

“Facebook Depression?” Social Networking Site Use And Depression In Older Adolescents

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Summary Of The Research Article

The purpose of the study was to assess the link between the usage of social networking sites and the onset of depression among older adolescents. It was hypothesized that users of social networking sites cause depression in older adolescents.

In the article, the experience sample method was used. The total sample was of 373 undergraduate students, from which 273 participants completed the survey. Then, from them, 193 participated in the Experience Sampling method study. As a sample, students of undergraduate programs between the ages of 18 and 23 years were employed from a preliminary communications progression to complete an online survey. The participants were awarded course credits on completing the survey and were requested to join in the Experience Sampling Method phase. Forty-three surveys were administered to every single participant for seven days by using text messages sent and received on the participant's personal cell phones. The surveys were administered randomly between 6 A.M to 1 A.M.

Logistic regression was used for analysis with the help of SAS software.

The results of the research do not find any link between the usage of social media networking sites and the onset of depression in older adolescents. The median time for the daily usage of social networking sites is low, found to be 28 minutes, for the participants. Participants use it at a lesser or medium level, while a minority of the sample was using social media networking sites at high levels. (Kross et al., 2013)

The sample size was limited, and the population was one university. In the future, more studies could be done to make it more generalizable. More data collection on different cultures may also have some effect on social media networking usage.

Stages Of Adolescents

The time period between the stage of puberty and adulthood is called adolescence. It has three stages.

- Early adolescence (11-14years)
- Middle adolescence (15-17 years)
- Late adolescence (18-21years)

There are three primary redevelopers that further develop their development in youth. In the first place, adolescents develop thinking aptitudes, further including the capacity to investigate the full scope of conceivable outcomes innate in a circumstance, the ability to think hypothetically, and the ability to utilize an intelligent point of view.

Second, adolescents build up the capacity to think uniquely. Adolescents move from being solid masterminds who consider things that they have coordinated contact with or information about to extracting scholars who can envision things not seen or experienced. This enables adolescents to have the ability to love, consider the most profound sense of being, and take an interest in further developed science. Youth who stay at the level of a solid mastermind center to a great extent around physically present or genuine protests in critical thinking may, thus, have trouble or disappointment with schoolwork as they progress all through secondary school. Clinicians can enable guardians to perceive this issue to enable adolescents to conform to the instructive pace.

Adolescents may likewise encounter an individual tale because of having the capacity to think all the more uniquely. The individual story is based on the way that, if the imaginary crowd (peers) is watching and considering the youthful, at that point, the juvenile must be unique or extraordinary. For a considerable length of time, this juvenile egocentrism was thought to add to the individual tale of strength and hazard-taking conduct.

Third, the formal operational reasoning normal for puberty empowers adolescents to consider considering or meta-perception. This trademark enables youth to build up the ability to consider what they are feeling and how others see them. This point of view, joined with quick enthusiasm and physical changes that happen amid adolescence, makes most youth surmise that everybody is pondering what they are contemplating, however, about the young themselves.

By late pre-adulthood, numerous youths have come to acknowledge nuances of circumstances and thoughts and to extend into what's to come. Their ability to take care of complex issues and to detect what others are thinking has honed significantly. However, since they are still generally unpracticed throughout everyday life, even more established adolescents apply these freshly discovered abilities in their adolescence and, in this manner, may act without considering.

At the stage of older adolescence, which is the mid-stage between adolescence and adulthood, when

they are going to enter adulthood, many transformations at physiological and psychological levels occur. At this stage, individuals start their careers and are more enthusiastic about building their names in their respective careers. This phase is about struggling and is more realistic than the older adolescent phase. Interests change from expectations to reality. The constructs become more solid than before, and understanding of the world and decision-making process grows enough to make an influential decision and support them by logical reasoning.

This article is about whatever is discussed in the textbook related to the development of old adolescents. The result of this article is supporting evidence of solid development of constructs related to the world. The results revealed no significant difference between the usage of social media networking sites and the onset of depression among older adolescents, which means the psychological development and the area of interest of older adolescents are based on reality. (Council on Communications and Media, 2016)

References

- Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D. S., Lin, N., Shablack, H., Jonides, J., & Ybarra, O. (2013). Facebook use predicts declines in subjective well-being in young adults. *PLOS ONE*, 8(8), e69841. <https://doi.org/10.1371/journal.pone.0069841>
- Council on Communications and Media. (2016). Media use in school-aged children and adolescents. *Pediatrics*, 138(5), e20162592. <https://doi.org/10.1542/peds.2016-2592>