

STUDYING THE INFLUENCE OF USING SOCIAL NETWORKS ON HIGH SCHOOL STUDENTS THROUGH AN OVERVIEW OF RESEARCH IN SOME COUNTRIES AND VIETNAM

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ABSTRACT

In the context of strong development of science and technology, more and more social networking platforms are appearing, which has greatly impacted all areas of human activity and daily life, especially young people and high school student. Researching the effects of using social networks is one of the common problems of modern society around the world in general and Vietnam in particular. Therefore, researching the effects of social networks on high school students is extremely urgent. The article addresses research directions on the effects of using social networks on high school students through understanding concepts, tools, methods, content and general findings on positive and negative effects of social networks on high school students in some countries around the world and in Vietnam. Thereby, we propose some solutions to improve the effectiveness of using social networks for high school students.

Keywords: Social networks (MXH); Using social networks; High school student (HSPTTH); Research (NC); Influence (AH); Negative, Positive.

Introduction

The advent of the Internet in 1960 is considered one of the great inventions of humanity, having an impact on changing human life, connecting people around the world. Initially, Internet users began looking for a place that satisfied all their needs for information, entertainment, and connection,...But later, humans used social networks for certain purposes in different fields: business, education, economic, politic, social...With the outstanding advantage of fast connectivity, with just a phone or a computer connected to the Internet, we can access and

participate in many websites such as: Facebook, Zalo, Youtube...Besides the advantages, social networks also bring many negative effects to users, especially for high school students. They are at an age where they like to explore, are curious about their surroundings, and even develop first impressions with friends of the opposite sex, so using social networks regularly is popular. However, this use will greatly affect the formation and development of psychology and physiology as well as learning, playing and other social activities of high school students. Because cyberspace, with its “virtual” characteristics, easy anonymity, and rapid spread, has become a favorable environment for spreading fake news, bad information, and toxic information. If there is no control and students themselves do not have the ability to read and select accurate, target information, there will be significant consequences. This is an issue that needs attention and research not only in Vietnam but all over the world.

Research methodology

Information collection methods

Through the synthesis of studies, it shows that the research method related to the influence of social networks on high school students commonly used by authors is quantitative methods such as: Direct Interview method; Solicit opinions using self-written questionnaires in person or online. Another widely used method is qualitative method including document analysis method; Direct Interview method: This is a method widely used in research related to the influence of social networks. To better understand the factors that influence social networks on students’ physical and mental development, ability to concentrate on learning, etc., these are important sources of information to help researchers gain a general and detail understanding about the influence of social networks. Besides, the authors used group discussion method; In-depth interviews via phone and email; Observation method to find out accurate assessments of the ability of social networks to influence high school students.

Research results

1. Theoretical basis for the impact of using social networks on high school students

1.1 Definition of social networks

Ilaria Liccardi et al., (2007) stated that: A social network is a structure of points that represent individuals (or organizations) and the relationships between them in a given domain. Therefore, social networks are often built on the strength of relationships and trust between individuals (nodes). A social network is a computer-based connection application developed for the purposes of creating and maintaining a social network of online or real-life friends and reuniting with past friends.

According to Danah M. Boyd and Nicole B. Ellison (2007): Social networking sites allow individuals to perform three types of actions: (1) build a public or semi-public profile within a limited system; (2) Specify a list of other users with whom they share a connection; (3) View and browse their relationship list and that of others in the system [Danah M. Boyd.2007, p. 211].

A social network is an information system that provides the community with services to store, provide, use, search, share, and exchange information. Online social network services are services provided by organizations and businesses that establish social networks when they have a license to establish a social network, including specific services such as creating personal websites. Private forums, chats, information sharing in the form of audio, images, etc. can be provided for free or for a fee. Popular social networking services in Vietnam today such as Facebook, Youtube, Instagram...Currently, there are also some regulations on using social networks, and especially instructions for social network users *“Guide social network users, support and protect the legitimate rights and interests of “disadvantaged people” in society (poor people, ethnic people without ID cards, children, adolescents, disabled people...) use social networks safely and healthily to avoid exploitation, abuse, and mental violence on social networks Take measures to ensure the safety and healthy development of children and adolescents on social networks in accordance with Vietnamese law.*

Authors Tran Huu Luyen and Dang Hoang Ngan (2014), introduced the concept of social networks as a collection of individuals with one or more relationships linked together. When this social network is established and Developed through internet media, it is understood as virtual social networks.

According to Clause 22, Article 3 of Decree 72/2013/ND-CP on management of provision and use of internet services and online information, the provisions are as follows.: *“social network is an information system that provides the network user community with services to store, provide, use, search, share and exchange information with each other, including the service of creating personal electronic information, forums, online chat, audio and image sharing and other similar services”.*

1.2 Definition of high school students

High school students are students from grades 10 to 12 studying at a high school - a general education facility from grades 10 to 12. (General Statistics Office , (2019).

High school student is a term that describes the early teenage years (the period from 15-18 years old), is a stage of development that begins at puberty and ends when entering adulthood. The age of youth as well as the age of high school students demonstrate the complex and multifaceted nature of the phenomenon, which is limited to two aspects: physiology and psychology. This is a

difficult and complex issue because the rhythms and stages of psycho-physiological development do not always coincide with periods of social maturity. Therefore, the psychological development of adolescents depends not only on age limits, but first of all on social conditions (the position of young people in society; the amount of knowledge, technical skills they possess and a series of other factors...) affects age development. In this day and age, labor and social activities are increasingly expanding, and high school students are also changing. Vygotsky (2003) held that at each age stage there is a central new formation, leading to the whole process of individual development, and that private new formations, grouped around the main formation, belong to the a distinct aspect of the child's personality and is linked to the new formations of previous years. "Those developmental processes that are more or less directly related to new major formations will be called central lines of development at a certain age, while all other local processes and changes occurring at a certain age are called secondary developmental pathways". (Vygotsky, 2003, p.23).

1.3 Characteristics of high school students

Characteristics of physical and physiological development

High school student age is the period of physical maturity. Physical development has entered a period of normal, harmonious and balanced development. The bodies of high school students have reached the level of adult development, but the development of high school students is still poor compared to adults. High school students can do heavy adult jobs. The intellectual activity of high school students can develop to a high level. A marked increase in excitability and inhibition in the cerebral cortex can form more complex temporary neural connections. However, this excitability is not only due to physiological causes like in adolescence, but it is also due to the individual's lifestyle (such as smoking, not keeping moderation in studying, working, playing...). Children are easily lured by inaccurate information and following the trends of social networks.

Characteristics of intellectual development: The age of high school students is an important stage in the development of intelligence, language thinking and willpower qualities that have conditions for strong development. At this age, high school students are easily irritated and its manifestations are similar to those in adolescence. Because the body of high school students has been perfected, especially the nervous system is strongly developed, creating conditions for the development of intellectual abilities. High school students' feelings and perceptions have reached an adult level. The observation process is associated with thinking and language. The ability to observe a personal quality also begins to develop in High School Students. However, observations in high school students are often scattered, not highly focused on a certain task,

while observing an object is still general, one-sided, leading to hasty and unrealistic conclusions. has no basis in reality (Ly Thi Minh Tien, 2016).

The memory of high school students also develops clearly. Intentional memory plays a key role in intellectual activity. High school students know how to rearrange study materials in a new order and have scientific methods of memorization.

Thinking activities of students High school students develop strongly. High school students have the ability to think theoretically and abstractly more independently and creatively. Highly developed abilities to analyze, synthesize, compare, and abstract help high school students comprehend all complex and abstract concepts. High school students like to generalize, like to learn about the general rules and principles of everyday phenomena, and the knowledge that must be absorbed...(Ly Thi Minh Tien, 2016).

The formation of worldview: The formation of worldview is a key feature in youth psychology because high school students are about to enter social life, high school students have a need to learn and explore to have a view on nature, society, principles and codes of conduct, and value orientations about people. High school students are interested in many issues such as: moral habits, ugliness and beauty, good and evil, relationships between individuals and groups, between dedication and enjoyment, between rights and obligations...However, there are still children who have not been fully educated about the worldview and are influenced by outdated conservative ideas such as: having contempt for women, disdain for manual labor, and poor sense of discipline, prefer a life of luxury, enjoyment or passive living. Dubrovina (2015) note quite clearly that “school”“allows” young people who have completed high school to enter independent lives. At the time of graduation, each graduate has his or her inner (psychological) readiness for life outside of school, as well as the right to self-determination in the personal, social, and professional fields, and the “family” fields. Young boys and girls, with their worldview formed during their school years, their value orientations, ideas about the meaning of life as well as their psychological and overall cultural level have been formed, not only to universities, the military, workplaces and various educational institutions. But they also go to the Civil Registration Office - to get married, create their own family, and to the Maternity Hospital - to give birth to a new person (Dubrovina, 2015, p. 20). This makes high school students tend to use social networks a lot and in their own way, not according to the wishes of adults.

Career trends: Young people have a need to choose their future social position and ways to achieve that social position. Career trends have the effect of promoting all aspects of children’s activities and adjusting their activities. The closer to the end of school, the more clearly and stably the career trend becomes evident. Many students know how to associate their own physical, psychological and ability characteristics with the requirements of their career. The need

to use social networks is very high for many reasons to study abroad or explore careers. However, their understanding of career requirements is still partial and incomplete, so career guidance and how to use social networks properly are very important. (Ly Thi Minh Tien, 2016).

Characteristics of consciousness and self-awareness of high school students

Self-awareness is an outstanding feature in the personality development of high school students. It has great significance for the psychological development of this age group. The manifestation of self-awareness is the need to learn and self-evaluate one's psychological characteristics according to the moral standards of society, from the perspective of life's purpose... That makes high school students deeply interested in their psychological life, personal qualities and abilities. High school students are not only aware of their current self but also aware of their position in future society. High school students not only pay attention to their external appearance but also pay special attention to their internal qualities. High school students tend to analyze and evaluate themselves independently, even though they may make mistakes in their evaluation. The awareness of being an adult makes high school students need to assert themselves, want to express their personality in a unique way, and want others to care and pay attention to them...

Common characteristics of high school students when joining social networks

Today's social networks all have their own names and operate on the internet platform. However, in order for high school students to participate in these websites, they still need to have one common feature: High school students who use them need to create a profile for themselves to verify their account. separate account because social networking sites can still link together, for example you can link Facebook to log in to Tik tok or Instagram. Besides, high school students can connect with each other via account name, email, phone number, etc.Social networking sites will connect high school students to the personal or organizational accounts they search. The content shared on personal pages is decided by high school students (however, some dangerous images or videos will be controlled).

2. The impact of using social networks on high school students

Through an overview of research on the effects of using social networks on high school students in the world and Vietnam, we can see the overall picture of the effects of social networks on high school students, thereby proposing some solutions to use social networks effectively. Studies all confirm that there is a positive and negative relationship between using social networks and psychological, emotional as well as intellectual capacity problems of high school students. This is consistent with the research of Iwamoto & Chun, (2020); Abbott, (2017); Fleck & Johnson-Migalski (2015); Chukwuere & Chukwuere (2017); Alahmar, (2016); Fredrickson, (2001); Fredrickson, (2001): Mathewson (2020); (Virden et al., 2014; Radovic et al., 2017)...The results

of the synthesis of research are presented in two directions: positive and negative effects of using social networks on high school students.

2.1 Positive effects of using social networks on high school students

Information and communications technology has changed rapidly over the past 20 years, with a key development being the emergence of social media. The pace of change is accelerating. For example, the rise of mobile technology has played an essential role in shaping the impact of social media. Globally, mobile devices dominate the total number of minutes spent online. They put the means to connect anywhere, anytime on any device into everyone's hands. Admittedly, social media has also created a domain that encourages the act of comparing lives and striving for approval; thus, it establishes and internalizes unrealistic perceptions (Virden et al., 2014; Radovic et al., 2017) or social networks have facilitated ways to stay in touch with distant family and friends as well as increase social support (Yan, H., Zhang, R., (2017).

The impact of social networks on the ideology of high school students.

New research from Pew Research claims that about 1 in 5 adults in the United States get their political news primarily through social media (Amy Mitchell and el al., 2020). The study also found that people who get political news primarily through social media tend to be less knowledgeable and more likely to encounter unproven claims than people who get news from traditional source. For this analysis, the authors used data from five different surveys conducted between October 2019 and June 2020. The number of US adults in each survey ranged from 8,914 to 12,043 US adults. All those who completed the survey were members of the Pew Research Center's American Trends Panel (ATP), an online survey panel recruited through random national sampling of residential addresses. This way, nearly all American adults have the opportunity to choose. Surveys are considered representative of the U.S. adult population by gender, race, ethnicity, partisanship, education level and other categories. Read more about ATP's methodology. This shows that when students use social networks, they are greatly influenced by political ideology.

Compared to other media, the influence of social networks in political campaigns has increased greatly. Social media played an increasingly important role in electoral politics – first in Howard Dean's ultimately unsuccessful run in 2003, then in the election of the first African-American president in 2008, and again during Donald Trump's Twitter-fueled campaign.

A fascinating study by the New York Times consumer insights team revealed the motivations participants cited for sharing information on social networks. These include the desire to reveal content that is valuable and entertaining to others; to define yourself; to develop and nurture relationships and spread the word about brands and causes they love or support.

Social networks affect the mental health, emotions, and thoughts of high school students

Using social networks widely helps students access psychological counseling programs, and high school students use social networks to check their latest mental and emotional health status. Therefore, high school students may be affected by the widespread use of social networks. According to Fredrickson's broaden and build theory of positive emotions (Fredrickson, 2001), Learners' mental treasures can be built and expanded through their feelings. In fact, we must admit that it is impossible to eliminate the use of social networks in today's academic life, nor can we completely control the use of social networks by high school students.

Using social media is a means by which students can be taught to develop self-esteem and self-care

The role of teachers as well as the role of curriculum developers is becoming more important than ever, as they can help significantly reduce the adverse effects of using social networks widespread on students' mental and emotional health. For example, the type of groups formed for social media teaching purposes can be handled more carefully by teachers to ensure that group members are homogeneous and that tasks and activities are shared within the group suitably and realistically. Teachers cannot always fully control students' use of social networks, and another reality is that students do not always use social networks only for educational purposes. They spend more time on social networks communicating with friends or strangers or maybe they just passively consume content created from any educational sphere for entertainment purposes only. This unregulated and unrealistic content can give them a distorted view of life events and can threaten their mental and emotional health. So, teachers can try to make students aware of the potential dangers of investing too much time in stalker sites or those who post false and misleading information about their personal identities or society. Because students, it is reasonable to expect, spend more time with teachers than advisors, they may be better and more receptive to the former's advice than the advisor. Teachers may not completely control students' use of social networks, but they always play an active role in promoting or encouraging students to take specific measures in their academic lives.

2.2 Negative effects of using social networks on high school students

Negative impacts of social networks on student psychology: It could be that High School students do not understand that the content presented on social networks is often altered to show only the attractive aspects of people's lives, presenting an unrealistic image. This happens so often that high school students always call social networks "virtual". Virtual but often used, if used frequently will become abuse, even addiction to social networks. We can rely on the Social Comparison Theory and the Interpretive Comparison Model (Stapel & Koomen, 2000; Stapel,

2007) to explain because social media sets standards to which students think they should compare themselves. Continuous observation of how other students or peers perform on their achievements will lead to higher self-esteem (Stapel & Koomen, 2000). It is conjectured that the pervasive role of social media in the lives of high school students creates unrealistic expectations and promotes constant comparison as pinpointed in the Model Explanatory comparison image (Stapel & Koomen, 2000; Stapel, 2007).

Vernon et al., (2017) explored how negative changes in social media use were associated with changes in depression and externalizing behavior among high school students. These researchers found that increased investment in social media predicted higher levels of depression in adolescent students, which was driven by higher levels of disrupted sleep. Barry et al., (2017) explored the relationship between high school students' use of social networks and their psychosocial adjustment. Social media activity was shown to be positively and moderately associated with depression and anxiety. Another investigation focusing on high school students in China was conducted by Li et al., (2017), Investigative findings suggest a mediating role for insomnia in the significant correlation between depression and social media addiction. At the same time, Yan et al., (2017) aimed to explore time spent on social media and its correlation with anxiety among middle school students. They found a significant positive correlation between social media use for more than 2 hours and reduced anxiety intensity.

In China, Wang et al. (2018) showed that addiction to social networking sites is positively correlated with depression and that this correlation is moderated by rumination. These researchers also found that this mediating effect was moderated by self-esteem. That means the effects of addiction on depression are compounded by low self-esteem through rumination. In another research project, Drouin et al. (2018) shows that although social media is expected to act as a form of social support for the majority of Senior High School students, it can adversely affect students' mental health. High school students, especially for those who already have high levels of anxiety and depression. In their study, they found that information on social media caused stress in half of the participants, all high school students. The population with higher education levels was also studied by Iwamoto & Chun (2020). These researchers investigated the emotional impacts of social media in Secondary education and found that the prosocial role of social media has been overshadowed in terms of long term in the lives of High School students and instead, causes them to suffer from depression, anxiety and stress.

Discussing the negative association between using social networks and emotional, thinking, behavioral and mood disorders of students, Authors Keles et al., (2020) provided a systematic review of the impact of social networks on depression, psychological distress and anxiety in young students and adolescents. They found that depression served as the most frequently measured emotional variable. The most prominent risk factors for psychological distress, anxiety

and depression based on systematic review are activities such as checking messages repeatedly, personal investments, time spent on social networks association and problematic or addictive use. Moreover, Mathewson (2020) studied the impact of using social networks on the mental health of high school students. Participants reported experiencing anxiety, depression, and suicidal ideation (suicidal thoughts or suicide attempts). Findings showed that the types and frequency of social media use and students' mental health perceptions were significantly correlated with each other.

Bao Ha, (2023), News (Theo Politico), large surveys of mental health in the US have found that over the past 15 years there has been a significant increase in mental health conditions in adolescents, especially during the pandemic. Many children have suicidal thoughts, depression or simply have difficulty sleeping. This trend is most pronounced in teenage girls. Smartphone use is exploding, with more and more people owning smartphones at younger ages. Social media use, measured by the number of times a given platform is visited each day, is also on the rise.

Braghieri et al studied mental health surveys of American high schools from 2004-2006, the period when Facebook was first introduced to high schools and before it is released to the public. He discovered that in high schools where Facebook was used, the mental health of high school students declined in unprecedented ways compared to high schools that had not yet launched. Elia Abi-Jaoude describes: "I was basically on the front lines, witnessing a significant increase in the psychological struggles of High School Students".

Patti Valkenburg, the head of the Centre for Research on Children, High school students and the Media in Amsterdam said that "Not all children are affected by the risks of smartphones and social network. But when it comes to adolescents, we need to apply the precautionary principle. The fact that harm could be caused qualifies the application of measures to prevent or reduce the potential risk".

High school students face increased pressure in terms of stress and negative emotions

When high school students participate as members in many of these networks, it can lead to wasting time, not focusing on main activities such as studying. What learners feel when participating in social networks can point towards negative emotions due to the stimulating environment of social networks. This stimulating environment causes learners to rely too much and spend too much time on social networks or use them obsessively. As a result, they may feel anxious or depressed. With the popularity of social networks, these negative emotions can be replaced with positive emotions if learners are aware of the psychological impact of social networks. Regarding the affordances of social media for learners, they can take advantage of the

potential affordances of these media such as improving literacy, expanding communication skills, or enhancing communication skills and distance learning association.

Depressed mood or stress may occur afterward. High school students in general schools or high schools need to learn to appreciate their own self-worth to counteract the adverse effects of the superficial support they receive from social media.

Excessive use of social networks, leading to dependence and addiction to social networks to the point of convulsions when affected such as: Taking away the phone or someone asking

Below is the case of Nguyen D.V (14 years old, in Hanoi), just in 8th grade and already having “senior experience” using Facebook. According to his family, every day, after returning from school, V would run into his room and stare at his phone. V is so addicted to Facebook that his parents and siblings don’t answer any questions. Only at meal times, V wanders to the dining table if called. After eating, he plays Facebook in his room. “There was a time when he used Facebook for more than 10 hours. The family took away his phone and he suddenly had a seizure,” Ms. H (V’s mother) recounted. V was taken to the National Institute of Mental Health (Bach Mai Hospital) for examination. Ph.D. Nguyen Doan Phuong, Director of the Institute - who directly treated V - said: “We discovered that V had paranoia and hallucinations”. Every dusk, he hears in his head, “You have to play”, sometimes a man’s voice, sometimes a woman’s. But this is a very typical sign of schizophrenic hallucinations.” (Vo Thu, 2017).

Excessive uncontrolled use of social networks leads to social network addiction

The research results: “*FB addiction behavior of adolescents from 15 to 18 years old in Ho Chi Minh City*” by author Huynh Van Son et al., (2014) shows that: Among the 424 adolescents, students aged 15 - 18 years old, studied, 414 children were using FB, accounting for 97.6%. Up to 31.4% have used FB since they were middle school students and 25.8% used FB as high school students. Besides, 25.1% have used FB a lot in the past year. Up to 27.8% of children use FB for 3 hours or more, 19.1% use it continuously, 31.6% use FB anywhere. In a week, 36% of children use FB anytime in their free time and 27.5% use FB every day. Every day, up to 68.6% of children use it anytime in their free time and use it every day. The main location for using FB is at home, accounting for approximately 50%. Notably, 2.7% of children use FB while traveling. This may affect safety while using FB. If you use Facebook while traveling, it is very easy to cause an accident, especially while driving vehicles in traffic. Among the 414 children using FB surveyed, the results were 56.3% at the level of addiction, 37.5% at the level of mild addiction, 0.4% at the level of moderate addiction and 0.2% at the level of severe addiction.

In the study: “Facebook addiction rate and related factors among high school students in Long Khanh city, Dong Nai Province” in 2019 by the group of authors Tran Huynh Ngoc Y, Truong

Thi Thuy Dung, Trinh Thi Hoang Oanh confirmed: Facebook addiction has become quite common among high school students. The results showed that: out of 763 students participating in the study, 22.2% of high school students were addicted to Facebook. After analysis, the study found a relationship between Facebook addiction and the average time/time students use Facebook ≥ 2 hours (PR=2,01; KTC95% 1,35–3,01), number of friends in Facebook >500 (PR=2,03; KTC95% 1,37–3,01) and the concern of mother about their children (PR=0,63; KTC95% 0,47–0,85) với $p < 0,001$. Therefore, it is necessary to have intervention programs at schools and families to limit the use of Facebook in students at the same time, especially the role of mothers in caring for their children more may be an effective preventive measure.

Intermediary Theory of Vygotsky (retrieved from Fernyhough, 2008) can be considered the main theoretical foundation for social media support on learners' emotional states. According to this theory, social networks can act as an intermediary between learners and the real environment. The effects of social media users' anxiety, stress, depression, grief, rumination, and self-esteem have been explored more in students aged 13–18 than in High School students (over 18 years old). Le Minh Cong (2013) studied the internet addiction status of middle school students. The research shows that the rate of internet addiction among students increases with each grade level, and the majority of internet addicted students are male (77.1% of internet addicted students in the study were men), the main causes affecting students' internet addiction are easy access to information, escape from boredom, and satisfaction of connection with friends, expand relationships, and use the internet to feel better and assert yourself. The author also gives some consequences of using the internet such as less housework, stress, and fatigue, often irritable with others, sleepy and participate less in social activities.

In a cross-sectional study, O'Dea and Campbell (2011) explored the impact of online social media interactions on adolescent students' psychological distress. These researchers found a negative correlation between time spent on social media and mental distress: Dumitrache et al. (2012); Neira & Barber (2014). Tsitsika et al (2014) explored the link between excessive use of social media and internalization of emotions. These researchers found a positive correlation between using social media more than 2 hours per day and anxiety and depression.

Hanprathet et al., (2015) reported a statistically significant positive correlation between Facebook addiction and depression in about a thousand high school students in wealthy communities in Thailand and warned about this psychological threat. Sampasa-Kanyinga & Lewis (2015) examined the relationship between social media use and psychological distress. These researchers found that using social media for more than 2 hours per day was associated with higher levels of psychological distress. Banjanin et al., (2015) examined the relationship between excessive use of social media and depression, but found no statistically significant correlation between these two variables. Frison & Eggermont (2016) examined the relationship

between different types of Facebook use, perceived social support of social networks, and depressed mood among male and female high school students.

Addiction to social networks in high school students greatly affects their emotional psychology, behavior in life as well as learning activities: A cross-sectional, correlational study was conducted with 1,274 students studying in a district located in the western region of Turkey with the following tools: Descriptive Information Form, Social Network Addiction Scale for Adolescents (SMASA), Strengths and Difficulties Questionnaire (SDQ), Sleep Quality Scale (SQS) and Sleep Variables Questionnaire (SVQ) obtained the following results: Among high school students participating in the study, 49.3% said they had been using social media for 1–3 years, 53.9% said they spent 1–3 hours a day on social media, and 42.8% said they put their phone under their pillow or next to their bed while they are sleeping. Students' mean scores were 16.59 ± 6.79 (range: 9–45) for SMASA, 16.54 ± 4.27 (range: 0–40) for total difficulty, and 14.18 ± 1.56 (range: 7–21) for SQS, while the sleep efficiency value was 97.9%. According to the research model, the difficulties experienced by high school students increase their social media addiction, while reducing pro-social behaviors. Social media addiction in high school students reduces students' sleep efficiency ($p < 0,05$). It is important to conduct further public health research for children and adolescents regarding the risks of excessive use of technology, the consequences of social media addiction, measures psychological health protection, sleep programming and the importance of sleep quality (Sümen A, Evgin D. Authors and Affiliations, 2021)

There is a situation of bullying through social networks.

High school students are under pressure to grow up too quickly, forcing them to express themselves, bully others or be bullied by others in the online world. The American Institute for Research's 2019 survey on cyberbullying among middle and high school students in the United States found that more than 36% reported being cyberbullied at some periods in their lives, with 30% being victims twice or more. It also found that nearly 15% admitted to cyberbullying someone at least once, and nearly 11% admitted to doing it two or more times. High school students can abuse social networking platforms to spread rumors, share videos to ruin their reputation and blackmail others. Recent studies have also begun to examine the interdependence between many positive factors and negative relationships. For example, between bullying (who bullies whom?) and protection (who protects whom?) or friendship (who befriends whom?), or between bullying and popularity (who nominates who is famous?). Most social media research on bullying and victimization has been conducted in late childhood or early adolescence (Veenstra, R., & Huising, G., 2021)

Conclusion and some recommendations

In general, through reviewing research related to the effects of using social networks on high school students, we see that high school students are between the ages of 15 and 18 years old, with dreams, ideals and vibes appear in social communication. Children use social networks a lot so they are subject to both negative and positive impacts from social networks. Among them, the negative effects have a higher tendency to cause some people to fall into emotional disorders. Therefore, schools, families and society need to pay close attention to high school students, so that they can develop self-discipline, self-control and use social networks for the right purposes.

Currently, the world is currently taking the first measures to limit children's excessive use of major social media platforms such as Facebook, Instagram and TikTok. The European Union (EU) is taking bold steps with the Digital Services Act (DSA).

Some recommendations

- Allows high school students to access accurate sources of information, sharing information in an open and transparent manner with control
- High school students need to proactively plan daily activities at home such as meals, sleep and homework, increase physical activity
- Increase learners' awareness of this fact that individuals should develop their own learning development path and not base their development on unrealistic comparisons of their abilities with other people's abilities, can help them consider positive values for their activities on social networks and, therefore, experience positive emotions.
- Expanding the use of smart internet will support personal and social development, facilitating the return of high school students to school and friends by creating a safe learning environment in the shortest time as possible
- Create alternative means and support groups to interact with friends by reducing isolation and loneliness
- List and apply appropriate therapeutic interventions such as sleep education and interventions to these measures and preventative measures.
- School staff should plan and implement appropriate interventions in coordination with other health care workers (psychologists, school counselors, social workers, etc.).

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