

A Systematic Review of The Relationship Between Social Participation and Psychological Factors in Social Media among Youth

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Abstract

With the popularity of Internet technology, social media came into being. Social media is becoming a new generation of social communication and is widely used by youth. Systematic reviews of youth use of social media have been limited, focusing almost exclusively on mental health and social interaction, and this paper aims to systematically analyze the existing literature focusing on existing research on youth social participation and mental health links. This study was guided by the PRISMA statement (preferred reporting item for systematic reviews and Meta-analyses), as this research methodology better addressed the clues to the youth social media research landscape. Based on a systematic review by Scopus and ScienceDirect, 29 articles were selected from 200 related articles. A review of these texts reveals 7 themes: social interaction, education, access to health information, youth language, subculture, political participation, and mental health. These seven themes further give rise to a total of 14 sub-themes. Future research suggests that social participation's influence on youth psychological changes can be better clarified. Therefore, the research on youth social participation is significant to youth mental health in social media.

Keywords: Systematic Review, Youth, Social Media, Social Participation, Psychological Health

Introduction

The advent of Web 2.0 has been accompanied by technological advances, with online users communicating and generating large amounts of content over the internet in an era of increasing social media use by youth (Greenhow, 2011). According to Greenhow (2011), 90% of young people regularly use the internet, and more than 75% of 12-to 17-year-olds already use social media to engage in social networking activities. However, in the case of social media, the scope is comprehensive, and there are different definitions in past research. According to Verheijen (2017), social media is part of the new media landscape emerging in

the Web 2.0 era. Nevertheless, SMS and e-mail are two relatively backward media models compared to new media. People today are more dependent on online chat (Verheijen, 2017, p.75), for example, instant messaging services such as mobile phone apps (WhatsApp, Telegram), Internet apps (Google Video Chat, Skype), social networking sites (Facebook chat), and presumably, nowadays, the new media communication mode is diversified. The information content produced and disseminated is also differentiated in different media features (Verheijen, 2017, p. 75).

In the case of social media, social apps such as Facebook, WhatsApp, and WeChat have outstanding personal characteristics, the ability to make a person's social relationships transparent, and the ability to view and browse social networks (Greenhow, 2011). Therefore, social software is a platform for individuals to maintain social skills and share knowledge, such as a collaborative knowledge development platform, Wiki. There are also creative works such as blogs and microblogs (such as Twitter and Blogger), so social media seems to embody a social constructivist view of knowledge that is decentralized, accessible, and built by a wide range of users. Greenhow (2011) today, many social media users and digital devices are young people. According to Yang et al (2021), 95% of 13-to 17-year-olds use a smartphone and use at least one social media platform and 85%. Similarly, the phenomenon extends to 18-to 29-year-olds, with 96% of adults owning at least one smartphone and 90% using at least one social media site. In recent years, social media has been a trendsetter with principal youth leadership, and adults and adolescents are the most active users of social media or new media platforms (Yang et al., 2021, p. 631). Moreover, adolescents and adults use social media primarily to solve social tasks, such as work contacts and maintaining friendships (Yang et al., 2021, p. 631).

According to Gambino et al (2020), people are more likely to believe that the anthropomorphic traits of media agents relate to society rather than generate greater awareness through peers or directly through society. This principle still applies to youth, so media intervention is unavoidable when studying youth groups' social activities. At the same time, through media agencies, more efficient information transmission and knowledge and cognitive processing will bring greater strength to the possibility of social interaction. With social media intervention, youth's response to media agents is closer to the actual social role (Gambino et al., 2020). It is also true that social media can bring a more robust real-world social response to youth (Gambino et al., 2020). Therefore, the central question of this study is, how to clarify the link between psychological factors and social participation in adolescents' social media use? This study focused on the association between social participation and mental health in youth social media use. According to Afful-Dadzie et al (2023), social media User-generated content and created and exchanged, but because the different forms of media communication create the ideal virtual society with characteristics, in the process of collaboration, the time for collaborative participation in the real world will be weakened, the controllability and authenticity of information will be questioned. Thus, psychological, and social participation mechanisms will emerge that are different from those of traditional media. How are the two connected? Further research is needed to resolve this.

Using a systematic review approach, the study sought to identify research gaps from previous research processes, identify youth brought on by social media to maintain existing relationships and identify the basis for new social relationships with people outside the web (Greenhow, 2011) and future research. In social media research, few systematic reviews have

focused on the issue of social participation, although there are many forms of collaboration-related media in social media. However, there are few detailed descriptions of the problems arising from social participation in the relevant articles. Therefore, the review of psychological causes and social participation is critical to bring practical and systematic thinking to the problem of social media use among adolescents.

The main objective of this study is to analyze the correlation between youth social media use and social participation in the existing literature and to fill the gaps in the relevant research evidence. This study is divided into four parts, and the first part elaborates on the necessity of this systematic review. The second part carries out a detailed review of the research methods, including Prisma's specific steps of use; The third part makes a scientific analysis of the literature of systematic reviews and divides the analysis into different directions according to the research topics to search for the categories of psychological and social participation links from the different types of research categories, the last part focuses on the potential significance of the study and provides ideas for future research.

Methodology

This section focuses on methods for rigorously accessing research material on the relationship between psychological causes and social participation in youth social media use. Prisma is a scientific tool used for systematic review and review, identification, selection, and abstract analysis of literature, a research technique that provides new ideas and methods for future research (Page et al., 2021).

Prisma

Prisma is a reporting text designed to help authors improve systematic reviews and Meta-analyses of the literature, which can serve as a basis for systematic reviews of studies and subsequent evaluation (Page et al., 2021). The main research methods of Prisma were chosen because Prisma can establish suitable inclusion and exclusion criteria for the research and can check the items that meet the research requirements in many scientific literature databases in a limited time. In this study, Prisma helped youth to carefully screen and categorize the links between psychological factors and social participation in social media use, and this data will be thoroughly retrieved and systematically reviewed in the following performances.

Resources

This systematic review is based on journal databases primarily using Scopus and ScienceDirect. The Scopus database contains many social science-related resources. In the first screening of this study, 8,848 relevant articles were retrieved, of which 2,521 are open-source literature; similarly, ScienceDirect also has considerable functions. There are 25,497 papers about social science, psychology, medicine, and education, among which 1,945 are open source after primary screening and subject restriction. After screening for subject areas, 200 articles were retained in the two databases, of which 29 were retained for research purposes after careful examination and reading.

Eligibility and Exclusion Criteria

The eligibility and exclusion criteria related to the type of literature, language, timeline, participants, and intervention for this study were determined (Table 1).

Table 1

The Inclusion and Exclusion Criteria

Criterion	Eligibility	Exclusion
Literature type	Journal (research articles, systematic review, and conference articles)	Chapters in books, conference Abstracts, Correspondence, Data articles, Discussions, and Editorials
Language	English	Non-English
Timeline	Between 2011-2023	<2011 and >2023
Participants	Youth	Not Youth
Intervention	Social participation of youth	Single Factor of Youth's social media use and mental health

Systematic Review Process

The study followed Page et al (2021) systematic review article writing process. According to Page et al (2021), the literature review should be no less than 18 months, so the literature collection and collation process is longer and includes the relevant literature of the last decade. The article reviews for the Scopus database were performed on 1 January 2022(22.00'), while the ScienceDirect database review process was performed on 1 January 2022(22.30'). Identifying the keywords used in the search process is the first stage of the system review process. Phrases related to Youth social media use (as shown in Table 2) have evolved.

Table 2

The search string used for the systematic review process.

Databases	Keywords used
Scopus	(youth* OR immaturity* OR adolescence* OR youth engagement* OR adolescent behaviour*) AND (social media* OR social networks* OR social behaviour* OR online ethnography* OR social networking sites* OR media* OR internet* OR mass medium* OR mass media* OR social interaction*) AND (social support* OR social behaviour* OR social environment* OR interpersonal communication* OR social status* OR physical activity* OR social aspect* OR risk-taking* OR risk factors*) AND NOT (adolescent psychiatric clinics OR health professions)
ScienceDirect	(TS=((youth* OR immaturity* OR adolescence* OR youth engagement* OR adolescent behaviour*) AND (social media* OR social networks* OR social behaviour* OR online ethnography* OR social networking sites* OR media* OR internet* OR mass medium* OR mass media* OR social interaction*) AND (social support* OR social behaviour* OR social environment* OR interpersonal communication* OR social status* OR physical activity* OR social aspect* OR risk-taking* OR risk factors*) AND NOT (adolescent psychiatric clinics OR health professions)) AND DOCUMENT TYPES: (Article)

Article Available after Systematic Review Process

Scopus and ScienceDirect recommended 200 articles after searching for the above keywords. Only 29 articles passed the systematic review. This study rejected 171 articles because 118 did not meet the criteria required for this study after an initial search: the type of literature, language, time axis, set involved in the sample group, and subject constraints. The study focused only on English-language research articles (including journals, systematic reviews, and conference papers). The article must be published between 2011 and 2023. The article clarifies the relationship between psychological factors and social context in youth social media use. A further 23 articles were classified into different research disciplines, including those not limited to medicine, medicine, and psychology. Another 30 articles were excluded because the researchers analysed the content of the study and found it irrelevant to the subject matter.

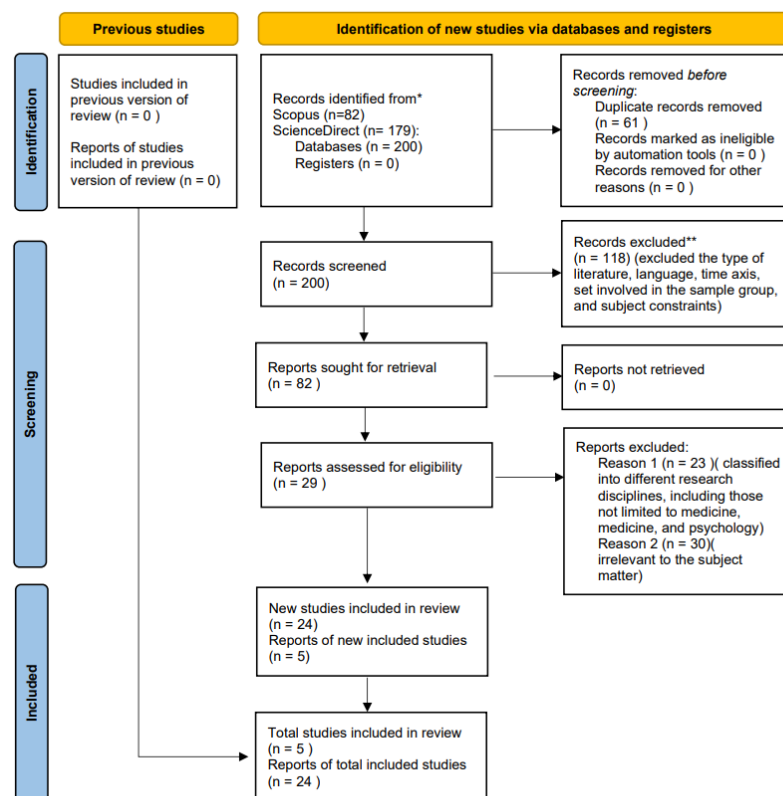


Figure 1: The flow diagram of the study (adapted from Page 2021).

Data Abstraction and Analysis

After screening for systematic reviews, only 29 articles were selected and then evaluated and analyzed, in which the literature was reviewed primarily based on research questions. In the screening phase, 118 articles were first excluded from the 200 articles because they did not match the timeline, language, face-to-face group, and style of the study; two articles were then excluded because these articles did not meet the scope of the subject areas and research direction of the Institute. Finally, the last 30 articles were excluded based on their reading, as none of them were found to be relevant to the study. At last, we extract helpful data from the selected articles and get the critical topics through a literature review and comparative analysis. Before the start of the analysis process, a scrutiny of the abstracts was undertaken, and access to the detailed content of the articles through the abstracts could save time for study analysis and identification of the themes and classifications of the literature. In the

literature reading, the subject is coded to serve the research of the subject, so the process of screening to analysis belongs to the typology category.

Result

This study identified 7 themes and 14 sub-themes related to social participation and psychological causes from 29 articles. Social Interaction (2 sub-themes), education (2 sub-themes), health information (2 sub-themes), youth language (1 sub-theme), subculture (2 sub-themes), political participation (2 sub-themes) and mental health (3 sub-themes) were the 7 themes of this study. The results are shown in Tables 3 and 4. The study results provide a detailed analysis of youth's social media usage.

All articles selected for this study focused on the discussion of youth social media participation, but each article used a different approach to determine the different aspects of the impact of youth social media. Among the 29 selected articles, 10 were qualitative, 5 were reviews, and the other 14 focused on quantitative methods. There are no identifiable items that use a mixed-method approach. Publish one article each year in 2011,2012,2015, and 2019. The 2023 published two articles. In 2013,2014, and 2021, three articles were published annually, four articles were published in 2020, five were published in 2022, and six were published in 2017.

Table 3
The Findings

SOCIAL INTERACTION	EDUCATION	HEALTH INFORMATION	YOUTH LANGUAGE	SUBCULTURE	POLITICAL PARTICIPATION	MENTAL HEALTH
RP= Role-playing SP=Social participation	ET=Educational Technology CL=Cross-cultural learning	LS=Lifestyle HE=Health expert	LB=Language behaviour	YI=Youth identity CP=Cultural production	PT=Participation PM=Political communication	AD=Addiction AX=Anxiety VL=Violence

Table 4
The Finding

AUTHORS	STUDY DESIGN	SOCIAL INTERACTION		EDUCATION		HEALTH INFORMATION		YOUTH LANGUAGE	SUBCULTURE		POLITICAL PARTICIPATION		MENTAL HEALTH		
		RP	SP	ET	CL	LS	HE	LB	YI	CP	PT	PM	AD	AX	VL
Greenhow (2011)			v	v											
Brandtzæg et al. (2012)	QL										v				
Ahmad & Sheikh (2013)	QN										v	v			
Yusop & Sumari (2013)	QN										v	v			

AUTHORS	STUDY DESIGN	SOCIAL INTERACTION		EDUCATION		HEALTH INFORMATION		YOUTH LANGUAGE	SUBCULTURE		POLITICAL PARTICIPATION		MENTAL HEALTH		
		RP	SP	ET	CL	LS	HE		LB	YI	CP	PT	PM	AD	AX
Wang (2013)	QL										√				
Kulandairaj (2014)	QN					√									
Xenos et al. (2014)	QN										√				
Patton et al. (2014)															√
Kadoda & Hale (2015)	QL								√						
Jenzen (2017)	QL									√					
Singh et al. (2017)	QN												√		
Verheijen (2017)	QL							√							
Chan & Holosko (2017)	QL		√												
Keating & Melis (2017)	QN										√				
Susilo & Putranto (2017)	QN		√												
Mahamid & Berte (2019)	QN												√		
Abi-Jaoude et al. (2020)														√	
Brough et al. (2020)	QL								√						
Ida et al. (2020)	QN										√	√			
Nesi (2020)			√										√		
Craig et al. (2021)	QN	√							√					√	
Nigeria & Olise (2021)	QN		√												
Yang et al. (2021)	QL	√	√												√
Aleisa (2022)	QL				√										
Hettige et al. (2022)	QN		√												
Islam et al. (2022)	QN		√												
Lim et al. (2022)	QL					√	√								
Kim et al. (2023)	QN	√													
Afful-Dadzie et al. (2023)		√	√			√	√							√	

Potential Relationship Between Social Participation And Psychological Factors In Social Media Among Youth

This section focuses on the potential links between social participation and psychological factors in youth social media use, social interaction, education, access to health information, youth language, subculture, political participation, and mental health.

a) Social Interaction

A total of 11 of the 29 articles focused on social interaction factors that influence the relationship between social engagement and psychological factors in youth social media. Of the factors that led to the link between social participation and psychological factors, the most common social interaction factor was Role-playing in four articles, and the second social interaction factor in nine articles was Social participation (table 4).

- **Role-playing**

Youth identity development plays a vital role in Youth growth. At the same time, the corresponding social media also encourages youth to optimize their self-expression selectively. In actual social communication, youth posts on social media aim to present themselves as socially ideal roles. Positive self-expression can promote youth's positive personal identity information and provide positive self-judgment (Yang et al., 2021, p. 635).

- **Social participation**

Susilo & Putranto (2017) points out that youth use social media not only as a communication tool but also as a platform for sharing. Chan & Holosko (2017) also points out that some social media platforms, such as Facebook and YouTube, are part of everyday life for most youth and that youth under 30 use social media more frequently than people over 50. Furthermore, more than 60% of smartphone users typically access social media. However, a single social media account for youth does not fully demonstrate the diversity of social interactions and represents the full range of thinking of youth, which provides different social content according to the different attributes of social media (Greenhow, 2011). Social media provides youth with more complex social networks and greater levels of interaction, providing a rich emotional experience in communication (Yang et al., 2021, p. 634). Research shows that youth is more responsive and receptive to news stories on Twitter than any other social media platform (Nigeria & Olise, 2021, p. 211). Nesi (2020) believes that digital technology has become a universal feature of youth life. Social media features attract youth and expose youth to the opportunities and risks of new technologies. In the rapid development period of the youth brain, frequent social contact will increase the youth's sensitivity to social information and increase social contact.

b) Education

Two of the 29 articles focused on education-related factors influencing the relationship between social engagement and psychological factors in youth social media. The most common education factor associated with social participation and psychological factors was Educational Technology in 1 article, and the second education factor in 1 article was Cross-cultural learning (Table 4).

- **Educational Technology**

Universities and colleges use social media to deliver educational messages, and social learning websites have emerged to help students, especially youth students, connect education and

life through social media. This model also confirms that educational activities are increasingly recognizing and adapting educational model updates to youth's social media usage habits (Greenhow, 2011).

- Cross-cultural Learning

While there is potential in social media education, it is crucial to see how youth can acquire advanced knowledge through the platform compared to the model (ALEISA, 2022, p. 2). As an informal learning platform, social media can help students transcend cultural and geographic boundaries and connect with the world in the learning process. The ability of these youth to acquire knowledge through social media is hard to acquire formally (ALEISA, 2022, p. 2).

c) Health Information

Three of the 29 articles focused on health information factors influencing the relationship between social participation and psychological factors in youth social media. Among the factors that led to the link between social participation and psychological factors, the most common health information factor was Lifestyle in 3 articles, and the second Health information factor in 2 articles was Health experts (table 4).

- Lifestyle

Most youth actively and passively search for health information on social media, and social media can bring youth inspiration for healthy lifestyles, especially on Instagram, YouTube, Facebook, and more. Youth easily interacts with video or photo content (Lim et al., 2022, p. 1). Among these platforms, youth is abundant, and health messaging is manifested differently on different platforms, with the medium not existing as a single entity (Lim et al., 2022, p. 1). A survey of 396 American college students found that information sharing was the primary motivation for using Facebook, while Instagram and Snapchat were used more for self-expression and self-recording (Lim et al., 2022, p. 1). This feature is also reflected in the health information interaction, different health promotion content on different platforms has different diffusion capacities, and few studies on social platforms to distinguish.

As social media influences the way youth content is created, youth in different settings freely share various health information content through social media (Afful-Dadzie et al., 2023, p. 3). By searching for health issues such as symptoms and disease information, learning to manage medicines and completing online personal health assessments (Afful-dadzie et al., 2023, p. 3). Indeed, social media positively influences youth lifestyles, and social networking sites enable youth to raise their voices on social issues and share or upload information to the Welfare Society. Social networking sites offer greater convenience and lifestyle possibilities for youth if social media promotes the production of articles, videos, and information on healthy lifestyles. This can help build a healthy young generation (Kuland airaj, 2014, p. 28).

- Health Expert

Social media is a primary source of information for youth, but it also faces challenges, and reliable sources of health information are essential because of the large amount of unfettered health information available on social media (Lim et al., 2022, p. 9). Youth is vulnerable to unhealthy information and false values undermining mental health and body image (Lim et al., 2022, p. 9). Researchers should try to create higher levels of health information, for example, by building relationships for youth with honest researchers and practitioners. With the rise of health professionals, influential people can be enabled to share health information based on expert advice, which can increase youth health transmission and participation (Lim

et al., 2022, p. 9). As a result of the proliferation of social media health campaigns targeting youth, these campaigns have taken advantage of the massive popularity of social media platforms to deliver messages to young people to improve their health behaviors and health outcomes. If health professionals can establish a population, delineation of the target population and push of relevant, targeted health information will be achieved (Lim et al., 2022, p. 2).

d) Youth Language

One of the 29 articles focused on youth language factors influencing the relationship between social participation and psychological factors in youth social media. Of the factors that led to the link between social participation and psychological factors, the most common youth language factor was Language behaviors in 1 article (table 4).

- Language Behavior

Youth, especially in adolescence, generally have more unconventional thinking and attempt to innovate their language behaviors than adults (Verheijen, 2017, p. 91). The rebellious period of extreme language behavior occurs between the ages of 15 and 16 years, a period known as the peak period of language development for adolescents, due to youth feeling that they are trying to defy the rules set by society (Verheijen, 2017, p. 91). In this stage, there are polarized language demands. On the one hand, youth must comply with the rules to use standard language to gain social prestige. On the other hand, due to social oppression and a desire to rebel, one may use an immature language system to express one's personality (Verheijen, 2017, p. 91).

e) Subculture

4 of the 29 articles focused on subculture factors influencing the relationship between social participation and psychological factors in youth social media. Of the factors that led to the link between social participation and psychological factors, the most common subculture factor was Youth identity in 3 articles, and the second subculture factor in 1 article was Cultural production (Table 4).

- Youth Identity

Kadoda & Hale (2015) argue that youth, in a broad sense, is not determined by age but by its metaphorical origin in society. Particularly in urban life, there are tensions between youth in marginalized areas and cities. However, not only that, especially in areas such as Sudan, in some areas where race/racism and culture are highly influential ideologies, opposing groups are formed between youth, and globalized social media influences youth identity (Kadoda & Hale, 2015). Social media platforms are essential for youth to form identities and create and maintain relationships (Brough et al., 2020, p. 1). Youth perceives identity and fosters experience in different digital communities, but the inequities on these platforms are perceived more broadly, exacerbating cultural gaps, race, gender, and other disadvantaged groups. Therefore, diverse social media design will serve the needs of youth users, closing the gap and ensuring the interests of the weak (Brough et al., 2020, p. 1). With the development of online social media, more and more studies have examined how youth rely on social media to maintain and develop relationships and how these platforms affect youth development, identity, and relationships, citizen engagement (Brough et al., 2020, p. 1). Social media can enable youth to use online resources to meet helpful people online, allowing socially

disadvantaged youth to reduce resistance from cultural backgrounds (Brough et al., 2020, p. 1).

- Cultural Production

There is no sub-cultural knowledge in the navigation on the web, and youth uses CISCENTRIC content search engines by default (Jenzen, 2017, p. 8). This shows that the subculture dominated CISCENTRIC mechanism has won the affirmation of youth and achieved anti-marginalization. This shows that youth in a sub-culture is distrustful of mainstream platforms, including commercial search engines and mass media. Due to the inadequacy of the systematic structure of media, youth is more likely to perceive hegemony and information monopoly than other groups (Jenzen, 2017, p. 8). In other words, subcultural communities are more than represented spaces, thus constructing cultural production unique to youth groups (Jenzen, 2017, p. 21).

f) Political Participation

7 of the 29 articles focused on political participation factors influencing the relationship between social participation and psychological factors in youth social media. Of the factors that led to the link between social participation and psychological factors, the most common political participation factor was Participation in 7 articles, and the second political participation factor in 3 articles was Political communication (table 4).

- Participation

Youth usage in the United States has risen sharply since 2006 (Yusop & Sumari, 2013). Youth is more engaged in many social networking activities, such as sending daily messages to friends, sending notifications, and organizing private information on social networking sites (Yusop & Sumari, 2013). According to Ida & Mashud (2020), youth has significantly changed the public's political behavior during the democratic transition in Indonesia, and digital online activities have helped youth achieve some of its goals, such as promoting economic, social, and political dialogue. Youth civic engagement in social media is defined as responding to social needs, forms of support, consultation, and engagement in social media and collaborative practices. This suggests that individual expression is important (Ahmad et al., 2012, p. 88). Social media is a powerful tool for youth political participation (Xenos et al., 2014, p. 151). While social media has beneficial effects on the political participation of youth and the wider public, it also suggests that limited youth individuals may be relatively uninvolved in social media (Xenos et al., 2014, p. 151). Social media is considered a significant area for new forms of political participation that are not subject to state control and political constraints (Yusop et al., 2013, p. 353). Social media provide more political space for youth than traditional political models, yet there is no formal directive or censorship because social media influences youth political participation; The results may not be ideal (Yusop et al., 2013, p. 353).

According to Keating & Melis (2017), youth's online political participation is due to their political interests. Not only can they effectively use new technologies, but these technologies are already integrated into their lives, so they will choose to take action or express their views. The Internet can compensate young citizens, and these online tools can help compensate for the resource constraints young people face and provide a low cost of political participation (Keating & Melis, 2017). Wang (2013) argues that the practice of anonymous interaction reflects the desire of youth, in part from China, to explore and express themselves, but that

youth is reluctant to acknowledge their identity. Too much social risk hinders Chinese youth from openly displaying their self-awareness, but that does not mean they secretly hope that the youth's identity will remain anonymous forever.

- **Political Communication**

Youth actively engage with social media sites to share information and education, illustrating youth's teaching and learning processes in using technology and understanding and interest in political and social issues (Yusop & Sumari, 2013). Ida & Mashud (2020) believes that youth is involved in political activities and uses social media to update political views and that social media is a good tool for youth to gain political experience and face political risks. Civic engagement with youth is a crucial prerequisite, and youth participation in the democratic process is an endorsement of youth as citizenship (Ahmad et al., 2012, p. 88). Visibility and personalization are ways for youth to engage with its citizens by providing youth perspectives through social media and increasing visibility on the internet. It will become an essential platform for the youth's political views (Ahmad et al., 2012, p. 88).

g) **Mental Health**

8 of the 29 articles focused on mental health factors influencing the relationship between social participation and psychological factors in youth social media. Of the factors that led to the link between social participation and psychological factors, the most common mental health factor was Addiction in 3 articles, the second in 4 articles was Anxiety, and the third in 1 article was Violence (table 4).

- **Addiction**

Youth faces an addiction problem with social media. Mahamid & Berte (2019) pointed out that youth in Palestine is full of environmental pressures stemming from militarization, poverty, and cultural pressures. So, when youth is exposed to social media, it can lead to overuse and addiction, a social alternative to environmental stress. Some profitable electronic products attract the attention of youth and make them addicted quickly (Singh et al., 2017, p. 2). Youth is not mature enough to distinguish fantasy from reality. Youth use of social media is more addictive. It affects users' lives, relationships, social life, and emotional users. There are various forms of social media addiction, such as accessing porn, games, and online shopping, and youth use social media to avoid engaging in activities in real life (Singh et al., 2017, p. 2).

- **Anxiety**

Youth actively uses social media to express their opinions but can suffer from social overload. Excessive use of social media can lead to physical and mental health problems, such as mental fatigue and stress, anxiety, and panic attacks (Singh et al., 2017, p. 2). Youth anxiety levels were very high in the survey (Singh et al., 2017, p. 2). Health information sharing, especially for public safety reasons, increases concerns about an individual's health status (Afful-Dadzie et al., 2023). At a psychological level, the characteristics of youth's mental health in the face of social media are focused on the individual (e.g., self-esteem) and society (e.g., social connectivity, loneliness), emotions (positive and negative effects, depression, anxiety), and cognitive domains (e.g., life satisfaction) (Yang et al., 2021). Social media can influence youth's self-awareness and interpersonal relationships through social comparison and hostile interactions, including cyberbullying, which increases the youth's mental distress, which leads to self-injury and suicidal tendencies (Abi-jaoude et al., 2020). For youth, social overload and

inhibition can lead to fear of missing out on what is happening on social media or create anxiety. This suggests that social media impact health indirectly and directly (Craig et al., 2021, p. 1).

- Violence

Patton et al. (2014) found that youth suicidal thoughts were associated with negative interpersonal experiences and that youth expressed suicidal thoughts when they chose to seek help online and search for experiences that supported them in coping with challenges. In addition, e-youth violence is also a point of concern for violent crimes, and incidents of verbal violence with uncontrolled speech can also lead to health problems for youth due to uncontrolled social media communications (Patton et al., 2014)

Discussion

Social media interaction plays an essential role in young people's lives. Examples include dealing with increasingly complex social relationships and reorganizing social networks in the context of significant changes in education and life (Yang et al., 2021, p. 634). Social media also influences youth communication, collaboration, identity work, knowledge development, and positive (or negative) cognitive, social, and emotional development (Greenhow, 2011). Compared to other age groups, youth is more receptive and responsive to social messages on social media platforms (Nigeria & Olise, 2021, p. 211). According to Nesi (2020), 95% of youth aged 13-18 use smartphones, and 88% use computers. With technology, youth take lifestyle inspiration through social media Lim et al (2022, p. 1) and combine different content to spread across various social media (Greenhow, 2011). However, social media has evolved to include various social activities related to youth, but not all interactive youth are involved. For example, youth's acceptance of health promotion on social media has been low, only 3% -5% (Lim et al., 2022, p. 2). Nevertheless, for well-planned digital communities, youth tend to perpetuate offline life in cyberspace (Brough et al., 2020, p. 1). Among youth aged 16-25, 55% of 16,020-year-olds use social media frequently, and most youths spend a third of their time on social media (Singh et al., 2017, p. 2). In 2018, 85% of youth (ages 13-17) were using YouTube. The vast majority also use Instagram (72%), Snapchat (69%), and Facebook (51%). Youth use social media to form identity and orientation, further acquire social identity, and actively participate in social and political activities through identity (Craig et al., 2021, p. 1).

Youth's use of social media, in addition to its ease of communication, also illustrates the youth community's desire to connect with the wider world, representing youth's desire to find a way to speak for itself, in this space to become self-psychological demands. Their psychological state promotes the realization of individual social participation. Because of this demand, youth's personalized expression on social media will be amplified in the existing space, so that youth's behavior will be different from that of adults in a certain image or message, they represent excessive positivity and impulsivity, and even negative emotions can become a feature of their attention. But it has to be said that youth's focus on social media also reflects a growing awareness of youth's voice and power, as well as the socially acceptable status that their actions represent.

Conclusion

Internet technology supports the widespread use of social media among youth groups, but there is no systematic survey of the problems of youth in social media use, particularly between social participation and mental health. Therefore, this study reviews the existing

research results through a systematic literature review, to find the link between adolescents' social participation and mental health. This study was guided by the PRISMA statement (preferred reporting item for systematic reviews and meta-analyses), as this research approach better addresses clues in the field of youth social media research. Based on systematic reviews by Scopus and ScienceDirect, 29 articles were selected from 200 related articles. Reviewing these texts reveals seven themes: social interaction, education, access to health information, youth language, subculture, political participation, and mental health. These seven themes give rise to fourteen sub-themes. Future research shows that adolescents' psychological status may fluctuate and hinder their social participation in identity problems. Therefore, the study of adolescents' social participation is of great significance to adolescents' mental health through social media.

Limitation and Future Direction

There are still a lot of unexplored factors about the psychological causes of adolescents' social participation on social media, and the research did not find a more profound correlation between psychological and social participation. This field of vision can provide a more solid theoretical foundation for the research on teenagers' social media use. In addition, due to the limitation of text search, this study did not list all the situations that youth encountered in using social media, it is hoped that future scholars can carry out further in-depth work based on this study. At the same time, because of the limitation of the researcher's research conditions, such as timeline, discipline, and language, the research results cannot provide enlightenment for the situation of global youth in a broad sense, it is also the part that needs to be made up in the future.

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