Digital Media as a Medium for Adolescent Identity Development

# Details

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## Sample

Participating in the study were 359 adolescents (47% males and 53% females), ages 11–18 years (mean age 14.52, SD 2.24).

# Abstract

The aim of the present study was to examine the interrelationships between adolescent
media activity, adaptive or maladaptive cognitions related to media use, and identity devel-
opment processing styles. Participating in the study were 359 adolescents (47% males and
53% females), ages 11–18 years (mean age 14.52, SD 2.24). They completed the Media
Activity Form—Youth Self-Report (Achenbach, T. (2018). Media Activity Form – Youth
Self-Report. A self-report questionnaire developed by T. Achenbach, University of New
Hampshire, New Hampshire, USA, for purposes of media activity research.), and the Iden-
tity Style Inventory ( Berzonsky et al., Psychological Assessment 25:893–904, 2013).
The results showed negative associations between informational identity processing style
and time spent gaming, as well as negative associations with time spent communicating
via digital media. Informational identity processing style was positively associated with
adaptive media-related cognitions, such as schoolwork benefits from media use. Norma-
tive identity processing style was negatively associated with time spend using media for
schoolwork or for communicating. Diffuse—avoidant identity processing style was posi-
tively associated with time spent gaming, and positively associated with ratings of preoc-
cupation with being on media. The results are discussed in regard to practical implications
and recommendations for educators and counselors of adolescents.

# Outcome

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