

# **Social Connections and Mental Health among High School Students in Fremont, California**

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## **Abstract**

The main objective of this study is to identify what types of social connections, and in what amounts, are correlated with rates of depression and anxiety in adolescents (14-18 years old). A survey containing questions on types and frequencies of social interactions was distributed to 184 students at Irvington High School in Fremont, California, along with the PHQ-9 depression and anxiety questionnaires. Five types of social interactions were analyzed: interactions with friends, social media, family time, conversation topics with family and friends, and meal behavior. Four variables were found to have a strong correlation with depression: time spent on short video platforms ( $p = .00$ ), frequency of family meals ( $p = .00$ ), frequency of discussions between children and parents about the child's social life ( $p = .01$ ), and time spent with family ( $p = .02$ ). Three variables were found to have a strong correlation with anxiety: time spent on short video platforms ( $p = .00$ ), frequency of family meals ( $p = .00$ ), and time spent with family ( $p = .05$ ). The results of this study indicate that students who spend less time on short video platforms and more time with their family have better mental health on average.

## **1. Introduction**

Recently, more attention has been brought to the growing mental health crisis in adolescents. The total number of teenagers who recently experienced depression increased by 59% between 2007 and 2017 (Geiger & Davis, 2020). Furthermore, the fourth leading cause of death among 15-19 year-olds in 2021 was suicide (World Health Organization, 2021). Because of these statistics, many scientists have been investigating causes and treatments for depression

and anxiety. Literature has established that positive social interactions correlate with lower rates of depression and anxiety, while negative social interactions correlate with higher rates (Seabrook et al., 2016). However, very little research has examined the exact details of the social interactions that alleviate/worsen depression and anxiety.

The main objective of this study is to identify what types of social connections, and in what amounts, are correlated with rates of depression and anxiety in adolescents. Specifically, I want to determine:

- Do different types of media through which teenagers interact with their friends (in-person, video calls, phone calls, or texting) have different effects on their mental health?
- Do different types of social media (media with posts, YouTube, short-video platforms, and podcasts) affect depression/anxiety to different degrees?
- Is the amount of enjoyable, quality time teens spend with their parents or siblings per week correlated with the severity of depression/anxiety symptoms students experience?
- Is the frequency of conversations with parents that are related to academics or students' social lives correlated to rates of depression/anxiety? What about the frequency of conversations with friends that are about academic achievement or students' personal lives?
- How do dynamics during meals affect teens' mental health? Do teenagers benefit from eating dinner with their family regularly? Does having electronic devices (television, iPad, or phone) during meals affect depression/anxiety?

## **2. Theory**

### **2.1 Interactions with Friends**

I hypothesized that all interactions with friends, regardless of medium, will have a negative correlation with depression and anxiety as has been established by literature (Cleary et al., 2015). However, in-person interactions will have a stronger correlation with adolescent mental health since students will be able to enjoy a wider range of activities with their peers in person. Many of these activities, such as playing outdoors, have also been shown to boost mental wellness (Piccininni et al., 2018). Because students may be distracted or multi-tasking when speaking with their friends over the phone or texting, these may be less enjoyable forms of social interaction.

## **2.2 Social Media**

Time spent on social media that uses a “post” format (like Instagram) and time spent on short-video platforms (like Tiktok) are hypothesized to have a strong positive correlation with depression and anxiety since these platforms allow adolescents to see their peers' accomplishments, activities, and physical appearance on a frequent basis. This may make some students feel inadequate in comparison to their peers, which could lead to depression and anxiety (Bashir & Bhat, 2017). On the other hand, YouTube and podcasts will have no correlation with adolescent mental health since most of their content tends to be focused on story-telling, comedy, and education rather than the personal life or physical appearance of the creator.

## **2.3 Family Time**

I hypothesize that students who spend more enjoyable, quality time with parents or siblings will experience lower rates of depression and anxiety. People who have strong social support systems tend to have lower rates of depression and anxiety (Scheid & Brown, 1999), so children who spend more time with their family will be less likely to

experience severe depression and anxiety and more likely to recover from any disruptions to their mental health.

## **2.4 Conversations with Parents and Friends**

Academic motivation is correlated with low rates of depression but high rates of anxiety (Elemelid & Ruchkin, 2014). Students who frequently discuss their academics with their parents and friends are more likely to be academically motivated and therefore will experience lower rates of depression but higher rates of anxiety.

Students who share details about their social life with their parents more frequently will have lower scores for both depression and anxiety. This is because these students probably trust their parents with personal details and also have an active social life. Both of these things would indicate that the student has a strong social support system and therefore should experience fewer symptoms of depression and anxiety (Scheid & Brown, 1999).

Students who talk about their family life frequently with their friends may be experiencing family conflict, which can be an indicator for depression and anxiety (Cummings et al., 2014). Therefore, students who “never” or “rarely” discuss their family life with their friends will have the lowest depression and anxiety scores.

## **2.6 Meal behavior**

Eating meals with family members helps children feel more connected to their parents, which may reduce depression and anxiety symptoms. On the other hand, students who use electronic devices during meals tend to communicate less with their families (Fulkerson et al., 2013), and a lack of family communication can increase symptoms of

depression and anxiety (Wong et al., 2022). Therefore, adolescents who use electronic devices during meals will have higher anxiety and depression scores on average.

### **3. Methods**

Six classes at Irvington High School in Fremont, California were asked to fill out a survey. The teachers of five of these classes uploaded the survey to their Google classrooms, so students from other classes could take the survey as well. See Appendix 1 for more information on which classes had access to the survey.

Students were asked to answer multiple-choice questions about social connections in their life, and then they filled out the PHQ-9 depression and anxiety diagnostics. See Appendix 2 for a copy of the survey. Students were informed that the survey is completely anonymous, and then they filled out the form electronically. There was no time limit and students could choose to fill out the survey at school or at home. Compensation in the form of candy was offered to those who completed the survey. A total of 184 students answered the survey.

After collecting the responses, the data was uploaded to a spreadsheet and 42 erroneous responses were deleted (in all cases, students selected multiple answer choices for the same question). After that, the anxiety and depression score were calculated for each response using the same scoring as the PHQ-9. Students were asked how often they experienced certain symptoms of depression and anxiety, and 0 points were given for “not at all,” 1 point for “several days,” 2 points for “more than half the days,” and 3 points for “nearly every day.” Then the points were added up to obtain a depression score and an anxiety score. The only difference between the official PHQ-9 and the one given in this study was that one of the symptoms in the depression questionnaire (“Moving or speaking so slowly that other people could have noticed? Or the opposite — being so fidgety or restless that you have been moving around a lot more than

usual.”) was split into two symptoms (“Moving or speaking so slowly that other people could have noticed” and “Being so fidgety or restless that you have been moving around a lot more than usual”). The question was split to make it easier for students to understand the question. Therefore, the maximum depression score a student taking the survey in this study could receive was 30 points, whereas the maximum score in the official PHQ-9 is 27 points.

The spreadsheet was exported as a .csv file to RStudio and the dplyr package was installed. An ANOVA test was used to determine the correlation between depression and anxiety and the 23 social connection variables:

1. Frequency of interactions with friends
  - a. In person (outside of school)
  - b. Video calling (FaceTime, Zoom, etc.)
  - c. Phone calls (audio only)
  - d. Texting
2. Time spent on various Social Media Platforms
  - a. Instagram, Twitter, and other media with “posts” (SMPs)
  - b. YouTube
  - c. Tiktok, Instagram Reels, Youtube shorts (or other platforms for watching short clips) (SVPs)
  - d. Podcasts
3. Enjoyable, quality time spent with your parents or siblings per week
4. Frequency of the following conversation topics with parents
  - a. Schoolwork or teachers
  - b. College plans

- c. Standardized testing (APs, SAT, etc.)
  - d. Future career plans
  - e. Social life
5. Frequency of the following conversation topics with students
- a. Schoolwork or teachers
  - b. College plans
  - c. Standardized testing (APs, SAT, etc.)
  - d. Future career plans
  - e. Family life
6. Frequency of family meals
7. Frequency of meals eaten with the following electronic devices
- a. Television
  - b. Phone
  - c. iPad

Four variables were found to have a strong correlation with depression, three variables were found to have a strong correlation with anxiety, and 19 variables were found to have weak or no correlation with depression and anxiety.

## **4. Results**

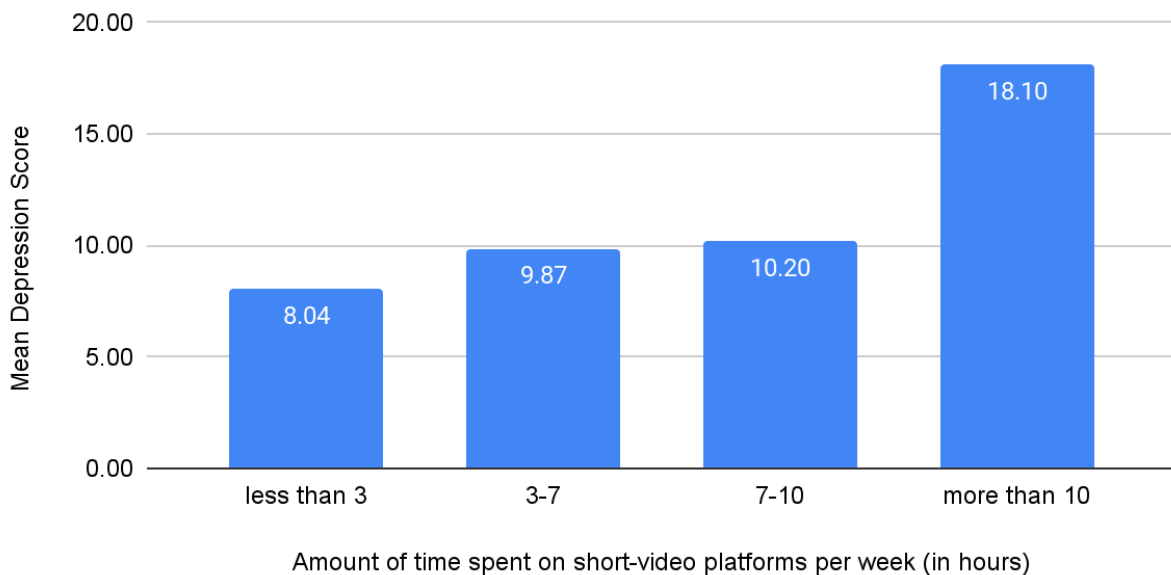
### **4.1 Interactions with Friends**

Students were asked how often they interact with their friends using the following mediums: in-person (not including school), video calls, phone calls (no video), and texting/using messaging platforms. There was no correlation between the frequency or type of interactions that students had with their friends and depression or anxiety.

## 4.2 Social Media

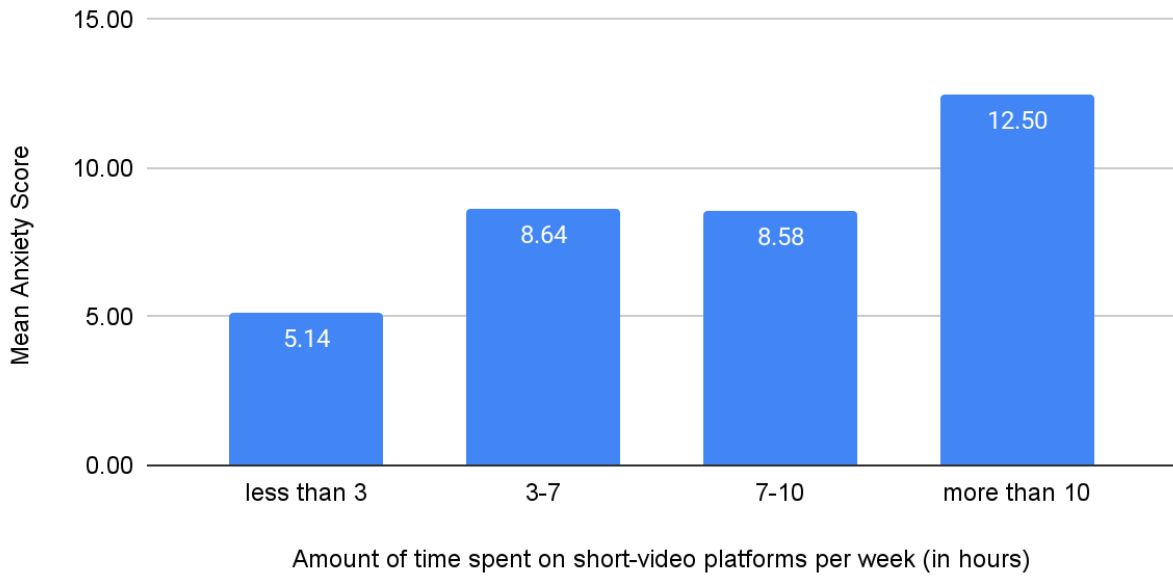
The amount of time spent on SMPs, Youtube, or podcasts doesn't have any correlation with depression or anxiety. However, students who spent more time on SVPs displayed significantly higher rates of depression ( $p = .00$ ) and anxiety ( $p = .00$ ). The graphs below depict the average depression score and anxiety score for students who spend less than 3 hours, 3-7 hours, 7-10 hours, and 10+ hours on SVPs per week.

### Mean Depression Score vs. Amount of time spent on short-video platforms per week (in hours)





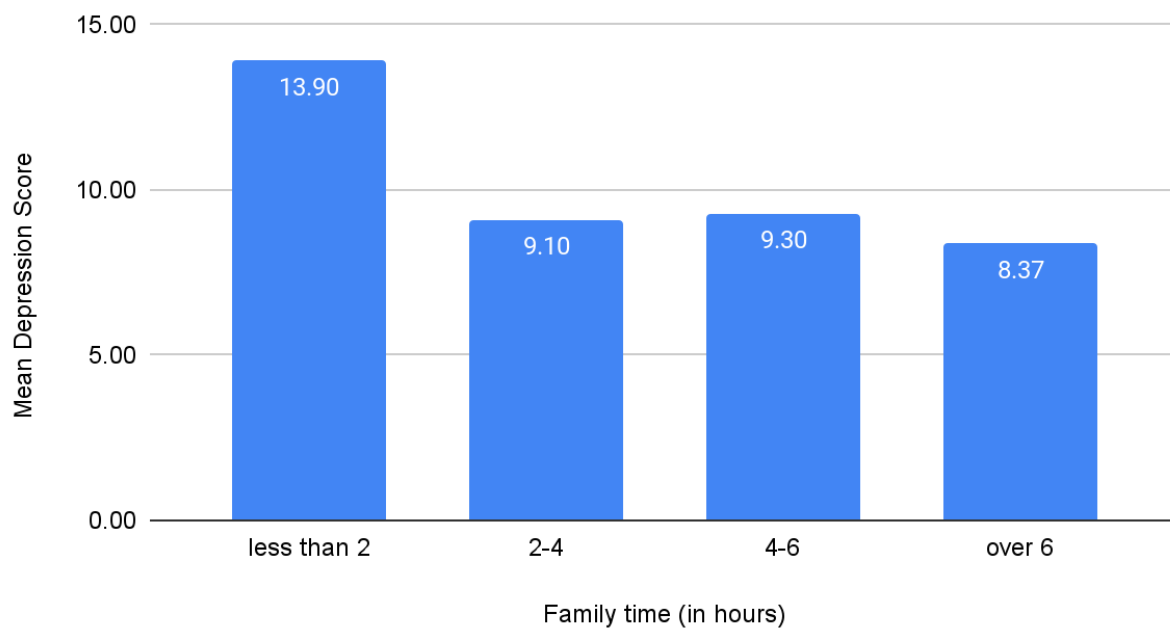
## Mean Anxiety Score vs. Amount of time spent on short-video platforms per week (in hours)



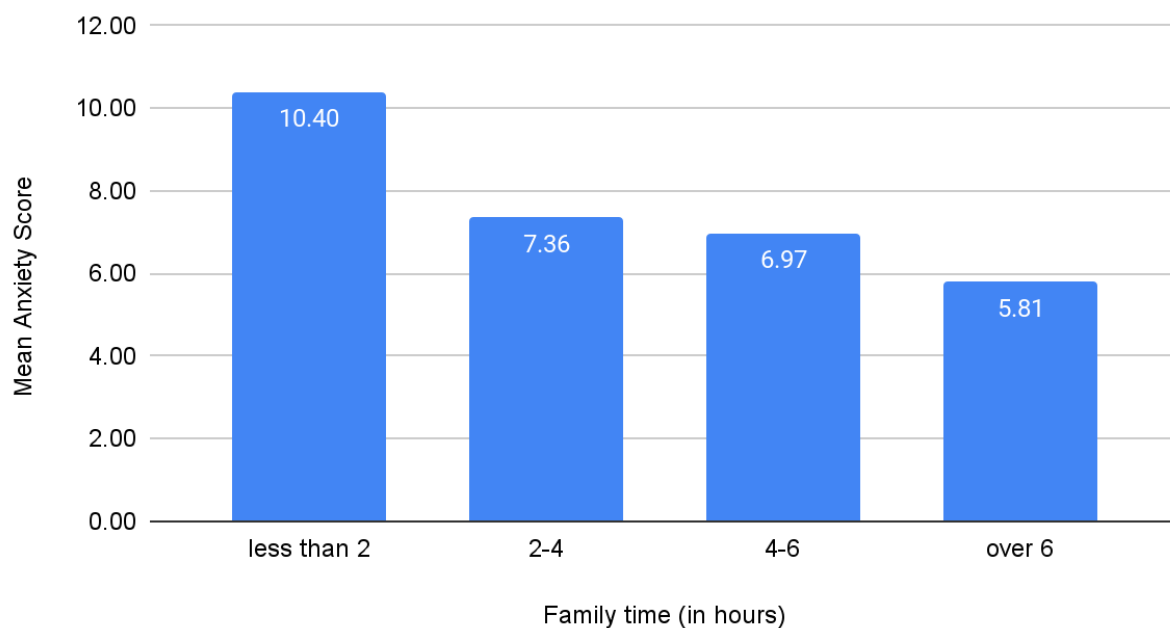
### 4.3 Family Time

Students who spent more quality time with parents or siblings had significantly lower depression ( $p = .02$ ) and anxiety ( $p = .05$ ) scores. The graphs below depict the mean depression and anxiety score as the amount of family time increases.

## Mean Depression Score vs. Family time (in hours)



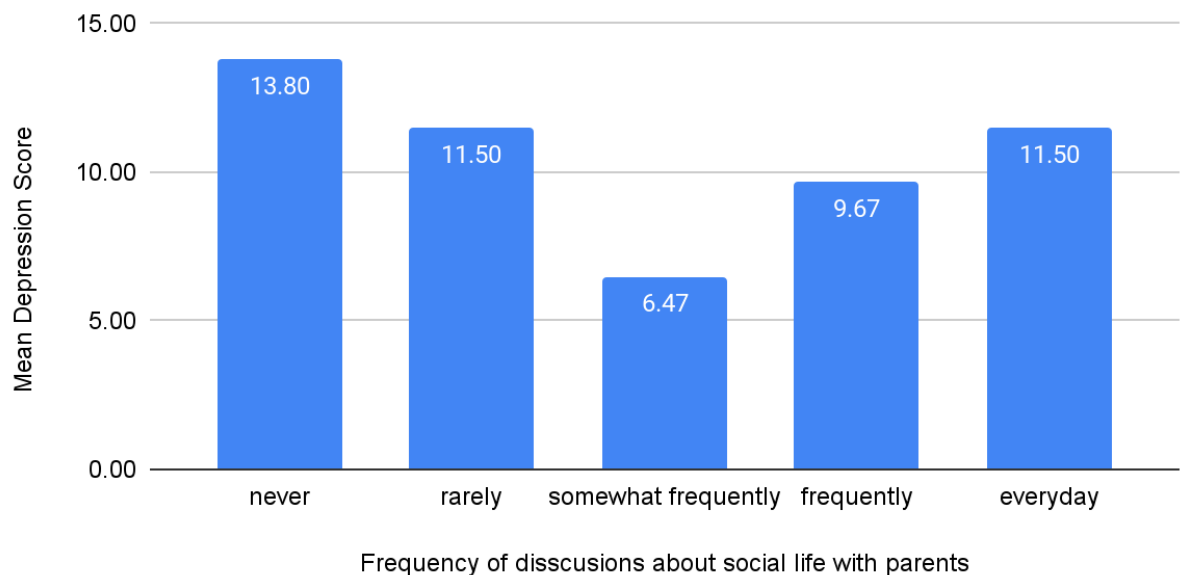
## Mean Anxiety Score vs. Family time (in hours)



#### 4.4 Frequency of conversations about various topics with parents

Students were asked how often they discussed schoolwork, teachers, college plans, standardized testing, future career plans, and their social life with their parents. None of the conversation topics had a strong correlation with anxiety. However, students who discussed their social life with their parents everyday and students who never or rarely discussed it both had abnormally high depression scores ( $p = .01$ ). The graph below shows the mean depression score for students who discuss their social life with their parents “never,” “rarely,” “somewhat frequently,” “frequently,” and “everyday”.

#### Mean Depression Score vs. Frequency of discussions about social life with parents



#### 4.5 Frequency of conversations about various topics with friends

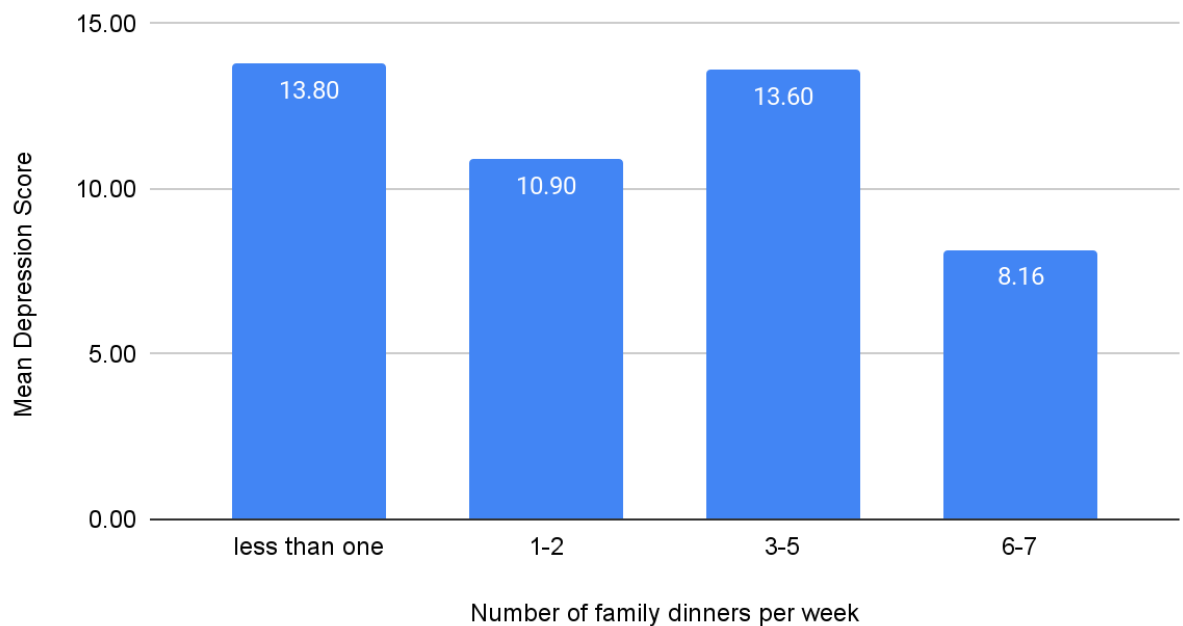
Students were asked how often they discussed schoolwork or teachers, college plans, standardized testing, future career plans, and their family life with their friends.

There was no correlation found between depression or anxiety and any of these conversation topics.

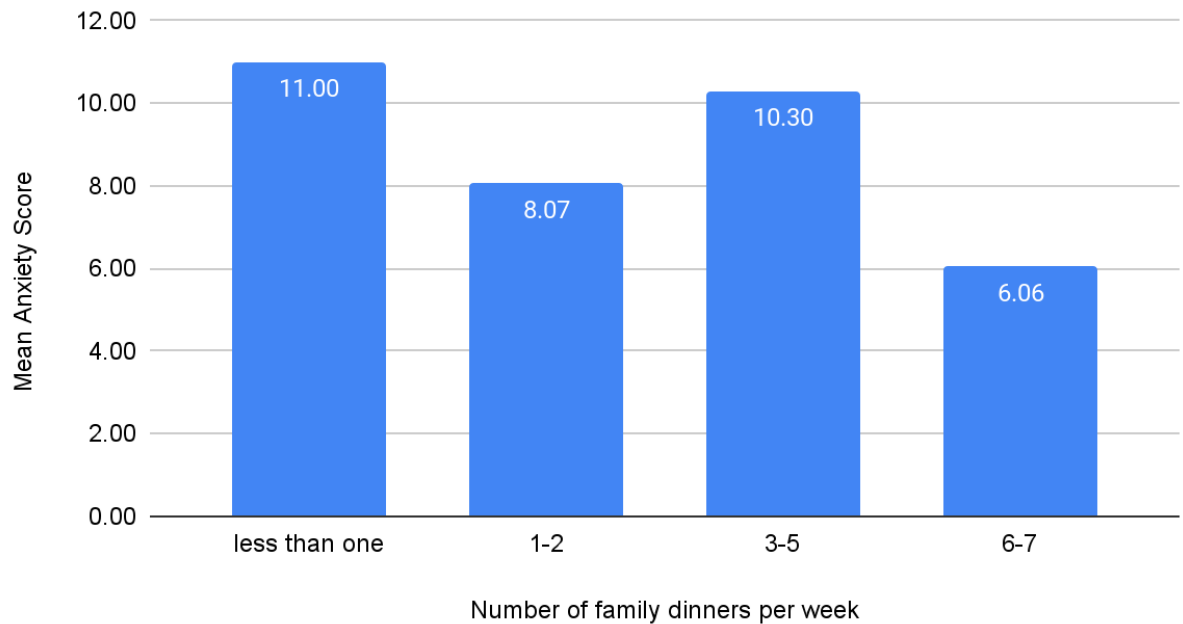
#### 4.6 Meals

No correlation was found between having devices (television, phone, or ipad) during meals and depression or anxiety. However, students who ate dinner with their family six to seven times a week had significantly lower anxiety ( $p = .00$ ) and depression ( $p = .00$ ) scores than students who had family dinners less than six times a week. The graphs below depicts the average depression and anxiety score for students who eat dinner with their family less than once a week, 1-2 times per week, 3-5 times per week, and 6-7 times per week.

Mean Depression Score vs. Number of family dinners per week



## Mean Anxiety Score vs. Number of family dinners per week



### 5. Discussion

#### 5.1 Why is there no correlation between time spent with friends and depression/anxiety?

Literature has established that there is a correlation between social support and depression or anxiety (Scheid & Brown, 1999), so the finding that time spent with friends does not affect depression or anxiety, regardless of the medium, seems counterintuitive. It is possible that the sample size in this study was too small or biased, which led to this result (see section 5.6). Alternatively, time spent with friends may not impact depression or anxiety as much as “quality time spent with supportive friends,” or “time spent with friends who belittle you or make you feel less-than.” It is probable that some students’ friends may be neutral or

detrimental to their mental health, while other friends may boost their peers' mental wellbeing. Further investigation is required to determine the nature of friendships that impact mental health.

## **5.2 Why do SVPs have a strong correlation with depression and anxiety, but SMPs have no significant correlation?**

SVPs are relatively new to society. The most popular SVP, Tiktok, was launched in 2016. Because of this, there is very little research on the effect SVPs have on the adolescent mind.

One potential explanation as to why SVPs may be more detrimental to mental health than SMPs is the use of interactive filters. Regular filters, like the ones on Instagram and Snapchat photos, have been shown to decrease self-esteem and increase unhealthy body image, both of which can lead to depression and anxiety (Nguyen, 2017; Sharma et al., 2022). SVPs do not only include the regular beauty filters used by SMPs, but also interactive filters which teenagers can use when recording videos of themselves. For example, the “Weight Control” filter on Instagram estimates a user's weight simply by looking at their face. A “trend” on the platform is for adolescents to record their reaction to the filter and post it online for their peers to see. This could make some students feel insecure about their body and lead to depression or anxiety. In this sense, SVPs have amplified the already detrimental effects of SMPs’ beauty filters.

However, this is only one possible explanation. More research is required to empirically establish the connection between interactive filters and mental health outcomes.

### **5.3 Why is enjoyable, quality time with parents or siblings and depression/anxiety negatively correlated?**

People who have strong social support tend to have lower rates of depression and anxiety (Scheid & Brown, 1999), which supports the idea that children who spend more time with their family are less likely to experience severe depression or anxiety, and are more likely to recover from disruptions to their mental health. However, more research is required to establish direct causation between family time and mental health.

### **5.4 Why do students who rarely talk about their social life with their parents and students who talk about their social life everyday with their parents both have equally high rates of depression?**

Students who never talked to their parents about their social life and students who talked everyday with their parents about their social life both had abnormally high depression scores (average depression score of 13.80 and 11.50 out of 30, respectively). Children who do not share details about their social life with their parents may not feel close to their parents or may feel like they cannot trust them with certain details about themselves. Alternatively, children who have a difficult social life (are being bullied, do not have many friends, or have friends who are involved with negative activities such as drug abuse and vandalism) may not talk to their parents due to a fear of being judged or punished. Either way, this would indicate that the student lacks a strong support system, which could lead to depression.

Students who talked to their parents about their social life everyday also had a high depression score (11.50 on average). This may be because students who share details about their social life everyday have more peer conflict and therefore more to talk about

with their parents. Furthermore, if parents are aware that their child is struggling with peer conflict, they may ask their child more questions about their friends, which would also lead to more frequent discussions about their child’s social life. If this is true, it means that discussions between parents and children about the child’s social life does not cause depression, but rather peer-conflict increases both depressive symptoms and conversations between children and their parents. However, more research is required to determine whether this is the case.

**5.5 How do habits during meals affect depression/anxiety?**

Having electronic devices during meals (EDMs) is negatively correlated with family communication (Fulkerson et al., 2013), and a lack of family communication can increase symptoms of depression/anxiety (Wong et al., 2022). It is possible that the reason this study found no correlation between EDMs and depression/anxiety is because very few students use EDMs. The median frequency of television, phone, or iPad use during meals was rarely, rarely, and never, respectively. Therefore, very few students were impacted by the potential effects of EDMs. However, more research is required to understand the relationship between EDMs and depression and anxiety.

Number of Students who use EDMs

	Television	Phone	iPad
Never	54	40	118
Rarely	22	34	12
Some meals	38	38	5
Most meals	15	17	4
Almost every meal	13	13	4



While EDMs are not correlated with depression and anxiety, the frequency of meals with family is negatively correlated with depression and anxiety. This is in line with the theory that quality time with family and strong support systems promote mental health.

## **5.6 Potential Sources of Error**

### **5.6.1 Dishonest Responses**

Students were informed that the survey was completely anonymous. However, they may have felt embarrassed to answer certain questions honestly if they took the survey at school (which most but not all participants did), due to a fear that their peers could see their screen. Furthermore, it is possible that some students filled out the survey randomly because they wanted to rush through the form. Either way, dishonest or insincere answers could have skewed the data in either direction (resulting in a stronger or weaker correlation between some variables and depression or anxiety).

### **5.6.2 Biased Sampling**

Six classes at Irvington High School were asked to fill out the survey in exchange for candy: an AP United States History class, a Choir class, an Advisory class, an AP Chemistry class, an AP English class, a Precalculus class, and French 3 class. Although other classes at Irvington also had access to the survey, they were not offered candy, so it is likely that the majority of participants were from the six classes mentioned above.

This would indicate that a disproportionate amount of students surveyed were 11th grade students who were enrolled in one or more AP classes. Studies

show that students taking AP Classes tend to have high rates of mental illnesses (29), so the convenience sample chosen for this study may be overstating the correlation between the independent variables and depression and anxiety symptoms.

## **6. Conclusion**

This study shows that time spent on SVPs has a positive correlation with anxiety and depression, while time spent eating meals or having fun with family has a negative correlation. Furthermore, children who discuss their social life with their parents “somewhat frequently” have a lower depression score than children who never discuss their social life or discuss it everyday. These results were significant with a sample size of 142 students, all of whom attended Irvington High School in Fremont, California.

These results point to many possibilities for future research. For starters, researchers should investigate why children who “never” discuss their social life with their parents and those who discuss it “everyday” both have high depression scores. Furthermore, SVPs should be studied in order to understand why they are impacting adolescents more than previous forms of social media, and how different forms of content (violence, educational, humor, etc.) impact children.

This research also suggests potential policy options for promoting mental health in adolescents. Educators should discourage SVPs at school by blocking popular SVPs from the school internet and informing students about responsible SVP usage in classes like Health. Teachers and school administrators should enforce policies that encourage students to spend time with their families. For example, enforcing rules that do not allow homework to be assigned

during weekends or breaks may result in more free time for students to spend with their loved ones.

Individuals who want to improve the mental well-being of themselves and their families should discourage SVP usage and try to spend more time with their loved ones. One of the best ways to create family time is by having meals together everyday. It is vital that children feel like they have a strong support system at home and at school.

By doing these things, mental health in adolescents should improve, leading to better physical health (Ohrnberger & Sutton, 2017), higher academic achievement (*The Connection*, 2021), and an increase in life satisfaction (Fergusson et al., 2015).

## Appendix 1

### Classes that had access to the survey

Subject	Number of Periods
AP US History*	4
World History	1
Treble Ensemble*	1
Concert Choir	1
Encore Choir	1
Chamber Chorale	1
Common Core Skills	1
Advisory*	1
AP Art and Design	1
AP Art History	1
Art 1	3
AP Chemistry*	2
Honors Chemistry	3
AP English*	3
English 9H	2
Precalculus*	2
Algebra 1	3
French 3*	2
French 2	2
French 1	2

\* One period of this class was given candy in exchange for completing the survey

## Appendix 2

### Copy of the Survey Distributed

[Questions](#)   [Responses](#) **184**   [Settings](#)

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## Human Connectivity and Mental Health Survey

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Thank you all for taking this anonymous survey! Your individual results will not be shared with anyone and this form will not collect any personal information that could be used to identify you. The survey contains 10 questions; please answer all questions to the best of your ability. By filling out this form you are voluntarily agreeing to take place in this anonymous survey. Thank you for your time!

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How often do you interact with your friends using the following mediums? \*

	everyday	every week	every month	less than once a m...
In-person (outside ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video calling (Face...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phone calls (audio...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much time do you spend on each type of media \*

less than 3 hours ... 3-7 hours per week 7-10 hours per week more than 10 hour...

Instagram, Twitter, ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiktok, Instagram ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much enjoyable, quality time do you spend with your parents or siblings per week \*

- less than 2 hours
- 2-4 hours
- 4-6 hours
- over 6 hours

How often do you talk about the following topics with your parents? \*

	never	rarely	somewhat freq...	frequently	every day
schoolwork or ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
college plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
standardized t...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
future career pl...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your social life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you talk to about the following topics with your friends \*

	never	rarely	somewhat freq...	frequently	everyday
schoolwork or ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
college plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
standardized t...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
future career pl...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
your family life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you eat dinner with your family \*

- less than once a week
- once or twice a week
- 3-5 times a week
- almost every day

How often do you use the following devices while eating meals at home \*

	never	rarely	some meals	most meals	almost every m...
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iPad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Over the last two weeks, how often have you been bothered by any of the following problems? \*

	Not at all	Several Days	More than half the ...	Nearly every day
Little interest or pl...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling down, depr...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trouble falling or s...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling tired or hav...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor appetite or ov...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling bad about ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trouble concentrat...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Moving or speakin...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being so fidgety or...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts that you ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Over the last 2 weeks, how often have you been bothered by the following problems? \*

	Not at all	Several Days	More than half the ...	Nearly Everyday
Feeling nervous, a...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to s...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worrying too much...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trouble relaxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being so restless t...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Becoming easily a...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling afraid, as if...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked off any of the problems in the two questions above, how difficult have these problems made it for you at work, home, or with other people? \*

- Not difficult at all
- Somewhat difficult
- Very difficult
- Extremely difficult

## References

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