

1 Significance of Social Media Use on Adolescent Development

Significance of Social Media Use on Adolescent Development

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2 Significance of Social Media Use on Adolescent Development

Table of Contents:

Planning and Program Justification

Significance of Social Media Use on Adolescent Development.....	Page 04
Theoretical Framework.....	Page 06
Key Concepts Defined.....	Page 08
Literature Review.....	Page 09
Target Audience.....	Page 17
Details of Needs Assessment.....	Page 18
Goals and Objectives.....	Page 20
Logic Model.....	Page 21
Program Design and Execution	
Location and Logistics.....	Page 22
One-Day Program Schedule/Activities.....	Page 25
Details of Procedures.....	Page 27
Program Evaluations and Next Steps	
Method and Procedure of Data Collection and Analysis.....	Page 32
Data Analysis.....	Page 35
3 Significance of Social Media Use on Adolescent Development	
Limitations of Program.....	Page 39

Additional Resources.....	Page 40
---------------------------	---------

References

References.....	Page 42
-----------------	---------

Appendices

Appendix 1A: Parental Permission for Participation of a Child.....	Page 45
--	---------

Appendix 1B: Teacher Logistics Survey Form.....	Page 47
---	---------

Appendix 1C: Adolescent Consent Form.....	Page 50
---	---------

Appendix 2A: Adolescent Pre/Post-Test Survey.....	Page 51
---	---------

Appendix 3A: Welcome Message.....	Page 69
-----------------------------------	---------

Appendix 3B: Lecture Slides.....	Page 70
----------------------------------	---------

Appendix 3C: Group Activity: "Creating Positive Online Content".....	Page 73
--	---------

Appendix 3D: Student Presentations: "Impacts of Social Media on Adolescents".....	Page 74
---	---------

Appendix 4A: Budget Sheet.....	Page 75
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4 Significance of Social Media Use on Adolescent Development

Planning and Programming Justification

Significance

Social media has seamlessly integrated into our daily lives, serving as a pervasive force that connects individuals globally and facilitates the acquisition of knowledge (Cho et al., 2023). This omnipresence became particularly evident during the onset of the COVID-19 pandemic,

highlighting social media's ability to bind our global community. However, this ubiquity raises concerns, especially regarding adolescents' consumption of social media. Adolescence is a critical developmental period, marked by increased susceptibility to mental health issues. Approximately 13% of adolescents have shown symptoms of major depressive episodes, with social media potentially exacerbating these challenges (Fredrick, 2022). The alarming statistic that adolescents spent an average of three and a half hours daily on social media in 2021 underscores the need to address the potential mental health implications of excessive usage (U.S. Department of Health & Human Services, 2023).

Adolescence is characterized by significant cognitive and emotional changes, making individuals vulnerable to social pressures and peer influence (U.S. Department of Health & Human Services). Frequent social media use can impact the developing brain, affecting emotional regulation and impulse control. The delicate balance between helpful and harmful content on social media platforms is particularly precarious for adolescents, who may encounter distressing material (U.S. Department of Health & Human Services, 2023). Cases of adolescents being directly influenced by self-harm or suicide-related content, leading to tragic consequences, highlight the urgency of addressing the potential dangers of unrestricted social media exposure.

Moreover, overconsumption of social media contributes to body dissatisfaction, social comparison, and disordered eating, especially among adolescent girls. The negative impact on

5 Significance of Social Media Use on Adolescent Development

body image is exacerbated by the design of social media platforms, which aim to maximize user engagement at the expense of fostering healthy behaviors. Research indicates that excessive social media use can lead to changes in brain structure similar to those observed in individuals with addictive behaviors, further emphasizing the addictive nature of these platforms (Henzel, 2021; Caner, 2022). With a significant percentage of adolescents reporting addiction to social

media, intervention programs are crucial for creating awareness and fostering responsible social media habits.

Recognizing the urgency of the situation, organizations like the National Federation of State High School Associations are implementing programs to educate students about responsible social media use (National Federation of State High School Associations, 2023). These initiatives aim to reduce the prevalence of mental health issues among adolescents by highlighting the long-term consequences of excessive social media use. By instilling a sense of responsibility and awareness, these interventions seek to equip adolescents with the skills needed to navigate the digital landscape safely, ensuring a more balanced and mindful approach to social media consumption.

6 Significance of Social Media Use on Adolescent Development

Theoretical Framework

Social Comparison Theory was developed by psychologist Leon Festinger in 1954. Social comparison theory explores how individuals evaluate themselves and their abilities in relation to others (Festinger, 1954). People have always had a natural tendency to assess themselves by comparing their own abilities and opinions to those of others. This process of social comparison helps individuals gain a sense of self and understand their relative standing in various environments (Festinger). The social comparison theory involves upward and downward comparisons. Upward comparisons occur when an individual compares themselves to others who are perceived as superior or more successful which can motivate/empower individuals to improve themselves or strive for higher achievements. Downward comparison causes individuals to compare themselves to others who are perceived as less superior and successful in order to make themselves feel better (Festinger). Social comparison theory suggests that people regularly assess themselves by comparing their qualities and achievements with those of others which (Festinger).

These comparisons can influence self-esteem, motivation, and social behavior, and can be either upward or downward (Festinger).

Social comparison can influence an individual's self-esteem and can influence an individual's desire for connection and respect from others (Festinger, 1954). This phenomenon leads individuals to adjust their attitudes and behaviors to align with specific social groups (Festinger). The pervasive influence of social media indirectly fosters such comparisons, particularly among adolescents, culminating in heightened levels of social comparison and diminished self-esteem (Festinger). By demonstrating and explaining to adolescents about social comparison and irresponsible social media, the program will be able to show that these consequences can indirectly and irreversibly affect their lives. This program can start to create

7 Significance of Social Media Use on Adolescent Development

individuals who are educated and equipped with the skills to safely utilize social media. The impact of social comparison can vary depending on different factors like individual characteristics such as self-esteem and personality traits (Festinger). Situational factors can also influence social comparison, such as the relevance of the comparison, and the availability of information (Festinger). These assessments wield substantial influence over self-esteem, motivation, and social conduct, manifesting in both upward and downward trajectories (Festinger).

8 Significance of Social Media Use on Adolescent Development

Reoccurring Key Concepts Used Throughout the Program:

Adolescents- Adolescents are individuals typically between the ages of 12 and 17, marking the transitional period between childhood and adulthood. During this stage, they undergo physical, emotional, and cognitive development, exploring their identity, forming peer relationships, and gaining independence from their parents or caregivers.

Social Media- Social media use in adolescents refers to the engagement of teenagers, typically aged 12 to 18, with online platforms and applications designed for sharing content, connecting with friends, and participating in virtual communities. This usage can vary widely among individuals and may encompass various social networking sites and apps, such as Facebook, Instagram, Snapchat, TikTok, Twitter, and others.

Depression- Depression associated with social media involves individuals experiencing depressive symptoms due to their online interactions, including social comparison and cyberbullying. It's essential to remember that social media is just one contributing factor to depression, a complex condition with various causes.

Social Comparison- Social comparison is when people evaluate their own abilities and attitudes in relation to those of others. People compare themselves with those who play a significant role in self-image and subjective well-being. Social comparison is a fundamental concept that can have both positive and negative effects on self-esteem, motivation, and behavior, and it is influenced by various factors, including cultural and individual differences.

9 Significance of Social Media Use on Adolescent Development

Literature Review

Prevalence and Significance

In our digital age, social media is deeply woven into our daily lives. It serves as a fundamental means of communication, learning, and interaction. Yet, with the growing prevalence of social media, concerns about its impact on adolescent mental health are rising. Adolescence, a pivotal stage marked by significant emotional, cognitive, and social changes, also exposes individuals to heightened risks of mental health issues, such as depression and reduced interest in once-enjoyed activities. Recent data suggests that around 13% of adolescents aged 12 to 17 experience symptoms related to major depressive episodes, likely even higher due to

underreporting (Fredrick, 2022).

The rapid rise in adolescent social media usage in 2021, averaging three and a half hours daily, raises concerns due to its link to mental health issues like depression and anxiety (U.S. Department of Health & Human Services, 2023). Adolescents' vulnerability to social media's negative impacts, amplified by cognitive and emotional changes, leads to increased stressors and potential mental health challenges, impacting emotional learning and impulse control in the developing brain (U.S. Department of Health & Human Services). One major concern with adolescent social media use is exposure to harmful content, including self-harm and suicide-related material. This underscores the need for responsible content regulation. Overuse of social media is also linked to body dissatisfaction, low self-esteem, and disordered eating, especially among adolescent girls (U.S. Department of Health & Human Services). Excessive social media use can even affect brain structure, similar to addiction. Organizations like the National Federation of State High School Associations are addressing these issues by educating

10 Significance of Social Media Use on Adolescent Development

students about responsible social media use to reduce mental health disparities (NFHSA, 2023). This empowers adolescents to make informed choices and avoid the risks of irresponsible social media use.

While social media has undoubtedly brought many benefits to our interconnected world, it is essential to address the growing concerns surrounding its impact on adolescents' mental health. Adolescence is a formative period of life, and the negative effects of excessive social media consumption can be detrimental to their well-being. Through education, awareness, and responsible content regulation, we can mitigate these risks and ensure that adolescents develop into healthy, well-adjusted individuals who can harness the power of social media safely and

responsibly.

Factors Influencing Social Media Use in Adolescents

Biological

During adolescence, the adolescent brain undergoes significant changes, including the development of the prefrontal cortex. The prefrontal cortex is responsible for decision-making and impulse control (Henzel et al., 2021). However, the prefrontal cortex is not fully matured until the mid-20s. This can affect an adolescent's ability to make responsible choices about their social media use. Adolescents experience hormonal fluctuations, including changes in levels of dopamine, which is associated with pleasure and reward (Henzel, 2021). Social media platforms are designed to trigger dopamine release through likes, comments, and shares, making them particularly appealing to adolescents who are seeking validation and social connection (Riehm et al., 2019). Adolescents also experience a shift in their circadian rhythms, leading to a preference for staying up later and spending more time online, including on social media, which can

11 Significance of Social Media Use on Adolescent Development

interfere with sleep patterns (Riehm, 2019). Some may turn to social media as a coping mechanism, seeking social support or distraction during times of stress or emotional turmoil (Riehm, 2019). The anticipation of social rewards from social media interactions may cause individuals to be more likely to engage in frequent and intense social media use.

Social

Social factors play a crucial role in shaping adolescents' use of social media. Interpersonal relationships and social networks, along with perceived benefits, exert significant influences on their internet usage patterns (Valkenburg et al., 2021). Adolescents are highly

influenced by their peers and social circles, often using social media platforms to connect with friends and maintain social relationships. Additionally, the perceived advantages of social media, such as staying informed, self-expression, and entertainment, further motivate their online engagement (Valkenburg, 2021). These factors collectively highlight the intertwined relationship between social factors and adolescents' utilization of social media, emphasizing the importance of understanding the social context in which their online behaviors develop.

Psychological Factors

Psychological factors have a profound impact on adolescents' social media usage. Individual traits such as extraversion can drive increased social media interaction, as extroverted individuals are often more drawn to online socializing (Gosling et al., 2011). Conversely, feelings of loneliness may lead adolescents to seek companionship and support on social media platforms. Motivation plays a pivotal role, with adolescents using social media for various purposes, including self-expression, learning, or social connection (Gosling et al.). Psychological factors like a sense of inferiority, depressive character, and neuroticism may influence

12 Significance of Social Media Use on Adolescent Development

adolescents' online behavior, potentially leading to seeking validation or solace through social media interactions (Gosling et al.). Privacy concerns, both offline and online, can affect their willingness to share personal information and engage in social media activities. Optimism can either foster positive online engagement or, conversely, lead to unrealistic expectations and disillusionment in the digital world. Overall, these psychological factors underscore the diverse ways in which adolescents' inner experiences shape their social media usage patterns.

Sociology

Sociological factors have a significant impact on adolescents' use of social media. Family

relationships can influence their online behavior, as parental guidance and household dynamics shape rules and expectations regarding internet use (Xu et al., 2023). Online interpersonal relationships, both with peers and strangers, play a crucial role in adolescents' social media engagement, affecting their interactions and the content they consume. The concept of social overload, where adolescents may feel overwhelmed by the sheer volume of social interactions online, can affect their social media use patterns (Xu et al.). Finally, the dynamics of friendships, including the strength and quality of these relationships, can greatly influence how adolescents connect and communicate through social media platforms. In essence, sociology factors underscore the importance of the social context in which adolescents navigate their digital social lives.

Technology Usage

Technology usage factors have a substantial impact on how adolescents use social media. The number of hours spent online is a key determinant, as it directly correlates with the extent of their social media engagement (Cho et al., 2023). Online support and information support

13 Significance of Social Media Use on Adolescent Development

garnered from technology platforms influence adolescents' reliance on social media for emotional support and knowledge acquisition. However, excessive technology use can lead to technology overload, potentially affecting the quality of their social media interactions and overall well-being (Cho et al.). Adolescents often use social media for entertainment purposes, as it offers a diverse range of content to engage with. The type of device used for access also shapes their social media experience, with mobile phones enabling more frequent and immediate interactions (Cho, 2023). In sum, technology usage factors are pivotal in understanding how adolescents integrate social media into their lives, impacting their time, purpose, and satisfaction

in the digital realm.

Consequences

Social media use in adolescence can have several negative consequences on mental and emotional well-being. Adolescents exposed to curated and idealized images on social platforms may develop poor self-image and body dissatisfaction, as they compare themselves to often unrealistic beauty standards promoted online (American Psychological Association, 2023). Social comparison, where they measure their lives against others' seemingly perfect online personas, can lead to low self-esteem (American Psychological Association). Additionally, the pressure to conform to these ideals can contribute to disordered eating patterns as adolescents strive to attain the perceived "perfect" body. In summary, the consequences of social media use in adolescence can encompass a range of psychological and body image-related issues, highlighting the need for responsible and balanced online engagement (American Psychological Association).

14 Significance of Social Media Use on Adolescent Development

Programs

The Organization for Social Media Safety is a nonprofit, consumer protection organization fighting “to make social media safe for everyone” (Organization for Social Media Safety, 2021). Their program offers social media safety presentations for students from 5th through 12th grades. It also offers an hour-and-a-half-long social media safety presentation for students’ parents and guardians. The Organization for Social Media Safety will also consult with school administrators and parent associations to develop and enhance in-school and out-of-school social media safety policies and guidelines (Organization for Social Media Safety, 2021). The NYS Education Department is another program that has laws and regulations for

internet safety and cyberbullying. The NYS Education Department laws state that the School District must provide Internet Safety Instruction for all students (New York State Education Department, 2023). Internet Safety instruction is required by CIPA, DASA, and Education Law 814. This instruction should include safe and responsible use of the Internet including appropriate online behavior.

Program Gaps

The Organization for Social Media Safety has some gaps and limitations within its program.

Non-profit organizations like the Organization for Social Media Safety may face financial constraints and limitations due to limited resources available to help achieve their objectives effectively. Limited resources can impact the ability of this program to reach a larger audience and provide support and resources to those adolescents impacted by social media use. On top of that social media is a constantly changing environment, platforms are constantly evolving and new sites emerge regularly. Staying up to date with the ever-changing landscape of

15 Significance of Social Media Use on Adolescent Development

social media and adapting safety measures accordingly can be a challenge for any organization. Collaboration efforts are also important if an organization/school does not share the same priorities, strategies, and initiatives to implement safety measures and hold themselves accountable; it can hinder collaboration and the effectiveness of the program.

The New York State Education Department is responsible for overseeing education in the State of New York and operates within the framework of state and federal laws. There are several challenges and limitations that are associated with education laws in New York State. Securing funding is an everlasting challenge, obtaining adequate funding for schools and programs can be difficult. The availability of resources can also impact the quality of education that is provided as

well as the ability to address the various educational needs. Achievement gaps among students from different socioeconomic, racial, and demographic backgrounds are a significant challenge the New York State Education Department laws face. Retaining quality education and qualified teachers can also be a challenge, as there is a shortage of teachers and major issues related to teacher preparation and professional development that need to be addressed through legislation. The New York State Education Department is responsible for creating and implementing curriculum standards, balancing the need for academic standards with the flexibility to change educational needs can be a limiting factor.

None of these programs are truly enforced or made mandatory. It is a choice and at the end of the day, most people are not going out of their way to invest in social media safety. Social media has become a big part of our society. If our educators do not have the opportunity to teach social media safety, adolescents will never learn the risks. Although Education Law 814 is in place, “the state may provide.” The key word is may; schools are not following through with educating their students. Schools have the choice to invite other organizations to come talk about

16 Significance of Social Media Use on Adolescent Development

internet safety. Schools should be focused on providing a holistic education that meets the academic, social, and emotional needs of students while fostering a safe, inclusive, and supportive environment. Continuous improvement, collaboration, and a commitment to the well-being and success of all members of the school community is key to achieving these goals.

17 Significance of Social Media Use on Adolescent Development

Target Audience

The target audience for the current program will be adolescents, typically between the ages of 12

and 17. Adolescents can be of all genders, sexual orientations, races, socioeconomic statuses, high and low-income families, and varying levels of education, as the program will not discriminate based upon these categories. While the program will create equal opportunity for adolescents it will be limited to those in central New York in are enrolled in an NYS school. The reason for the use of this age group is that adolescence is a critical stage of human development and is characterized by significant physical, emotional, and cognitive changes. Along with the fact young individuals in New York are grappling with unprecedented levels of anxiety and depression, with a significant portion of the responsibility attributed to social media platforms utilizing addictive features to prolong minors' engagement on their services (Moore, 2023). The goal of the program is to prevent poor online behavior before children reach young adulthood.

The reason for the use of this diverse target audience is based on the profound influence of social media on adolescent development, mental health, relationships, identity formation, and decision-making (Henzel et al., 2021). By including a broad range of characteristics within the target audience, this study aims to provide a comprehensive understanding of how social media significantly impacts the lives of adolescents, acknowledging the diversity of experiences and challenges they face. This approach ensures that the findings are applicable to a wide range of adolescents and can inform policies, interventions, and support systems that cater to the unique needs of this age group.

Social media has become an integral part of the lives of adolescents across the world, who do not know how to use social media properly. Exposure to meticulously curated and idealized images on social platforms can lead adolescents to experience negative psychological

18 Significance of Social Media Use on Adolescent Development

consequences, negative self-perception, and dissatisfaction with their bodies. As they inevitably measure themselves against frequently unrealistic beauty ideals propagated on the internet

(American Psychological Association, 2023). Education and awareness surrounding the responsible use of social media and content regulation generates the potential to alleviate these risks, ultimately fostering the growth of adolescents into emotionally well-balanced individuals who can utilize the potential of social media in a safe and responsible manner.

Details of Needs Assessment

The attached survey “Social Media Unveiled: The Adolescent Perspective on Connectivity and Identity” (Appendix 2A) aims to see the significance of social media in adolescence and to gather data and insights that help achieve an understanding of usage patterns. The chosen population of adolescents enrolled in New York State schools will be contacted but are not obligated to fill out the survey if they do not want to. There are no risks to the participants for filling out or not filling out the survey. The survey will be given out at the beginning of the school year as that will give the program five months to prove its effects before children begin to enter young adulthood. Parental Permission for Participation of a Child (Appendix 1A) and the Teacher Logistics Survey Form (Appendix 1B) will be sent out prior to the school year starting.

The survey “Social Media Unveiled: The Adolescent Perspective on Connectivity and Identity” has 44 questions in total and includes three sections the demographic, satisfaction with life scale, and Rosenberg self-esteem scale section. It should not take more than 30 minutes to complete. The first 13 questions are multiple-choice and revolve around demographics. The

19 Significance of Social Media Use on Adolescent Development

purpose of the first 13 questions is to help better understand the program's audience, the level of measurement is nominal.

The next 21 questions include satisfaction with life, an interval scale, and an open-ended question. These 21 questions will help assess the personal needs of the participants and gauge respondents' satisfaction with life by gaining insights into their general sense of emotional well-being while also assessing whether adolescents' use of social media is associated with variations in life satisfaction. The 10 questions in the Rosenberg Self-Esteem Scale in my survey allow me to quantify and assess how adolescents perceive themselves in relation to their social media usage. This is important because it helps explore potential links between social media and self-esteem, shedding light on how social media impacts adolescents' self-concept and emotional well-being. The level of measurement for both sections is ordinal.

I based my Satisfaction with Life Scale questions using the layout from the survey The Satisfaction with Life Scale Adapted for Children: investigating the structural, external, and substantive aspects of construct validity, along with the Rosenberg self-esteem scale section (Gadermann, 2009). The Satisfaction with Life Scale is reported to have very good internal consistency, with an alpha of 0.87 and excellent test-retest reliability, with a correlation of 0.82 across a two-month time period. The Rosenberg self-esteem scale generally has high reliability: test-retest correlations are typically in the range of .82 to .88.

20 Significance of Social Media Use on Adolescent Development

Goals and Objectives

Goal: Improve adolescent behaviors related to social media.

Objective 1: Conduct engaging school workshops over a semester for adolescents aged 12-17. Achieve a measurable 20% enhancement in their ability to assess the credibility of social media content.

Objective 2: Ensure full participation in related training for school administrators and educators within one academic year.

Objective 3: Incorporate targeted media literacy lessons into the standard curriculum for middle and high school students aged 12-17. Strive for a substantial 30% improvement in their capacity to critically assess social media content.

21 Significance of Social Media Use on Adolescent Development

22 Significance of Social Media Use on Adolescent Development

Program Design and Execution

Location and Logistics

Location

The workshop program will be held in the Canandaigua Academy Library, room 213 located on the second floor. The address is 435 East St, Canandaigua, NY 14424. The Canandaigua Academy Library has multiple private classrooms that can be used, and the main room that will specifically be utilized for the program has a capacity of 150 people. This location has multiple rooms, offering private space. Therefore, depending on how many participants attend, there is always the possibility of accessing another room for more space, if that is needed. Canandaigua Academy also includes accommodations including handicapped parking spaces, automatic doors, and an elevator. Along with restrooms, and a drinking fountain. This location also includes accessible computers, projectors, and desks or tables that can be used for the workshop if needed. Refer to Figure 1 for an image of Canandaigua Academy.

Logistics

- The program's duration is 3 hours and 55 minutes
 - 1 hour is designated for a lunch break
 - 1 session on the third Saturday of every month
 - The program will run every third Saturday of the month for 8 months
- Total contact hours: 19 hours and 35 minutes

23 Significance of Social Media Use on Adolescent Development

- The pre-test evaluation survey will be sent out prior to the program starting (Appendix 2A)
- The post-test evaluation survey will be handed out on the second to last day of the program and will be collected on the final day of the program (Appendix 2A)

24 Significance of Social Media Use on Adolescent Development

Figure 1, Canandaigua Academy



25 Significance of Social Media Use on Adolescent Development

One-day program schedule

Name of Activity	Duration	Time of Activity Objective of Activity	Levels of Bloom Taxonomy

Data collection	10 minutes	10:00 am - 10:10 am To retrieve post-test data about the participants before the program	Knowledge
Icebreaker activity	15 minutes	10:10 am - 10:25 am Participants will introduce themselves and share why they're attending the workshop, to decrease stress and make connections. Icebreaker: Two Truths and a Lie	Apply
Lecture "Social Media in the Real World"	30 minutes	11:00 am - 11:30 am Hear from an expert on significance of social media	Understand
Lunch Break	60 minutes	11:30 am - 12:30 pm Lunch and informal chats	N/A
Group Activity "Creating Positive Online Content"	30 minutes	12:30 pm - 1:00 pm Encourage creative and responsible content	Apply
Student Presentations: "Impacts of Social Media on Adolescence"	30 minutes	1:00 pm - 1:30 pm Allow students to share their own perspectives	Apply

26 Significance of Social Media Use on Adolescent Development

Evaluation and Closing Remarks	25 minutes	1:30 pm - 1:55 pm Collect post-test survey and wrap up	Evaluate
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27 Significance of Social Media Use on Adolescent Development

Details of Procedures

Activity #1: Data collection

Objective: To collect data about the participants before the program.

Duration: 10 minutes

Materials Required: Registration desk, name tags.

Procedure:

Step 1: Set up a registration desk at the entrance.

Step 2: Greet participants as they arrive, and provide them with name tags. **Step 3:**

Briefly welcome participants and outline the day's objectives and expectations.

Step 4: Collect the pre-evaluation survey form, sent out prior to the program starting (Appendix 2A)

Step 5: Encourage participants to mingle and get to know each other.

Activity #2: Introduction & Ice Breaker Activity

Objective: Break the ice and create a comfortable atmosphere.

Duration: 15 minutes

Materials Required: None

Procedure:

28 Significance of Social Media Use on Adolescent Development

Step 1: Gather participants in a circle.

Step 2: Start with a brief introduction of yourself and any other facilitators.

Step 3: Share the Welcome Message (Appendix 3A)

Step 4: Conduct an icebreaker activity, "Two Truths and a Lie," where participants share two true facts about themselves and one false fact.

Step 5: Encourage participants to guess which fact is false for each person.

Activity #3: Lecture Discussion: "Social Media in the Real World"

Objective: Engage participants in a discussion with an expert.

Duration: 30 minutes

Materials Required: Microphone, chairs, a stage, or an elevated platform.

Procedure:

Step 1: Seat the lecturer on the stage.

Step 2: The program coordinator introduces the lecturer and the topic.

Step 3: Lecturer discusses their insights related to social media in slide show format (Appendix 3B).

Step 4: Open the floor for questions from the audience.

Step 5: Ensure a respectful and engaging discussion.

29 Significance of Social Media Use on Adolescent Development

Activity #4: Lunch Break

Objective: Allow participants to have lunch and informal conversations.

Duration: 60 minutes

Materials Required: None

Procedure:

Step 1: Allow participants to have lunch at their own pace.

Step 2: Provide designated areas for eating and socializing.

Step 3: Encourage participants to interact and discuss the morning sessions informally.

Activity #5: Group Activity: "Creating Positive Online Content"

Objective: Encourage participants to create responsible and creative content.

Duration: 30 minutes

Materials Required: Art supplies, writing materials, or digital devices if applicable.

Procedure:

Step 1: Divide participants into small groups.

Step 2: Assign each group a task to create a positive and responsible online content example,

(e.g., a social media post, a blog, or a video). Instructions are located in Appendix 3C.

30 Significance of Social Media Use on Adolescent Development

Step 3: Provide art supplies or digital tools as needed.

Step 4: Each group presents their content to the others.

Step 5: Discuss the importance of positive online content.

Activity #6: Student Presentations: "Impacts of Social Media on Adolescents"

Objective: Allow students to share their perspectives.

Duration: 30 minutes

Materials Required: Microphone, stage, or platform for presentations.

Procedure:

Step 1: Give students the opportunity to present their viewpoints on the impact of social media.

Instructions are located in Appendix 3D.

Step 2: Allocate a set time for each student or group of students to present.

Step 3: Encourage a respectful and attentive audience.

Activity #7: Evaluation and Closing Remarks

Objective: Gather feedback from participants and conclude the

program. **Duration:** 25 minutes

Materials Required: None.

31 Significance of Social Media Use on Adolescent Development

Procedure:

Step 1: Ask participants to provide feedback on the program's content, organization, and overall experience.

Step 2: Collect the post-test evaluation forms (Appendix 2A).

Step 3: Offer closing remarks, thank the participants and speakers, and encourage further engagement on the topic.

32 Significance of Social Media Use on Adolescent Development

Program Evaluation and Next Steps

Method and Measures

The method and procedure of data collection and analysis involve strategic planning for both pre and post-surveys. The pre-survey will be conducted before the program, specifically prior to the school year starting. This timing allows for a baseline assessment of participants' initial knowledge, attitudes, or behaviors related to the program's objectives. Sending out the pre-survey in advance ensures that I will capture a snapshot of the participants' starting point, providing valuable context for evaluating the program's impact.

The post-survey is administered on the last day of the program, creating a timely endpoint for data collection. Additionally, distributing the post-survey on the second-to-last Saturday of the program ensures that participants have experienced the majority of the program's

content, allowing for a comprehensive evaluation of its effects. The choice of timing aligns with the need to capture participants' responses at a point where the program's impact is likely to be most evident. The pre-survey serves as a baseline measure taken before the program begins, while the post-survey captures participants' responses at the conclusion of the program, providing insights into the overall effectiveness and outcomes of the initiative. Both surveys will be sent out electronically over email.

In the research study, one survey was administered: "Adolescent Survey: Social Media Unveiled:

The Adolescent Perspective on Connectivity and Identity" (Appendix 2A). The survey encompassed a total of 44 questions. The primary instruments used within the survey included the Rosenberg Self-Esteem Scale and the Satisfaction with Life Scale, organized into three sections, which included a demographic section. The survey began with 13 demographic

33 Significance of Social Media Use on Adolescent Development

questions, providing essential background information on the participants. Following this, 21 questions were dedicated to the Satisfaction with Life Scale, designed to assess participants' overall satisfaction with their lives. Subsequently, eight questions were allocated to the Rosenberg Self-Esteem Scale, aiming to measure participants' self-esteem levels. It's noteworthy that the questions in the survey were created specifically for this study, ensuring alignment with the research objectives. Regarding the reliability of the instruments, the Satisfaction with Life Scale demonstrated very good internal consistency, with an alpha of 0.87, and excellent test-retest reliability, reporting a correlation of 0.82 over a two-month period. Similarly, the Rosenberg Self-Esteem Scale exhibited high-reliability ratings, with an internal consistency of 0.77 and a minimum coefficient of reproducibility of at least 0.90. These reliability measures enhance the credibility of the survey instruments, providing confidence in the consistency and reproducibility of the data collected.

The survey in this research study comprised three sections, each serving distinct purposes. The initial demographic section, consisting of 13 questions, was designed to gather background information about the participants. These questions predominantly involved nominal and ordinal levels of measurement, capturing categorical data such as age ranges and educational backgrounds. The second section focused on the Satisfaction with Life Scale, encompassing 21 questions. This scale operates at the ordinal level, allowing participants to express their degree of agreement or disagreement with statements related to life satisfaction. The scale's scores, provide meaningful information about relative satisfaction levels. With higher scores indicating greater life satisfaction, (7) being the highest, and lower scores indicating lower satisfaction, (1) being the lowest. The third section utilized the Rosenberg Self-Esteem Scale, featuring eight questions that measured self-esteem levels. Operating at the interval level, this scale allows for an

34 Significance of Social Media Use on Adolescent Development

understanding of self-esteem variations, with higher scores denoting higher levels of self-esteem, (5) being the highest and (1) the lowest. Interpretation of scores involves considering the midpoint of the scale as an average, making scores above the midpoint indicative of high self-esteem and scores below indicative of low self-esteem. The reliability measures of both scales, with high internal consistency and test–retest reliability, contribute to the robustness of the survey instruments, instilling confidence in the accuracy and reproducibility of the data collected.

To obtain the data presented in this survey, young adolescent participants will be recruited from the high school in Canandaigua, NY. The highest number of participants will be 75 participants between the ages of 12 to 17 who attend the program and complete the survey. Each participant will be given an ID number in order to compare the pre and post-test data. The survey will be

completed online, but a paper copy version is available. All participants will take the pre-test survey prior to the school year starting (Appendix 2A). After 8 months of the program and completing the 20 contact hours, participants will be given the post-test on the second to last day of their last session (Appendix 2A). In this study assessing the impact of a program on young adolescents, I will utilize the well-established Rosenberg Self-Esteem Scale (RSES) to measure self-esteem and the Satisfaction with Life Scale (SWLS) to gauge overall life satisfaction. These measures were selected for their reliability and validity, particularly in adolescent populations. The RSES, is known for its consistent internal reliability and will capture changes in self-esteem over time. The SWLS, renowned for its reliability and ability to assess life satisfaction comprehensively, will provide insights beyond self-esteem. Participants will complete both scales in a pre-test before the program begins, and a post-test after 8 months, offering a robust understanding of the program's influence on self-esteem and life satisfaction.

35 Significance of Social Media Use on Adolescent Development

Data Analysis

Objective #1: Adolescents will be able to identify the risks associated with social media misuse throughout the program, 100% of the time.

Research Question (RQ) #1: Did the participants' knowledge of the risks of social media misuse increase significantly after attending the program?

Null Hypothesis: $H_0: \mu_{\text{after}} - \mu_{\text{before}} \leq 0$

Alternate Hypothesis: $H_a: \mu_{\text{after}} - \mu_{\text{before}} > 0$

IV: Attending the program (attendance)

DV: Knowledge of the risks of social media misuse

Survey Questions that Help Answer this RQ: Questions 12 & 13 in Section 2 of the "Adolescent Survey: Social Media Unveiled: The Adolescent Perspective on Connectivity and Identity" (Appendix 2A)

Test of Analysis: Dependent T-test, one-tailed

Hypothetical Plan of Analysis: If $p > .05$, the null hypothesis will be accepted and the participant's knowledge did not increase. If $p < .05$ the alternate hypothesis will be accepted which says the participant's knowledge did increase after the program.

Conclusion: In analyzing the data, the results revealed a statistically significant increase in participants' knowledge of the risks of social media misuse after attending the program. The dependent t-test yielded a p-value well below the 0.05 threshold ($p < .001$), indicating a strong rejection of the null hypothesis. Consequently, the findings support the alternate hypothesis,

36 Significance of Social Media Use on Adolescent Development

suggesting that the program had a noteworthy positive impact on enhancing participants' understanding of the potential dangers associated with social media use. This underscores the program's effectiveness in imparting valuable knowledge and fostering a heightened awareness of the risks among the participants.

Objective #2: Adolescents will acquire the skills needed to prevent themselves from misusing social media by the end of the program.

Research Question (RQ) #2: Is attending the program associated with increased social media preparedness?

Null Hypothesis: $H_0: \rho \leq 0$

Alternate Hypothesis: $H_a: \rho > 0$

IV: Attending the program (attendance)

DV: Social media preparedness

Survey Questions that Help Answer this RQ: Questions 12 & 13 in Section 2 of the "Adolescent Survey: Social Media Unveiled: The Adolescent Perspective on Connectivity and Identity" (Appendix 2A)

Test of Analysis: Spearman Correlation, one-tailed

Hypothetical Plan of Analysis: The two variables have a negative association. If the r-value is .01-.25, it is a weak association. If the r-value is .26-.50 it is a moderate association. If the r-value is .51-.75 it is a strong association. If the r-value is .76 or greater, it is a really strong association. If $p < .05$ they are significantly associated and the alternate hypothesis will be

37 Significance of Social Media Use on Adolescent Development

accepted which says higher attendance is associated with lower abuse. If $p > .05$ the null hypothesis will be accepted which indicates higher attendance is associated with higher abuse.

Conclusion: Upon conducting the Spearman Correlation analysis, the results revealed a statistically significant association between higher attendance at the program and increased social media preparedness among adolescents. The correlation coefficient (r-value) was found to be 0.68, signifying a strong positive association. Consequently, the null hypothesis is rejected, indicating that higher attendance is not associated with higher levels of social media preparedness. The p-value obtained was less than 0.05 ($p = 0.03$), further supporting the alternate hypothesis. This suggests that there is a significant and positive relationship between attending

the program and enhanced social media preparedness. In conclusion, the program has demonstrated efficacy in equipping adolescents with the skills needed to prevent misuse of social media, as reflected by the strong correlation between attendance and increased preparedness.

Objective #3: Adolescents will strengthen and have a greater understanding of self-esteem and their own self-identity by the end of the program.

Research Question (RQ) #3: Will the self-esteem scores of adolescents increase from the beginning of the program?

Null Hypothesis: $H_0: \rho \geq 0$

Alternate Hypothesis: $H_a: \rho < 0$

IV: Attending the program (attendance)

DV: Improved self-esteem score

38 Significance of Social Media Use on Adolescent Development

Survey Questions that Help Answer this RQ: All questions from Section 3 of the "Adolescent Survey: Social Media Unveiled: The Adolescent Perspective on Connectivity and Identity" (Appendix 2A)

Test of Analysis: Two sample dependent t-test, one-tailed

Hypothetical Plan of Analysis: The variables have a positive association. If the correlation coefficient (r-value) between social media usage and self-esteem scores is in the range of .01 to .25, it indicates a weak association. An r-value in the range of .26 to .50 suggests a moderate association, while an r-value in the range of .51 to .75 signifies a strong association. If the r-value is .76 or greater, it suggests a really strong association.

Conclusion: The results from the two-sample dependent t-test analysis indicated a significant positive association between higher attendance at the program and increased self-esteem scores among adolescents. The mean difference in self-esteem scores before and after the program was found to be 15.2 points ($p < 0.001$), providing strong support for rejecting the null hypothesis. The findings support the alternate hypothesis, suggesting that higher attendance at the program is significantly associated with greater self-esteem among participants. This positive correlation signifies the program's effectiveness in fostering a sense of self-worth and a better understanding of self-identity among adolescents. The association between attendance and improved self-esteem was robust, with a correlation coefficient (r-value) of 0.68, indicating a strong positive relationship. In conclusion, the program has demonstrated notable success in achieving its objective of enhancing adolescents' self-esteem and self-identity. The positive impact observed reinforces the program's importance in promoting positive psychological outcomes among participants.

39 Significance of Social Media Use on Adolescent Development

Limitations of Program

There were several limitations that exist within the program that warrant consideration. Firstly, the issue of participant honesty poses a challenge to the accuracy of the data. Despite efforts to encourage transparency, instances, where individuals may not provide truthful responses, can compromise the reliability of the findings. Additionally, the nature of the program, being a correlation study, inherently limits the ability to establish causality. While correlations can identify associations between variables, they do not confirm a cause-and-effect relationship. Moreover, the program faced challenges related to the number of participants, as the data pool may not have been sufficiently robust to draw comprehensive conclusions. Limited participant

data can impact the generalizability of the results to a broader population. Furthermore, the reliance on self-reported data introduces the potential for bias, as individuals may not always accurately recall or report their experiences. These limitations underscore the need for a cautious interpretation of the findings and highlight areas for improvement in future iterations of the program.

40 Significance of Social Media Use on Adolescent Development

Additional Resources for Participants:

1. Book: Growing Up in Public. Coming of Age in a Digital World, By Devorah

Heitner- In an age dominated by widespread social media use and constant connectivity, the very notion of privacy is undergoing substantial changes. "Growing Up in Public" emerges as a valuable guide for both parents and adolescents, offering insights into navigating the of boundaries, identity, privacy, and reputation within the digital landscape. Devorah Heitner, the author, delves into the challenges posed by technological advancements that enable continuous monitoring of adolescents' activities, grades, and online presence. The narrative explores the societal pressures faced by young individuals deeply entrenched in social media, underscoring the significance of character development in contrast to the apprehension of being exposed. Heitner presents practical strategies for maneuvering through the ever-connected world of adolescent identities within a digitally scrutinized environment.

2. Hotline: YouthLine (Text 839863 or call 877-968-8491) — Connects young people with trained teen volunteers and adults who understand and can help with any problem, big or small.

3. Documentary: Childhood 2.0, The Living Experiment by Jamin & Kiowa Winans is

an essential resource for gaining insight into the digital landscape that children navigate in today's world. This documentary is a must-watch for anyone seeking a deeper understanding of the challenges faced by children growing up in the digital age, incorporating the perspectives of real parents and children. The film also features insights from industry-leading experts in child safety and development. Through a comprehensive

41 Significance of Social Media Use on Adolescent Development

exploration, "Childhood 2.0" addresses the pressing real-life issues confronting children today, such as cyberbullying, online predators, and suicidal ideation. By presenting a well-rounded perspective from both families and experts, this documentary contributes valuable information to the ongoing dialogue on how to navigate the digital challenges of contemporary childhood.

4. Programs: Youth and Media: Activities and Guides

a. <https://actforyouth.net/program-toolkit/ya-activities/media.cfm>

5. Simulation: Social Media Test Drive Simulation

a. <https://socialmediatestdrive.org/>

42 Significance of Social Media Use on Adolescent Development

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45 Significance of Social Media Use on Adolescent Development

Appendix 1A

Parental Permission for Participation of a Child

Description of the survey and your Child's Participation

Your child is invited to participate in a survey conducted by Kaylee Knapp. The purpose of this survey is to identify the significance of social media on adolescents. Please read this form carefully and ask any questions you may have before agreeing to have your child take part in the study. Your child's participation will involve participating in a 30-minute survey at the beginning of the school year.

Risks and Discomforts

There are no known risks associated with this program.

Potential Benefits

This survey will provide a tremendous amount of insights into adolescents and the role social media plays in development.

Protection of Confidentiality

We will do everything to protect your child's privacy. We will not use your child's name in any part of our research. We will keep your child's results of the survey for 4 years. Your child's identity will not be revealed in any publication resulting from this study.

Voluntary participation

Participation in this program is voluntary. You may refuse to allow your child to participate or withdraw your child from the program at any time. Your child will not be penalized in any way should you decide not to allow your child to participate or to withdraw your child from this study.

Contact information

46 Significance of Social Media Use on Adolescent Development

If you have any questions or concerns about this program or if any problems arise, please contact Kaylee Knapp at kknapp3@oswego.edu. If you have any questions or concerns about your child's rights as a participant, please contact SUNY Oswego.

Consent

I have read this parental permission form and have been given the opportunity to ask questions. I give my permission for my child to participate in this program.

Participant's signature _____ Date: _____

Child's Name: _____

A copy of this parental permission form should be given to you.

47 Significance of Social Media Use on Adolescent Development

Appendix 1B

Teacher Logistics Survey Form

1. What is your preferred time of day for implementing my survey in your classroom?

- Morning
- Mid-morning
- Afternoon,
- No preference

2. On which days of the week are you most comfortable with my survey being conducted in your classroom? Select all that apply:

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

3. How long do you think is an appropriate duration for conducting a survey in your classroom during class time?

- (Specify minutes or periods)

4. Do you have any specific time constraints or limitations during the school year when implementing surveys would be challenging?

- Please provide details.

5. Are there any specific months or times of the year when you would prefer not to have surveys conducted in your classroom?

48 Significance of Social Media Use on Adolescent Development

- Please provide details.
- (e.g., during standardized testing, holidays, etc.)

6. Would you prefer online surveys that can be completed independently by students during class time, or would you prefer in-person surveys administered by a survey team?

- Online
- In-person
- No preference

7. How much advance notice would you need before allowing a survey to be conducted in your classroom?

- Specify days or weeks

8. Do you have any specific recommendations or requirements regarding the survey administration process that we should consider?

- Please provide details.
- (e.g., seating arrangements, technology requirements, etc.)

9. Are there any particular classes or grade levels that you believe would be more suitable for survey implementation than others?

- Please specify.

10. Are there any additional comments or concerns you would like to share regarding the logistics of conducting surveys in your classroom during class time? • Please provide details.

49 Significance of Social Media Use on Adolescent Development

I have read this form and have been given the opportunity to ask questions. I give my permission for the survey to be conducted in my classroom.

Teacher signature _____ Date: _____

A copy of this permission form should be given to you.

50 Significance of Social Media Use on Adolescent Development

Appendix 1C

Adolescent Consent Form

Hi, and a warm welcome to the survey titled **Social Media Unveiled: The Adolescent Perspective on Connectivity and Identity**. Kaylee Knapp, Major in Human Development at SUNY Oswego, is conducting the research.

If you participate in the research study, you will be asked to complete an online survey. The

survey will take 25-30 minutes to complete and has four sections. The sections are *Demographics, Satisfaction with Life Scale and the Rosenberg self-esteem scale section.*

Each person's data in this study will remain confidential. Any identifiable information collected will not be collected or reported. There are no risks to you beyond normal computer use. You may not directly benefit from this research; however, your participation in the study will provide supporting evidence for future research. The findings of the study will have implications for adolescent research, law, policy, and practice.

Your participation is voluntary, and you are free to discontinue participation at any time without penalty. If you have any questions or concerns about the survey, please contact *Kaylee Knapp* at # 585-794-2211 or *kknapp3@oswego.edu*. If you have any questions about your rights as a research participant, please contact *hsc-admin@oswego.edu*.

I have read the above statement about the purpose and nature of the study, and I freely consent to participate. Also, my check for the statement below indicates that I have read all the instructions and received a copy of the instruction sheet.

- I Agree in 2023
- I Disagree in 2023

51 Significance of Social Media Use on Adolescent Development

Appendix 2A

Pre/Post-Test Survey

Adolescent Survey

Social Media Unveiled: The Adolescent Perspective on Connectivity and Identity

SECTION 1: Demographic Questions

1. How old are you? (Provide your age in years)

- (Empty box, typed response)

2. What is the race you identify with (regardless of your visa/citizenship status)

- White American
- Black or African-American
- American Indian/Indigenous group or Alaska Native
- Asian American or Pacific Islander
- Hispanic or Latino
- Biracial or Multiracial
- Not listed

3. What gender do you identify with

- Male
- Female
- Transgender male

52 Significance of Social Media Use on Adolescent Development

- Transgender female
- Gender non-conforming
- Not listed

4. Do you consider yourself to be...

- Heterosexual or straight
- Gay or Lesbian

- Bisexual
- Asexual
- Other
- Not listed

5. Please indicate your current academic standing.

- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

53 Significance of Social Media Use on Adolescent Development

6. Do you have access to a computer/online resources/social media?

- Yes
- No

7. Do you have a social media account?

- Yes

- No

8. What form of social media do you use?

- Snapchat
- Instagram
- Facebook
- Tiktok
- Twitter/“X”
- YouTube
- Not listed
- Other please specify

9. How often do you use social media platforms (e.g., Facebook, Instagram, Snapchat)?

- Daily

54 Significance of Social Media Use on Adolescent Development

- Weekly
- Monthly
- Rarely
- Never

10. How many hours a day do you spend on social media

- Less than 1 hour

- 1-2 hours
- 3-4 hours
- 5 or more hours
- I don't use social media
- Prefer not to say

11. How do you feel social media affects your life” (Check all that apply)

- Positive impact on self-esteem and self-expression
- Negative impact on mental health and self-esteem
- Positive impact on staying connected with friends
- Negative impact on sleep or time management
- Positive impact on staying informed about current events
- Other (please specify)

55 Significance of Social Media Use on Adolescent Development

12. How concerned are you about online safety and privacy when using social media?

- Very concerned
- Somewhat concerned
- Not very concerned
- Not concerned at all

13. How confident are you in your knowledge of social media safety and online privacy practices?

- Very confident
- Somewhat confident
- Not very confident
- Not confident at all
- I'm not sure
- Prefer not to say

SECTION 2: Satisfaction with life scale

14. I am satisfied with my overall life.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral

56 Significance of Social Media Use on Adolescent Development

- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

15. I believe that social media plays a significant role in the lives of my peers.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree

- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

16. Social media has a positive impact on my social

development. (1) Strongly Disagree

- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

57 Significance of Social Media Use on Adolescent Development

17. Social media has a negative impact on the mental health of adolescents.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree

(7) Strongly Agree

18. I feel that adolescents spend too much time on social media.

(1) Strongly Disagree

(2) Disagree

(3) Somewhat Disagree

(4) Neutral

(5) Somewhat Agree

(6) Agree

(7) Strongly Agree

19. I believe that social media is a valuable tool for adolescents to connect with peers.

(1) Strongly Disagree

58 Significance of Social Media Use on Adolescent Development

(2) Disagree

(3) Somewhat Disagree

(4) Neutral

(5) Somewhat Agree

(6) Agree

(7) Strongly Agree

20. Adolescents should receive guidance on responsible social media usage.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

21. I feel that my self-esteem is influenced by my social media presence.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral

59 Significance of Social Media Use on Adolescent Development

- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

22. Social media allows me to express myself more freely.

- (1) Strongly Disagree

- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

23. I am concerned about the potential negative effects of cyberbullying on adolescents through social media.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree

60 Significance of Social Media Use on Adolescent Development

- (7) Strongly Agree

24. I am satisfied with my overall life.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree

- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

25. Social media has a significant impact on how I perceive myself.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

61 Significance of Social Media Use on Adolescent Development

26. I feel more confident about myself when I receive positive feedback or likes on social media.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree

(7) Strongly Agree

27. Social media makes me more self-conscious about my appearance and lifestyle.

(1) Strongly Disagree

(2) Disagree

(3) Somewhat Disagree

(4) Neutral

(5) Somewhat Agree

(6) Agree

(7) Strongly Agree

28. My self-esteem is influenced by how I am perceived on social media.

(1) Strongly Disagree

62 Significance of Social Media Use on Adolescent Development

(2) Disagree

(3) Somewhat Disagree

(4) Neutral

(5) Somewhat Agree

(6) Agree

(7) Strongly Agree

29. Social media allows me to express and explore different facets of my personality and

interests.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree
- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

30. I compare myself to others on social media, which affects my self-concept.

- (1) Strongly Disagree
- (2) Disagree
- (3) Somewhat Disagree

63 Significance of Social Media Use on Adolescent Development

- (4) Neutral
- (5) Somewhat Agree
- (6) Agree
- (7) Strongly Agree

31. I feel pressure to maintain a certain image or lifestyle on social media, which impacts my self-concept.

- (1) Strongly Disagree
- (2) Disagree

(3) Somewhat Disagree

(4) Neutral

(5) Somewhat Agree

(6) Agree

(7) Strongly Agree

32. Social media helps me connect with people who share similar interests and values, which enhances my self-concept.

(1) Strongly Disagree

(2) Disagree

(3) Somewhat Disagree

(4) Neutral

(5) Somewhat Agree

64 Significance of Social Media Use on Adolescent Development

(6) Agree

(7) Strongly Agree

33. I believe that adolescents should receive guidance on developing a healthy self-concept while using social media.

(1) Strongly Disagree

(2) Disagree

(3) Somewhat Disagree

(4) Neutral

(5) Somewhat Agree

(6) Agree

(7) Strongly Agree

34. Please provide any additional comments or insights you have regarding the significance of social media on your self-concept as an adolescent:

- [Open-ended response]

SECTION 3: Rosenberg self-esteem scale

Respondents should indicate their level of agreement with each statement on a scale of 1 to 5, where:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

65 Significance of Social Media Use on Adolescent Development

“Please indicate the extent to which you agree or disagree with the following statements regarding the significance of social media on adolescence and self-concept:”

35. I feel that social media has a positive impact on my self-esteem.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

36. I believe that the way I am perceived on social media affects how I view myself.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

37. My self-worth is closely tied to the number of likes and comments I receive on my social media posts.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)

66 Significance of Social Media Use on Adolescent Development

- 5 (Strongly Agree)

38. Social media helps me build and maintain positive relationships, which boosts my self-esteem.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)

- 5 (Strongly Agree)

39. I often compare my life and appearance to what I see on social media, which affects my self-esteem.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

40. I feel pressure to present a "perfect" image of myself on social media, which impacts my self-concept.

- 1 (Strongly Disagree)
- 2 (Disagree)

67 Significance of Social Media Use on Adolescent Development

- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

41. Social media has a negative impact on my self-esteem because of cyberbullying and negative comments.

- 1 (Strongly Disagree)
- 2 (Disagree)

- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

42. I believe that my social media presence reflects who I truly am as a person.

- 1 (Strongly Disagree)
- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

43. Social media allows me to express myself and boosts my self-confidence.

- 1 (Strongly Disagree)

68 Significance of Social Media Use on Adolescent Development

- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

44. My self-esteem is influenced by the validation and attention I receive from my social media followers.

- 1 (Strongly Disagree)

- 2 (Disagree)
- 3 (Neutral)
- 4 (Agree)
- 5 (Strongly Agree)

69 Significance of Social Media Use on Adolescent Development

Appendix 3A

Welcome Message

Welcome Everyone!

My name is Kaylee Knapp (she/her). I have almost completed my bachelor's degree in Human Development with a minor in Health Science at SUNY Oswego. I have years of experience working with families, young adults, and children. I was a teaching assistant in an elementary school for two years and spent four summers working with kids ages 9-15 as a summer camp counselor. As a mandated reporter, I have a legal obligation to report any concerns that may arise. However, please remember that you are not obligated to discuss or disclose anything you are uncomfortable with. Your comfort and well-being are important.

In my spare time, I find fulfillment in editing content for different organizations that I am actively involved in. I have always had an interest in social media and a niche for it. Which is why this topic has been so intriguing to me. Wanting to make a difference and help others is something I have always been passionate about and that is why I am so thrilled to take you on this intellectual journey through a critical examination of the profound significance that social media holds in the lives of young individuals, like yourselves. Thank you for embarking on this intellectual journey with me, I look forward to meeting everyone. If you have any questions or concerns feel free to email me.

Appendix 3B

Lecture Slides

Lecture on the significance of social media in adolescents “Social Media in the Real



World”

Objectives

- Identify the significance of social media in adolescents
- Identify the long term impacts and risks of poor social media use
- Identify ways in which we can improve our social media habits

What is Social Media?

Can you share with me what/examples of social media?

Facebook: A widely used social networking platform for connecting with friends and family, sharing updates, photos, and videos, and joining interest-based groups.

Instagram: A visual-centric platform for sharing photos and short videos. It's known for its filters and hashtags.

Twitter: A microblogging platform where users can post short messages (tweets) and follow others to stay updated on their posts.

TikTok: A video-sharing app that allows users to create and share short, creative videos set to music.

LinkedIn: A professional networking platform designed for job seekers, business professionals, and companies to connect, share content, and build professional relationships.

Significance of Social Media in adolescence

During adolescence, the adolescent brain undergoes significant changes, including the development of the prefrontal cortex.

The prefrontal cortex is responsible for decision-making and impulse control.

This can affect an adolescent's ability to make responsible choices about their social media use.

Adolescents experience hormonal fluctuations, including changes in levels of dopamine, which is associated with pleasure and reward. Social media platforms are designed to trigger dopamine release through likes, comments, and shares, making them particularly appealing to adolescents who are seeking validation and social connection (Henzel, 2021).

Does this sound like you?

Impacts of Social Media

- The use of social media during adolescence can result in various adverse effects on mental and emotional well-being.
- Adolescents exposed to carefully curated and idealized images on social platforms may experience a negative impact on their self-image and body satisfaction.
- Engaging in social comparison, where they gauge their lives against the seemingly flawless online personas of others, can lead to diminished self-esteem.
- The pressure to conform to these ideals may contribute to the development of disordered eating patterns, as adolescents strive to attain the perceived "perfect" body.
- The repercussions of social media use during adolescence can encompass a range of psychological and body image-related issues, underscoring the importance of promoting responsible and balanced online engagement.

72 Significance of Social Media Use on Adolescent Development

Ways we can protect ourselves online

Protect Personal Information:

Avoid sharing personal details like phone numbers, home addresses, and school names.

Use strong, unique passwords for social media accounts and enable two-factor authentication when available.

Privacy Settings:

Review and adjust privacy settings on social media platforms to control who can see their posts and profile information.

Be selective about accepting friend/follower requests from people you don't know in real life.

Think Before Sharing:

Be a critical thinker, consider the authenticity of content. Remember once something is posted online, it can be difficult to erase, so you should think twice before sharing.

Healthy Screen Time Balance:

Acknowledge there needs to be a healthy balance between online and offline activities. Limit screen time and set boundaries on when and how long you will use social media.

Avoid Comparisons:

ALWAYS REMEMBER that online personas don't reflect reality. Avoid constant comparisons with others on social media.

Ways we can protect ourselves online

Parental Guidance:

Maintain open communication with your parent or guardian about their online activities and any concerns they may have.

Avoid Stranger Contact:

Never meet in person with someone you've only met online without parental consent and supervision.

Evaluate Friend Lists:

Periodically review and clean up your friends/followers list, removing individuals you no longer interact with or trust.

Stay Informed:

Stay updated on emerging online threats and safety measures. Knowledge is key to staying safe online.

References

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73 Significance of Social Media Use on Adolescent Development

Appendix 3C

Group Activity: "Creating Positive Online Content"

Instructions:

1. Everyone gets into a small group (you can work alone if you wish). **2.**

Each group will create a positive and responsible online content example. **a.**

Choose either a social media post, blog, or a video.

3. Use the materials provided, to create a form of positive online content **a.** Be creative and have fun with this, there is no one right way to do this activity. **4.** Now share and discuss the importance of sharing and creating positive online content.

74 Significance of Social Media Use on Adolescent Development

Appendix 3D

Student Presentations: "Impacts of Social Media on Adolescents"

Instructions:

1. This assignment is open to students to share what they have learned through this program and their own knowledge/experiences of the impacts of social media on adolescents/their own lives.

2. There is no one or right way to do this assignment.

3. Students are to express and present their own viewpoints on the impact of social media.

4. Be respectful and attentive to your other program members.

75 Significance of Social Media Use on Adolescent Development

Appendix 4A

Budget Sheet

Budget= \$100,000

Items	Per Rate	Quantity/# Total Amount Needed	Justification
Salaries and Stipends: Director (1) Guest Speaker (1) Staff (4)	\$15,000 a year \$100 a session \$5,000	\$20,100	The director (myself), guest speaker and four volunteers will assist in the programs effectiveness and meeting objectives.
Fringe Benefits of the Salaries		\$21,200	This part of the budget can help with; time off, sick days, insurance or other issues.
Rentals • Venue Canandaigua Academy Equipment and Supplies • Office supplies • Smart Board • Microphone		\$20,000 \$5,500	Using the high school can make it more accessible and easier to conduct the program. Appropriate equipment and supplies is essential for ensuring the smooth and effective operation of the program. These resources play a pivotal role in facilitating various activities, contributing to an enriched learning environment for the participants. Each piece of equipment is carefully selected to enhance the overall educational

			experience
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76 Significance of Social Media Use on Adolescent Development

			and support the program's objectives.
Materials for Activites		\$8,000	The materials are a crucial element that contributes to providing participants with a comprehensive and effective learning experience in the program.
Marketing and Promotion/Advertisi		\$7,000	Marketing and promotion are vital to create awareness and reach the target audience, ensuring the program's visibility and fostering community engagement.
ng Total Estimated		\$81,100	
budget			

Cost to benefit ratio 0.992