There were 2,746 eligible high school students (aged 15–18), and 342 with parental consent. Eight students opted out of taking part, resulting in 330 returned surveys. Consequently, 330 online questionnaires met the sample size requirement and were included in the final dataset for analysis.

DATA ANALYSIS

We used SPSS, or the Statistical Package for the Social Sciences (IBM, 2017), to analyze the data. Multiple measurements were performed; SPSS generated means, standard deviations, modes, and percentages from the collected demographic data. An analysis of variance (ANOVA) was used to investigate the relationships between various social media platforms and overall well-being, and a Spearman rho correlation was employed to investigate the relationships between social media usage and the individual platforms' composite well-being ratings. Problems with consent occurred in 8 out of 339 online surveys, and 45 of those polls had incomplete or missing data. We did not include surveys in our analysis if they had more than 5%

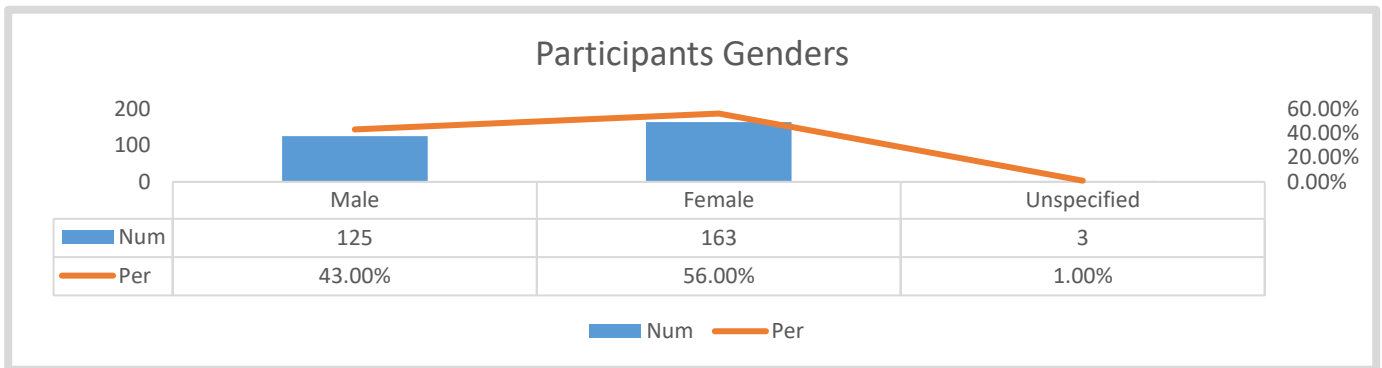
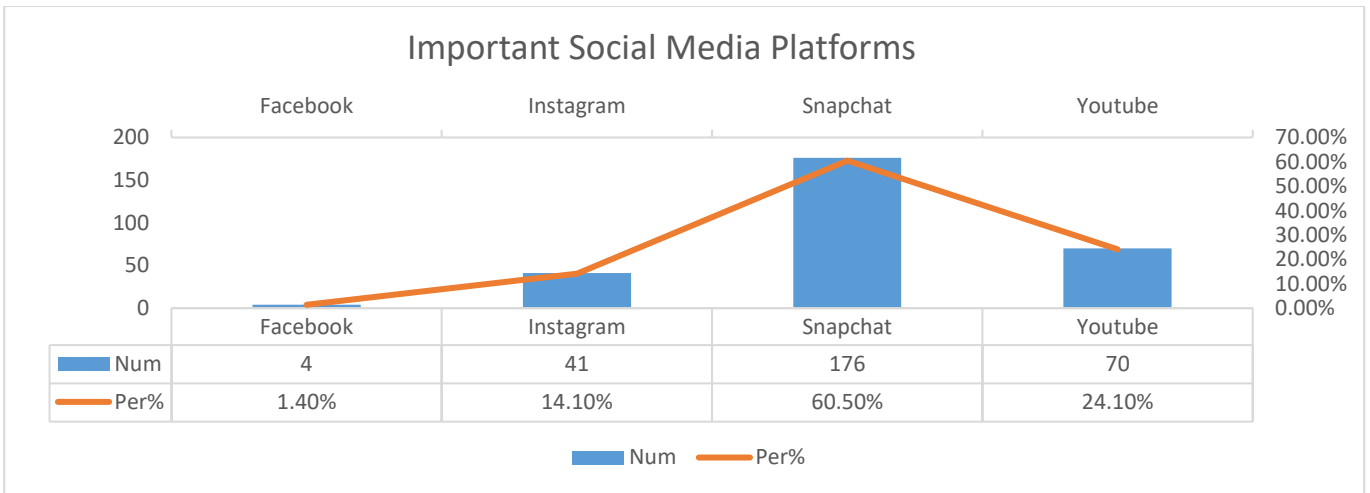
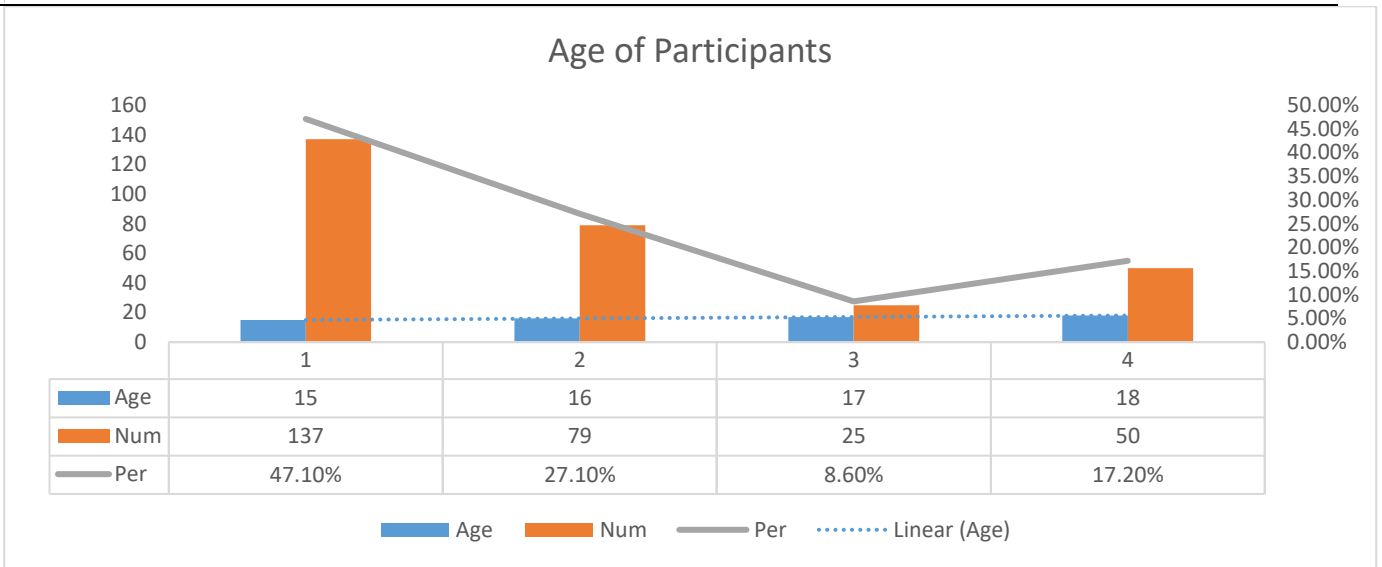
missing data. Due to incomplete data, forty surveys were excluded. The mean, the most appropriate central tendency metric, was used to replace surveys with less than 5% missing data. Eight data points across five surveys were substituted with this.

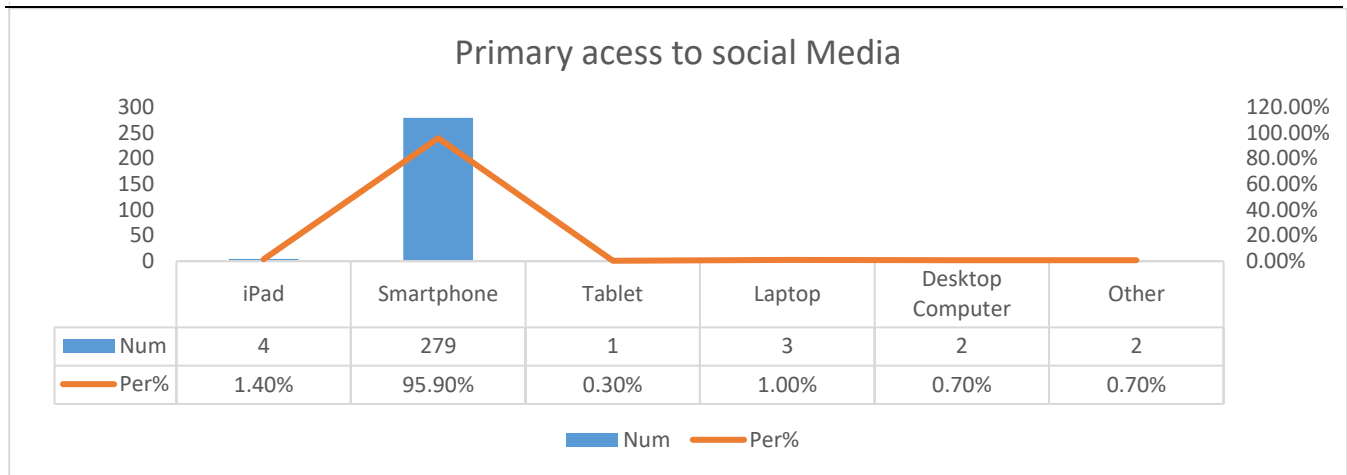
Results and Discussion

This study examined the effects of four popular social media sites on the health of teenagers in Sahiwal, Pakistan, in an effort to address specific research questions. Statistical Package for the Social Sciences (SPSS) was utilized for data analysis after an online survey had been administered. A wide range of statistical tools were utilized in the investigation, including frequency distributions, central tendency measures, comparisons, correlations, and descriptive statistics. Chapters that follow present the findings in accordance with the study's objectives; these chapters explain how teens view social media and look at the link between adolescent health and online engagement.

Demographic Results

The study included demographic information about the research participants by combining data from four public high schools in Sahiwal, Pakistan. Age, gender, main social media access points, the significance of social media in general, the most important social media platform, and the approximate number of hours spent on each website were among the demographic information gathered. The average age of the population surveyed was 16.9 (SD = 1.12), and the majority of respondents (n = 164, 56%) were female. Out of 291 respondents, only twelve reported using other electronic devices as their primary method of accessing social media. The majority of respondents favored using smartphones for this purpose. For 61.5% of participants (n = 176), Snapchat was the most significant social media platform, and 72.2% (n = 217) said social media was somewhat to extremely essential in their lives.





When survey respondents were asked how much time they spent on each social networking site every day, Snapchat was found to have the highest reported average duration, with a mean of 145 minutes (SD = 133.43). Students reported using Facebook for 17.94 minutes (SD = 38.15), Instagram for 78.78 minutes (SD = 72.08), and YouTube for 101.44 minutes (SD = 114.79) each day on other platforms. Notably, the greatest disparities in time spent were found on YouTube and Instagram, where users reported spending anywhere from 0 to 12 hours (1200 minutes) a day. The majority of respondents estimated their daily use within 30-minute intervals when asked how much time they spent on Facebook (n = 243, 83.5%), Instagram (n = 193, 66.0%), Snapchat (n = 182, 63.2%), and YouTube (n = 155, 56.7%). The data was then split for analysis.

Which social media site is thought to have the greatest beneficial influence on the wellbeing of adolescents?

Participants gave Facebook, Instagram, Snapchat, and YouTube ratings ranging from -2 to 2 for 14 well-being categories. Table 3 presents composite scores where Cronbach's alpha is more than 0.8. The results of a repeated measures ANOVA (F2.33, 674.7474 = 38.81, p <.001) showed significant variations in the overall well-being scores. Regarding positive influence, YouTube got the highest mean score (1.09, n = 291, SD = 7.16) when compared to Facebook, Instagram, and Snapchat, which scored lower. Significant differences were found between YouTube and Facebook (M = -1.22, SD = 5.90), Instagram (M = -2.90, SD = 7.92), and Snapchat (M = -1.93, SD = 8.27) according to post

hoc testing with the Bonferroni correction. When it came to general well-being, YouTube was thought to have the greatest influence, scoring 2.31 points higher than Facebook (p <.001) and 4.0 points higher than Instagram (p <.001).

Descriptive Statistics	Mean	Std. Deviation	N
overall health rating Facebook	-1.1158	5.80425	290
overall health rating Instagram	-2.3029	7.71742	290
overall health rating Snapchat	-1.439	8.0743	290
overall health rating YouTube	1.1887	7.35785	290

Which social networking site is thought to have the biggest detrimental effects on teenagers' wellbeing?

The results for research question two were influenced by composite data from the first research question. With a mean well-being composite score of -2.91 (n = 291, SD = 7.91), Instagram stood out as having the greatest detrimental influence on well-being. Consistent with the findings of research question one, the repeated measures ANOVA demonstrated a significant difference in the overall well-being scores among the four social media platforms (F2.33, 674.7474 = 38.81, p <.001). Significant distinctions between Instagram and Facebook, Snapchat, and YouTube were brought to light by the Bonferroni adjustment. Instagram had the greatest detrimental effect on well-being, with its well-being rank points much worse than those of Facebook (p <.001), Snapchat (p =.002), YouTube (p <.001), and Instagram (-0.96 points).

What connection exists between the amount of time spent on social media and the perception of teenage well-being?

Participants in the survey estimated how much time they spend on each of the four social media platforms each day (Facebook, $n = 244$; Instagram, $n = 77$; Snapchat, $n = 68$; YouTube, $n = 100$). Hours were translated to minutes. The data had a non-normal distribution and were considered non-parametric. Spearman's rho correlation was used to compare estimated times with platform composite well-being scores. Time spent on Facebook ($r(289) = -.014$, $p = .40$), Instagram ($r(289) = .056$, $p = .17$), and Snapchat ($r(289) = .051$, $p = .19$) did not significantly correlate with well-being perceptions. On the other hand, there was a marginally significant but positive association between the amount of time spent on YouTube and the reported well-being ($r(289) = .237$, $p < .001$). It was found that there were no significant relationships.

CONCLUSION

In conclusion, the study sheds light on the far-reaching effects of social media on adolescent health and wellness. Instagram was viewed negatively and YouTube positively, demonstrating how various platforms have varied impacts. Fourteen statements pertaining to health were rated by the participants for each of the four platforms. Among the questioned teens, 74.2% said social media was extremely important, with 60.5% citing Snapchat as the most significant platform. Nearly all internet users (95%) use their mobile devices to access social media. Although YouTube was considered to have the most beneficial influence ($M = 1.089$, $SD = 7.16$), Instagram was considered to have the most negative effect ($M = -2.90$, $SD = 7.92$). The quantity of time spent on Snapchat, Instagram, and Facebook did not correlate significantly with one another. Conversely, watching YouTube time was associated with a small but statistically significant increase in positive well-being ($r(289) = .237$, $p < .001$).

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