



## RESEARCH AND IMMERSION TERM 2, AY 2023-2024

### RESEARCH 3

#### WORKSHEET 2: RESULTS SECTION

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**Instructions:** Review the two provided research studies below. Utilize the tables to create reports for each result (table). Ensure the tables conform to APA standards in terms of format and presentation.

#### **Study No.1:** The Impact of Social Media on Adolescent Mental Health

##### **Introduction**

Social media has become an integral part of the lives of adolescents, with over 90% of teens reporting using at least one social media platform (Anderson & Perrin, 2018). While social media can provide positive benefits, such as connecting with friends and family, it has also been associated with several negative mental health outcomes, including depression, anxiety, and low self-esteem.

The relationship between social media and adolescent mental health is complex and not fully understood. However, a growing body of research suggests that there may be a link between the two. For example, one study found that adolescents who use social media more frequently are more likely to report symptoms of depression and anxiety (Seabrook, et al., 2014). Another study found that social media use can lead to social comparison, which can in turn lead to negative self-esteem (Kross, et al., 2008).

##### **Methodology**

This study aims to investigate the relationship between social media use and adolescent mental health. Data was collected from a sample of 100 adolescents aged 13-18 years. Participants were asked to complete a questionnaire that assessed their social media use and their mental health. The questionnaire included measures of depression, anxiety, and self-esteem.



## Results

**Table 1**

*Descriptive statistics for social media use*

Social media platform	Mean hours per week
Facebook	12.5
Instagram	10.2
Snapchat	8.7

Report:

Table 1 reports the mean hours per week spent on three popular social media platforms: Facebook, Instagram, and Snapchat. On average, users spend the most amount of time on Facebook 12.5 hours, Instagram closely behind with 10.2 hours, while Snapchat with the lowest mean of 8.7 hours per week showing the levels of user engagement across these platforms.

**Table 2**

*Correlations between social media use and mental health*

Social media use	Depression	Anxiety	Self-esteem
Facebook	.32*	.28*	-.21*
Instagram	.41*	.35*	-.32*
Snapchat	.36*	.31*	-.29*



**Report:**

This table displays significant positive correlations between Facebook, Snapchat, and Instagram and indicators of anxiety, despondency, and self-esteem. Specifically, heightened engagement with social media is inversely related to self-esteem and is associated with high levels of anxiety and depression.

**Table 3**

*Regression analysis of the impact of social media use on mental health*

Independent variable	Dependent variable	B	t-value	p-value
Facebook use	Depression	0.21	2.34	0.02
Facebook use	Anxiety	0.18	2.01	0.04
Facebook use	Self-esteem	-0.16	-1.78	0.07
Instagram use	Depression	0.32	3.54	0.001
Instagram use	Anxiety	0.28	3.12	0.002
Instagram use	Self-esteem	-0.24	-2.68	0.008
Snapchat use	Depression	0.27	3.01	0.003
Snapchat use	Anxiety	0.24	2.69	0.007
Snapchat use	Self-esteem	-0.22	-2.46	0.01

**Report:**

As indicated in Table 3, the weekly usage on Facebook, Snapchat and Instagram is connected to mental health outcomes. Those who use these platforms more frequently tend to experience worse anxiety and depression, but with a negative correlation with regards to self-esteem.



## Study No. 2: The Effect of Sleep Duration on Academic Performance

### Introduction:

Sleep is essential for physical and mental health, and it is particularly important for students. Sleep deprivation can have a negative impact on cognitive function, including attention, memory, and learning. Previous studies have shown that sleep duration is associated with academic performance, with students who get more sleep typically achieving higher grades. However, there is still some debate about the specific effects of sleep duration on different aspects of academic performance.

### Methodology:

The present study investigated the relationship between sleep duration and academic performance in a sample of 100 undergraduate students. Students were asked to complete a questionnaire about their sleep habits and their grades in their most recent semester. The questionnaire included questions about the average number of hours of sleep students get per night, the regularity of their sleep schedule, and their sleep quality. Students' grades were obtained from their academic records.

### Results:

**Table 1**

*Correlation between sleep duration and academic performance*

<b>Sleep duration (hours per night)</b>	<b>Grade point average (GPA)</b>
Less than 6	2.5
6	2.7



7	3
8 or more	3.2

Report:  
 Table two points to a potential positive correlation between a person's duration of sleep, to their GPA. It appears that there is an inclination to higher GPAs as sleep duration increases. The statistical data suggests a robust correlation between sleep duration of undergraduates and their GPA. Those students who obtain less than six hours of sleep frequently show a GPA of less or equal to 2.5, compared to those who get eight or more hours usually get a GPA of equal to or higher than 3.2.

**Table 2**

*Regression analysis of the relationship between sleep duration and academic performance*

Variable	B coefficient	Standard error	p-value
Sleep duration (hours per night)	0.15	0.02	<0.001

Report:  
 As shown in table 2, the duration of sleep and GPA display a significant positive correlation. With a B coefficient of 0.15, an additional hour of sleep is often linked to a 0.15 increase in GPA. The standard error of 0.02 suggests a negligible margin of error, reinforcing the reliability of the B coefficient at 0.15.