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Abstract

Research Article

GENERAL PSYCHOLOGY AND PERSONALITY PSYCHOLOGY

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Utilizing a mixed-methods approach, the study combines quantitative surveys with qualitative interviews from a diverse sample of 200 adolescents aged 13-18. The analysis focuses on patterns of social media use, self-perception, and peer influence. Findings indicate that extensive use of social networks correlates with heightened self-awareness and social comparison, which in turn affect self-esteem and identity formation.

Keywords

Social Contributions, social networks, adolescence, Empirical Contributions, Policy Implications.

INTRODUCTION

While the existing body of research on social networks and their influence on adolescents is extensive, several critical gaps remain that warrant further investigation . These gaps not only highlight the limitations of current knowledge but also underscore the significance of this study in contributing to a more comprehensive understanding of the dynamics at play. One of the most significant gaps in the literature is the scarcity of longitudinal studies that track the impact of social media use on adolescent personality development over time. While crosssectional research provides valuable snapshots of correlations between social media use and aspects of personality, such studies cannot ascertain causality or the directionality of these relationships. Longitudinal research is essential



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to understand how continued exposure to social networks influences the trajectory of personality development through the critical adolescent years.

Another gap is the need for a more nuanced analysis of the types of social media interactions and their differential impacts on adolescents. Much of the existing research treats social media use as a monolithic activity, without distinguishing between passive consumption of content, active engagement with peers, and content creation . These different modes of interaction likely have varied effects on personality development, a nuance that remains underexplored.

The influence of cultural and socioeconomic contexts on the relationship between social media use and personality development is another area that is insufficiently addressed. Most studies have been conducted in Western contexts, leaving a significant gap in understanding how these dynamics play out in different cultural settings, where social norms, media literacy, and access to technology may differ markedly.

The rapid evolution of social media platforms and the emergence of new digital spaces, such as TikTok, Snapchat, and others, represent a gap in the literature. Most research to date has focused on platforms like Facebook and Instagram, with less known about the impact of newer platforms that have different interaction dynamics and content dissemination mechanisms. These platforms have unique features that could have distinct influences on adolescent development. Finally, there is a lack of research exploring how individual differences in psychological resilience and vulnerability influence the impact of social media on personality development. Factors such as pre-existing mental health conditions, selfesteem levels, and familial support systems likely moderate the effects of social media, yet these variables have not been sufficiently integrated into existing models.

This study aims to address these gaps by employing a longitudinal design to explore the effects of social media use over time, focusing on a diverse array of social media platforms and interactions. It will also consider cultural and socioeconomic variables to provide a more global perspective on these dynamics. Furthermore, this research will examine how individual differences in psychological resilience and vulnerability factors mediate the relationship between social media use and personality development in adolescents. By addressing these identified gaps, the study seeks to contribute valuable insights to the field, offering a more nuanced and comprehensive understanding of how social networks influence the complex process of adolescent personality development . This endeavor not only advances academic knowledge but also has the potential to inform policy, educational strategies, and parental guidance in the digital age.

The research design for this study was meticulously crafted to explore the impact of social networks on personality development during adolescence, integrating both quantitative and qualitative methodologies to provide a comprehensive analysis of the phenomenon. With the study now complete, we can reflect on the International Journal of Advance Scientific Research (ISSN - 2750-1396) VOLUME 04 ISSUE 03 Pages: 156-159 SJIF IMPACT FACTOR (2022: 5.636) (2023: 6.741) (2024: 7.874) OCLC - 1368736135 Crossref 0 S Google S WorldCat MENDELEY



design choices made and their effectiveness in addressing the research questions.

The study adopted a mixed-methods approach, combining longitudinal quantitative surveys with in-depth qualitative interviews. This design was instrumental in capturing the dynamic nature of personality development over time while also providing rich, contextual insights into the adolescents' experiences with social media.

The quantitative component involved administering surveys to a diverse sample of 500 adolescents aged 13-18, at three different points over a three-year period. This longitudinal survey design allowed for the examination of changes in personality traits, self-esteem, social comparison orientation, and psychological well-being in relation to variations in social media use patterns . The use of validated instruments, such as the Big Five Personality Inventory and the Rosenberg Self-Esteem Scale, ensured the reliability and validity of the data collected.

Following the initial analysis of the quantitative data, semi-structured interviews were conducted with a purposively selected subset of 40 participants. These interviews aimed to delve deeper into the personal experiences and perceptions of social media's impact on personality development. The thematic analysis of the interview transcripts revealed nuanced understandings and personal narratives that enriched the quantitative findings.

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