



University of Wales
Trinity Saint David
LONDON

Student name: Benedicte Ngoy

Student ID: 2244194

Module name: BSc (Hons) Health and Social Care

Module code: BMHPP6020_LON

Supervisor's name: Bianca Sanfilippo

Supervisor's name:

Dissertation submitted as part of the requirements for the
award BSc (Hons) Health and Social Care

14/08/2026

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed ngoy.....

Date 13/08/2026.....

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree of BSc.

Signed Ngoy

Date 13/08/2026.....

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

Signed ngoy.....

Date 13/08/2026.....

ACKNOWLEDGEMENTS

I am grateful to my supervisor, programme leader, and course colleagues for their academic guidance throughout this project. I also extend sincere appreciation to my family for their encouragement, without which this work would not have been possible.

ABSTRACT

(max. 250 words)

Social media use among adolescents and young adults has risen sharply due to advances in internet technologies and digital devices. This increase has fuelled ongoing debate regarding its relationship with mental health outcomes. The purpose of this study is to examine how social media engagement affects the mental well-being of adolescents and young people in the United Kingdom. The research also aims to identify key factors driving social media use and propose intervention strategies informed by existing evidence.

A systematic review of ten UK-based studies was conducted. Themes including screen time, online dependency, sleep disruption, and social connectedness emerged and were analysed in depth.

Findings indicate that social media can have both beneficial and harmful effects on mental health. However, negative impacts appear more pronounced among female users, who tend to engage more intensively with social media platforms.

Overall, excessive social media use is more strongly associated with poorer mental health outcomes, particularly among young females influenced by social comparison and Fear of Missing Out (FOMO). These insights contribute to ongoing discussions and support the development of targeted policy and intervention approaches.

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CHAPTER 1: INTRODUCTION

Technological progress over the last twenty years, driven largely by internet expansion, has transformed how people communicate and interact. This evolution has led to the rise of Social Networking Sites (SNS), commonly referred to as social media, which enable users to share information and build online communities.

1.1 Definitions of Key Concepts

Social media refers to digital platforms that allow users to exchange ideas, information, and personal content within virtual networks (Dollarhide & Drury, 2021). These platforms rely on internet connectivity and devices such as smartphones, laptops, and tablets. Kaplan and Haenlein (2010, cited in Di Gangi & Wasko, 2016) describe social media as internet-based applications built on Web 2.0 principles that facilitate user-generated content. Examples include Facebook, Instagram, WhatsApp, YouTube, TikTok, Snapchat, Twitter, and FaceTime.

Global usage continues to rise: more than 3.6 billion people used social media in 2020, with projections reaching 4.41 billion by 2025 (Statista, 2022). Adolescents are particularly active users—95% report smartphone access, and nearly half say they are online almost constantly (Pew Research Centre, 2018).

In the UK, social media use among 12–15-year-olds increased from 80% in 2012 to 87% in 2020 (Statista, 2021). Platforms such as Instagram, Snapchat, YouTube, and WhatsApp are especially popular among 12–25-year-olds.

This widespread engagement has raised concerns about potential effects on mental health.

Mental Health

The World Health Organisation defines health as complete physical, mental, and social well-being (WHO, 2018). Mental health influences how individuals think, feel, and act, affecting relationships, decision-making, and daily functioning. Mental ill-health can disrupt these areas and affect people of all ages, including adolescents.

Recent UK data show rising mental health disorders among young people. For example, rates of mental disorders increased from 11.6% to 17.4% among 6–16-year-olds between 2017 and 2021 (UK Parliament, 2021). Anxiety and depression have also risen among young women aged 16–24 (ONS, 2020). These trends may relate to the COVID-19 pandemic and potentially to increased social media use.

Adolescents and Young People

The WHO defines adolescents as individuals aged 10–19 and young people as those aged 10–24 (WHO, 2014). This study focuses on the 10–24 age group because they represent the most active social media users.

1.2 Rationale

Mental health concerns among adolescents and young adults have increased significantly. Self-harm, suicidal thoughts, and psychological distress are rising (YoungMinds, 2022). These trends coincide with increased social media engagement, suggesting a possible link.

Negative experiences during adolescence can shape mental health outcomes in adulthood, making early understanding and intervention essential.

Mental health issues also carry economic consequences. The UK spends approximately £118 billion annually on mental health-related conditions—around 5% of GDP (Metro, 2022). Understanding social media's role may support more effective prevention strategies.

1.3 Aim

To investigate how social media use affects the mental health and well-being of adolescents and young people in the UK.

1.4 Objectives

- Define key concepts relevant to the study.
- Identify academic literature linking social media use with youth mental health.
- Critically analyse findings from selected studies.
- Examine factors within social media use that influence mental well-being.
- Review UK policies and propose recommendations.

1.5 Structure

The dissertation consists of five chapters:

1. Introduction
2. Background
3. Methods
4. Results and Discussion
5. Conclusion and Recommendations

CHAPTER 2: BACKGROUND

Social media continues to serve as a major platform through which adolescents and young people create, sustain, and strengthen interpersonal relationships with family, friends, and even individuals outside their immediate social circles, both within and beyond national borders. Through activities such as messaging, texting, video calling, and photo sharing, social media fosters social connectedness, which reflects a sense of belonging, acceptance, and inclusion within a wider social environment. This feeling of connectedness can enhance confidence and self-esteem, contributing positively to mental wellbeing. Evidence from the Pew Research Center (2018) indicates that 81% of adolescents feel more connected to their friends through social media, highlighting its role in maintaining supportive peer networks. Research further suggests that adolescents who experience strong social connectedness are less likely to suffer from loneliness or social isolation—factors closely linked to positive mental health outcomes (McLoughlin et al., 2018). Importantly, the quality of interactions and the nature of shared content play a crucial role in determining whether these online relationships support healthy emotional development. For instance, during the COVID-19 pandemic, social media became essential for maintaining contact with loved ones in hospitals and care homes when physical visits were restricted, demonstrating its value in sustaining meaningful relationships during periods of crisis.

In addition to relationship building, social media platforms such as Facebook and Instagram provide adolescents and young people with opportunities for self-expression and identity formation. These platforms allow them to articulate their thoughts, explore personal interests, and experiment with aspects of their identity in ways that support emotional growth and psychological development. According to the Royal Society for Public Health (2017), the ability to express oneself openly online can contribute positively to mental development, helping young people navigate the complexities of adolescence while forming a clearer sense of who they are.

Emotional support and community:

Young people often seek emotional support online, especially during difficult experiences. Social media groups provide spaces for individuals with shared interests or challenges.

Access to health information:

Many adolescents use social media to find health advice, particularly regarding mental and sexual health (NHS, 2020). UK agencies such as NICE use social media to share reliable guidance.

Negative Impacts of Social Media**Suicidal thoughts and behaviour:**

Cases such as Molly Russell's death highlight concerns about harmful content (Mulhern, 2019). Exposure to distressing online material may reinforce negative thoughts (Sedgwick et al., 2019).

Anxiety and depression:

Social media can create unrealistic expectations, leading to feelings of inadequacy and anxiety. Constant comparison with idealised images may contribute to depressive symptoms (RSPH, 2017).

Poor sleep:

Heavy social media use—especially at night—can disrupt sleep due to screen light exposure and frequent notifications (RSPH, 2017).

Body image concerns:

Many young people, particularly girls, report dissatisfaction with their appearance after viewing idealised images online (Lamb, 2015; Fardouly, 2015). This can lead to unhealthy behaviours and psychological distress.

Cyberbullying:

Online harassment can cause isolation, depression, poor academic performance, and suicidal behaviour (RSPH, 2017; Elmquist & McLaughlin, 2018).

Theoretical Background

Social Learning Theory (Bandura):

Young people often imitate behaviours they observe online. Social media can therefore influence both positive and negative behaviours (Cherry, 2021; Bajcar & Babel, 2018).

Erikson's Psychosocial Development Theory:

Adolescents (ages 12–18) are in a critical stage of identity formation. Their desire to belong may explain their high engagement with social media (McLeod, 2018).

CHAPTER 3: METHODS

This research adopts a qualitative secondary methodology, drawing on evidence from ten peer-reviewed articles that examine the relationship between social media use and the mental health of adolescents and young people in the United Kingdom. These ten studies, listed in the appendix, form the core dataset for the investigation.

A systematic literature review was selected as the most appropriate approach for addressing the research aim. This method allows for the structured identification, evaluation, and synthesis of existing academic work. To interpret the findings across the selected studies, thematic analysis was employed. Through a coding process, recurring patterns, concepts, and issues were identified and organised into themes that informed the discussion and analysis presented in Chapter 4.

Qualitative Research Approach

Qualitative research encompasses a wide range of data-collection techniques, including interviews, focus groups, case studies, observations, oral histories, and ethnographic methods. These techniques often rely on instruments such as questionnaires or interview guides to gather rich, descriptive data (Parveen & Showkat, 2017). The choice of method is determined by the nature of the research question and the type of insight required.

In this study, rather than collecting new primary data, a qualitative secondary analysis was conducted. This involved reviewing and interpreting existing research to gain a deeper understanding of how social media engagement affects young people's mental well-being. The systematic review approach ensured that the analysis was transparent, replicable, and grounded in established academic evidence.

A systematic literature review is a structured research method used to examine relevant academic sources through a rigorous and transparent process (Griffith University, 2022). It enables researchers to synthesise findings from journals and research articles in a way that is organised, reproducible, and clearly documented (Davis et al., 2014). Using an explicit and systematic approach helps reduce potential bias and supports the production of reliable, varied, and evidence-based conclusions (Moher et al., 2009).

Systematic reviews also allow researchers to determine whether the effect of a particular variable remains consistent across different studies. When variations occur, the method helps identify where further research is needed. For example, it can reveal whether outcomes differ between studies conducted within Black ethnic communities compared with those carried out in predominantly White populations (Davis et al., 2014).

In this dissertation, the systematic literature review approach strengthens the credibility of the findings by ensuring that only primary research studies were included, while review papers were excluded. This careful selection process minimises bias and supports the production of dependable and conclusive results.

In addition to the systematic review process, **thematic analysis** was applied to assess the strength and relevance of the empirical studies and to generate meaningful answers to the research question.

Thematic analysis is a qualitative analytic technique used to identify, examine, and interpret recurring patterns—known as themes—within a set of data (Braun & Clarke, 2006). Traditionally, this involves reviewing transcripts from interviews, questionnaires, or other qualitative sources and assigning codes to words, phrases, or sections of text that appear consistently across participants' responses. These codes are then organised into broader themes that capture significant ideas within the dataset.

In this secondary research, thematic analysis was adapted to suit the nature of the data. Instead of coding interview transcripts, codes were applied to the findings reported across the ten selected primary studies. This allowed patterns in relationships between variables to be identified and developed into themes that inform the discussion chapter.

Braun and Clarke (2006) highlight thematic analysis as a flexible method that can be used across a wide range of theoretical perspectives, research designs, and sample sizes. Its adaptability distinguishes it from other qualitative analytic approaches, such as grounded theory or discourse analysis (Kiger & Varpio, 2020). This flexibility is also why thematic analysis is considered a **method** rather than a full **methodology** (Braun & Clarke, 2006).

Data Collection

Data collection refers to the process of gathering information relevant to a research topic in order to answer the research question and evaluate the outcomes of the study (Dudovskiy, 2022). It involves obtaining accurate and meaningful information with minimal distortion so that credible and logical conclusions can be drawn during analysis (Sapsford & Jupp, 2006).

For this dissertation, a **secondary data collection approach** was used. This method relies on information that has already been published in sources such as academic journals, books, newspapers, online databases, and research articles. From a large pool of available literature, ten academic articles were carefully selected based on their relevance to the research topic and their alignment with the established inclusion and exclusion criteria.

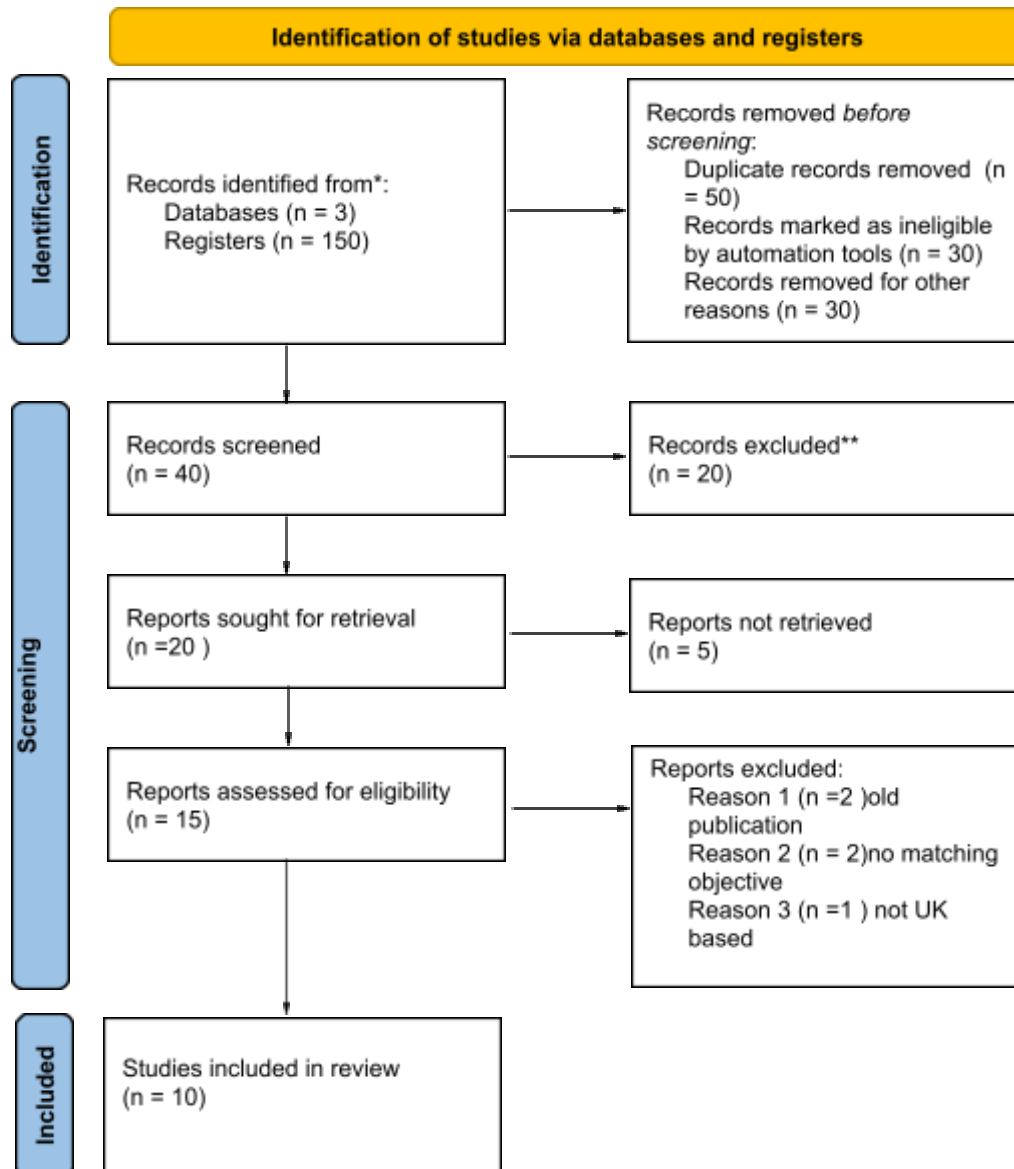
The selection of articles for this study was guided by specific **inclusion criteria**. First, only studies based on **primary data collection methods**—such as interviews, questionnaires, observations, and surveys—were considered. These studies directly addressed the research question and aligned with the overall aim of the dissertation.

To ensure relevance and contemporary insight, only articles **published within the last ten years (2012–2022)** were included. The research focused exclusively on **adolescents and young people aged 10 to 24**, so all selected studies examined this age group.

Additionally, only research **conducted within the United Kingdom** and written in **English** was eligible for inclusion. Ethical standards were also taken into account: studies involving participants under the age of 16 were required to have obtained **parental or caregiver consent**, ensuring compliance with recognised research ethics.

Keywords Used in Search Engines

The literature search was conducted using a range of relevant keywords and search terms to identify studies related to the research topic. These included social media, social networking sites, online technology, digital technology, impact, effects, consequences, mental health, mental disorders, adolescents, youth, teenagers, young people, young adults, the United Kingdom, Wales, England, Scotland, and Northern Ireland.



Data Analysis

Unlike quantitative data, which can be expressed numerically, **qualitative data** is typically subjective and provides detailed insight into human attitudes, beliefs, motivations, and behaviours, usually conveyed through words (Wong, 2008). For example, qualitative information can offer a deeper understanding of how individuals perceive and emotionally respond to a health condition. Because qualitative data is often unstructured—consisting of text or non-text materials—it must be organised systematically before meaningful interpretation can occur.

Data analysis, therefore, involves **structuring and organising unprocessed qualitative information**, whether gathered directly or indirectly from participants, to generate a clearer

understanding of the phenomenon being studied (Wong, 2008). This type of analysis relies on inductive reasoning, reflection, and conceptual thinking.

In this secondary research, data analysis consisted of **reviewing and interpreting the findings from ten empirical studies**, organising their results, and synthesising them to address the research aim and answer the research question.

Ethical Consideration

Research involving human participants requires that investigators conduct themselves professionally and uphold strict ethical standards throughout the data-collection process. Researchers have a responsibility to safeguard participants' **lives, health, dignity, autonomy, privacy, and confidentiality of personal information** (World Medical Association, 2013, as cited in Yip et al., 2016). Ethical practice also extends to the recruitment and treatment of participants during the study. This includes obtaining informed consent—either directly from participants or, in the case of those under 16, from a parent or caregiver—allowing participants the freedom to withdraw at any stage, and ensuring they are not exposed to physical or psychological harm. Failure to meet these obligations constitutes research misconduct.

Because this dissertation is a **secondary study**, ethical considerations relate primarily to the handling of existing data. The findings extracted from the selected articles must be presented **accurately and objectively**, without being altered or influenced by the researcher's personal beliefs or opinions. Maintaining neutrality ensures that the analysis remains credible and ethically sound.

CHAPTER 4: RESULTS AND DISCUSSION

Applying the systematic literature review to the ten selected articles led to the identification of four key themes:

1. Screen time
2. Online addiction
3. Sleep deprivation
4. Social connectedness

Overall, the majority of the reviewed studies indicate that continuous and excessive engagement with social media has a negative impact on the mental health and well-being of adolescents and young people. Nine out of the ten articles reported associations between social media use and adverse psychological or behavioural outcomes, including anxiety, depression, behavioural difficulties, cyberbullying, low mood, reduced self-esteem, self-harm, suicidal thoughts, and suicide.

A major theme identified across the reviewed articles is screen time, particularly its relationship with depressive symptoms. Kelly et al. (2018), in their study *“Social media use and adolescent mental health: findings from the UK Millennium Cohort Study,”* reported that adolescents who spent three to five hours or more per day on social media were more likely to exhibit symptoms of depression.

This pattern is reinforced by findings from McNamee, Mendolia, and Yerokhin (2021), who observed that spending four hours or more on social media was associated with poorer emotional well-being and increased behavioural difficulties among adolescents and young adults.

Across the wider literature, the amount of time spent on social media consistently emerges as a significant factor influencing negative mental health outcomes. Several studies highlight screen time as a key predictor of issues such as low mood, anxiety, depression, and behavioural challenges (Winstone et al., 2022; Fahy et al., 2016; Booker, Kelly & Sacker, 2018; Barthorpe et al., 2020; O'Reilly et al., 2018; Twenge & Farley, 2021; Singleton, Abeles & Smith, 2016).

Another key theme that emerged from the review of the ten selected articles is online addiction, which is closely linked to the amount of time adolescents and young people spend on social media. Excessive use can escalate into compulsive patterns of engagement, contributing to negative mental health outcomes.

O'Reilly et al. (2018), in their study *"Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents,"* described young people's relationship with social media as comparable to an online drug. They argued that, much like substance addiction, persistent and uncontrolled use of social media can be harmful and potentially dangerous for adolescents and young adults.

Sleep deprivation emerged as a significant theme across the reviewed studies. In the article *"The Impact of Social Networking Sites Use on Health-Related Outcomes Among UK Adolescents,"* Serenko, Turel and Bohonis (2021) reported that heavy use of social networking platforms reduced both sleep duration and sleep quality, which in turn negatively affected adolescents' mental health and overall well-being. Their findings also indicated that excessive social media use disrupted healthy eating habits, potentially contributing to obesity, daytime tiredness, and weakened immune functioning.

This evidence is supported by McNamee, Mendolia and Yerokhin (2021), who found that sleep deprivation increases the likelihood of hyperactivity, inattention, and behavioural problems among adolescents. Similar conclusions were drawn in other studies examining the relationship between social media use and disrupted sleep patterns (O'Reilly et al., 2018; Barthorpe et al., 2020).

Although most of the reviewed articles emphasised the negative effects of social media, a consistent positive pattern also appeared across the studies. Social connectedness emerged as an important theme influencing adolescents' and young people's mental health. While it was mentioned in nearly all the articles, it generally received less attention than the negative outcomes associated with social media use.

McNamee, Mendolia and Yerokhin (2021) noted that moderate social media use is linked with better mental health and well-being, particularly in contexts where digital communication is a social norm. They identified less than three hours per day as moderate use, which was associated with stronger peer relationships. Similarly, Winstone et al. (2022) found that adolescents aged 13 who were classified as high or moderate communicators showed improved mental well-being one year later, whereas Broadcasters experienced poorer well-being at age 14.

Overall, limited—but not zero—use of social media appears to support positive peer and family connections, which are essential for the emotional development of adolescents and young people (Twenge & Farley, 2021; Singleton, Abeles & Smith, 2016).

DISCUSSION

Discussion of the student's findings using previous studies, reports, etc.

Strengths of this research

Limitations of the Study

A key limitation of this research is that it is based entirely on **secondary data**, meaning the analysis depended solely on the information presented in the ten selected articles. As a result, the scope of the study was restricted to the findings and perspectives contained within those publications. The researcher did not have the opportunity to conduct primary data collection, such as face-to-face interviews, surveys, focus groups, or the development of bespoke questionnaires that might have generated more tailored insights aligned with the aims and objectives of the study.

Another limitation is that the selected articles were confined to **research conducted within the United Kingdom**, even though the topic represents a global public health concern. A broader international dataset would have allowed for a deeper understanding, cross-cultural comparisons, and more comprehensive analysis.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

RECOMMENDATIONS

Introducing **digital literacy education** as a compulsory component of all UK primary and secondary school curricula would equip adolescents and young people with essential skills to navigate the complexities of the online environment. Such education would help them manage the challenges associated with social media use and support the protection of their overall health and mental well-being (Winstone et al., 2022).

In addition, **parents, caregivers, and teachers** should maintain ongoing, open conversations with children and students about healthy online behaviour. Guiding positive engagement and discussing the risks linked to excessive social media use can help reduce vulnerability to mental health difficulties (Abi-Jaoude, Naylor & Pignatiello, 2020).

Parents, caregivers, and teachers should also act as **positive role models** by moderating their own social media use in front of adolescents and young people. According to Bandura's Social Learning Theory, children often imitate behaviours they observe, making adult conduct an important influence on how young people engage with social media (Abi-Jaoude, Naylor & Pignatiello, 2020).

Intervention strategies should place particular emphasis on **adolescent girls and young women**, as findings from the reviewed studies indicate that females experience stronger negative effects from excessive social media use compared with males (Kelly et al., 2018).

Furthermore, the UK government and parliament should prioritise passing the **Online Safety Bill** into law. This legislation would hold internet and social media companies accountable for harmful or inappropriate content on their platforms. Providers who violate the law should face appropriate penalties, including substantial fines, loss of operating licences, or imprisonment, to deter further breaches. Implementing the Bill would help reduce the amount of harmful content accessible to adolescents and young people, thereby protecting their mental health and well-being.

The UK government could also adopt legislation similar to that introduced in Norway, which requires all **photoshopped or digitally altered images** to be clearly labelled on social media platforms (Beschizza, 2021). This measure has proven effective in reducing the tendency of adolescent girls and young women to compare themselves with unrealistic online images (Beschizza, 2021). Such comparisons have been identified in numerous studies as contributing to **anxiety, depression, and low self-esteem** among girls and young women (Abi-Jaoude, Naylor & Pignatiello, 2020; Fardouly, 2015).

CONCLUSION

The research shows that social media use has both **negative and positive effects** on the mental health of adolescents and young people in the UK and internationally. Four central themes emerged from the ten reviewed articles: **screen time, online addiction, sleep deprivation, and social connectedness**. Although excessive engagement with social media is linked to issues such as anxiety, low self-esteem, depression, self-harm, suicidal thoughts, and suicide, the findings also suggest that adolescents and young people can learn to navigate these risks and make constructive use of social media. The studies further highlight **Fear of Missing Out (FOMO)** as a key factor driving excessive social media use among this age group.

This research contributes to the wider global discussion on social media and youth mental health by offering evidence-based recommendations drawn from the reviewed studies. It is anticipated that public health professionals, policymakers, parents, and caregivers will use these insights to develop effective prevention and intervention strategies aimed at reducing mental health challenges associated with excessive social media use among adolescents and young people in the UK and beyond.

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APPENDICES

Table 1: Overview of the reviewed sources

Author/year of publication	country	Purpose/aim	Type of source	Characteristics of the study	findings
Kelly <i>et al.</i> , 2018	UK	Assess if social media is associated with adolescents' depressive symptoms and pathways of online harassment, sleep, self-esteem and body image	UK Millennium cohort study of a population-based data	10,904 14-year-old adolescents. A self-completed computer assisted questionnaire was used.	Social media use was associated with poor sleep, low self-esteem and poor body image. Depressive symptoms were stronger in girls than in boys.
Serenko, Turel and Bohonis, 2021	UK	Determine the association between daily social networking use and general health	2015-2016 Millennium Cohort Study	11, 406 of 13-15-year-old adolescents	Daily social media use was negatively associated with general health but mediated by poor sleep hygiene and poor eating habits. Impact is more on females than on males
Fahy <i>et al.</i> , 2016	UK	Examine the longitudinal association of cyberbullying engagement in social media with adolescent mental health.	Longitudinal multi-ethnic adolescent cohort study of 12-13-year-olds	2, 480 12-to-13-year-olds from randomly selected schools across London	Cyberbullying is associated with depressive symptoms, social anxiety and below-average well-being.
McNamee, Mendolia and	UK	Investigate the relationship	UK households' longitudinal study (UKHLS)	40,000 households surveyed. Over	Social media use above 4 hours per day

Yerokhin, 2021		between social media and behavioural outcomes in adolescents	of adolescents aged 11-14 and mental wellbeing at aged 16-20.	23,000 observations with over 8,000 adolescent participants.	is significantly associated with poor emotional health and increased behavioural difficulties, low self-esteem, hyperactivity and conduct disorders. Moderate use of 3 hours per day is associated with positive peer relationships. Girls are more impacted as they spend more than 4 hours a day on social media.
Winstone <i>et al.</i> , 2022	UK	Identify the different subgroups of adolescents based on their patterns of activities on social media and test the association between user types and future mental health.	3-wave longitudinal survey of 13-and 14-year-olds	2, 456 students from 19 schools. Online survey. Test the association of 13 social media activities with 4 psychosocial outcomes of the past year- self-harm, depression, anxiety and poor mental health.	Adolescents with a high level of content-sharing messaging and browsing online (broadcasters) Are highly associated with poor mental health in future.
Booker, Kelly and Sacker, 2018	UK	Examine the association between adolescents' social media use and well-being measures of happiness and social-emotio	5 waves of youth questionnaire 10-15-year-olds from the UK household longitudinal study of Understanding Society.	Sample size of 9, 859	Social media engagement increases with age, and happiness decreases for both males and females. Social media interaction is significantly

		nal difficulties.			associated with socio-emotional difficulties in females but not in males over time.
Barthorpe <i>et al.</i> , 2020	UK	Explore the association between social media screen time recorded in Time Use Diary (TUD) and mental health outcomes of self-harm, depression and low self-esteem.	Cross-sectional data from millennium cohort study.	4,032 participants with 25.4% aged 13, 73.5% aged 14 and 1.1% aged 15.	Greater time spent on social media is associated with increased risk of self-harm, depression and lower self-esteem.
O'Reilly <i>et al.</i> , 2018	Leicester and London, UK	To investigate empirically how social media use is viewed as impacting adolescents' mental wellbeing by themselves	6 focus groups across diverse socioeconomic and ethnic backgrounds over 3 months in 2016	54 adolescents aged 11-18 years old.	Social media use was perceived as a threat to adolescents' mental well-being under the following themes: mood and anxiety disorders, a platform for cyberbullying and addiction.
Twenge and Farly, 2021	UK	Examine the association between different types of screen activities (social media, internet, gaming and TV) and mental health indicators: self-harm	Millennium cohort study of children between 2000 and 2002. Data collected in the 6 th wave of 2015 when the children were 14 years.	11, 472 adolescents aged 13–15-year-old and 50% were females, while 50% were males.	Hours spent on social media were strongly associated with self-harm behaviours, depressive symptoms, low life satisfaction and low self-esteem. Girls generally demonstrated stronger

		behaviour, depressive symptoms, life satisfaction and self-esteem for boys and girls.			associations between screen media time and mental health indicators than boys.
Singleton, Abeles and Smith, 2016.	UK	Explore the relationship between online social networking experience and well-being.	Data from semi structured interview of participants recruited from the community child and adolescent mental health services in England	12 adolescents and young people aged 13-18 years who were accessing mental health services.	Young people experience “threats, judgment, connection and support” from continuous social media use, and these influence their psychological wellbeing mediated by their response to threat and judgment. Social media was seen as a gamble, balancing its potential positive and negative impact in a modern society where social networking has become a norm and almost unavoidable for adolescents and young people.