

## Research article

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# Motivations for Using Social Media, Online Risk Factors, and Psychological Well-being of Adolescents in Relation to the Integration of Social Media into Everyday Activity

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## Abstract

**Introduction.** This study examines the role of social media in everyday activity. The amount of time spent on social networking sites, number of social contacts, and motives for using social media are interrelated characteristics that affect the emotional state and psychological well-being of adolescents. In this study, the authors sought to explore associations among substantial and formal characteristics of social media, motives for using social media, and risk factors. The study aimed to identify the impact of the indicators of activity on social network sites on adolescents' subjective psychological well-being.

**Methods.** An online survey was used for data collection. A total of 409 social network users aged 14 to 17 years took part in the study. The authors assessed formal indicators of social media use, motives for using social networking sites, online risk factors, and subjective psychological well-being. The authors used the Social Media Use Integration Scale to assess the degree of social media integration into everyday activity. **Results.** Social media use indicators (the amount of time spent on social networking sites and number of friends) were associated with higher levels of social media integration and online risks. Motivations for using social media were associated with higher risks; preserving anonymity in social media was associated with lower risks. Adolescents' subjective psychological well-being decreased while risks increased and social media became much more integrated into their lives. Nevertheless, a large number of friends and the presence of a potential for realizing self-presentation motives enhanced life satisfaction. **Discussion.** The integration of social media into adolescents' everyday lives leads to multidirectional effects, increases online risks, and contributes to the realization of socialization motives, which, in its turn, differently affects their psychological well-being.

## Keywords

social networking sites, social media, adolescents, psychological well-being, motives, risk factors, Internet, life satisfaction, online risks, self-presentation motive

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## Highlights

- Integration of social media into everyday life represents a characteristic of behavioural, social, and emotional involvement of adolescents in daily social media use, and their intense activity on social networking sites.
- Online risks are related to increased communicative and interactive motives. However, specific characteristics of motives and risks are different. Thus, communicative motives are associated with the risk related to getting acquainted with others; self-representation motive is associated with experiencing negative emotions.
- Subjective psychological well-being of adolescents is inversely proportional to social and emotional risk factors in online interaction.

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## Introduction

Social media is an intrinsic part of today's reality and represents a new context for socialization of children and adolescents (Soldatova, Rasskazova, & Chigarkova, 2020). The degree of involvement in the online environment is determined by various personality traits of young adults (Kruzhkova & Vorob'eva, 2019) and manifests itself in various representations of behaviour in social media (Karabanova & Georgievskaya, 2019). Annual growth of the number of social media users (Digital 2021: Global overview report, 2021) intensifies the need for a proper study of psychological phenomena that lie behind the use of social media and take place in such an environment.

### ***Motivations for using social media***

Research on motivations for using social media revealed both age and gender differences and certain specific characteristics of its relationship with learning (Sobkin & Fedotova, 2019; Khlybova, Tomicheva, & Girenko, 2021). The following motives are considered important for social media use: creative, socialization, economical, entertaining, and informational ones (Bulut & Doğan, 2017). Self-representation motive is also noted; it manifests itself in the aspiration to create a realistic or false image and differs depending on personality traits, age, and gender (Kornienko, Rudnova, & Gorbushina, 2021; Ovcharova, 2021; Sobkin & Fedotova, 2019). Despite the fact that motives for using social media are different between adults and adolescents, both groups share the major one – the need for maintaining contact with others (Soldatova & Teslavskaya, 2018). Apart from the motive of being connected to a social group, motivation for avoiding boredom also remains an important predictor for negative consequences of excessive integration of social media in adolescents' everyday lives (Stockdale & Coyne, 2020). However, we should not only focus on the negative effect of social media. Any motivation for using social media is ultimately aimed at the establishment of social contacts, better socialization (Karabanova, 2020; Solodnikov & Zaitseva, 2021), joining various social groups, and receiving psychological support (Stockdale & Coyne, 2020; Alekseeva, Veretina, & Orlova, 2019).

### ***Risks associated with social media***

Negative effects of social media have been debated a lot in various studies (for example, see Panov & Patrakov, 2020). Yet, most studies examine the Internet-related addictive behaviors, obsessive Internet use, and cyberbullying (Kiryukhina, 2019). Normally, the time spent on Internet and social networking sites and passion for online games are considered as formal factors in such studies (Marín-López, Zych, Ortega-Ruiz, Hunter, & Llorent, 2020; Masi, 2018). Neuroticism, low self-control, aggression, need for reward, and low levels of communication skills and social competences are among personal factors (Sobkin & Fedotova, 2018; Kholmogorova & Gerasimova, 2019). The profile of the qualities contributing to adolescents' addictive behaviour can be extended through studying the characteristics of their lifestyle and relationship with parents (Gao et al., 2020).

Communication-related risks in social media represent another problem. They were also defined in EU Kids Online project (Staksrud, Ólafsson, & Livingstone, 2013). However, such risks are not unequivocal. For example, meeting a new person on a social network site provides new opportunities for communication and expands an individual's social circle. On the other hand, it creates a possibility of negative reactions from this new acquaintance. Due to the ambivalence of such risks, their harmful potential actually depends on other factors. Since communication risks are primarily related to social media, their examination in the context of other variables is considered an important task.

### ***Psychological well-being and the use of social media***

The research of various aspects of psychological well-being and use of digital gadgets revealed that the amount of time spent on social networking sites (Bruggeman, Van Hiel, Van Hal, & Van Dongen, 2019), number of friends in social media (Gorelova & Inozemtsev, 2020), and social media addiction (Suntsova & Burdyko, 2018) were the most influential factors. Moreover, children with a high level of happiness and well-being demonstrated the highest frequency of using digital gadgets (Bruggeman et al., 2019). Such an outcome may be explained by several hypotheses, including negative hypothesis, positive hypothesis, hypothesis of social skills, and compensation hypothesis.

The positive hypothesis considers communication in social media from an optimistic perspective and claims that such a communication provides more opportunities for interaction and improves the quality of communication in real life. Adolescents maintain contact with their friends in the online format, which has a positive effect on their psychological well-being (Ellison, Steinfield, & Lampe, 2007). The negative hypothesis suggests that online communication lowers the level of psychological well-being because it takes time that could be spent in in-person interaction. Besides, in social media adolescents communicate with unfamiliar individuals instead of maintaining and strengthening already existing social connections (Valkenburg & Peter, 2009).

The hypothesis of social skills is based on the research works that demonstrated that in social media and in real life communication circles mostly coincide. This means that individuals interact with the same people. Therefore, those having better communication skills can maintain their psychological well-being through communicating and receiving support in both online and offline interactions (Bruggeman et al., 2019).

In contrast to the hypothesis of social skills, the compensation one rather explains how people with low communication skills or certain personal qualities can improve their psychological well-being. For instance, establishing close supporting contacts in a relatively safe online environment

contributes to the psychological well-being of introverted individuals, and helps them communicate in offline environment more efficiently (Bruggeman et al., 2019).

In a broader context, the influence of digital technologies on psychological well-being is generally explained through the negative hypothesis. However, A. Przybylski and N. Weinstein suggested a different perspective. According to the authors, both high and low intensity of using digital gadgets entail negative consequences. On the contrary, the medium level may have positive results (Przybylski & Weinstein, 2017).

### ***Integration of social media into everyday life***

In the Internet and social media studies, researchers investigate the whole range of formal parameters, including the amount of time spent on social network sites and the number of friends or followers. However, they ignore substantial parameters of social media-related behavior. Several options are currently available for evaluating the extent of social media integration. For example, the intensity of social media use may be measured on the basis of self-reports on the frequency and duration of the use of social network sites (Ellison et al., 2007). Another option may be the assessment of the so-called compulsive social media use which includes the analysis of behavioural criteria for digital gadgets addiction (Elphinston & Noller, 2011). The results of the studies conducted on student samples confirmed that a higher involvement in social media and experiencing negative emotions when deprived of it were more characteristic of girls and were associated with the extent of the manifestation of procrastination (Kornienko & Rudnova, 2018).

Social media are integrated into everyday life not only for messaging, but also for business, education, and self-development. Thus, there is a strong need to investigate the extent of this integration (Jenkins-Guarnieri, Wright, & Johnson, 2013). Social media integration is understood as a behavioural characteristic associated with different activities in social media and as an emotional element of communication on social networking sites, when the impossibility of social media use engenders negative emotions.

The integration of social media in everyday activity is an *important* issue, as it characterizes not only formal parameters of social media, but also the extent of the importance of social media in everyday activities. Moreover, this characteristic may help evaluate the importance of maintaining contact and positive emotions while communicating via social networking sites. Previous studies of formal characteristics of social media, motivation, online risk factors, and psychological well-being enabled us to examine various aspects of internet-related behaviours among adolescents. However, there is an obvious lack of studies that simultaneously investigate multiple parameters (e.g., motives, risks, and psychological well-being), which makes it impossible to comprehensively consider them in associations with users' activity in social media. However, it is the investigation of social and emotional components of social media that makes it possible to proceed from the descriptive characteristics to a substantial psychological analysis. Such a transition may complement the already existing empirical studies and also broaden our theoretical understanding of online activities of adolescents.

In this regard, it becomes necessary to obtain *new* data that may help correlate substantial characteristics of social media with the formal ones, and with the motives, online risk factors, and general life satisfaction.

This exploratory study unites various characteristics describing behavioural and psychological parameters of social media use. The primary objectives of this study are as follows: (a) to define

various aspects of adolescents' behavior in social media through the examination of formal characteristics of social media, combined with the scales for behavioural and socio-emotional integration of social media; (b) to examine associations of social media integration with the motives for using social network sites and risk factors, which may enable us to discuss the potential danger of the interest in maintaining online communication and the online social environment; and (c) to clarify the association of behavioural and socio-emotional integration of social media with the psychological well-being of adolescents.

## **Methods**

To achieve the objectives of the research, we conducted an online survey. The respondents received a link to the questionnaire and, after familiarizing themselves with the study goals and signing the consent, answered the questions. This stage took place in April–May 2021.

### **Sample**

A total of 409 school students aged 14 to 17 years took part in the study ( $M = 15.48$ ;  $SD = 1.07$ ), 228 of whom were girls and 121 of whom were boys. We asked respondents about their most preferred social network sites (SNSs). Thus, 40 % of the participants reported VKontakte as their most preferred SNS platform, 29 % – Instagram, 10 % – YouTube, and the remaining 21 % used other ones. The use of a certain SNS does not exclude the use of other ones. In the view of the possibility of integration of several SNS platforms, respondents' preferences may be explained by the convenience of using instead of the functional profile of a certain SNS platform.

### **Formal characteristics of using social media**

In general, adolescents used four SNS platforms (VKontakte, Instagram, YouTube, and TikTok) and spent more than 2 hours per day on them. Moreover, 60 % of respondents reported that they spent 1–4 hours per day on SNSs. On average, they had up to 100 friends there ( $M = 97.53$ ); half of the respondents reported 0–50 friends. In our study, 40 % of respondents had partially private accounts, i.e. only for friends or those they knew; 26 % of respondents had totally private accounts, i.e. only for friends; 32.8 % of respondents opted for mixed strategies. Only 1.2 % of respondents had totally public accounts.

### **Motives for social networking**

In our study, 27 % of respondents prioritized the opportunity to maintain contact with their friends, 42 % – to get acquainted with others, 10 % – to game and post some information about themselves, and 33 % – could not distinguish any particular motive.

### **Risk factors in social networks**

Frequent interaction with strangers was reported by 17 % of respondents. Meanwhile, 30–60 % of respondents claimed that they almost never interacted with strangers and never met someone they got acquainted online.

### **Assessment tools and parameters under study**

*Characteristics of social media use.* To assess formal characteristics of social media, we asked the respondents to answer the following questions:



1. What SNS platforms do you use? (multiple options available)
2. Which SNS platform do you consider the main one? (one option available)
3. The amount of time (hours) spent on the main SNS platform.
4. The number of friends on the main SNS platform.
5. Privacy/publicity of the SNS platform account. The following options were offered: public (for everyone), partially private (for friends of friends or acquaintances), and private (friends-only).

We assessed *the motives for using social media* using the questions set by Bruggeman et al. (2019). We asked the respondents to evaluate the following four motives: communicative (maintaining contact with others), communicative and cognitive (getting antiquated with others), gaming (playing games), and self-presentation ones (publication of thoughts, texts, and pictures). Each motive was rated using a 5-point scale (1 referred to 'strongly disagree' and 5 referred to 'strongly agree').

The examination of *online risk factors in social media* was performed using questions (Staksrud et al., 2013) about the interaction with strangers in social media, face-to-face meeting with online acquaintances, bullying in social media, and general negative social media experience. The respondents rated each question using a 4-point scale (1 referred to 'almost never' and 4 referred to 'very often').

We assessed *subjective psychological well-being* using the Satisfaction with Life Scale by E. Diener. The Scale includes five questions that may be rated within the range from 'strongly disagree' to 'strongly agree'; it helps evaluate cognitive aspects of subjective well-being and a correspondence between general life circumstances and life expectations (Osin & Leont'ev, 2020).

*The characteristics of social media integration into adolescents' everyday life* were assessed using the Social Media Use Integration Scale. This assessment tool evaluates the extent of social media integration, subjective importance of social media, and emotional attachment to using social media (Jenkins-Guarnieri et al., 2013). Originally, this scale was developed for the study of Facebook use on a sample of young adults aged 17–25 years. The scale consists of 10 questions that the respondents should rate using a 5-point scale (1 referred to 'strongly disagree' and 5 referred to 'strongly agree'). The main parameters are the *behavioural integration* scale related to behavioural activity in social media (daily checking of personal account, reactions to other users' content, etc.), and the *social and emotional integration* scale. The latter parameter is associated with the importance of interaction in social media and the frequency of communication with others.

## Results

### ***Associations of the characteristics of social media use, motives, and online risk factors in social media***

The number of SNS platforms used by adolescents positively correlated with the number of their friends ( $r = 0.14$ ;  $p < 0.01$ ), motives for using social media ( $(r = 0.12$ ;  $p < 0.05)$ ;  $(r = 0.12$ ;  $p < 0.05)$ ;  $(r = 0.14$ ;  $p < 0.01)$ ;  $(r = 0.15$ ;  $p < 0.01)$ ), and risk factors ( $(r = 0.18$ ;  $p < 0.01)$ ;  $(r = 0.19$ ;  $p < 0.01)$ ;  $(r = 0.11$ ;  $p < 0.01)$ ;  $(r = 0.16$ ;  $p < 0.01)$ ). Time spent on SNS platforms was only related to the risk of bullying ( $r = 0.13$ ;  $p < 0.01$ ). The number of friends on SNSs positively correlated with the motive for maintaining contact with others ( $r = 0.18$ ;  $p < 0.01$ ), getting acquainted with others ( $r = 0.18$ ;  $p < 0.01$ ), and publishing personal content ( $r = 0.21$ ;  $p < 0.01$ ). At the same time, we observed a significant negative correlation between the number of friends on SNSs and the gaming motive ( $r = -0.14$ ;  $p < 0.01$ ). Privacy/publicity of the SNS platform account negatively correlated with the motive for maintaining contact with others ( $r = -0.10$ ;  $p < 0.01$ ), motive for

getting acquainted with others ( $r = -0.12$ ;  $p < 0.01$ ), and gaming motive ( $r = -0.13$ ;  $p < 0.01$ ). There was no correlation with the motive for publishing personal information. As for online risk factors, there was a negative correlation between the privacy/publicity of the SNS platform account and interaction with strangers on a social network site ( $r = -0.17$ ;  $p < 0.01$ ).

Table 1  
*Means, standard deviations, and correlations among characteristics of social media use, motives for using SNSs, and risk factors in social media*

<u>Indicators</u>	<u>Mean SD</u>	<u>Number of SNSs</u>	<u>Time spent on SNSs</u>	<u>Number of friends</u>	<u>Account privacy/publicity</u>
Number of SNSs	4.25 (1.51)				
Time spent on SNSs	8.78 (16,96)	0.04			
Number of friends	97.53 (125.72)	0.14**	-0.03		
Account privacy/publicity	1.90 (0.88)	-0.02	-0.02	-0.09	
M: maintaining contact	3.90 (0.91)	0.12*	0.03	0.18**	-0.10*
M: getting acquainted with others	3.26 (1.06)	0.12*	0.10	0.18**	-0.13**
M: gaming	2.69 (1.34)	0.14**	0.10	-0.14**	-0.12*

Table 1  
*Means, standard deviations, and correlations among characteristics of social media use, motives for using SNSs, and risk factors in social media*

<u>Indicators</u>	<u>Mean SD</u>	<u>Number of SNSs</u>	<u>Time spent on SNSs</u>	<u>Number of friends</u>	<u>Account privacy/publicity</u>
M: publishing personal content (thoughts, texts, and pictures)	3.06 (1.21)	0.15**	0.06	0.21**	-0.03
R: interaction with strangers	2.69 (0.91)	0.18**	0.08	0.02	-0.17**
R: face-to-face meeting with social media acquaintances	2.07 (1.01)	0.19**	0.07	0.23**	-0.09
R: general negative experience in social media	2.01 (0.97)	0.11*	0.07	0.06	-0.03
R: bullying	1.36 (0.72)	0.16**	0.13**	0.01	-0.05

Notes: \* –  $p < 0.05$ ; \*\* –  $p < 0.01$ ; M – motives for using social media; R – risk factors in social media.

### **Associations between the motives for using social media and risk factors**

The desire to maintain contacts and get acquainted with others positively correlated with interaction with strangers ( $r = 0.14$ ;  $p < 0.01$ ) and face-to-face meeting with social media acquaintances ( $r = 0.21$ ;  $p < 0.01$ ). The motive for getting acquainted with others positively correlated with such risks as interaction with strangers ( $r = 0.20$ ;  $p < 0.01$ ), face-to-face meeting with social media acquaintances ( $r = 0.22$ ;  $p < 0.01$ ), and bullying ( $r = 0.11$ ;  $p < 0.05$ ). The motive for gaming was associated with the risk of interaction with strangers ( $r = 0.13$ ;  $p < 0.01$ ) and bullying ( $r = 0.21$ ;  $p < 0.01$ ). The motive for publishing personal content (thoughts, texts, and pictures) in social media positively correlated with the risk of face-to-face meeting with social media acquaintances ( $r = 0.18$ ;  $p < 0.01$ ) and the risk of negative emotional experience ( $r = 0.10$ ;  $p < 0.01$ ).



Table 2  
 Correlations between motives for using social media and associated risks

<u>Risk factors in social media</u>	<u>Motives for using social media</u>			
	Maintaining contact	Getting acquainted with others	Gaming	Publishing personal content (thoughts, texts, and pictures)
Interaction with strangers	0.14**	0.20**	0.13**	0.06
Face-to-face meeting with social media acquaintances	0.21**	0.22**	0.04	0.18**
General negative experience in social media	-0.01	0.07	0.05	0.10*
Bullying	-0.03	0.11*	0.21**	0.01

Notes: \* –  $p < 0.05$ ; \*\* –  $p < 0.01$ .

### **Social media use with online risk factors**

The Social Media Use Integration Scale scores indicated positive correlations with the number of SNSs ( $r = 0.25:0.37$ ;  $p < 0.01$ ) and the amount of time spent on SNSs ( $r = 0.10:0.11$ ;  $p < 0.05$ ). Moreover, in contrast to the scores of the socio-emotional and general integration scales, the score of behavioural integration was not related to the amount of time spent on social media. Also, the latter positively correlated with the number of friends ( $r = 0.15:0.19$ ;  $p < 0.01$ ). Account privacy/publicity negatively correlated with communicative ( $r = -0.13$ ;  $p < 0.01$ ) and overall scores for using social media ( $r = -0.12$ ;  $p < 0.01$ ).

Among the motives for using social media, the motives for gaming ( $r = 0.13:0.14$ ;  $p < 0.01$ ) and maintaining contact ( $r = 0.15:0.19$ ;  $p < 0.01$ ) demonstrated the lowest correlations with these scales. There was a somewhat higher correlation with the motive for getting acquainted with others. The motive for publishing personal content (thoughts, texts, and pictures) had the most significant correlation ( $r = 0.29:0.35$ ;  $p < 0.01$ ).

Risk factors positively correlated with all indicators of the Social Media Use Integration Scale ( $r = 0.13:0.30$ ;  $p < 0.05$ ). However, there was no correlation between the behavioural indicator of social media use and the bullying risk factor.

**Correlations of general life satisfaction and the characteristics of social media use and risk factors**

Correlational analysis of the Social Media Use Integration Scale indicators and the life satisfaction score revealed numerous significant correlations. The overall scale score ( $r = -0.20$ ;  $p < 0.01$ ), behavioural scale ( $r = -0.29$ ;  $p < 0.01$ ), and socio-emotional integration scale ( $r = -0.27$ ;  $p < 0.01$ ) negatively correlated with the life satisfaction score.

Life satisfaction had negative correlations with the number of SNSs ( $r = -0.13$ ;  $p < 0.05$ ) and positive ones with the number of SNS friends ( $r = 0.11$ ;  $p < 0.05$ ). Motives for using social media had no correlations with life satisfaction. We observed negative correlations of life satisfaction with such risk factors as interaction with strangers ( $r = -0.22$ ;  $p < 0.01$ ), bullying in social media ( $r = -0.20$ ;  $p < 0.01$ ), and general negative emotional experience in social media ( $r = -0.24$ ;  $p < 0.01$ ).

We performed a regression analysis of the joint contribution of demographic variables, formal characteristics of social media, motives, social media risks, and the extent of integration of social media into everyday life (see Table 3). This analysis included the overall score of social media integration and the overall score of social media risks.

Indicators	Standard regression coefficient (beta)	T-test	Significance level (p)
Intercept term	4.12	7.427	0.001
Gender	0.08	1.029	0.304
Age	-0.00	-0.056	0.955
Number of SNSs	-0.02	-0.804	0.422
Time spent on SNSs	0.001	0.241	0.810
Number of SNS friends	0.01	2.799	0.005**
Social media integration	-0.32	-5.250	0.001***
M: maintaining contact	0.08	1.855	0.064
M: getting acquainted with others	0.07	1.943	0.053
M: gaming	0.04	1.258	0.209
M: publishing personal content (thoughts, texts, and pictures)	0.07	2.145	0.033*
Social media risks (overall score)	-0.30	-4.638	0.001***

Notes: \* –  $p < 0.05$ ; \*\* –  $p < 0.01$ ; \*\*\* –  $p < 0.001$ ; M – motives for using social media.

Determination coefficient of this model was 15.9 % ( $R^2 = 0.152$ ;  $p < 0.05$ ; CI 95 % [0.09:0.22]); the model was significant at  $F(11, 397) = 8.044$ ;  $p < 0.001$ . The following factors may be significant predictors for the life satisfaction level: the number of SNS friends, low extent of integration of social media in everyday life, motive for publishing personal content, and low level of social media risks (Table 4). The motives for maintaining contact and getting acquainted with others demonstrated scores close to the significance level.

## Discussion

This study aimed to examine the extent of social media integration in adolescents' everyday life in relation to various characteristics of social media use – motives and online risk factors. We also considered the contribution of these characteristics into adolescents' subjective well-being.

### ***Formal characteristics of social networking, motives, and online risk factors***

The amount of time spent on SNSs, number of SNS friends, and other formal parameters describe different independent specific characteristics of social media use. The only exception concerned the association of the number of SNS friends with the number of SNSs used by adolescents. This may be explained by the fact that nowadays social media have already become a part of everyday life. Therefore, appearing of new SNSs is just another stage of the development of the Internet and social media (Simion & Dorard, 2020).

Registering on different SNSs, individuals establish contacts with others. Therefore, the general number of virtual friends increases. Based on the information that individuals publish on their social media accounts, SNSs suggest them contacts with unfamiliar ones who may have something in common (e.g., hobbies and interests). However, the use of a large number of SNSs is associated with a clearer manifestation of motives for social media use and higher risks.

Various SNSs are focused on various forms of self-representation. Publishing different materials and interacting with others fulfils different motivations. Some SNSs function as messengers and serve the purposes of maintaining contacts. Others are focused on the publication of personal content (e.g., Instagram or TikTok), and satisfy the need for self-presentation. Such SNSs as Discord represents a gaming communication platform. Our assumption is confirmed by the results of studies of different SNSs and the motives for their use. These research data indicate that users distinguish among SNSs informative and communicative ones. The latter SNSs help users maintain contacts with others (Stockdale & Coyne, 2020).

Privacy preservation was reported as an important aspect by over two thirds of our respondents. Therefore, in 40 % of cases their profiles were partially private and only 1.2 % of adolescents maintained public accounts. In both cases, these results surpass outcomes of a similar EU Kids Online study (Livingstone, Ólafsson, & Staksrud, 2013). Privacy/publicity of accounts is an independent characteristic of behaviour in social media (unrelated to time or quantitative indicators), which is associated with the motives for using SNSs. Obviously, a greater need for the privacy of a personal account may be related to a less clear manifestation of motives associated with interaction with others. However, the intention to preserve privacy is not associated with the intention to publish some personal content on SNSs. It is intrinsic for a behavioural strategy when individuals use social media to express their opinion to a limited audience. Besides, more restricted accounts entail less risks of contacts with strangers.

### ***Online risks and motives for using social media***

Communicative, interactive, and gaming motives for using social media are associated with a higher risk of interaction with strangers and 'devirtualization', i.e. face-to-face meeting of SNS acquaintances. Besides, the risk of bullying may increase when these motives are fulfilled. Internet bullying may be supported by such factors as time spent on SNSs and the desire to get acquainted with others, including other online gamers. Concerning the gaming motive, our data coincide with the results of the study (Staksrud et al., 2013) that discovered that the use of gaming websites could be a predictor of bullying. We should note that the motive for publishing individual content on SNSs is related to the risk of negative emotional experience as a result of others' reactions.

Therefore, communicative motives are associated with risks of getting acquainted with others, interactive ones – with 'devirtualization', and self-representation – with negative emotional experience.

Similar data on the relationship of social media risk factors were obtained in previous studies that revealed that social media itself enhanced different risks (Staksrud et al., 2013). The results also coincided for privacy/publicity of accounts – more privacy means fewer risks. Here, the fundamental value is the number of contacts on SNSs. Surpassing 100 contacts increases the risks of face-to-face meeting of SNS acquaintances. Our study also confirmed this conclusion.

### ***Associations of the characteristics of behavioural, social, and emotional involvement of adolescents in social media***

The number of SNS friends may be understood as something that affects the extent of social media integration into adolescents' lives. Moreover, the amount of time spent on SNSs is associated with social and emotional integration. Thus, the amount of time spent on SNSs is associated with the need to communicate via social media, which causes negative emotions in case of deprivation of this mean. This assumption is confirmed by a great number of SNSs used by adolescents with deeper integration of social media in their everyday lives. Privacy preservation on SNSs is associated with lesser involvement of social media in interpersonal communication. E. Nikitina's study revealed significant differences between groups of respondents with low and high levels of online activity (publishing of their pictures, for example). It was emphasized that psychological well-being was directly related to communicative motives for those active on social media (Nikitina, 2021).

### ***Social media integration into everyday life and motives for using social media***

Behavioural and socio-emotional integration of social media into adolescents' everyday life is related to a clearer manifestation of different motives for using SNSs. Therefore, we can assume that social motives for getting acquainted and maintaining contact with others and joint activities may be generally fulfilled in social media. Nevertheless, the results obtained from the sample of senior adolescents revealed that the use of SNSs for communication could be associated with a need for psychological support and empathy. On the other hand, it could result in the development of negative characteristics such as anxiety related to SNS addiction (Stockdale & Coyne, 2020). The motive for self-actualization through publishing personal content is also related to a higher integration of social media into adolescents' lives (Nikitina, 2021). Higher extent of social media integration entails various risk factors, such as interaction with strangers,

face-to-face meeting of SNS acquaintances, and negative emotional experience. We can assume that if an adolescent considers social media a part of his/her everyday activity, the risks for such an interpersonal interaction also enhance.

### ***Life satisfaction and social media***

The number of SNS friends and the interest in publishing personal content on SNSs may impact on higher life satisfaction. This is generally consistent with the fact that the presence of social contacts contributes to an individual's positive perception of his/her own life (Nikitina, 2021). However, higher extent of social media integration into adolescents' everyday lives and numerous online risks negatively affect their psychological well-being. These data are consistent with the negative hypothesis of the relationship between psychological well-being and social media use. However, the correlation between subjective well-being and the number of SNS friends correspond to the positive hypothesis and the hypothesis of social skills. Despite the general trend of focusing on a negative correlation between psychological well-being and social media use, specific characteristics of motives for using social media and the number of friends may change these association (Clark, Algoe, & Green, 2018; Przybylski & Weinstein, 2017). Still, according to certain overview studies (Schønning, Hjetland, Aarø, & Skogen, 2020), numerous works examining a negative influence of social media on psychological health and well-being cannot be valid for the description of such a cause-and-effect relationship. The reason lies in the methodological specifics of the design of such studies; no longitudinal studies were carried out in this field. Therefore, the results of these works should be cautiously interpreted.

The results obtained in this study can be readily used in developing tools for the prevention of online risks and addictive behaviour in social media, promoting safe Internet use, and developing digital communicative competences among adolescents.

### ***Conclusion***

1. Formal characteristics of social media use are general reference points for the description of adolescent users of social media. They are active and have a lot of friends on various SNS platforms. Besides, the growth in the number of SNSs, the amount of time that adolescents spent on SNSs, and numerous SNS friends may be both the factor of a higher extent of integration and the risk factor. In contrast to the formal characteristics, integration of social media into everyday activity may become an important indicator for the evaluation of the extent to which social media is intertwined with our daily routine and how much it contributes to maintaining social and emotional contacts with others.
2. Privacy preservation is an important component of behaviour in social media. Account privacy settings are related to the manifestation of users' motives for communicating with others. However, they are not related to the motive for self-representation to a small circle of friends by means of personal content publishing. Higher privacy can reduce the risks of meeting and interaction with strangers and other related risks.
3. The risks of interaction with strangers and 'devirtualization' are associated with communicative and interactive motives, and with users' objectives as well. For example, gaming motives entail higher social risks. The fulfilment of the motive for self-representation may be related to the emotions caused by other users' reactions to personal content rather than to social risks.

4. In general, better psychological well-being and life satisfaction are associated with fewer social and emotional online risks, which indicates that less risks result in better psychological well-being. On the other hand, adolescents who are satisfied with their lives don't seek risk-related interaction in social media.

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**A. N. Veraksa** developed the methodological concept of the study, carried out the empirical study, and analyzed and interpreted findings.

**D. S. Kornienko** wrote the literature overview, selected the assessment tools, and prepared the manuscript for publication.

**A. V. Chursina** collected the data, analyzed empirical findings, and formatted the manuscript.

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