

**SOCIAL MEDIA ADDICTION AS PREDICTOR OF ADOLESCENTS DEPRESSION
AMONG IN-SCHOOL ADOLESCENTS IN EGOR LOCAL GOVERNMENT AREA
EDO STATE**

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UNIVERSITY OF BENIN

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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
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DEDICATION

This work is dedicated to God almighty, for His infinite mercies, strength, grace and provision over me during the course of this study.

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CERTIFICATION

We, the undersigned, certified that this research work carried out by Mercy IRABOR in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. Benin City, Nigeria.

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Date

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ABSTRACT

The study investigated Social media addiction as predictor of adolescent depression among senior secondary school students in Egor Local Government of Edo State. To guide this study, four research questions were raised and three hypotheses formulated and tested at 0.05 level of significance.

The study adopted the survey research design. The population of the study consisted of 1565 Senior Secondary School (SSS2) Students from the coeducational category registered for 2024/2025 academic session from 10 coeducational secondary schools. The sample size of the study comprised 200 using the simple random sampling procedure. The research instrument that was used for this study is 4-point modified scale questionnaire titled "Social Media Addiction and Depression Questionnaire (SMADQ)". The questionnaire was divided into two (2) parts. Part A elicited demographic details, while part B contains two (2) subscales viz: Adolescents' level of social media addiction with 16 items, Depression level of addicted adolescents to social media 5 items. The instrument was validated by three test experts in the Department of Educational Evaluation and Counselling Psychology. The reliability of the instrument was established through internal consistency using Cronbach alpha statistics which yielded reliability index of 0.757 for adolescents' level of social media addiction, 0.705 for depression level of addicted adolescents to social media. The simple linear regression and Analyses of covariance (ANCOVA) were used to test formulated hypotheses at 0.05 alpha level.

Findings revealed that social media addiction significantly predicted depression among in school adolescents in senior secondary school in Egor Local Government Area of Edo State. Factors such as constant usage of social media by the adolescent to wanting to feel belong or associated and having strong desire for acceptance contributed to social media addiction. There was lack of significant difference by sex because both male and female adolescents experience similar patterns of social media engagement in the study context, such as frequent checking, browsing, or interactive participation, which may not differentially affect depressive symptoms. Based on the findings, it was recommended that schools should integrate structured digital literacy and digital wellness education into their curriculum. Such programs should focus not only on technological skills but also on responsible usage, time management, emotional awareness, and coping strategies related to online experiences and parents should be educated about the potential psychological implications of excessive social media use. Parental monitoring should be balanced with open communication, fostering trust while guiding adolescents toward healthier digital habits.

CHAPTER ONE

INTRODUCTION

Background to the Study

The essence of communication lies in its ability to convey meaning, build relationships, and facilitate understanding between individuals or groups. It is the foundation of human interaction, allowing people to share ideas, express emotions, and collaborate effectively. Before now, the means of communication was writing and posting of letters through post office. But this has its own side effects hence the sender would have to wait for a long period of time to receive response from the recipient. Through this means, some letters can go missing or the letter will not get to the recipient in a case where the address of the recipient was miscommunicated. Then technology moved on to phone calls and text messages which is often regarded as SMS (short messages services). Thereafter the internet was introduced as an advanced means of communication, the internet has now made it easier and faster to get information and communicate with loved ones without any barriers. This internet becomes the umbrella through which we have different social media platforms such as, Facebook, Instagram, Twitter, WhatsApp, Bingo live and TikTok. With these different platforms, communication and information has been made more accessible and easier for people to interact, create and share contents through pictures and videos.

The rapid development of information and communication technologies has transformed the way people interact and access information globally. Among the most significant advancements of the 21st century is the emergence of social media platforms such as Facebook, Instagram, TikTok, WhatsApp, Snapchat, Twitter (X), and YouTube. These platforms have revolutionized communication by allowing users to share ideas, express emotions, and maintain relationships instantly, regardless of geographical barriers.

Social media platforms is a social structure made up of individuals or organizations called "nodes", which are connected by one or more specific types of interdependencies, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige. People are able to get information from any part of the world through the use of social media platforms. But the use of social media has brought positive and negative impacts. However, in whatever case the excessive usage of social media is addiction, been it positive or negative addiction but the impact of the usage is what study of Maria Charity Agbo (2021) that the excessive use of social media by adolescents has resulted in decreased social activities and feeling of incapacity and inadequacy which shows a negative impact, it has also been observed that individuals who uses social media excessively such as, content creator, skirt makers, Activists, motivational speakers, social media influencers and book authors use social media for charity purposes or to make money from their contents and this depicts the positive impact of social media. Now here is the question that everyone will want to ask, what then is the link between social media addiction and depression. The negative impact of social media on people such as, cyberbullying, hate speech, derogatory comments, body shaming, exposure of private messages, pictures and video has led to excessive social mishaps on individuals as people have now internalized all negative impacts which has caused them pains, anger, anxiety and loneliness. The repressed views of this pain have led people to deeper social problems and depression is one of them.

Depression is a mental health disorder marked by constant or repeated low mood or loss of interest in previously enjoyed activities. It is different from usual mood fluctuations and short-lived emotional responses to challenges in everyday life. A person living with depression often experiences completely different thoughts

before and after a depressive episode. Depression and depressive illness are classified as mood disorders. According to Kessler and Bromet (2013) depression is a common mental disorder among people. It is experienced by people in different ways. Many people who suffer from depression report feelings as though they have lost the ability to imagine a happy future or remember a happy past. Often, they do not realize they are suffering from a terrible illness, and seeking help may be farfetched from their thoughts. Emotions and even physical pain become unbearable. When long-lasting and with moderate or severe intensity, depression may become a serious health condition. It can cause the affected person to suffer greatly and function poorly at work, school and in the family. Every individual is prone to experience mild depression. Evidence of depression is experienced by almost every individual as a result of either the biological makeup of individuals or the pressures of society. This could lead to major depressive disorders if not promptly combated. The burden of depression and other mental health conditions is on the rise globally, some major indicators of depression include problems with decision making or focus, reduced interest or pleasure in activities, recurring thoughts of death, and prolonged feelings of emptiness or hopelessness (Zhang & Lester, 2012). Episodes of depression are associated with reduced zest for previously fun activities, low mood, increased fatigue, sleep problems, lack of energy, undue feelings of guilt, attention and concentration problem, psychomotor agitation and suicidal thoughts which may ultimately result in suicide.

Depression in this context is as a result of all the internalized pains from social media negative impacts, the repressed views of pains caused by cyberbullying, hate speech, body shaming and derogatory comments can lead an individual into severe depression. And the individual with excessive negative

impacts of social media may become addicted to social media usage, through seeking validation and releasing their repressed feelings by spending more time on the screen and engaging in more social media platforms, and in no time the individual will also bully others, reflecting and releasing his or her repressed pains through ill comments and speech with this, the individual may become fully addicted to social media. It was discovered that increased use of social media leads to deeper social life suffering in the sense that addicted users interact more and value social media friends more than real-life interactions with family and friends.

Addiction in this context is the urge to repeatedly use social media platforms more than 8 hours per day. Another term for addiction is uncontrollable behaviors or habits. A compulsive and excessive involvement in a specific behaviour, even in the face of negative consequences, addiction is a compulsive engagement on social media and the urge to check for new messages, video, pictures and latest trends online. Social media addiction can be negative or positive, but whichever way the negative impacts appears to have a link with depression. From observations, adolescents tend to have the higher population of social media users, adolescents form 80% of every social media platform, they are always online surfing the internet for new information, adolescents chat even in highly sensitive areas such as school, walkway and even in the library they are always chatting. An adolescent who is addicted to social media cannot go a minute without checking his or her smartphone and this may also trigger (FOMO) fear of missing out from the internet's latest trend

Social media addiction can be described as a behavioral addiction characterized by excessive concern about social media, uncontrollable urges to log

on or use social media, and dedicating so much time and effort to social media that it impairs other important life areas (Andreassen & Pallesen, 2014). Adolescents are particularly vulnerable to developing addictive behaviors due to developmental factors such as identity formation, peer influence, and a strong desire for social belonging. Adolescents, in particular, have embraced social media as a central part of their daily lives. This age group relies heavily on these platforms for entertainment, social interaction, self-expression, and even academic purposes. However, as beneficial as social media may seem, concerns have emerged regarding its excessive and uncontrolled use, commonly referred to as social media addiction.

Adolescents are individuals between age 10 and 19 (WHO). Adolescence is a transitional stage of physical and psychological development that normally occurs during the period from puberty to adulthood, adolescence is usually associated with the teenage age years, but it's physical, psychological or cultural expressions may begin early or end late. Adolescence begins with the onset of puberty and puberty is marked by the appearance of secondary sexual characteristics which are known to be adolescent developmental changes this impact their emotions, thoughts, decisions and how they interact with others and their environment. It is a distinct period in human development and crucial for setting the ground work for long-term health. Adolescent children grow quickly regarding their physical, cognitive, and emotional development. This impacts their emotions, thoughts, decisions, and interactions with others in their environment.

According to diverse research been done particularly National center for health statistics (2017) the difference in ages of adolescents may also predict their depression level, for instance those in the category of late adolescents 14 -

22 years may be more prone to depressive thoughts and having more episodes of depression than those in the category of early adolescents 10-13 years. It is also worthy to note that there are noticeable differences in episode of depression according to different sex. Adolescent girls appear to spend more time surfing social media compared to boys. The rise in depression rate among adolescents coincides with the rise in popularity of smartphones. Today's adolescents have not known a world of social interaction that does not include social media, adolescents' boys and girls spend a significant amount of time on their smartphones surfing the internet, the use of smartphones and social media addiction appears to predict the increase in depression rate among adolescents.

However, it seems to have impacted adolescents' girls than boys hence adolescent' girls are more focused on what others think of them than adolescents' boys. Amidst others social media platforms this study will focus on TikTok, Twitter, Facebook, Instagram WhatsApp and Bingo live. According to research done by a social activist (2020) adolescents visit these social media platforms more than others because of its high level of engagement in content creation that will lead to verifying of user's account and monetization of the account. These users then end up fabricating contents that can easily capture the attention of everyone using that particular social media platform hence the engagement of individuals on that content determines how their social media account grows. Consequently, adolescents who are ignorant of this tend to believe everything they sees on social media, trying to model and imitate others who they think is better than them and when these desires are not forthcoming, they tend to have episodes of depression. In Nigeria, the situation is alarming. The growing penetration of smartphones and affordable internet access has significantly

increased social media usage among young people, especially secondary school students. However, many of these adolescents lack digital literacy, emotional regulation skills, or parental guidance, making them susceptible to addiction and its psychological consequences given these developments, it is essential to investigate how social media addiction predicts adolescent depression among secondary school students, especially in a Nigerian context. Understanding this relationship will help educators, parents, policymakers, and mental health professionals design effective interventions to promote responsible social media use and improve students' emotional well-being.

Statement of the Problem

In today's digital age, social media platforms have become an integral part of adolescent's daily lives, offering avenues for connection, self-expression and information sharing. However, adolescents appear to be suffering from social media negative experiences. In 2023, a case of an adolescent in the United States of America was reported by BBC (Britain Broadcasting Corporation). The adolescent was bullied and blackmailed on social media by another user, he got depressed and committed suicide, the adolescent before committing suicide dropped a written note for his parents with details to what led to his death. This incident led to the USA Government restricting adolescents access to many platforms and parental guidance code was introduced. This event has been going on in other societies but it was only made popular because it happened in a society that really works according to their constitution. But what about African where everything goes unnoticed and anything that happens is always on a higher scale, any sickness and pandemic is always on a higher scale here in African, addiction and depression is not left out. In Edo state, Egor local Government to be precise adolescents are

seen with their phones constantly chatting, viewing videos and creating videos on the walk way, school premises and even at the hospitals. A case of an adolescent was seen in Egor local Government, the adolescent traveled to another state to meet with an unknown individual she has been chatting with on social media at the wrong run the adolescent escaped been used for ritual after been raped countlessly, the adolescent came back depressed and was unable to say a word but with the help of a therapist the adolescent was able to tell the tale. Another case was also seen, adolescents in accidents scene creating videos, taking pictures and posting it on social media platform instead of rescuing the accidents victim. Another adolescent was seen by the school principal always sad and with much investigation it was discovered that the adolescent was been blackmailed and threatened by an unknown individual on social media, the adolescent had earlier paid the unknown individual twice and still the bullying continued, despite these negative impacts most adolescent still idolize social media. Now the question to ask is, how many adolescents are dying on a daily basis behind the scene because of this menace of addiction that no one is aware of, how many adolescents are currently suffering from this menace of addiction that has led to depression, how many adolescents are even aware of the fact that they are addicted to social media. These questions informed the desire of the researcher to carry out a study on social media addiction as predictor of adolescents' depression among in-school adolescents in Egor Local Government Area.

Furthermore, several studies have identified the correlation between high social media engagement and depression in adolescents. However, there is lack of comprehensive research investigating whether social media addiction can reliably predict depression in this vulnerable population. Factors such as constant exposure

to curated lifestyles, cyberbullying, blackmailing and the pressure to maintain an ideal online image may exacerbate feelings of inadequacy and isolation potentially leading to depressive outcomes. Additionally, the rapid evolution of social media platforms and their unique features warrant a focused examination on these factors which interact with the mental health of adolescents. Despite these realities, many schools and parents in Nigeria underestimate the psychological impact of social media addiction on adolescents. Much of the existing research on this topic has been conducted in Western contexts, with limited studies focusing on secondary school students in Nigeria. Therefore, there is a critical need to explore how social media addiction predicts depression among adolescents in Nigerian secondary schools to guide policy, education, and mental health practices. This study, therefore, seeks to investigate “Social Media Addiction as a Predictor of Adolescents’ Depression among Secondary School Students in Egor local Government Area, Edo State.”

Research Questions

The following research questions were raised to guide this study.

1. What is the prevalence rate of social media addiction among in-school adolescents in Egor local Government area?
2. Does social media addiction predict depression among in-school adolescents in Egor Local Government Area.?
3. Does the age of an adolescent predict the depression level among in-school adolescents in Egor Local Government area.?
4. Does sex of an adolescent predict the depression level among in-school adolescents in Egor Local Government Area.?

Hypotheses

The following hypotheses were formulated to guide this study and will be tested at a significance level of 0.05

1. Social media addiction will not significantly predict depression in in-school adolescents in Egor Local Government Area.
2. Adolescents' social media addiction will not significantly predict their depression level by age.
3. Adolescents' social media addiction will not significantly predict their depression level by sex.

Purpose of the Study

The main purpose of this study is to investigate social media usage as predictor of adolescent's depression. This study seeks to raise awareness in Egor local Government Area on the Health risk of social media usage in adolescents. Specifically, the study sought to:

- determine to what extent social media addiction predict depression among in-school adolescents in Egor local Government Area.
- determine to what extent the time adolescents spent on social media predict depression among in-school adolescents in Egor Local Government Area.
- determine to what extent how age of adolescents who is addicted to social media predict depression among in-school adolescents in Egor Local Government Area.
- determine to what extent the different sex of adolescents who is addicted to social media predict depression in In-school adolescents in Egor Local Government Area.

Significance of the Study

The results of this study will be of great significance to the following persons, counselors, parents, Teachers, Government authorities, adolescents, general public and researcher.

To the counsellors, the study will enable the counsellors counsel adolescents who are already faced with episodes of depression resulting from social media addiction and also counsel adolescents who are tolling that path of the health risk associated with excessive social media usage.

The teachers will be able to utilize the knowledge gain from this study by showing in-school adolescents the various social media platforms that are academically oriented for their educational consumption.

The findings of the study would provide information that Government authorities can work with to manage the excessive use of social media in adolescents. Especially on the need to reduce the number of social networking sites accessible by adolescents.

This study will assist parents with the adequate knowledge on the health risk associated with social media addiction and assist parent with the appropriate information on how they will manage their adolescents in reducing the time spent on their smartphones.

To the adolescents, the findings of the study will assist them to be in know of the potential health risks associated with social media addiction. The study will also enable them be in awareness of the danger in using various social media platforms and know that social media lifestyle is different from reality.

The findings of the study would provide the general public with adequate information on how to manage their social media pages and recognize the fact

that adolescents are in all social media platforms, surfing the internet regularly and they are easily influenced hence posting of illicit content should be put into consideration because of adolescents' wellbeing.

Researchers would use the findings of this study as a point of reference for further research on similar topics.

Scope and Delimitation of the Study

This study examines social media addiction as predictor of in-school adolescents depression in Egor Local Government Area, Edo state. The variables of interest in this study are social media addiction (independent variables), with in-school adolescents depression as dependent variables. This study is delimited to adolescents in senior secondary schools in Egor Local Government Area, Edo State.

Definition of Terms

The following terms were operationally defined as used in this study.

Social media: social media is the set of interactive internet applications that facilitate (collaborative or individual) creation, curation and sharing of user generated content.

Addiction: Addiction is the urge to repeatedly carry out a particular behaviour even at the face of danger.

Adolescents: young people who are no longer children and have not yet become adults.

Depression: Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest of previous enjoyable activities.

defines if it is positive addiction or a negative addiction. For instance it has been seen from the

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature was carried under the following sub-heading

- Theoretical Framework of the study
- The Concept of Social Media
- The Concept of Depression
- The Concept of Addiction
- The Concept of Adolescent
- Social Media Addiction and Depression
- Depression Among Adolescents by Sex
- Depression Among Adolescents by Age.
- Summary of reviewed literature.

Theoretical Framework of the Study

The theoretical framework of this study is anchored on The Cognitive Theory by Aaron T, Beck. (1960). The theory outlines that negativity causes dysfunctional beliefs which are mainly due to depression. A link exists between the level of

severity of the negative thoughts and the level of depression. Depression results from systematic bias in thinking processes. Emotional, behavioural and possibly physical symptoms result from cognitive abnormality. This means that depressed patients think differently to clinically normal people. This assumes also that changes in thinking precede the onset of depressed mood.

Beck (1967), studied people suffering from depression and found out that they appraised events in a negative way. He identified three mechanisms that he thought were responsible for depression. The cognitive triad (of negative automatic thinking) Negative self-schemas and Errors in logic (i.e. faulty information processing). The cognitive triads are three (3) forms of negative (i.e. helpless and critical) thinking that are typical of individuals with depression, namely: negative thoughts about the self, the world and the future, which include: All of my experiences result in defeats or failures. I am inadequate and the future is hopeless. These thoughts tend to occur spontaneously and together are called the negative cognitive triad. When present in one's thoughts, the negative cognitive triad will likely lead to depression, if it has not already led to it. Consider an example of how this process work, an adolescent who spend more than 8hours per day on social media been bullied and body shamed for posting a picture of himself online, with excessive hate speech and disdain. Before the adolescent could get himself out of this mess, bloggers had already reposted his picture across all social media platforms with a different narrative different from the original post made by the adolescent. On receiving more hate speech and comment from other users' adolescents could interpret this incident in the negative way, the adolescents could either see this as an unfortunate event resulting from his inadequacy or a thought of he has bad luck in life hence he is not getting same result and living in the

seemingly perfect life with what he saw and learnt from social media. If the thinking process is dominated by the negative triad, the latter would be the case. He concludes that the incident was due to some personal failures. He begins to see himself as incapable and the urge to do more content for public validation can result in repressed anger and pains, these judgments cloud his reasoning faculty and he begins to feel depressed. One will be forced to say, posting of pictures and video is not enough to result in bullying and body shaming. Here is how it works, lots of bloggers are online every minute looking for pictures and videos to turn into the trend of the week, telling lies about everything and anyone in order to get more followers and engagement on their posts. In vain there are other social media addicts who are said to be sadists looking for other people to victimize and these sadists do not consider adolescents from adults. Social media seems to have eaten deep into the society to the extent that everyone wants to create content including adolescents has been seen posting their daily activities online, for example the popular GRWM (get ready with me). In this content, the individual can literally show the whole world how they get their day started from the bedroom to the bathing room, kitchen and then step by step on how they dress out for the day. This content can sometimes be done on live stream or a video chat. Any private information that is mistakenly revealed at this point is what bloggers hold on to in creating trends and trolls. Adolescents who do not know the rudiments and principles of social media appear to fall victim.

According to Allen (2009), Beck's view on what is central to depression are negative thoughts, instead of hormonal changes or low rates of reinforcements as postulated by other theorists. Beck believed that the cognitive symptom of depression actually precedes the affective and mood symptoms, rather than vice versa. He notes

that Beck's main argument was that depression was instituted by one's view of oneself and that this has large social implications on how we as a group perceive each other and relate our dissatisfaction with one another. Beck's theory has proved itself positive in previous studies on depression in adolescents. According to Akinsola and Nwajei (2013), depression in adolescents was often associated with dysfunctional beliefs and negative future attitude. According to Lester (2015), an earlier study in college students showed in support of Beck's theory that the students who were depressed were consistently found to have negative processing of personal information. The students' cognitive thoughts were shown to be affecting them, and as a result, they developed symptoms of depression. Also, a study was done by Boury, Treadwell and Kumar (2012), on Beck's theory by monitoring student's negative thoughts. They gave an overview of Beck's Ideas: "individuals who are depressed misinterpret facts and experiences in a negative fashion, limiting their focus to the negative aspects of situations, thus feeling hopeless about the future. A direct relationship is postulated between negative thoughts and severity of depression. They later found this idea to be true, despite their predictions that as time passes, negative feelings will on average improve. Thinking again proved to prolong depression and its symptoms in a group.

Allen (2003), notes that a key part of Beck's theory is not only that the subject will feel negative underlying beliefs, but also that these beliefs fall into a certain field which separates them from other disorders such as panic and anxiety disorders. For example, these include polar (dichotomous or all-or-none) reasoning. Such feelings promote failure in the first and last, and loss in the second. Polar reasoning is extreme, so even a slight waiver from perfection is considered failure abstraction means that successes are ignored and lost to the subject who is left only

with sadness. Overgeneralization implies one will do poor at only one thing, and assume failure in all related things. Thus, the main feelings of depression according to Beck's cognitive theory in the study of Beck, Clark and Brown (1989), are failure and loss.

Beck's cognitive theory is relevant to this study because it provides a framework of how adolescents' addiction to social media can result in depression through their thought patterns. Apart from showing that depression is a result of dysfunctional beliefs, it also shows how early experiences can lead to the formation of dysfunctional beliefs which in turn lead to depression. Adolescence while on social media platforms tends to believe everything they hear and see content creators do, they could interpret everything as they think and believe, without proper evaluation of its genuineness.

The Concept of Social Media

The first appearance of the social networking site was in (1997) and the first site appeared was SixDegrees.com to establish personal profiles, especially for users of the site with commentary on the news on the site and the exchange of text messages between users. This site was followed by the site MySpace.com in 2003, and then Facebook.com appeared. This site allows users to exchange news and information among themselves and to allow friends to access their own files. The latter site not only affects the scope of the virtual community, but also affects the reality of the lives of social, political, cultural, and religious clients. These networking sites are used by most people to interact with old and new friends (Asemah, 2012). The world has changed rapidly with the development of technology; this has led to the use of technology as the best way to explore the vast area of

knowledge. Social media has emerged to be one of the most vital communication means. It exists so as to ease communication among people regardless of the expanse, making it open to people to easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with friends, course mates, teachers, project supervisors, lecturers etc, so easily and effectively. The major social media platforms include Facebook, WhatsApp, Twitter, Snapchat, Instagram, TikTok, Telegram and Bingo. In relations to this study TikTok, Instagram, Facebook, Twitter (X) and Snapchat will be considered because it appears that the above listed sites are visited more frequently by the Adolescents.

According to Kim and Kim, (2015) "Social media are the emerging digital communication channels which create a user-oriented information sharing ground where any people can generate or subscribe information content as both information provider and consumer". Buettner, (2016) sees social media as "computer mediated tools that allow people or companies to create, share exchange information, career interest, ideas, pictures/virtual communities and networks". Social media such as Facebook, Twitter, Snapchat, Instagram, YouTube, WhatsApp and BlackBerry Messenger have brought tremendous improvement in the communication system which enhances easy communications, it has provided different entertainment functions which serve as a tool for social change and fast exchange of information. With the aid of the internet adolescents can form their own page, access to news and happenings around the world. According to (Oche & Aminu, 2013), it is noted that adolescents are very much involved in social media and spend about 24 hours online. Even in the classroom and at home it has been observed that some adolescents are always busy in chatting and communicating. Social media can also

be referred to as a broad range of internet-based and mobile technologies that enable users to create, share, exchange, and comment on content, while also participating in online social networking activities (Kaplan & Haenlein, 2010; Kuss & Griffiths, 2011). Unlike traditional media that operates through one-way communication (television, radio, newspapers), social media emphasizes user-generated content, interactivity, and networked communication (Obar & Wildman, 2015).

Kaplan and Haenlein (2010) define social media as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user generated content. This definition highlights two major components: Technological foundation -Web 2.0 technologies enable dynamic and interactive online environments, unlike the static websites of the earlier internet. User-generated content (UGC) – Individuals are no longer passive consumers but active producers and distributors of content. Similarly, Obar and Wildman (2015) describe social media as services that combine user profiles, public displays of connections, and the ability to consume, produce, and interact with content generated by others within a bounded system. This participatory nature distinguishes social media from other forms of digital communication such as email or SMS.

Social media encompasses a variety of platforms, each designed for different purposes and forms of interaction. Kaplan and Haenlein (2010) categorize social media into six broad types: Collaborative projects, blogs and microblogs, content communities, social networking sites, virtual game world and virtual social worlds. In contemporary adolescent populations, the most commonly used platforms are Instagram, TikTok, Snapchat, Facebook, and YouTube, which allow for visual self-presentation, real-time interaction, and community building (Pew Research Center,

2023). These platforms are primarily accessed through mobile devices, which increases their availability and frequency of use. Social media serves multiple psychological and social functions. Adolescents, in particular, use social media for communication, identity exploration, entertainment, information seeking, and social validation (Kuss & Griffiths, 2017; Valkenburg & Peter, 2011).

Social Media in Adolescent Life

For adolescents, social media is integrated into everyday routines, serving as a primary mode of social interaction and identity development. Valkenburg and Peter (2011) argue that online communication contributes to friendship formation and self-disclosure, which are critical tasks during adolescence. However, the intense engagement and feedback mechanisms on these platforms can also lead to increased social comparison, peer pressure, and exposure to cyberbullying (Nesi et al., 2018).

The mobile accessibility of these platforms further amplifies their role in adolescent lives. Pew Research Center (2023) reports that over 90% of teenagers in many countries use at least one social media platform, with daily usage often exceeding several hours. This constant connectivity can bring both opportunities (e.g., social support) and risks (e.g., sleep disruption, distraction, addiction). Social media is a dynamic, interactive, user-driven form of digital communication that plays a central role in modern adolescent social life. It enables individuals to communicate, create content, and build communities, but its design features also make it highly engaging and potentially habit-forming. Understanding its conceptual basis is crucial for examining its psychological impacts, including its relationship with adolescent depression.

The Concept of Depression

Depression refers to a state of low spirit, heavy sadness, and isolation. Depression when accompanied by anxiety or psychosis could activate the feeling of suicidal ideation and despondency. A person in this state of mind could recourse to suicidal behaviours. Long-lasting sadness and mood swings can be symptoms of depression and a major risk factor for suicide. According to Foley, Goldston, Costello, and Angold (2014), depression represents the most powerful and most coherent predictor of suicide among young persons. Jans, Taneli, and Warnke (2012), defined depression as a mood disorder that affects a person's feelings and adaptation to how they feel. It has been drafted as a mental disorder characterized by loss of interest or pleasure, sadness, low self-esteem or feelings of guilt, feelings of fatigue, disturbed sleep or appetite, and poor concentration. Depression is a common mental disorder that is accompanied by loss of appetite loss of pleasure or interest, disturbed sleep, depressive mood, feelings of guilt or low self-worth, decreased energy, and poor concentration.

Furthermore, depression is often accompanied with symptoms of anxiety. These problems can become chronic causing substantial impairment of a person's ability to properly function in the society. At its worst, depression has been known to cause suicidal behaviour and suicide. Marcus, Yasamy, Mark, Dan, Shekhar (2012), stand with the view that depression is a subtle condition that may remain for weeks, months or years.

Depression is a common psychological disorder characterized by persistent feelings of sadness, emptiness, or irritability, accompanied by somatic and cognitive changes that significantly affect a person's ability to function (American Psychiatric Association [APA], 2013). It goes beyond temporary mood fluctuations; instead, it

involves prolonged disturbances in mood and behavior, impairing social, occupational, academic, or other important areas of functioning.

Clinically, depression is most often conceptualized as Major Depressive Disorder (MDD) in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). According to DSM-5 criteria, MDD is diagnosed when a person experiences five or more depressive symptoms during the same two-week period, including either depressed mood or loss of interest/pleasure (APA, 2013). Symptoms may include sleep disturbances, changes in appetite or weight, loss of energy, feelings of worthlessness or guilt, concentration difficulties, and suicidal ideation. Beck's cognitive theory also explains depression as resulting from negative cognitive schemas, automatic thoughts, and maladaptive beliefs about the self, the world, and the future (Beck, 1967). These distorted cognitions contribute to the persistence of depressive symptoms and can worsen emotional distress. Depression can occur across all age groups but often emerges during adolescence and young adulthood, a critical developmental period when individuals face emotional, biological, and social changes (Kessler et al., 2005).

According to DSM IV (the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders) fifth edition, classifies depressive disorders into several categories, including Disruptive Mood Dysregulation Disorder (DMDD), Major Depressive Disorder (MDD), Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder (PMDD), and Depressive Disorder Due to Another Medical Condition. DMDD is characterized by chronic, intense irritability and frequent anger outbursts in children. MDD is a more severe form of depression with symptoms like persistent sadness and loss of interest, lasting at least two weeks. Dysthymia is a chronic, milder form of depression lasting at least two years. PMDD

involves premenstrual symptoms along with mood symptoms like extreme irritability, and the other categories include those where depression is caused by a medical condition.

Clinical Features of Depression

The clinical presentation of depression varies but typically involves three major symptom clusters (APA, 2013): Affective symptoms: persistent sadness, irritability, loss of interest or pleasure (anhedonia), feelings of hopelessness or helplessness. Cognitive symptoms: difficulties concentrating, decision-making problems, low self-esteem, feelings of guilt or worthlessness, suicidal thoughts. Somatic/physiological symptoms: changes in sleep patterns (insomnia or hypersomnia), appetite or weight changes, psychomotor agitation or retardation, and fatigue. The severity can range from mild, with some impairment, to severe, where daily functioning is significantly disrupted and may include suicidal ideation or attempts (WHO, 2023). Depression is a multifaceted and clinically significant mental disorder that can take several forms, from episodic major depression to chronic dysthymia and situational responses. Understanding these types is crucial for accurate diagnosis, effective treatment, and targeted prevention strategies. Among adolescents, recognizing the various presentations of depression is essential for early intervention and support.

The Concept of Addiction

Addiction has traditionally been associated with the consumption of psychoactive substances such as alcohol, nicotine, and illicit drugs. However, over the past three decades, researchers have increasingly recognized that addiction can also involve behaviours that do not involve the ingestion of substances but still

share many of the core characteristics of substance addiction such as compulsive engagement, loss of control, persistence despite negative consequences, and withdrawal symptoms (Grant et al., 2010; Griffiths, 2005). This phenomenon is referred to as behavioural addiction (also called “non-substance addiction” or “process addiction”). Behavioural addiction can be defined as a compulsive and repetitive engagement in a rewarding non-substance-related behaviour, despite negative consequences to the individual’s physical, mental, social, or academic functioning (American Psychiatric Association, 2013; Griffiths, 2005). The addictive behaviour typically provides short-term pleasure or relief, but over time, the person loses control, develops tolerance, and experiences distress when the behaviour is reduced or stopped (Starcevic, 2016). Griffiths (2005) proposed that behavioural addictions share six core components which include,

1. Salience: the activity dominates the person’s thinking, feelings, and behaviour.
2. Mood modification: the activity alters the person’s mood.
3. Tolerance: increasing amounts of the activity are required to achieve the same mood-altering effects.
4. Withdrawal symptoms: unpleasant feelings or physical effects occur when the behaviour is stopped.
5. Conflict: the behaviour causes conflict with others, work, or personal life.
6. Relapse: repeated reversions to earlier patterns after periods of control.

Addiction is another term for uncontrollable behaviours or habits. A compulsive and excessive involvement in a specific behaviour, even in the face of negative consequences. Harris et al., (2014), According to DSM IV, addiction is classified into two categories which are substances addiction and behavioural addiction. Substances addiction also known as drug dependence, is a biopsychological

situation whereby an individual's functionality is dependent on the necessitated re-consumption of a psychoactive substance. Drug addiction, also called substance use disorder, is a disease that affects a person's brain and behavior and leads to an inability to control the use of a legal or illegal drug or medicine. Substances such as alcohol, marijuana and nicotine also are considered drugs. Behavioural addiction is considered an addictive disorder within the category of Substance-Related and Addictive Disorders in the DSM-5, and it describes the experience of cravings, strong urges, and disruptions in one's functioning related to a particular behaviour. There are different types of behavioural addiction according to DSM-IV, but the most researched includes gambling addiction, gaming addiction, internet/social media addiction, shopping addiction, exercise addiction and sex addiction. Understanding behavioural addictions is critical for prevention and treatment, particularly in adolescents, who are more susceptible due to developmental vulnerabilities.

The Concept of Adolescent

Adolescence is the onset of the development of secondary sexual characteristics at puberty, it marks the beginning of adolescence in most societies of the world. The World Health Organization (WHO, 2018) defines an adolescent "as any person between the ages of 10 and 19". It is usually equated with puberty and the cycle of physical changes resulting in reproductive maturity. Some societies define it to cover physical, psychological, moral, and social aspects of maturation. to take different forms, peers intimacy becomes much stronger and sexual exploration may occur for the first time. Gao et al. (2018) argue that "cognitive maturity is often considered to coincide with the capacity for abstract and idealistic thought. It is a period of dramatic change for the adolescent who requires adjustment to changes in the self, in the family, in the peer group and in the institution especially

in the contemporary society". Beltman et al. (2010) also added that "there is a change in school setting, typically involving a transition from elementary school to junior secondary schools among young adolescents. In late adolescence, there is a transition from senior secondary school to tertiary institutions such as university, the world of work or even childbearing". So if the adolescent will experience turmoil and stress which implicates somatic symptom disorder, it is likely to occur at this period. It is also of a great importance to note that adolescents can be classified into two distinct categories which are, early adolescents which stem from age 10 - 13, middle adolescents 14 - 17 and last adolescents 18 - 21. These adolescents in different categories have a different way of processing information.

Adolescence is a transitional developmental stage between childhood and adulthood, marked by rapid physical, cognitive, emotional, and social changes (Steinberg, 2014). The World Health Organization (WHO, 2023) defines adolescence as the period between 10 and 19 years of age. This period is characterized by pubertal development, identity exploration, increasing autonomy, and the formation of intimate relationships. Adolescence is a critical stage of human development because it lays the foundation for adulthood. It is a time when individuals undergo significant biological maturation, including hormonal changes and growth spurts; psychological transformation, such as the development of abstract thinking; and social role transitions, like increasing responsibility and peer influence (Arnett, 2010; Santrock, 2018). Adolescents begin to develop a sense of identity, question parental authority, seek peer approval, and face challenges associated with schooling, social media exposure, and sometimes risky behaviours. This complexity makes adolescence both an opportunity and a vulnerable stage of development (Patton et al., 2016). From a psychological perspective, Erik Erikson (1968) identified adolescence as the

stage of identity versus role confusion, where individuals try to discover “who they are” and establish a stable sense of self. Failure to achieve this identity formation can lead to confusion about one’s role in society. Biologically, adolescence coincides with puberty, which triggers the development of secondary sexual characteristics and reproductive maturity (Papalia & Martorell, 2021). Cognitively, adolescents transition from concrete operational thinking to formal operational thinking, enabling them to reason abstractly, think about possibilities, and engage in hypothetical reasoning (Piaget, 1972).

Socio-emotionally, adolescents become more peer-oriented, seek social belonging, and are highly sensitive to peer evaluation and social comparison (Brown & Larson, 2009). Social media and digital platforms now play a significant role in shaping adolescent identities and social behaviours globally (Uhls et al., 2017). Additionally, adolescence is not simply a chronological period but a multidimensional developmental phase involving intertwined biological, psychological, cognitive, and social transformations that prepare the individual for adulthood (Santrock, 2018; Steinberg, 2014).

Social Media Addiction and Depression

The prevalence of social media addiction has become a topic of great interest among researchers, psychologists and society at large. Many believe that using drugs or alcohol is a common component of addiction. According to Harris et al., (2014), addiction is another term for uncontrollable behaviors or habits. A compulsive and excessive involvement in a specific behavior, even in the face of negative consequences, is generally referred to as addiction. Social media addiction manifests as an overwhelming desire to check social media sites for updates, likes, and

comments, spending an excessive amount of time on them, and experiencing anxiety or restlessness while unable to access social media. Social media addiction is generally understood as a compulsive use of social media platforms to the point where it seriously impairs a user's ability to function in key areas of their lives, including relationships with others, performance at work or in school, and physical and mental health (Griffiths & Kuss, 2017). One way to characterize social media addiction is as a form of psychological dependence that arises from cognitive sensory, leads to bad behavioural processes, social, academic or professional outcomes for the user (Caplan, 2005).

Social media addiction is a form of behavioral addiction characterized by excessive concern about social networking sites, driven by a strong motivation to log on or use social media, and devoting so much time and effort to it that it impairs other important areas of life (Andreassen, 2015). Similar to substance addiction, social media addiction involves compulsive use and difficulty controlling usage despite negative consequences (Kuss & Griffiths, 2011). Social media addiction is marked by the compulsive checking of platforms, excessive preoccupation, and the inability to reduce use even when users are aware of its negative impact (Ryan et al., 2014). Addicted individuals often experience impaired academic performance, sleep problems, reduced face-to-face social interactions, and increased psychological distress (Kuss & Griffiths, 2017; Satici & Uysal, 2015). Adolescents are particularly vulnerable to social media addiction due to their developmental stage, identity exploration, and heightened sensitivity to peer approval (Nesi et al., 2018). The constant availability of platforms and algorithmic reinforcement mechanisms (e.g., likes, notifications) can create habitual checking behaviors and psychological dependence (Marino et al., 2018). High prevalence rates have been observed among

secondary school students worldwide, raising concerns about mental health implications. Depression during adolescence is particularly concerning because it often coincides with rapid biological, psychological, and social changes (Thapar et al., 2012). Adolescents may exhibit depressive symptoms differently from adults sometimes showing irritability, declining academic performance, withdrawal from peers, or somatic complaints instead of overt sadness (Bhatia & Bhatia, 2007). Globally, approximately 10–20% of adolescents experience mental health conditions, with depression being one of the leading causes of illness and disability in this age group (WHO, 2023). Risk factors include genetic vulnerability, family stress, academic pressure, exposure to violence or bullying, and more recently problematic digital media use (Twenge et al., 2018).

Globally, social media addiction has grown to be a major area of public health concern. In 32 countries, the prevalence of social media addiction was recently evaluated by a meta-analysis, which revealed a pooled prevalence of 24% (95% confidence interval: 21% to 28%) (Cheng et al., 2021). Literature supports a high prevalence of social media addiction among university students. According to Omoyemiju and Popoola (2021), 14% of Nigerian undergraduate student's report having a severe internet addiction. According to Alfaya et al. (2023), there is a 55.2% incidence of social media addiction among Saudi Arabian medical students. There may be serious consequences for mental health from this compulsive behavior. Addiction to social media has been linked to a number of behavioral outcomes, including medical and mental illnesses, increased inertia, restlessness, and rage. As a result, social repercussions may cause social isolation in addition to the loss of recreational and professional activities (Balci & Gulnar, 2009). A key step in

proving that social media addiction is more than just a typical behavioural pattern is determining whether or not it coexists with other mental health conditions.

Linking Addiction-like use to Depression

1. Social comparison: curated, idealized images/content promote upward social comparisons leading to lowered self-esteem and depressive affect.
2. Cyberbullying/negative interactions: online victimization correlates with depressive symptoms.
3. Sleep disruption: nighttime use displaces sleep, a known risk factor for depression.
4. Rumination and reinforcement: repeated checking and dwell on negative feedback can fuel rumination.
5. Reward and withdrawal cycles: intermittent reinforcement of likes and comments creates dependence-like patterns, and lack of expected social rewards can precipitate low mood.
6. Displacement of protective activities: reduced in-person social support, physical activity, and academic engagement.

Problematic social media use was measured via self-report scales that adapt addiction criteria Bergen Social Media Addiction Scale Andreassen et al., 2016/2017 variants. Bergen Facebook Addiction Scale, Internet Addiction Test adaptations, and specific problematic social networking instruments. Key components measured are compulsive checking, salience, mood regulation through social media, withdrawal, and negative consequences.

A study carried out by Agbo (2021). Tilted Social Media Use: A Risk Factor for Depression among School Adolescents in Enugu State Nigeria. A Descriptive survey research was adopted for the study. The population of the study was all the

school adolescents in Enugu State. Stratified random sampling was used to select 800 adolescents from 4 states. In each of the four states, 200 adolescents were selected. Self-structured questionnaire and Hamilton depression scale were used to elicit information for data collection. The results were analyzed using mean scores and standard deviations. The findings revealed that many adolescents spend up to 10 hours daily on social media, they prefer chatting on social media than talking to their parents, among other behaviours. The findings also indicated that; adolescents who spend up to 10 hours daily on social media have decreased activities and feelings of incapacity, adolescents who don't have enough sleep in the night due their use of social media experience hallucination, low mood among other findings.

Another study carried out by Ibimiluyi (2019) titled social media and depression among adolescents in Ekiti state, Nigeria. The study explored the association of exposure to social media and depression among the adolescents in Ekiti State of Nigeria. The study was a descriptive survey. A sample of 600 adolescents were selected using multi-stage sampling technique from the 16 local government areas of Ekiti State from a population of 5000. A self-designed questionnaire – social media and Depression Scale (SMDS) ($r = 0.75$), was used to collect data. Data were analyzed using frequency and percentage to find out the level of depression. Pearson Product Moment Correlation and t-test were used to test the two hypotheses at 0.05 level of significance. The results show that there was evidence of depressive symptoms and even depression among adolescents. Exposure to social media was not significantly related to the development of depression among adolescents. There was statistically significant difference in the incidence of depression among male and female adolescents on the use of social media in Ekiti State of Nigeria. It was recommended among others that school counsellors should

design effective methods for detecting, assessing and treating adolescent depression in schools where most of the adolescents are found.

In another study carried out by Obiechina (2023), titled the use of social media skits for depression treatment among women in Nigeria. The study aimed to determine the use of social media skits for depression treatment among women in Nigeria. The study was a descriptive survey of 330 women who were social media users. The questionnaire served as the instrument for data collection. Results: The researcher found that overall, women use social media for depression treatment.

However, this is determined by the age of the women. Younger women use it most, followed by middle-aged women. Older women above 40 years do not use social media skits for depression treatment. The current study has also shown that self-care consciousness significantly moderates the relationship between social media skits and depression treatment among women, and it was also seen that social media skits are important mental health tools for treating depression among women.

A study carried out by Olalekan (2022), This study investigated the perceived influence of social media usage among youth in Lagos State, Nigeria. Survey design was adopted for the study. The population of the study were youth and, the sample size was 200 participants. Questionnaire was used to collect the data. The findings revealed that the most common social media accounts used by the respondents were Facebook and Whatsapp. The findings also show that a majority of the youth agreed to the negative influences of social media usage on their behavior and lifestyle. The study concluded that the current findings may help to better understand the influence of social media use on the youth, and hence

inform strategies to balance between control and participation as well as curtailed its negative effect.

In a study carried out by Heliyon (2024) The research analyzed how addiction to social media relates to academic engagement in university students, considering the mediating role of self-esteem, symptoms of depression, and anxiety. A quantitative methodology was used with a non-experimental-relational design. A set of questionnaires was applied to a non-probabilistic sample of 412 students enrolled at the National Autonomous University of Honduras. On average, participants use 4.83 different social media platforms at least once a week. Instagram and TikTok users report significantly higher levels of social media addiction, symptoms of depression, and anxiety compared to non-users. Directly, social media addiction does not significantly influence academic engagement scores. However, there are significant indirect inverse effects on academic engagement. Symptoms of depression and self-esteem mediate these effects. Social media addiction increases symptoms of depression, which in turn decreases academic engagement scores. Social media addiction decreases self-esteem, which serves as a variable that significantly increases academic engagement. Overall, findings suggest that social media addiction has a total inverse effect on academic engagement; symptoms of depression and self-esteem mediate this relationship.

In a study carried out by Ajaegbu et al. (2022) titled social media addiction on mental health of undergraduates. The study was anchored on the social comparison theory; hence, it investigated the influence of social media addiction on the mental health of Afe Babalola University undergraduates. The survey design with a sample of 382 was chosen from the population of 8500 students. The study adopted the purposive sampling technique as respondents were chosen based on their

usage of social media. It was discovered that increased use of social media leads to deeper social life suffering in the sense that addicted users interact more and value social media friends more than real-life interactions with family and friends. The study also revealed a moderate correlation between the increase in social media addiction and the increase in the mental health of users. Thus, social media significantly influences the mental health of undergraduates in the university. The study concluded that social media addiction has a moderate impact on youth mental health

Depression Among Adolescents by Sex

Many studies show that depression is clearly linked to sex and more common in girls than in boys. Allen (2013), seeks to explain this difference in his study on reducing depression in adolescents. This study shows a large number of females whose cognitive thinking prevented them from recovering from depression while males adjusted much better. He comments that this is from the differences between males and females. According to Allen, males run a fairly structured and consistent developmental course, depressed males often appear either physically awkward or lacking in social/ interpersonal skills. Responses to this awkwardness by adults and peers usually consists of strong sanctions or punishment and negative reinforcements. Moderate improvement in functioning then usually receives positive responses from both peers and adults. According to Reed's study in McGinn (2015), since male social networks use tend to be flexible and based primarily on current functioning, male adolescents can improve their social status as their interpersonal functioning improves, thereby developing healthy feelings that help them cope with depressing feelings. On the other hand, female adolescents run a less structured and more inconsistent development course. Adolescent females in general are expected to

be competent interpersonally, and so improved behavior does not receive consistent feedback. Therefore, a female adolescent who had been depressed upon achieving appropriate functioning would only receive minimal attention for her accomplishment. Consequently, improved functioning will often not facilitate immediate social acceptance. Reed explains that females are more likely to form dysfunctional beliefs leading to depression, due to mixed signal responses from society (Weisz & Hawley, 2002). This in line with Beck's cognitive theory of depression, it explains why there is this large problem of female depression in the civilized society.

Description of Depression Differences by sex

1. Biological: puberty-related hormonal changes interact with stress sensitivity.
2. Psychosocial: socialization that encourages internalizing responses in girls; higher exposure to interpersonal stressors; greater emphasis on peer relationships and appearance (making social media effects stronger).
3. Cognitive: girls exhibit greater propensity for rumination, which maintains depressive symptoms.
4. Social media-specific: girls' social media activity tends to be more relational and appearance-focused (image-based platforms), elevating risk from social comparison and appearance concerns.

Thus Alinnor, 2023, carried out a study titled Depression and Associated Factors Among in-School Adolescents in Nigeria. The study aimed to determine the prevalence of depression and its associated risk factors among adolescents. This was a school-based cross-sectional study involving 1428 adolescents aged 10–19 years in secondary schools in the Port Harcourt metropolis, Rivers State, Nigeria. Adolescents were selected using multistage sampling technique. Data on sociodemographic and family structure were obtained using a self-administered pretested semi-structured

questionnaire. The presence of depression was determined using the Beck Depression Inventory (BDI). Adolescents with BDI scores of ≥ 18 were categorized as depressed. Bivariate and multivariate analyses were performed at $P < 0.05$. Results Of the 1428 adolescents recruited, 563 (39.4%) were males. The mean age was 14.30 ± 2.04 years. The prevalence of depression was 21.9% ($n = 313$). Significantly higher odds of depression were reported among females (adjusted odds ratio (AOR): 1.447; 95% confidence interval (CI): 1.107–1.891; $P = 0.007$), low socioeconomic status (AOR: 1.409; 95% CI: 1.064–1.865; $P = 0.017$), and family structures that were not monogamous (AOR: 1.586; 95% CI: 1.152–2.183; $P = 0.005$). Conclusion Depression is not uncommon among in-school adolescents in Nigeria. In addition to the inclusion of screening for depression in the school health program, measures to reduce the burden are advocated, especially among female adolescents and adolescents from low socioeconomic backgrounds.

Another study carried out by Azem, et al, 2023, titled Social Media Use and Depression in Adolescents: A Scoping Review, the study analyzed 43 papers using five databases to identify articles published from 2012 to August 2022. The results revealed a connection between social media use and depression, as well as other negative outcomes such as anxiety, poor sleep, low self-esteem, and social and appearance anxiety. Surveys were the most used study strategy, with multiple common scales applied to assess depression, social media use, and other factors such as self-esteem and sleep quality. Among the studies, eight reported that females who use social media showed higher depression symptoms than males. This scoping review provides an overview of the current literature on the relationship between social media use and depression among adolescents. The findings emphasize the importance of monitoring social media use and providing support for individuals

struggling with depression. However, more research is needed to better understand the factors contributing to this relationship and to develop more standardized assessment methods.

A study carried out by Oluwasola (2025), Titled pattern of depression among secondary school adolescents in Ilesa, south west, Nigeria. A descriptive cross-sectional study was conducted among 302 secondary school adolescents in Ilesa East LGA. These subjects were selected using a multistage sampling method. Adolescents' socio-demographics were assessed with a socio-demographics questionnaire. The PHQ-9 was used to assess depression among adolescents. Data was entered and analyzed using Statistical Package for the Social Sciences version 21 (SPSS 21) and analyzed. The test of associations between the outcome variable and categorical variables was done with Chi-square and $p < 0.05$ was taken as the level of significance. The findings showed that seventy-nine out of the 302 adolescents screened with PHQ 9 had depression with prevalence of 26.2%. The prevalence of depression was significantly higher in adolescent girls than in boys ($\chi^2 = 9.782$, $p = 0.002$); and significantly pronounced in early adolescents compared to the middle and late adolescents ($\chi^2 = 14.205$, $p = 0.001$).

Depression Among Adolescents by Age

During the adolescence developmental stage, significant biological, psychological, and social changes occur, which can increase vulnerability to depression. Developmental Changes in Adolescence involves hormonal changes due to puberty, which can affect mood and emotional regulation. The rapid development of the brain, particularly in areas controlling emotion and decision-making, can also make adolescents more sensitive to stress. Adolescents are often figuring out who

they are, which can lead to feelings of confusion, insecurity, and self-doubt. This process can sometimes contribute to feelings of depression, especially if they struggle to find a sense of belonging or self-worth, Peer relationships, academic expectations, and exposure to social media increase during this age. These factors can lead to comparisons, bullying, or feelings of inadequacy, all of which are linked to depression. Adolescence is a common age for the onset of depression. Research shows that the prevalence of depression tends to increase during middle to late adolescence, (WHO) partly due to heightened emotional reactivity and life stressors.

A study carried out by GIFT et al, 2023, titled prevalence of depression among senior secondary school students. A descriptive cross-sectional study was carried out with a sample size of 270 secondary school students across 10 secondary schools in Enugu metropolis. The population of 270 students was sampled using simple random sampling. All met the inclusion criteria. A self-administered semi-structured questionnaire was used for data collection. Data was analyzed using a statistical package for social sciences (SPSS) version 22. Data was presented using tables. The study had a 100% response rate. Results showed the prevalence of mild depression amongst the respondents as 58.1%, the prevalence of moderate depression amongst the respondents as 31.1% while the prevalence of severe depression was 10.7%. The study found the prevalence of depression to be higher in older adolescents and females. There was also a significant relationship between satisfaction with academic performance and depression.

Another study carried out by Njoku et al, 2020, titled the influence of sex and age on depression among first year undergraduates in Cross River State, Nigeria. The population of the study was 2,800 first year students of the two Universities in Cross River State (University of Calabar and Cross River State University of

Science and Technology). A sample of 560 first year students was drawn from the institutions to take part in the study using random sampling technique. This comprised 269 males and 291 females. A questionnaire with two sections was used for data collection. Section A elicited responses for sex and age while section B was an adapted Beck's depression inventory to gather information on the degree of depression among the students. The statistical tools used were the independent t-test and ANOVA. T-test was used to analyze responses on sex while the ANOVA was used to analyze responses on age and depression. The results showed that the males were more depressed than the females and depression also increased with age. It was recommended among other things that parents and sponsors of these students should show equal care in terms of giving upkeep money to both the males and the females. People should also be encouraged to go to school at an early age.

Summary of Reviewed Literature

The review of literature under the following subsections: theoretical framework, the concept of social media, depression, addiction and adolescent, social media addiction and depression, depression among adolescent by sex, depression among adolescents by age and review of empirical studies. One theory was reviewed which is Aaron T, Beck Cognitive theory.

The cognitive theory of Aaron T, Beck outline that negativity causes dysfunctional beliefs which are mainly due to depression, the theory also looked at the link that exist between the level of severity of the negative thoughts and the level of depression. It is important to note that individuals take in information and process it the way they want, and many at times the information is been appraised

in a negative way. The negative thoughts and the negative experiences of an adolescent on social media may contribute to their depression level.

Related studies by various researchers like, Agbo et al.,(2021) “ social media use: A risk factor for depression among school adolescents in Enugu state Nigeria”, Ibimiluyi et al.,(2019) “social media and depression among adolescents in Ekiti state, Nigeria”, Obiechina et al.,(2023) “ the use of social media skirt for depression treatment among women in Nigeria”, Ajaegbu et al.,(2021) “social media addiction on mental health of undergraduates in Afe Babalola university”, Alinnor et al., (2023) “depression and associated factors among in-school adolescents in Nigeria”, Azam et al.,(2023) “ social use and depression in adolescents: A scoping review”, Gift et al., (2023) “ prevalence of depression among senior secondary school students in Enugu Nigeria”, Njoku et al., (2020) “ the influence of sex and age on depression among first year undergraduate in Cross River state, Nigeria”.

From the literature reviewed, there appear to be a paucity of research effort to determine if social media addiction predict adolescent depression among in-school adolescents in Egor Local Government area of Edo state. also, not much work has captured these variables in the locality of the present study. Most studies establish a correlation and not the causation factors, making it unclear whether social media addiction directly causes depression or if depressed adolescents are more likely to engage in excessive social media use. It was also seen that the reviewed studies treat social media as a whole rather than analyzing how specific platforms like Facebook, TikTok, WhatsApp, Instagram and Bingo live impacts depression differently. The type of content adolescents consumed, positive versus negative, passive scrolling versus active engagement may significantly impact mental health yet studies often generalize social media use. Hence the need to fill the gap on how

excessive use of some specific social media platforms can result in addiction and the addiction can serve as predictor of adolescent's depression and also check if the depression level differs according to age and sex of senior secondary students in Egor Local Government area of Edo State.

CHAPTER THREE

METHODOLOGY

In this chapter, the method that is employed in carrying out this study are discussed under the following sub-headings

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument

- Method of Data Collection
- Method of Data Analysis

Design of the Study

The survey research design was adopted in this study. This design was adopted and considered appropriate because it describes the variable of the Study in relation to the population in order to ascertain the existing conditions or behaviours as they occur without any manipulation from the researcher.

Population of the Study

The population of this study consist of one thousand five hundred and sixty- five (1565) SS2 students from the ten (10) public coeducational schools in Egor Local Government Area of Edo state. At the time of this study, there are (12) twelve public schools with (1863) SS2 students in Egor local government. From the twelve (12) public schools, ten (10) schools are

coeducational while two (2) schools are unitary. However, the researcher schools of interest were the coeducational schools.

Table 1: Distribution Showing the Number of Public Secondary Schools and Students in Egor Local Government Area of Edo State

S, N	NAMES OF SCHOOLS	MALE	FEMALE	TOTAL
1.	ASOROS/S/S, B/C	155	182	337
2.	EGOR S/S, EGOR B/C	144	177	321
3.	EVBAKEKE S/S, B/C	80	74	154
4.	EVBUOTUBU S/S, B/C	66	66	132
5.	EWEKAS/S/S, B/C	25	21	46
6.	OHONRE S/S/S, B/C	18	57	75
7.	OKHOKHUGBO S/S/S, B/C	47	47	94
8.	USE S/S/S, B/C	56	120	176
9.	USELUS/S/S, B/C	57	73	130
10.	UWELU S/S/S, B/C	36	64	100
11.	TOTAL	844	1019	1565

Source: *Edo State Ministry of Education, Department of Planning and Statistics, Iyaro, Benin City (2025)*

Sample And Sample Technique

The sample size of this study was two hundred (200) SS2 students, which was drawn from five (5) coeducational public schools in Egor Local Government area of Edo state. The sample size consists of male and female students in SS2. This study adopts simple random sampling technique.

Step 1. Balloting without replacement was employed to select five (5) schools within the local government area of study. The five selected schools were coeducational to ensure equal representativeness.

Step 2. The researcher randomly selects two hundred (200) students from the selected five (5) co-educational category, this result in forty (40) students each from the selected schools, 20 boys and 20 girls respectively per class/school. This technique was considered appropriate because it allows the researcher to make reliable and informed conclusions by confirming that each respective subclass has been adequately represented in the selected sample.

Research Instrument

Questionnaire was used as the instrument of data collection. The questionnaire was titled “Social media addiction and depression questionnaire” (SMADQ). It is made up of two sections A and B. Section A was designed to collect demographic data including students’ sex, age and class. Section B has 20 items that was used to collect information on students’ level of social media addiction and the depression level of addicted students to social media. Each item on the questionnaire requires the respondent to express their option under 4point scale of Strongly Agree [SA] = 4, Agree [A] = 3, Disagree [D]= 2, and Strongly Disagree [SD] = 1. This instrument was designed to comprehensively assess how social media

addiction predicts depression in adolescents while also recognizing the sex and age of the adolescent.

Validity of the instrument

To establish the validity of the instrument, the instrument was validated by the researcher's supervisor and three experts in the Department of Educational Evaluation and Counselling Psychology (EECP). The three experts validate Social Media Addiction and Depression Questionnaire (SMADQ). They scrutinized the items; all their suggestions and corrections were incorporated in the final copies of the instrument.

Reliability of the Instrument

To establish the reliability of the instrument that was used for this study, the researcher used Cronbach Alpha statistical procedure as a measure for internal consistency reliability. A measure of reliability was obtained by administering the instrument to 20 senior secondary school students outside the proposed sample size. The data collected was analyzed using the Cronbach alpha Statistics and the reliability coefficient obtained from adolescents' level of social media addiction was 0.757. and adolescents' level of depression was 0.705.

Method of Data Collection

The instrument was presented to students in their various schools; the researcher took permission from the school principal and the class teacher before administering the questionnaire to the students. The researcher briefly explain the content of the questionnaire to the students before presenting it to them and assures the students of the confidentiality of the information they will give thereafter; the researcher collects the instruments after completion by the students.

Method of Data Analysis

This study employed both descriptive and inferential statistics in analyzing the data obtained. The descriptive statistics was used to answer research question 1, while hypotheses 1,2 and 3 was tested using simple linear regression. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS.

In this chapter, data collected is analysed and collected in a tabular form and discussed, the analysis and discussion is presented in the other of the research questions in chapter one.

Presentation of Results.

Research question one was answered, while research questions two to four were hypothesized.

Research Results: Social Media Addiction and Depression

Research Question One: What is the prevalence rate of social media addiction among in-school adolescents in Egor Local Government area.

Table 2: Descriptive Statistics of Social Media Addiction

	N	Mean	Std Dev
Adolescence level of social media addiction	200	44.40	10.77

Table 1 shows a mean of 44.40 and standard deviation of 10.77. Since the calculated mean is higher than the normative mean of 40, this implies that the prevalence rate of social media addiction among in-school adolescents in Egor Local government area is high.,

Hypothesis One: Social media addiction will not significantly predict depression in in-school adolescents in Egor Local Government area.

Table: 3: Regression Analysis of social media addiction

Model	Sum of Square	df	Mean Square	F	Sig
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Regression	861.103	1	861.103	82.915	.000
Residual	2056.292	198	10.385		
Total	2917.395	199			

R = .543, R-Square=.295, R² Adjusted = .292

Table 2 shows a f-value of 82.915 and of and p-value of .000, testing at an alpha level of 0.05 since the p-value is less than the alpha the null hypothesis which states that “social media addiction will not significantly predict depression in in-school adolescents in Egor local government area is rejected. Consequently, social media addiction will significantly predict depression in in-school ado in Egor local government area. The table also shows R² adjusted values of .295(29.2%). This implies that social media addition contributed 29.2% to in school adolescent depression.

Hypothesis Two: Adolescents' social media addiction will not significantly predict their depression level by age.

Table 4: Analysis of Variance of Social Media Addiction and Depression Level by Age

Source	Type III Sum of Square	df	Mean Square	F	Sig
Corrected Model	2356.253	3	785.418	274.337	.000

Intercept	816.670	1	816.670	285.253	.000
Age	662.790	1	662.790	231.504	.000
Social	137.490	1	137.490	48.024	.000
Social-Age Interaction	1479.107	1	1479.107	516.634	.000
Error	561.142	196	2.863		
Total	34443.000	200			
Corrected Total	2917.395	199			

Tables shows a f-value of 516.634 and p-value of .000 testing at an alpha level of 0.05, since the p-value is less than the alpha level, the null hypothesis which states that "adolescents' social media addiction will not significantly predict their depress level by age is rejected. Consequently. Adolescents' social media addiction will predict their depression level by age.

Hypothesis Three

Adolescents' social media addiction will not significantly predict their depression level by sex.

Table 5: Analysis of Covariance of Social Media Addiction and Depression level by Sex

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	2325.573	3	775.191	256.708	.000
Intercept	849.466	1	849.466	281.326	.000
Social	166.434	1	166.434	55.120	.000
Sex	892.371	1	892.371	295.536	.000
Social. sex-Interaction	1453.519	1	1453.519	481.377	.000
Error	591.822	196	3.020		
Total	34443.000	200			
Corrected Total	2917.395	199			

Table 4 shows a f-value of 481.377 and p-value of .000, testing at an alpha level of 0.05. Since the p-value is less than the alpha level, the null hypothesis which states that "adolescents' social media addiction will not significantly predict their depression level by sex" is rejected. Consequently, adolescents' social media addiction will significantly predict their depression level by sex.

Discussion of findings

The findings of research question one reveals that the prevalence rate of social media addiction among in-school adolescents in Egor local government area is high. This may be as a result of the Adolescents having a strong desire for acceptance. Social media provides platform for constant comparison, validation, and peer influence.

The findings of Hypothesis one reveals that social media addiction will significantly predict depression in in-school adolescents in Egor Local Government Area. The findings also reveals that adolescent social media addiction was a significant predictor of social media addiction. This may be as a result of the adolescent constant usage of social media by the adolescent to wanting to feel belong or associated.

This finding aligns with a growing body of contemporary research suggesting that overall quantity of social media use, in isolation, is a robust predictor of later depressive symptoms in young people.

Several longitudinal studies have provided empirical evidence consistent with this pattern. For example, research tracking adolescents over time found evidence that social media use predicts later depressive symptoms when controlling for prior mental health and other factors; in fact, higher depressive symptoms in some groups predicted subsequent increases in social media engagement rather than the reverse direction of influence. Similarly, analyses by public health researchers have concluded that daily social media use does not appear to raise the risk of depression in adolescents and, in some contexts, may serve positive social functions that counterbalance potential negative effects.

This pattern suggests that simple measures of time spent on platforms like Instagram, TikTok, or Facebook do not inherently drive depressive outcomes. Instead, the relationship between social media and adolescent mental health may be more nuanced, reflecting individual differences and contextual factors such as the nature of online interactions, peer experiences, or preexisting emotional challenges. Research on heterogeneous effects shows that associations between social media use

and overall well-being vary considerably across individuals, with many adolescents showing little to no consistent link between usage and mental health changes over time. While some meta-analyses detect small overall correlations between social media use and depressive symptoms, these effects are typically weak and highly variable across studies, highlighting the limitations of using broad usage metrics to predict depression. Moreover, emerging research underscores that problematic or compulsive patterns of use — rather than general use — are more consistently associated with poorer mental health outcomes. This distinction further supports the interpretation that mere social media use per se is not a significant causal factor for depression in an undifferentiated adolescent sample like that in Egor LGA.

The findings is in support with McCrae, and Grealish (2020) conducted a meta-analysis and reported a strong association between problematic social media use and depressive symptoms among adolescents and young adults. Likewise, Marino et al. (2018) found that individuals with higher levels of social media addiction demonstrated increased risk for depressive symptoms, particularly when usage was driven by escapism or fear of missing out (FoMO). These findings align closely with the current study, suggesting a consistent pattern across diverse populations.

The findings disagree with Huang (2017) found that while social media use is correlated with depression, the relationship is moderated by factors such as social support and the nature of online interactions. In contexts where social media facilitates meaningful social connections, the negative impact on depression may be attenuated. This implies that not all social media usage is inherently harmful, and the quality and purpose of engagement play critical roles.

The results of this hypothesis also have practical implications. The significant effect of social media addiction on depression emphasizes the need for targeted interventions to manage excessive social media use. Educational programs, awareness campaigns, and digital wellbeing strategies could help mitigate the psychological risks associated with overuse.

The findings of hypothesis two reveals that adolescents' social media addiction will significantly predict their depression level by age. This may be as a result of peer group influence, the adolescent wanting to behave or have what his/her age group have to meet up to their standard.

This result is consistent with a growing body of research highlighting that problematic or addictive social media use is a risk factor for depressive symptoms in adolescents. For example, Marengo et al. (2022) found that addictive patterns of social media engagement, including compulsive checking and excessive time online, were positively associated with higher depression scores among teenagers. Similarly, Andreassen et al. (2017) reported that social media addiction is a significant predictor of negative mental health outcomes, including depression, particularly in adolescents who engage excessively in online social comparison or experience cyberbullying.

The finding also aligns with longitudinal studies that suggest adolescents who exhibit high social media addiction are more likely to experience increased depressive symptoms over time, with certain age groups showing heightened vulnerability (Keles, McCrae & Grealish, 2020). Adolescence is a developmental stage marked by emotional sensitivity and identity formation, which can make individuals more susceptible to the negative emotional consequences of social media

overuse. Age may act as a moderating factor because younger adolescents may have less developed coping strategies, while older adolescents may experience social pressure and comparison that exacerbate depressive symptoms.

However, while this study confirms a significant predictive relationship, some literature offers a more nuanced perspective. Orben and Przybylski (2019) argue that overall social media use alone explains only a small proportion of variance in adolescent depression, suggesting that other factors—such as quality of social interactions, personality traits, offline social support, and preexisting mental health conditions also play critical roles. This indicates that while social media addiction is a significant predictor, its effects should be interpreted within the broader psychosocial context.

The significant F-value (516.634) observed in this study underscores the robustness of the relationship between social media addiction and depression by age in the sample. This suggests that interventions targeting healthy social media use, monitoring excessive engagement, and promoting coping skills may help mitigate the risk of depression among adolescents. It also highlights the need for parents, educators, and policymakers to recognize age-specific vulnerabilities when addressing the psychological impact of social media addiction.

Some recent literature that agrees that social media addiction among adolescents did not significantly predict their depression levels when analyzed by age. The higher levels of social media addiction were not associated with increased depressive symptoms across different age groups.

This result is consistent with a growing body of research suggesting that social media addiction does not automatically translate to poorer mental health. For

instance, recent studies have shown that the relationship between problematic social media use and depression is often weak, context-dependent, or mediated by other factors such as personality traits, peer relationships, or coping mechanisms (Keles, McCrae & Grealish, 2020; Orben & Przybylski, 2019). These studies emphasize that high engagement with social media alone does not inevitably lead to depressive symptoms, which aligns with the non-significant relationship observed in your study.

Moreover, longitudinal research indicates that the direction of influence may not be from social media addiction to depression, but rather depressive symptoms may sometimes predict increased social media engagement, particularly in adolescents seeking social support or distraction online (Coyne et al., 2020). This suggests that age alone may not be a significant moderator, and other psychosocial variables may be more influential in determining mental health outcomes, between social media addiction and depressive symptoms among adolescents. Meta-analytic studies report problems, including depression and anxiety (Marengo et al., 2022; Andreassen et al., 2017). Such studies suggest that excessive engagement with social media, particularly when it involves compulsive checking, negative social comparison, or cyberbullying exposure, can contribute to depression.

Additionally, the operationalization of “social media addiction” and the measures of depression may influence whether significant relationships are detected, as prior research often differs in measurement tools and thresholds for problematic use.

The findings of Hypothesis three revealed that adolescents’ social media addiction significantly predicts their depression levels by sex ($F = 481.377$,

$p = 0.00$). This finding indicates that both the level of social media addiction and the sex of the adolescent play a significant role in depressive symptoms, suggesting that the relationship between social media addiction and depression may differ between male and female adolescents.

This result aligns with prior research showing that sex differences influence the psychological outcomes of social media use. For instance, studies have reported that female adolescents tend to experience higher depressive symptoms associated with social media addiction compared to males, often due to greater engagement in social comparison, heightened sensitivity to online feedback, and greater exposure to cyberbullying (Valkenburg & Peter, 2011; Keles, McCrae & Grealish, 2020). Similarly, Andreassen et al. (2017) observed that females were more likely to exhibit problematic social media behaviors that correlated with depressive symptoms, whereas males were often less affected psychologically by the same levels of online engagement.

Research also suggests that males and females use social media differently, which may contribute to sex-based differences in depression outcomes. Females are more likely to engage in emotionally expressive activities and interactive communication online, which can amplify the impact of social media addiction on mental health. In contrast, males may engage more in gaming or passive browsing, which may be less strongly linked to depressive symptoms (Marengo et al., 2022).

However, while your study confirms a significant relationship moderated by sex, some research presents a more nuanced view. Orben and Przybylski (2019) argue that although sex differences exist, the effect size of social media use on depression is generally small, and the strength of prediction varies depending on

other factors such as age, personality, social support, and offline experiences. This suggests that sex is an important factor but not the sole determinant in the association between social media addiction and adolescent depression.

The large F-value (481.377) observed in this study emphasizes the strength of the predictive relationship, highlighting the need to consider sex-specific interventions. Mental health practitioners and educators should be aware that female adolescents may be more vulnerable to the negative emotional consequences of social media addiction, and targeted strategies—such as promoting healthy social media habits, developing coping skills, and encouraging offline social engagement may be particularly beneficial. Some finding does not aligns with research suggesting that sex differences may not always significantly influence the impact of social media addiction on depression. For instance, Orben and Przybylski (2019) found that while adolescents engage differently with social media, sex alone does not consistently predict mental health outcomes, and the overall effect of social media use on depression is generally small. Similarly, Kross et al. (2020) noted that emotional responses to social media use do not always differ significantly between males and females, especially when other psychosocial factors, such as peer support or offline engagement, are accounted for.

One possible explanation for the lack of significant differences by sex is that both male and female adolescents may experience similar patterns of social media engagement in the study context, such as frequent checking, browsing, or interactive participation, which may not differentially affect depressive symptoms. Cultural, social, or environmental factors in Egor Local Government Area may also buffer potential sex differences, ensuring that both sexes are equally affected (or unaffected) by addictive social media behaviors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

In this chapter, the summary, conclusion and recommendation of this study will be discussed based on the findings.

Summary

This study investigated the predictive relationship between social media addiction and depression among in-school adolescents in Egor Local Government Area. The study was meant to accomplish the following:

- investigate social media usage as predictor of adolescent's depression.
- raise awareness in Egor local Government Area on the Health risk of social media usage in adolescents.

- determine to what extent social media addiction predict depression among in-school adolescents in Egor local Government Area.
- determine to what extent the time adolescents spent on social media predict depression among in-school adolescents in Egor Local Government Area.
- determine to what extent how age of adolescents who is addicted to social media predict depression among in-school adolescents in Egor Local Government Area.
- determine to what extent the different sex of adolescents who is addicted to social media predict depression in In-school adolescents in Egor Local Government Area.

In other to provide direction and sharpen the focus of this study, four research questions were raised and three hypotheses were formulated. The sample of the study was comprised of two hundred SS 1 students in public schools in Egor local government Area. The multi-stage sampling technique was used for the sample. The instrument for the study is Social Media Addition and Depression Questionnaire (SMADQ) were validated by experts. The reliability of instrument, the coefficient of 0.72 was obtained. The study further examined whether age moderates the relationship between social media addiction and depression. The increasing digitalization of adolescent life and the growing concerns regarding youth mental health provided the empirical and theoretical motivation for the study.

The study adopted a quantitative research design, utilizing standardized instruments to measure social media addiction and depression among adolescents. Regression and Univariate Analysis of Variance were employed to test the formulated hypotheses.

The descriptive findings revealed that in-school adolescents demonstrated a moderately high level of social media addiction ($M = 44.40$, $SD = 10.77$). This indicates that a considerable proportion of adolescents engage in social media use at levels that may be psychologically excessive or problematic. The variability in scores suggests that while some adolescents manage their digital engagement effectively, others exhibit patterns consistent with behavioral dependency.

The first hypothesis tested whether social media addiction significantly predicts depression. The results of the regression analysis showed a statistically significant positive relationship between social media addiction and depression ($R = .543$, $R^2 = .295$, $F(1,198) = 82.915$, $p < .05$). Social media addiction accounted for approximately 29.5% of the variance in depression. This proportion of explained variance is substantial in behavioral research, indicating that social media addiction plays a meaningful role in adolescent depressive symptomatology.

The positive regression coefficient further indicated that higher levels of social media addiction are associated with increased depressive symptoms. Thus, the null hypothesis stating that social media addiction would not significantly predict depression was rejected.

The second hypothesis examined whether age moderates the relationship between social media addiction and depression. The moderation analysis revealed a statistically significant interaction effect ($p < .05$), indicating that age significantly influences the strength of the relationship between social media addiction and depression. This suggests that the psychological impact of social media addiction is not uniform across all adolescents but varies depending on developmental stage.

Taken together, the findings demonstrate that social media addiction is a significant psychological predictor of depression among in-school adolescents and that age plays a critical moderating role in this relationship.

Conclusion

Based on the findings of this study, several important conclusions can be drawn.

1. Social media addiction constitutes a significant mental health risk factor among in-school adolescents in Egor Local Government Area. The strong predictive relationship observed suggests that excessive and compulsive engagement with social media platforms may contribute meaningfully to depressive symptom development. While social media offers opportunities for communication, entertainment, and information exchange, its excessive use appears to have psychological costs.
2. The finding that social media addiction explains approximately 29.5% of the variance in depression underscores the magnitude of its influence. Although depression is multifactorial and influenced by biological, environmental, and psychological determinants, the results indicate that digital behavioral patterns represent a significant component of adolescent mental health outcomes.
3. The moderating role of age confirms that adolescence is not a homogeneous developmental stage. The effect of social media addiction on depression varies depending on age, suggesting developmental differences in emotional regulation, cognitive maturity, peer influence susceptibility, and identity formation processes. This highlights the importance of adopting developmentally sensitive approaches when addressing digital behavior and adolescent mental health.

Overall, the study concludes that social media addiction is a significant and developmentally nuanced predictor of depression among in-school adolescents. The findings contribute to the growing body of literature emphasizing the psychological implications of digital engagement in contemporary youth populations.

Recommendations

Based on the findings from the study, the researcher recommended as follows:

1. Schools should integrate structured digital literacy and digital wellness education into their curriculum. Such programs should focus not only on technological skills but also on responsible usage, time management, emotional awareness, and coping strategies related to online experiences.
2. School counselors and psychologists should incorporate assessments of social media use patterns into routine mental health screenings. Early identification of problematic usage can facilitate timely interventions before depressive symptoms escalate.
3. Age-specific intervention programs should be designed to address the developmental differences identified in this study. Younger adolescents may require more structured supervision and emotional regulation training, while older adolescents may benefit from critical media literacy and self-monitoring strategies.
4. Parents should be educated about the potential psychological implications of excessive social media use. Parental monitoring should be balanced with open communication, fostering trust while guiding adolescents toward healthier digital habits.

Contribution to Knowledge

This study contributes to knowledge by providing empirical evidence on the predictive relationship between social media addiction and depression among in-school adolescents in Egor Local Government Area, Edo State. It expands existing literature by situating the investigation within a Nigerian socio-cultural context, thereby addressing the paucity of localized research on digital behavioral risks and adolescent mental health. The study further strengthens theoretical understanding by testing established models of social media use within an African setting. Methodologically, it contributes validated measurement data applicable to Nigerian adolescents. Overall, the findings enhance the body of knowledge on emerging digital risk factors for adolescent depression and provide a foundation for future research and intervention development.

Suggestions for further study

1. Self-esteem as a mediator between social media addiction and depression among adolescents.
2. Sleep quality as a mediator of the relationship between social media addiction and depressive symptoms.
3. Parental monitoring as a moderator of the relationship between social media addiction and adolescent depression.
4. Peer influence as a moderating factor in social media use and mental health outcomes.
5. Gender differences in the relationship between social media addiction and depression.

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Appendix

QUESTIONNAIRE

Social Media Addiction and Depression Questionnaire (SMADQ)

Dear Respondent

The purpose of this questionnaire is to gather information on Social Media Addiction as Predictor of Adolescents Depression among in-School Adolescents in Egor Local Government Area. Please answer each question in this questionnaire as truthfully as possible and information provided will be treated with utmost confidence and will be solely used for the purpose of this research. You are urged not to put away the questionnaire. Please complete it and return to the issuer.

Thanks for your anticipated cooperation.

Section A: Demographic Data

Tick (✓) to the appropriate answer to indicate your opinion on the under-listed.

Age of respondent: 10-14years () 15 -18years () 19years and above ().

Gender of respondent: male () female ().

Class of respondent: SS 1 () SS 2 ().

SECTION B

Instruction: You are required to tick (✓) in the column above the answer that is most suitable to you.

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD – Strongly Disagree

S/N	ITEM	S A	A	D	SD
	Adolescents' Level of Social Media Addiction.				
1	I tried cutting down my social media usage but failed.				
2	I use more than one social media platform.				
3	I do know that Tittok, Facebook, Whatapp, Twitter, Instagram, Bingolive are forms of social media platforms.				
4	I am not active without social media.				
5	Social media disconnects me from the world around me.				
6	Going on social media is the first thing I do when I wake up in the morning.				
7	I am eager to always go on social media every minute.				
8	A life without social media becomes meaningless to me.				
9	I look for internet connectivity everywhere so as to go on social media.				
10	I use social media even when walking on the road in order to be instantly informed about the latest trends.				
11	I abandon my homework because I spend much time on social media				
12	I spend more than eight (8) hours on social media everyday				
13	I do not even feel hungry when I am on social media.				
14	The mysterious world of social media always captivates me.				
15	I see social media as an escape from the real world				
16	I prefer to use social media even when someone is around me				
	Depression Level of Addicted Adolescents to Social Media				
17	After the experience I had on social media, I felt like there is no reason to live.				
18	After been bullied, I lost interest in chatting with people on social				

	media				
19	After my naked pictures got leaked on social media, I felt hopeless				
20	I felt like a failure after been blackmailed on social media.				
21	I used to cry about things but now I feel numb				

QUESTIONNAIRE

Ben

Social Media Addiction and Depression Questionnaire (SMADQ)

Dear Respondent

The purpose of this questionnaire is to gather information on Social Media Addiction as Predictor of Adolescents Depression among in-School Adolescents in Egor Local Government Area. Please answer each question in this questionnaire as truthfully as possible and information provided will be treated with utmost confidence and will be solely used for the purpose of this research. You are urged not to put away the questionnaire. Please complete it and return to the issuer.

Thanks for your anticipated cooperation.

Section A: Demographic Data

Tick (✓) to the appropriate answer to indicate your opinion on the under-listed.

Age of respondent: 10-14years () 15 -18years () 19years and above ().

Gender of respondent: male () female ().

Class of respondent: SS 1 () SS 2 ().

SECTION B

Instruction: You are required to tick (✓) in the column above the answer that is most suitable to you.

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree

Assessment of Soc. M. Usage -

S/N	ITEM	SA	A	D	SD
	Adolescents' Knowledge Level of Social Media.				
1.	I am aware that smart phones are used for social media				
2.	I know that there is a social media platform				
3.	I do know that Tittok is a form of social media				
4.	I do know that Facebook is a form of social media				
	Adolescents' Level of Social Media Addiction.				
5.	Going on social media is the first thing I do when I wake up in the morning.				
6.	I am eager to always go on social media every minute.				

7.	A life without social media becomes meaningless to me..				
8.	I look for internet connectivity everywhere so as to go on social media.				
9.	I use social media even when walking on the road in order to be instantly informed about latest trends.				
10.	I abandon my homework because I spend much time on social media				
11.	I spend more than eight (8) hours on social media everyday				
12.	I do not even feel hungry when I am on social media.				
13.	The mysterious world of social media always captivates me.				
14.	I see social media as an escape from the real world				
15.	I prefer to use social media even when someone is around me				
Depression Level of Addicted Adolescents to Social Media					
16.	After the experience I had on social media, I felt like there is no reason to live. interact with others				
17.	After been bullied, I lost interest in chatting with people on social media				
18.	After my naked pictures got leaked on social media I felt hopeless				
19.	I felt like a failure after been blackmailed on social media.				
20.	I used to cry about things but now I feel numb				

- I am not active outside social media.
- Social media usage disconnect me from the world around me.
- I prefer being with my phone all day, than ~~engaging~~ with others.
- My life is ~~empty~~ with social media.
- My spirit is low when I am not on social media.

I suggest that the first four questions should be deleted, while some ques - should be added to the last part.
 Rev W.O. Idunwo
 21/7/21

Social media addiction and depression questionnaire

QUESTIONNAIRE

Social Media Addiction as Predictor of Adolescents Depression among in-School Adolescents in Egor Local Government Area (SMAPADS-ELGA)

Dear Respondent

The purpose of this questionnaire is to gather information on Social Media Addiction as Predictor of Adolescents Depression among in-School Adolescents in Egor Local Government Area. Please answer each question in this questionnaire as truthfully as possible and information provided will be treated with utmost confidence and will be solely used for the purpose of this research ~~work~~. You are urged not to put away the questionnaire. Please complete it and return to the issuer.

Thanks for your anticipated cooperation.

Section A: Demographic Data

Tick (✓) to the appropriate answer to indicate your opinion on the under-listed.

Age of respondent: 10-14years () 15 -18years () 19years and above ().

Gender of respondent: male () female ().

Class of respondent: SS 1 () SS 2 ().

SECTION B

Instruction: You are required to tick (✓) in the ~~corresponding~~ ^{below} column the answer that is most suitable to your ~~response~~.

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree

S/N	ITEM	SA	A	D	SD
	Adolescents' Knowledge Level of Social Media.				
1.	Having a smart phone is a necessity <i>I am aware that smart phones are used for S.M.</i>				
2. ✓	Everyone knows about social media <i>I know that there is a social media platform</i>				
3.	There are different types of social media platforms for chatting. <i>I do know that tik tok is a form of social M.</i>				
4.	It is better to have more than two social media platforms <i>I do know that face book is a form of S.M.</i>				
	Adolescents' Level of Social Media Addiction.				
5.	Going on social media is the first thing I do when I wake up in the morning.				

6.	I am eager to always go on social media every minute.				
7.	A life without social media becomes meaningless to me.				
8.	I look for internet connectivity everywhere so as to go on social media.				
9.	I use social media even when walking on the road in order to be instantly informed about latest trends.				
10.	I abandon ^{pass over} my homework because I spend much time on social media				
11.	I spend more than eight (8) hours on social media per day ^{every day}				
12.	I do not even notice ^{feel} that I am hungry and thirsty when I am on social media.				
13.	The mysterious world of social media always captivates me.				
14.	I see social media as an escape from the real world				
15.	I prefer to use social media even when someone is around me				
Depression Level of Addicted Adolescents to Social Media					
16.	After the experience I had on social media, I felt like there is no reason to live.				
17.	After been bullied, I lost interest on chatting with people on social media				
18.	After my negative experience on social media I felt hopeless				
19.	I felt like a failure and <u>inadequate</u> after my negative experiences on social media.				
20.	I used to <u>be able to</u> cry about things but now I feel numb				

Need more items here that express one's mood disorders due to social media addiction.

[Signature] 10/11/25

QUESTIONNAIRE

8/9/25

Social Media Addiction and Depression Questionnaire (SMADQ)

Dear Respondent

The purpose of this questionnaire is to gather information on Social Media Addiction as Predictor of Adolescents Depression among in-School Adolescents in Egor Local Government Area. Please answer each question in this questionnaire as truthfully as possible and information provided will be treated with utmost confidence and will be solely used for the purpose of this research. You are urged not to put away the questionnaire. Please complete it and return to the issuer.

Thanks for your anticipated cooperation.

Section A: Demographic Data

Tick (✓) to the appropriate answer to indicate your opinion on the under-listed.

Age of respondent: 10-14years () 15 -18years () 19years and above ().

Gender of respondent: male () female ().

Class of respondent: SS 1 () SS 2 ().

SECTION B

Instruction: You are required to tick (✓) in the column above the answer that is most suitable to you.

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD – Strongly Disagree

S/N	ITEM	SA	A	D	SD
	Adolescents' Level of Social Media Addiction.				
1.	I tried cutting down my social media usage but failed				
2.	I use more than one social media platform.				
3.	I do know that Tittok, Facebook,WhatsApp,Twitter,Instagram,Bingo-live are forms of social media platforms.				
4.	I am not active without social media.				
5.	Social media usage disconnects me from the world around me.				
6.	Going on social media is the first thing I do when I wake up in the morning.				
7.	I am eager to always go on social media every minute.				
8.	A life without social media becomes meaningless to me..				

	I look for internet connectivity everywhere so as to go on social media.				
	I use social media even when walking on the road in order to be instantly informed about the latest trends.				
11.	I abandon my homework because I spend much time on social media				
12.	I spend more than eight (8) hours on social media everyday				
13.	I do not even feel hungry when I am on social media.				
14.	The mysterious world of social media always captivates me.				
15.	I see social media as an escape from my stress.				
16.	I prefer to use social media even when someone is around me				
	Depression Level of Addicted Adolescents to Social Media				
17.	After the experience I had on social media, I felt like there was no reason to live.				
18.	After been bullied, I lost interest in chatting with people on social media				
19.	After my naked pictures got leaked on social media I felt hopeless				
20.	I felt like a failure after been blackmailed on social media.				
21.	I used to cry about things but now I feel numb				

QUESTIONNAIRE

Social Media Addiction and Depression Questionnaire (SMADQ)

Dear Respondent

The purpose of this questionnaire is to gather information on Social Media Addiction as Predictor of Adolescents Depression among in-School Adolescents in Egor Local Government Area. Please answer each question in this questionnaire as truthfully as possible and information provided will be treated with utmost confidence and will be solely used for the purpose of this research. You are urged not to put away the questionnaire. Please complete it and return to the issuer.

Thanks for your anticipated cooperation.

Section A: Demographic Data

Tick (✓) to the appropriate answer to indicate your opinion on the under-listed.

Age of respondent: 10-14years () 15 -18years () 19years and above ().

Gender of respondent: male () female ().

Class of respondent: SS 1 () SS 2 ().

SECTION B

Instruction: ^{Kindly} You are required to tick (✓) in the column above the answer that is most suitable to you.

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree

S/N	ITEM	SA	A	D	SD
	Adolescents' Knowledge Level of Social Media.				
1.	I am aware that smart phones are used for social media				
2.	I know that there is ^a social media platform ^s				
3.	I do know that Tittok is a form of social media				
4.	I do know that Facebook is a form of social media				
	Adolescents' Level of Social Media Addiction.				
5.	Going on social media is the first thing I do when I wake up in the morning.				
6.	I am eager to always go on social media every minute.				

	A life without social media becomes meaningless to me..				
8.	I look for internet connectivity everywhere so as to go on social media.				
9.	I use social media even when walking on the road in order to be instantly informed about latest trends.				
10.	I abandon my homework because I spend much time on social media				
11.	I spend more than eight (8) hours on social media everyday				
12.	I do not even feel hungry when I am on social media.				
13.	The mysterious world of social media always captivates me.				
14.	I see social media as an escape from the real world				
15.	I prefer to use social media even when someone is around me				
	Depression Level of Addicted Adolescents to Social Media				
16.	After the experience I had on social media, I felt like there is no reason to live.				
17.	After been bullied, I lost interest in chatting with people on social media				
* 18.	After my naked pictures got leaked on social media I felt hopeless				
19.	I felt like a failure after been blackmailed on social media.				
20.	I used to cry about things but now I feel numb				

Approved!

[Signature]
16/8/2025

	A life without social media becomes meaningless to me..				
8	I look for internet connectivity everywhere so as to go on social media.				
9	I use social media even when walking on the road in order to be instantly informed about latest trends.				
10	I abandon my homework because I spend much time on social media				
11	I spend more than eight (8) hours on social media everyday				
12	I do not even feel hungry when I am on social media.				
13	The mysterious world of social media always captivates me.				
14	I see social media as an escape from <u>the real world</u>				
15	I prefer to use social media even when someone is around me				
	Depression Level of Addicted Adolescents to Social Media				
16	After the experience I had on social media, I felt like there is no reason to live.				
17	After been bullied, I lost interest in chatting with people on social media				
18	After my naked pictures got leaked on social media I felt hopeless				
19	I felt like a failure after been blackmailed on social media.				
20	I used to cry about things but now I feel numb				

How did you arrive at this benchmark?

From my office

I get distracted very easily even during discussion with friends

- ① Which items are missing prevalence?
 ② Please get more items in expression

2/05/25
 Dr. J. J. Mervels M.X.

QUESTIONNAIRE

Social Media Addiction and Depression Questionnaire (SMADQ)

Dear Respondent

The purpose of this questionnaire is to gather information on Social Media Addiction as Predictor of Adolescents Depression among in-School Adolescents in Egor Local Government Area. Please answer each question in this questionnaire as truthfully as possible and information provided will be treated with utmost confidence and will be solely used for the purpose of this research. You are urged not to put away the questionnaire. Please complete it and return to the issuer.

Thanks for your anticipated cooperation.

Section A: Demographic Data

Tick (✓) to the appropriate answer to indicate your opinion on the under-listed.

Age of respondent: 10-14years () 15 -18years () 19years and above ().

Gender of respondent: male () female ().

Class of respondent: SS 1 () SS 2 ().

SECTION B

Instruction: You are required to tick (✓) in the column above the answer that is most suitable to you.

Note: SA - Strongly Agree, A - Agree, D - Disagree, SD - Strongly Disagree

S/N	ITEM	SA	A	D	SD
	Adolescents' Knowledge Level of Social Media.				
1.	I am aware that smart phones are used for social media				
2.	I know that there is a social media platform				
3.	I do know that Tittok is a form of social media				
4.	I do know that Facebook is a form of social media				
	Adolescents' Level of Social Media Addiction.				
5.	Going on social media is the first thing I do when I wake up in the morning.				
6.	I am eager to always go on social media every minute				

Handwritten notes:
 - Above item 1: "Why mention awareness?"
 - Between items 2 and 3: "are actual answer?"
 - Next to item 5: "1."
 - Next to item 6: "2."

APPENDIX B

Adolescents' Level of Social Media Addiction

Scale: RELIABILITY COEFFICIENT VALUE

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.757	.880	16

Depression Level of Addicted Adolescents to Social Media

Scale: PERCIEVED RELIABILITY VALUE

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.705	.605	5

APPENDIX C



EDO STATE MINISTRY OF EDUCATION,

5TH FLOOR, BLOCK B SECRETARIAT COMPLEX SAPELE ROAD

P.M.B. 1058 BENIN CITY, NIGERIA

Email: min.edu@edostate.gov.ng

Hotline: 08182737088

Our Ref: PRS/ST.14/VOL VT/63

14th July 2025

Department of Educational Evaluation and Counselling Psychology,
University of Benin

Attn: IRABOR MERCY

RE: LETTER OF INTRODUCTION

I am directed to inform you regarding the above subject that the Ministry of Education has provided the list of schools and number of students in Egor LGA that you requested for.

S/N	SCHOOLS	TYPE OF SCHOOL	LGA	LOCATION	SS1		SS2		SS3	
	EGOR LGA				M	F	M	F	M	F
1	ASORO S/S/S, B/C	Mixed	EGOR LGA	Urban	268	235	155	182	76	73
2	EDO BOYS H/S/S, EGOR, B/C	Male Only	EGOR LGA	Urban	186	0	160	0	125	0
3	EGOR S/S, EGOR B/C	Mixed	EGOR LGA	Urban	152	174	144	177	66	60
4	EVBAREKE S/S, B/C	Mixed	EGOR LGA	Urban	96	87	80	74	100	85
5	EVBUOTUBU S/S, B/C	Mixed	EGOR LGA	Urban	121	100	66	66	50	48
6	EWEKA S/S/S, B/C	Mixed	EGOR LGA	Urban	40	39	25	21	2	12
7	IYOBA GIRLS S/S/S, B/ C	Female Only	EGOR LGA	Urban	0	128	0	138	0	90
8	OHONRE S/S/S, B/C	Mixed	EGOR LGA	Urban	24	43	18	57	15	36
9	OKHOKHUGBO S/S /S, B/C	Mixed	EGOR LGA	Semi-Urban	44	47	47	47	50	49
10	USE S/S/S, USE B/C	Mixed	EGOR LGA	Urban	77	85	56	120	34	53
11	USELU S/S/S, B/C	Mixed	EGOR LGA	Urban	81	108	57	73	14	47
12	UWELU S/S/S, B/C	Mixed	EGOR LGA	Semi-Urban	35	65	36	64	47	40

2. This information is for the 2023/2024 academic year.
3. Please accept the assurances of our warmest regards and best wishes.

f:

Orire G. O
Director, Planning Department
Ministry of Education

UNIVERSITY OF BENIN BENIN CITY, NIGERIA

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING PSYCHOLOGY (EECP)
FACULTY OF EDUCATION

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Our Ref: _____

Your Ref: _____

Date: 23rd June, 2025

The Permanent Secretary
Ministry of Education,
Benin City, Edo state



LETTER OF INTRODUCTION:
IRABOR MERCY (PG/EDU 2110651)

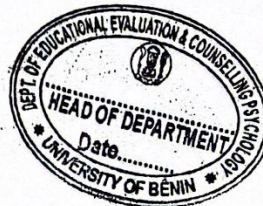
The bearer, Irabor Mercy is a M.Ed. (Counselling Psychology) student in the Department of Educational Evaluation and Counselling Psychology, University of Benin, Benin City.

She is currently doing her M.Ed. research on the topic: **"Social Media Addiction as Predictor of Adolescent Depression of In-School Students in Egor Local Government Area"** and she needs your cooperation and permission to collect data for secondary schools as well as number of secondary school students in Egor Local Government Area, Edo State

Kindly grant your assistance to enable her carry out the research work in the fulfillment of her M.Ed. in Counselling Psychology.

Thank you.

Rev. Fr. Dr. A.A. Adubale
Ag. Head of Department



APPENDIX D

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
Adolescent level of scocial media addiction	200	44.4000	10.77313
Valid N (listwise)	200		

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Adolescent level of scocial media addiction ^b		Enter

a. Dependent Variable: Adolescent level of Depression

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543 ^a	.295	.292	3.22263

a. Predictors: (Constant), Adolescent level of scocial media addiction

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	861.103	1	861.103	82.915	.000 ^b
	Residual	2056.292	198	10.385		
	Total	2917.395	199			

a. Dependent Variable: Adolescent level of Depression

b. Predictors: (Constant), Adolescent level of scocial media addiction

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.982	.969		4.111	.000
	Adolescent level of social media addiction	.193	.021	.543	9.106	.000

a. Dependent Variable: Adolescent level of Depression

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
AGE 1.00	10-14 Years	91
2.00	15-18 Years	109

Tests of Between-Subjects Effects

Dependent Variable: Depression

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2356.253 ^a	3	785.418	274.337	.000
Intercept	816.670	1	816.670	285.253	.000
AGE	662.790	1	662.790	231.504	.000
Social	137.490	1	137.490	48.024	.000
Social_Age_Interaction	1479.107	1	1479.107	516.634	.000
Error	561.142	196	2.863		
Total	34443.000	200			
Corrected Total	2917.395	199			

a. R Squared = .808 (Adjusted R Squared = .805)

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
SEX 1.00	Male	87
2.00	Female	113

Tests of Between-Subjects Effects

Dependent Variable: Depression

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2325.573 ^a	3	775.191	256.728	.000
Intercept	849.466	1	849.466	281.326	.000
Social	166.434	1	166.434	55.120	.000
SEX	892.371	1	892.371	295.536	.000
Social_Sex_Interaction	1453.519	1	1453.519	481.377	.000
Error	591.822	196	3.020		
Total	34443.000	200			
Corrected Total	2917.395	199			

a. R Squared = .797 (Adjusted R Squared = .794)