Parents' Perception of the Impact SNS Use has on Adolescents

Halle Zimmerman

Valdosta State University

Abstract

Today's youth live in two worlds: one that is real and one that is virtual. As daily users of social networking sites (SNS), adolescents are growing up in a culture where communication and relationships are mediated by technology at all times of the day. This constant connection to technology results in behaviors and experiences that are shaped by engagement on these networking sites. Since the rise of SNS, questions have emerged regarding the effects that these sites have on adolescents' social and mental development. The purpose of this study is to examine adolescents' SNS use through the eyes of parents. It seeks to understand the ways in which parents with children ages 11-18 perceive the impact of social networking sites (SNS) on adolescents. Textual analysis was utilized to collect, analyze, and interpret data that was generated by parents on two informational forums for parents: ReachOut and Common Sense Media. Participants were 33 users of ReachOut.com and 62 users of CommonSenseMedia.org. Findings were based on textual analysis of 116 messages posted across 24 distinct discussion threads. Seven different types of interaction were identified. In each case, the function of the interaction was identified (i.e., to relay personal experiences or solicit opinions of others) and illustrated using quotations from the data set. Both online forums utilized designated moderators to keep conversations moving and to offer assistance when needed. Online discussion forums that are facilitated by moderators offer a safe space for parents to seek advice from other parents, offer their support to others, and develop a stronger understanding of SNS, which results in an increased amount of communication about and mediation when it comes to children's SNS use.

Keywords: social networking sites (SNS), adolescents, social media, textual analysis, identity, development, social development, mental development, social cognitive theory (SCT), education, forums.

Purpose

With the rise of social networking sites (SNS) comes increased concerns about adolescents' interactions on these sites and the role that these sites play in their social and mental development. More than ever, it is vital that researchers, educators, and parents have media literacy. Media literacy will equip researchers, educators, and parents alike with an understanding of SNS and allow them to share their informed insight and perspectives with their children, which will result in guided and intentional conversations about SNS use, as well as encourage healthy interactions on these sites. By analyzing parental forums where social media use is discussed between parents, I will understand the level of SNS knowledge they have, learn their personal mediation styles (i.e., how restrictive or unrestrictive they are with their children's SNS use), gauge their attitudes toward SNS, and discover how they as a community of parents engage in conversations about social media. The data from this study will be utilized to design a program that will help parents of adolescent-age children understand the basics of social media, navigate the ever-evolving online world, and be able to non-intrusively initiate social media conversations with their children.

Introduction

Today, you cannot go anywhere without seeing adolescents with a cell phone, or other technological devices such as a tablet or laptop, in their hand. It is also very likely that they are using their devices to access social networking sites. Social networking sites are websites and applications that allow users to create and share content with others. Through SNS, adolescents can create a public or private profile and engage in information sharing, collaboration, and community formation and extension (Suter, Alexander, & Kaplan, 2005, p. 47-49).

The youth of today are staying busy on these sites by downloading pictures, browsing through social feeds, seeking entertainment, and chatting with friends for hours on end. This

means that much of their social and mental development is occurring in these digital environments – replacing key interpersonal interactions that shape who they are as people. The lack of face-to-face communication may be alarming on its own, but there are additional problems that merit awareness of SNS use in adolescents including Internet addiction, concurrent sleep deprivation, anxiety, and self-identity issues.

In a long-running study, researchers at Brown University in Providence, Rhode Island, examined early genetic and environmental contributors to mental and physical health, asserting that "82 percent of all participants reported at least one negative Facebook experience (NFE), 55 percent reported one NFE in the year before they took part in the study, and about 63 percent said they had four or more NFEs" (Vitelli, 2016, p. 1). When compared to the 24 percent of participants reporting moderate-to-severe depression, overall risk of depression was 3.2 times greater in participants experiencing NFEs than those who had not (Vitelli, 2016). These results were particularly impressive since other factors such as childhood mental health and socioeconomic status were controlled for the study. In order to assess parents' perceptions of the impact social media has on adolescents, I have utilized the following question as the basis of my research: How do parents of adolescents (ages 11-18) make sense of their children's SNS use? I have also utilized content analysis to analyze online parent forums in which social media was the main topic of discussion.

Background

While evaluating the research that surrounds adolescents' use of SNS, it is important to determine whether or not anything can be done to combat or alter the negative effects that occur because of interactions that take place on these sites. If changes are made to the way SNS are used or mediated, then negative outcomes that result from SNS use will decrease. To analyze the

factors that propel adolescents' purpose for using SNS and the effects that SNS have on adolescents, I utilized Albert Bandura's social cognitive theory as the framework for this study.

According to Bandura's social cognitive theory, humans are endowed with the capacity to learn from observation (2002). Through observation, individuals can internalize cognitive, affective, and behavioral responses to situations that they do not experience directly. Once learned, individuals can emulate these responses in similar situations (Bandura, 2002). This theory helps us understand how children learn to function through processes of modeling and observational learning, with parents and the media being significant sources of socialization and learning within the home environment.

Literature Review

Social Cognitive Theory

Social cognitive theory has been used as a theoretical base in a variety of studies. Connolly (2017) found that the theory provided a structural basis for coaching athletes, where various coaching models, observational learning processes, and practical applications of the theory are examined (Connolly, 2017). Some researchers utilized social cognitive theory to investigate undergraduate students' loyalty behavior in communities of online games, revealing that the influences of both affective commitment and social norms on community loyalty behavior were significant (Lin, 2010). Lin described loyalty behavior as "the relationship between relative attitude toward an entity (brand/service/store/vendor) and continuous patronage" (Lin, 2010, p. 346-347).

Social cognitive theory has also been a component of research that seeks to determine the intentions of undergraduate business students toward taking elective ethics courses and investigating the role of self-identity in this process. In their study, Cheng and Chu (2014) found that the theory of planned behavior (i.e. behavior that can be predicted by the attitudes towards

social norms and perceived behavior control) was a better predictor of behavioral intentions than was social cognitive theory, as self-identity served as a mediator in the relationship between perceived behavioral control and behavioral intentions suggested by the theory of planned behavior and in the relationship between outcome expectancy and behavioral intentions theorized by social cognitive theory (Cheng and Chu, 2015). Researchers have also utilized social cognitive theory to develop a research model on green consumer behavior and provide a reference for future studies on ethical consumerism. In another study, it was discovered that it is necessary to awaken and improve the individual's self-regulation abilities, especially in terms of enhancing their green consumption self-efficacy (i.e., one's belief in their ability to succeed in specific situations or accomplish a task) in order to create the conditions conducive to individuals implementing green consumer behavior (Lin and Hsu, 2015).

Social cognitive theory has also been used as a framework to investigate self-reported homophobic aggressive behavior in school among adolescents. Prati (2012) found that "student observations of peer aggression toward perceived gay males exhibited by classmates was associated with homophobic attitudes that, in turn, were related to self-reported homophobic aggression toward perceived gay males or to the use of homophobic language toward males" (Prati, 2012, p. 422). Consistent with social cognitive theory, these aggressive behaviors appeared to be learned from group members. Students, who reported observing more episodes of homophobic bullying, were more likely to engage in homophobic aggression. Therefore, according to social cognitive theory, homophobic bullies are more likely to influence the behavior of peers because they may be perceived as powerful figures who share similar characteristics with the observer (Prati, 2012). Social cognitive theory has also been used to understand the complexity of bullying behaviors and the social nature of involvement

in bullying. Swearer, Wang, Berry, and Myers (2014) found that "youths who witness aggressive behaviors are more likely to bully others" (Swearer, Wang, Berry, and Myers, 2014, p. 275).

Researchers have also utilized social cognitive theory as a framework to assess adolescents' screen-based media usage. Top (2016) reported that "exploring ethnicity and socio-economic status of parents who engage in parental mediating helped us comprehend the importance of a culture and parental income in terms of monitoring media usage" (Top, 2016, p. 208). In this study, Top asserted that middle-income parents mostly intervened with their children's media usage actively during the exposure to media, but low-income parents actively intervened less during their exposure to media. Moreover, like gender, ethnicity was also found as a significant factor only in one aspect of parental monitoring: limits on the amount. Particularly, although Hispanic parents were the ones who limited their children about the amount they spend with TV and video games the least, Asian parents were the ones who limited the most (Top, 2016).

Adolescent Development and Social Networking Sites

Establishing a firm sense of identity is a vital part of adolescent development according to Erikson (1968). Adolescence is a time of exploring the roles, goals, and values that give one's life direction and purpose. The development and consolidation of identity, or a sense of sameness and continuity, are two important developmental issues that are emphasized in adolescents. Identity is not given to an individual by society; however, it can be shaped by one's society. In a society saturated in SNS and electronic devices, this poses an obstacle for the identity-thirsty adolescent (Erikson, 1968).

Today, most young people have access to items such as a cellphone, a computer, or a tablet; even gaming consoles, e-readers and printers have access to web-based applications and social networking sites such as Facebook or Twitter. Online or virtual communication allows for

misrepresentation and assuming false identities and acts of verbal aggression where consequences are often delayed and sometimes even avoided. With the massive expansion of technology available, the question arises as to how this popularity of use and growth of technology could influence identity development, interpersonal relationships, and psychological adjustment for adolescents.

According to Cyr, Berman, and Smith (2015), increased communication technology usage can be associated with higher levels of identity exploration and distress, as well as lower levels of identity commitment (2015, 79-92). This is to say that high levels of social media use can result in a person seeking to determine who they are, which in turn will cause stress. In addition, Cyr, Berman, and Smith (2015) reported that adolescents' preference for using communication technology for interpersonal interactions was found to be significantly related to relationship anxiety and peer aggression; however, relationship avoidance was negatively related to amount of time those who use communication technology spend on their devices (2015, 79-92). This is to say that communication technology is not interfering in development of relationships, but it does seem to be related to a decrease in the quality of peer relationships.

In his study, Robards (2012) examined the shift that young people make from being active on one site SNS to another site and he found that "SNS are not only spaces in which young people can form and perform a sense of self and belonging through socialization and communication, but they also act as spaces of reflexivity where narratives of transition are performed, commented upon, recorded and archived: the digital trace of transition" (Robards, 2012, p. 394). In this study, one's digital trace can be defined as creating profiles, uploading images, and commenting on pages.

Impact of SNS on Social Development

Pathological Internet Use (PIU) can occur when excessive Internet use results in addictive behaviors and damaging consequences for one's decision making and well-being. As asserted by Chng, Dongdong, Liau, and Khoo (2015), children who have limited interactions with family members feel less comfortable in their home, increasing the likelihood that they will engage in PIU to escape the world around them (2015, p. 30). Children who feel a disconnect within the home due to a lack of family interaction or dysfunction are likely to engage in PIU, resulting in poor person-to-person relations and an increased chance of conflict. Additionally, children who feel this lapse in connection will gain a sense of identity and connection from online communities and activities (Chng, Dongdong, Liau, and Khoo, 2015, p. 34).

When studying the quality of interpersonal relationship and PIU in adolescents, Milani, Osualdella, and Blasio (2009) reported a low amount of interpersonal relationships can increase one's risk of developing PIU (Milani, Osualdella, and Blasio, 2009). Additionally, they also found that "adolescents with poor interpersonal relationships and a tendency for adopting an avoidance coping strategy (i.e., rumination or giving something deep thought) are at a greater risk of developing PIU" (Milani, Osualdella, and Blasio, 2009, p. 683).

Lee-Won, Herzog, and Park (2015) studied the role of social anxiety and the need for social assurance in relation to PIU. In their study, they assert that social anxiety plays a vital role in problematic use of Facebook for those who are have a high need for social assurance (NSA) (Lee-Won, Herzog, and Park, 2015). In the study, NSA is defined as the desire to sustain a sense of belonging by seeking companionship and affiliation with the motive to pursue social interactions with others—and the attempt to resolve the tension through communication channels perceived as comfortable and effective for satisfying one's psychological needs. Facebook, for example, is an online environment based on interactions (i.e., messaging and connecting with others) visible to one's followers. Lee-Won, Herzog, and Park (2015) stated that "the presence of

this audience who can view (and evaluate) the content created by users may actually heighten self-presentational concerns for the socially anxious individuals" (Lee-Won, Herzog, and Park, 2015, p. 572).

In addition to causing identity stress for the youth, SNS use has also been found to negatively impact their sleep quality and satisfaction with schooling. In their study, Vernon, Barber, and Modecki (2015) asserted that students with high levels of problematic social networking use (i.e., using SNS to make you feel good, arguing with others over the time you spend on SNS, having a preference for spending time on SNS rather than at social events, and feeling moody or irritable without SNS) report more sleep disturbance problems, which result in lower sleep quality and lower school satisfaction. Vernon, Barber, and Modecki (2015) stated that "one of the main factors that contributes to problematic SNS use for adolescents included using social media as a way of making them feel good" (Vernon, Barber, and Modecki, 2015, p. 390). From their study, Vernon, Barber, and Modecki (2015) concluded that students who have a poor experience at school may tend to use social media more often to improve feelings of well-being and the overuse may further disturb their sleep, leading to lower satisfaction with their school the next day (Vernon, Barber, and Modecki, 2015).

Education of SNS & Benefits from SNS Use

Vanderhoven, Schellen, and Valcke (2014) examined the impact of educating the youth in schools about the risks associated with SNS and assert that all three newly developed school courses achieved the goal of raising awareness about the risks discussed throughout each course (Vanderhoven, Schellen, and Valcke, 2014). The three courses were developed to educate students on the content risks, contact risks, and commercial risks of SNS. Although awareness was increased, "no impact was found on attitudes towards the risks, and only a limited impact

was found on teenagers' behavior concerning these risks" (Vanderhoven, Schellen, and Valcke, 2014, p. 128-129).

Not only have studies highlighted SNS education in the classroom, but there have also been studies based on the incorporation of SNS as a teaching method in the classroom. In their study, Williams, Scott, and Simone (2015) asserted that engaging methods, such as utilizing social media in the classroom, will allow readers, especially struggling readers, to be successful in reading. "Student-friendly social networks (i.e., Padlet, Kidblog, SchoolTube, and TodaysMeet) provide safe environments for students to have an authentic audience, autonomy, and the opportunity to learn through multimodal elements…which can increase students' engagement in learning and reading nonfiction texts" (Williams, Scott, and Simone, 2015, p. 187). In a similar study, Ahern (2016) asserted that utilizing a Waterfall Method to design an appropriate teaching strategy that includes social media in the classroom can create a rich learning environment that crosses all content areas (Ahern, 2016). In this study, the Waterfall Method begins with identifying the learning outcome and connecting the learning outcome to a validating task, and then selecting the most appropriate social media channel to utilize for the lesson.

Evans (2014) also studied the impact of social media as a teaching tool in high education. From his study, he reported the following: the amount of Twitter usage was associated with increased student engagement (including organizing their social lives and sharing information), course-related tweeting showed no evidence of being related to interpersonal relations between students and their tutor, and Twitter usage also did not relate to class attendance. Evans stated that "using Twitter is an effective way to engage students" (Evans, 2014, p. 914).

Methodology

Content Analysis

The present study used content analysis to examine messages posted on online discussion forums. An Internet-mediated research approach using a synchronous discussion forum (i.e., messages were exchanged back and forth simultaneously) was taken because it was accessible to parents of adolescents ages 11-18 and offered a safe, anonymous (if they chose to be), and nonthreatening environment in which they could interact, reflect, and contribute candidly over an extended period of time. The time and place relating to an online forum also foster more depth and personal conversations for those who engage in a discussion. The approach was cost and time efficient and provided for ready access to a geographically diverse sample, which in turn facilitated access to the population under investigation, namely, parents of children ages 11-18 who were discussing a variety of aspects relating to social media use and mediation with their children.

Participants and Sampling

Participants were 33 users of ReachOut.com and 62 users of CommonSenseMedia.org. ReachOut is Australia's leading online mental health organization for young people and their parents. It is ReachOut's goal is to help young people get through anything from everyday issues to tough times – and the information it offers parents makes it easier for them to help their teenagers. ReachOut has been changing the way people access help since launching as the world's first online mental health service nearly 20 years ago. All of the information provided on its site is based on the latest evidence and is designed with experts, young people, or their parents. It is available for free anytime, anywhere, and is accessed by 132,000 people in Australia every month. Common Sense Media is the leading independent nonprofit organization dedicated to helping kids thrive in a world of media and technology. It empowers parents,

teachers, and policymakers by providing unbiased information, trusted advice, and innovative tools to help them harness the power of media and technology as a positive force in all kids' lives. Common Sense Media's Parent Concerns and Parent Blog help families understand and navigate the problems and possibilities of raising children in the digital age. It operates strictly independently from any company, industry or political organization, and it seeks grants from organizations and foundations that are not affiliated with the media.

The Internet-mediated approach taken in the current study meant that it was not possible to confirm participants' ages or gender. Those who left a question on ReachOut or Common Sense Media are referred heretofore as users. Although it was not possible to verify personal details supplied by users from reviewing conversation threads, it is known that both forums were intended for parents of children ages 11-18. With this, it would seem reasonable to theorize that the majority of the study sample are likely to be representative of the wider population.

Procedure

To begin my research, I searched each forum for the terms 'social media.' From there, I filtered through all of the FAQs (ReachOut) and Parent Concerns (Common Sense Media) that had been posted by users to find threads containing detailed information pertaining to the aim of the study – the nature of screen-based media mediation, as well as behavioral issues associated with SNS use by children ages 11-18. Once I found information that pertained to the study, I documented the question that was asked, the subject line of the question, the user who asked the question, and all responses that were provided to the original question. I refrained from documenting any responses that were not directly related to my subject matter.

Data Collection

Data comprised all contributions to the "social media" discussion forums by users of Reach Out and Common Sense Media.

Data Analysis

   The study utilized textual analysis to document the types of interactions that took place between parents on the forums. Textual analysis was a flexible approach to interpreting qualitative data that involved documenting relevant information, choosing a theme(s), and coding those themes to gain a better understanding my subject matter. The units of analysis for this study were forum posts made by parents. The content of interest was the latent content, that is, the underlying meaning of the text. Following a review of forum data, a coding frame was established based on the types of interactions that took place on the forum (i.e., to seek advice, offer opinions, etc.). The coding frame was then applied to forum data, each post/message was coded, and the frequency of each type of interaction was noted.

<div align="center">

Results

</div>

   In all, 95 forum users posted 116 messages related to adolescent SNS use on the ReachOut and Common Sense Media social media-related discussion forums. Messages varied in their complexity and length, ranging from short statements (''Well written! Thank you Rose!") to involved responses to questions such as "What should parents know about Instagram?" that were in excess of 600 words in length. The messages were posted across 24 distinct social media-related discussion threads (i.e. a thread is a grouping of messages on a common topic). After reading all messages posted on the forum, each message that referenced 'social media' was sorted into mutually exclusive categories based on the kind of interaction the message represented. Table 1 displays a full list of message categories.

Table 1: Forum Interactions

Types of interaction	Function of interaction
Directive query	Request for specific information or advice
Nondirective query	Request for opinions or shared experiences
Personal expression	Personal experiences or opinion
Personal information	Piece of personal information about a forum user
Advice	Offering Advice
Support	Offering support
Thanks	Expressing thanks

The first category, Directive Query, was defined as interactions in which a forum user explicitly asked others for advice or information to guide them toward a particular course of action ("Do you monitor your teen's social media accounts? And if you do, what do you find to be the best way to track and how often do you check?" or "Should I follow or friend my teen on social media?") Directive queries made up 17 of the total number of messages. This interaction was common, as various users would turn to these forums as a place to seek information or advice to specific questions they had. These finding indicates that these online discussion environments represent a place where those who are looking for additional help or support can ask for guidance and feel comfortable to do so.

Whereas directive queries describe interactions in which direction was explicitly sought, a nondirective query refers to an inquiry about the experiences or opinions of others action ("My kid seems addicted to her phone. What do I do?" or "Is internet addiction real?"). Nondirective queries were evident in 7 of the total number of messages. In a reversal of the trend noted above, users were less likely to post nondirective queries. Given that nondirective queries serve

primarily to elicit experiences or opinions, this trend asserts that users weren't always certain of the questions they should be asking. Users, being not as versed in the various forms of social media, would ask general questions in hopes of gaining any helpful insight from other parents.

Personal expressions were seen in 62 of the total number of messages, which shows that forum users readily disclosed personal experiences and opinions. Personal experiences were posted both for the purpose of relating an experience ("Hi Maggiemay, we too have experienced severe (cyber)bullying in our family in which the school (catholic) turned a blind eye.") and voicing an opinion ("No! Your teen could be up all night on her phone which is NOT good especially on school nights. I recommend keeping it in your room or in the living room or kitchen."). This constituted the majority of the responses documented and it clearly shows that parents have an opinion of the "right" and "wrong" ways of going about understanding and mediating their children's SNS use. From the majority of responses, it was understood that most parents engaged in restrictive mediation, in which they restrict the times, location, and/or content regarding their children's social media use. It is noteworthy that many of them engaged by expressing personal opinions, but also by including statements such as "It is a different world now with everyone recording and documenting every move," and other statements inferring that they as parents do not know much about this technology-advanced realm, but that they are actively seeking knowledge and an understanding on SNS so that they can best mediate their children's use.

In addition, a small portion of the forum users relayed specific pieces of personal information about themselves or their children. These messages were mostly utilized to provide users within a specific thread with updates on situations that had been discussed in earlier messages ("An update on my daughter. So, things really declined both at school and home. The bullying escalated especially over social media."). Personal information made up 5 of the total

number of messages. Knowing that users frequently asked new questions and responded to other messages, but they did as frequently provide those engaged on a specific thread with updates, it can be concluded that the issue or situations that had been brought up on the thread has been resolved. It was only when a situation had taken a negative turn or had been unresolved that people would chime back in and provide the community with an update.

Another category of post – advice – appeared in 12 of the total number of messages. These messages were characterized by a forum user offering specific direction or guidance to another ("Because this is a whole new world, I'm trying to normalize social media in my house to set a precedent for when my girls are teenagers. For example, if I want to use a pic of them for my blog or IG, I ask them about it and let them know that lots of people will see it and that it's there forever. My husband and I talk in front of them about the terrible things people say on FB without thinking about who it might impact. I also don't allow iPads or computers in bedrooms. I might not always be able to do that, but I'm at least trying to establish that expectation now."). The messages that offered advice made it clear that these forums provided users with a community that could be seen and felt within each online environment.

A direct expression of support was seen in seven of the messages. This was expressed toward both the forum as a whole ("@rupe1012001 Sounds like you have trialed a few things which is pretty awesome, you really care and want her to move past this phase.") and individual forum users ("The counsellor definitely sounds like an awesome next step. Are you and your partner able to get away for some self-care? Walks, meditation, movies, etc.? It's definitely important to look after yourself during this journey as well."). It was noted that, broadly speaking, supportive messages were rich in empathy ("I can understand you must be frustrated feeling your daughter hasn't learnt from her awful experience."). These supportive messages indicated that users made a conscious effort to give other parents a pat on the back or reassure

them that they are doing all they can to navigate through these trying times as a parent and remind them that they are on the right track.

In addition, approximately nine of the total messages conveyed thanks to forum members for their input ("Thank you for your responses. Each response has given us something else to think about.") and ("Thanks for posting your story."). Although there weren't as many "thank you" messages as one might think there would be, the gratitude and appreciation for those who received others' opinions, advice, or personal experiences to their original question could be seen by the continuation of the conversation in the thread.

Limitations

As I conducted this study, there were limitations that became present. I analyzed only two parent forums for this study, which limits the amount of data and the type of data I was able to analyze. Even the way I coded my information is limiting, as someone else might take the same data set and analyze it completely differently. When it comes to the messages that I was coding, I have to note that I had no way of knowing if the messages or comments were honest and reliable. And when it comes to the participants I chose, it was clear that the parents involved on these forums were proactive when it comes to understanding social media and trying to find ways of mediating its use for their children. Not all parents are proactively seeking to learn more about SNS on their own. Additionally, it was observed that some teens were commenting on other threads, so it might have been useful to include their discussion questions and comments into this study to gain an alternative perspective.

Discussion

As the sun rises and sets and the days go on, SNS will be active throughout it all. It is vital that adolescents' SNS use is researched, analyzed, and dissected so that there will be a clear understanding of each educator, parent, and adolescents' responsibility to comprehend the basic

functions of these sites and engage with one another in a way that does not cause damaging effects to other uses. This is a tall task, and one that might not ever be completely achieved. However, there are definite measures that can be taken by parents to ensure that their children are understanding the implications of their actions in person or behind a screen. This understanding will need to be established by those who serve students as influencers and guiders in the home and in the classroom. It is my goal to build upon this foundation to develop a program that will help parents of adolescent-age children navigate the ever-evolving online world and start and normalize the social media conversation with their children.

References

Ahern, T. C. (2016). A Waterfall Design Strategy for Using Social Media for Instruction. *Journal of Educational Technology Systems*, 44(3), 344.

Bandura, A. (2002). Social cognitive theory of mass communication. In J. Bryant & D. Zillmann (Eds.), *Media effects: Advances in theory and research* (2nd ed., 121-153).

Boonchutima, S., Pavachoat, N., & Kachentawa, K. (2015). Creating iPhone Applications for Thai Generation Y: Textual Analysis and Developers and Users' Opinions. *ASBBS EJournal,11*(1), 45-58.

Bourgonjon, J., Vandermeersche, G., De Wever, B., Soetaert, R., & Valcke, M. (2016). Players' perspectives on the positive impact of video games: A qualitative content analysis of online forum discussions. *New Media & Society,18*(8), 1732-1749.

B.R. (2012). Leaving Myspace, joining Facebook: 'Growing up' on social network sites. *Continuum: Journal of Media & Cultural Studies*, 26(3), 394.

Carley, K. M. (1997). Extracting Team Mental Models through Textual Analysis. *Journal of Organizational Behavior,18*, 554.

Cheng, P., & Chu, M. (2014). Behavioral Factors Affecting Students' Intensions to Enroll in Business Ethics Courses: A Comparison of the Theory of Planned Behavior and Social Cognitive Theory Using Self-Identity as a Moderator. *Journal of Business Ethics*, 124(1), 43.

Chng, G. S., D. L., Liau, A. K., & Khoo, A. (2015). Moderating Effects of the Family Environment for Parental Mediation and Pathological Internet Use in Youths. *Cyberpsychology, Behavior, and Social Networking, 18*(1), 30-34.

Connolly, G. J. (2017). Applying Social Cognitive Theory in Coaching Athletes: The Power of Positive Role Models. *Strategies*, 30(3), 23-29.

Darlington, K. (2017). Communicating Gender in Jamaican HIV Advertisements: A Textual

      Analysis of Television Campaigns. *Ohio Communication Journal*. *55*, 191-207.

Erikson, E. H. (1968) *Identity, youth and crisis*. New York: Norton.

Evans, C. (2014). Twitter for teaching: Can social media be used to enhance the process of

      learning. *British Journal of Educational Technology,* 45(5), 914.

Griffin, A., & Gill, D. (2010). Good Medical Practice: What are we trying to say? Textual

      analysis using tag clouds. *Medical Education,44*(3), 316-322.

Lee-Won, R. J., L. H., & Park, S G. (2015). Hooked on Facebook: The Role of Social Anxiety

      and Need for Social Assurance in Problematic Use of Facebook. *Cyberpsychology,*

      Behavior, and Social Networking, 18(10), 572.

Lin, C. (2010). Learning Virtual Community Loyalty Behavior from a Perspective of Social

      Cognitive Theory. *International Journal of Human-Computer Interaction*. 26(4), 346-

      347.

Lin, H. & Hsu, M. (2015). Using Social Cognitive Theory to Investigate Green Consumer

      Behavior. *Business Strategy & the Environment*, 24(5), 337.

L. M., D. O., & Blasio, P. D. (2009). Quality of Interpersonal Relationships and Problematic

      Internet Use in Adolescence. *Cyberpsychology, Behavior, and Social Networking, 12*(6),

      683.

L, Y., W, Y., L, J., L, J., & Z, P. (2017). Understanding Health Care Social Media Use from

      Different Stakeholder Perspectives: A Content Analysis of an Online Health

      Community. *Journal of Medical Internet Research,19*(4), 109.

McKiernan, A., Ryan, P., McMahon, E., & Butler, E. (2017). Qualitative Analysis of

      Interactions on an Online Discussion Forum for Young People with Experience of

Romantic Relationship Breakup. *CyberPsychology, Behavior & Social Networking,20*(2),

81.

Park, S., Griffin, A., & Gill, D. (2012). Working with words: Exploring textual analysis in

medical education research. *Medical Education,46*(4), 378-379.

Prati, G. (2012). A Social Cognitive Learning Theory of Homophobic Aggression Among

Adolescents. *School Psychology Review*, 41(4), 422-423.

Rui, J. R., Chen, Y., & Damiano, A. (2013). Health Organizations Providing and Seeking Social

Support: A Twitter-Based Content Analysis. *Cyberpsychology, Behavior, and Social

Networking,16*(9), 669-673.

Suter, V., Alexander, B. & Kaplan, P. (2005). Social software and the future of conferences right

now. *EDUCAUSE Review*, January/February, 47-49.

Swearer, S. M., Wang, C., Berry, B., & Myers, Z. R. (2014). Reducing Bullying: Application of

Social Cognitive Theory. *Theory Into Practice*, 53(4), 275.

Thompson, J. L., Sebire, S. J., Kesten, J. M., Zahra, J., Edwards, M., Moore-Solomon, E., &

Jago, R. (2017). How parents perceive screen viewing in their 5-6 year old child within

the context of their own screen viewing time: A mixed-methods study. *BMC Public

Health,17*(1), 471.

Top, N. (2016). Socio-Demographic Differences In Parental Monitoring of Children in Late

Adolescence' Screen-Based Media Use. *Journal of Broadcasting & Electronic Media*,

60(2), 208.

Vanderhoven, E., Schellen, T., & Valcke, M. (2014). Educating Teens about the Risks on Social

and Network Sites. An intervention study in Secondary Education. *Comunicar*, 22(43),

128-129.

Vernon, L., Barber, B. & Modecki, K. L. (2015). Adolescence Problematic Social Networking

and School Experiences: The Mediating Effects of Sleep Disruptions and Sleep Quality.

Cyberpsychology, Behavior, and Social Networking, 18(7), 390.

Vitelli, Romeo. "When Social Media Sparks Depression." *Psychology Today*, Psychology

Today, 21 Sept. 2016, www.psychologytoday.com/blog/media-spotlight/201609/when-

social-media-sparks-depression.

Williams, L., Scott, K., & Simone, D. (2015). #SocialNetworks. *Reading Teacher*, 69(2), 187.