Family Well-being in the Digital Age: A Systematic Review of Social Media Literacy using ADO and TCM Framework

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Abstract. Social media platforms are now inseparable from children as well as parents, making social media literacy a critical skill for maintaining family well-being in the digital age. This analysis explores whether social media literacy genuinely influences family well-being, as reflected in how each family member engages with social media. A systematic literature review was conducted using Antecedents, Decisions, Outcomes (ADO) and Theory, Context, Method (TCM) frameworks analyzing 66 studies. Findings identified five main antecedents: individual and psychological factors, social and family influences, access to media and technology, intervention and empowerment, and cultural and environmental context. These antecedents shape family decisions: responsible digital use, parental mediation, privacy, and the use of social media for education and advocacy, impacting the objective and subjective well-being of the family both positively and negatively. The review highlights theoretical, contextual and methodological gaps including geographical bias towards Western countries, the dominance of cross-sectional studies and limited focus on intergenerational digital literacy.

Keywords: digital age; family well-being; framework-based systematic review; social media literacy

Introduction

Social media are online platform services that allow users to engage with, create, and share user-generated content across different formats, fostering meaningful connections and interactions (Ji & Jan, 2024). The use of social media is getting higher from year to year. The results of the "Digital 2024" global survey released by We Are Social show that the identity of social users increased by 5.6 percent over the past year, with a total of 256 million new social media users during 2023. Kepios's latest analysis identifies 5.22 billion global social media users, representing 63,8% of the world's population (Kemp, 2024). As the number of people using social media continues to grow, it's clear that this trend bring both opportunities and challenges, which can affect users in positive or negative ways

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(Bekalu et al., 2023; Ji & Jan, 2024; Ostic et al., 2021). This is supported by the results of a survey that shows that the increasing perception of social media "good for the community" has increased by 37.5 percent (Kemp, 2024) with a more conscious interpretation of the use of social media to avoid "mindless scrolling".

Today's family is digital (O'Keeffe, 2016; Qian & Hu, 2024). The family (nucleus and extended) fulfils certain basic functions, from generation to generation, which allows it to survive and adapt (Berns, 2010). As families increasingly integrate technology into their daily routines, of course social media will affect communication, relationships, and family dynamics. Social media is known to be useful as a medium of communication and family interaction, especially for parents, children and extended families and can increase cohesion and knowledge transfer between generations (Dworkin et al., 2018; Procentese et al., 2019). Social media also serves as an effective platform for parenting information and social support, informal learning spaces, educational media, helping parents feel less isolated and providing real-time support as well as forming support networks for parents such as parenting forums (Cino & Formenti, 2021; Desyanty, 2020; Dworkin et al., 2018; Hooper et al., 2022; Olpin et al., 2023; Plantin & Daneback, 2009).

It is important to understand that social media affects and is affected by our literacies (Morales, 2022). Since everyone uses social media differently, the level of understanding and skills needed to navigate it will vary from person to person. Social media literacy is a growing concept that integrates traditional media theory, network literacy, computer literacy and media literacy with the unique characteristics and implications of digital platforms (Cho et al., 2022; Vanwynsberghe, 2014). Defining social media literacy is not easy. A summary from various sources explains that social media literacy is a multifaceted skill that requires various technical and non-technical competencies in order to be able to use social media platforms critically and consciously so as to shape online behavior (Cho et al., 2022; Festl, 2020; Sampasa-Kanyinga et al., 2020; Tandoc et al., 2021; Vanwynsberghe, 2014) . Researchers continue to develop various frameworks and dimensions of social media literacy to date. The concept of social media literacy by Vanwynsberghe (2014) underlines a set of competences needed to be qualified, namely technical competences, cognitive competences and emotional competences. Schreurs and Vandenbosch (2020) designed the SMILE model as a framework to guide social media literacy by prioritizing five assumptions related to empowering social media users and developing social media literacy. Meanwhile, Cho et al. (2022) developed a social media literacy framework (SoMeLit) where it carries three dimensions of social media literacy content: self, media, and reality. The concept of critical social media literacy (CSML) was developed by (Valle et al., 2024) through a systematic literature review with components of user objectives, context of use, investigation, reflection, and action. Of the various frameworks and concepts found, there have not been many studies with these frameworks in research related to family well-being.

Families are increasingly realizing that being digitally savvy, particularly in understanding social media, is a crucial skill for successfully managing the complexities in the online world. Previous literature review studies have highlighted several findings related to social media literacy from various countries and various participants/objects. Previous research has focused on the framework or concept

and competence of social media literacy in the teaching and learning process (Polanco-Levicán & Salvo-Garrido, 2022); theoretical models of social media literacy in girls and young women (Paxton et al., 2022); methodological landscape of literacy research in social media (Morales, 2022); existing literature on family and social media (Dworkin et al., 2018). The relationship between social media use and well-being was also researched in general participants/subjects and in workers (Bekalu et al., 2023; Murari et al., 2024); pregnant women (Beuckels & De Wolf, 2024; Chee et al., 2023), adolescents (Livingstone, 2014; Shankleman et al., 2021; Wendt et al., 2023) to its relationship with health equity (Rivera-Romero et al., 2022).

However, the existing literature has not revealed that social media literacy influences family well-being. For this reason, conduct a systematic literature review with the main objective revealing significant gaps regarding how social media literacy affects family well-being which is manifested from the use of social media from each family member (parents and children). Further objectives are described in the following research question: 1) What are the key factors influencing children's or parents' social media literacy concerning family well-being?; 2) How do the interconnections among influencing factors, theoretical frameworks, contextual elements and methodological approaches impact family well-being?; 3) What opportunities do social media literacy exist among children or parents present for enhancing family well-being?.

To provide a robust summary of how social media literacy affect family well-being, insight from extant literature is clarified by employing a theory, context, and method (TCM) framework and are structured to communicate a structured set of relationship through an antecedent, decision, and outcome (ADO) framework.

This study is a follow-up to the recommendations of Dworkin et al. (2018) to be able to better understand the complexity of using technology in the family system and develop the possibility of applying framework models to a larger scope from the individual objects of parents or children only (Cho et al., 2022; Daneels & Vanwynsberghe, 2017; Livingstone, 2014; Schreurs, 2023; Wendt et al., 2023). The results of the extraction of the themes that emerged in this review are expected to be able to provide comprehensive and well-mapped insights supported by pre-existing frameworks. Therefore, both academics and non-academics can obtain practical tips from the results of structured synthesis and development for future research.

Method

Research Design

This study uses a systematic review method where systematic reviews are the most reliable method for generating evidence-based answers by systematically identifying, synthesizing, and assessing research while adhering to the TRUE principles—Transparency, Reproducibility, Unbiased, and Explicit criteria—to ensure a rigorous and comprehensive approach (Patole, 2021).

As posited by Paul and Criado (2020), the systematic review structure is broadly categorized into four distinct categories: domain-based, theory-based, method-based and meta-analytical. For the

purpose of this study, two organizational framework were adopted: The ADO (Antecedents, Decisions, Outcomes) and The TCM (Theory, Context, Management) developed by Paul et al. (2017) and Paul and Benito (2018). A detailed breakdown of these frameworks is provided in Table 1.

Table 1

ADO and TCM Framework

Source	Framework	Description
Paul and Benito (2018)	Antecedents	Antecedents are defined as the factors that precede a current connection or disconnection to a witnessed behavior or manifestation.
	Decision	Decisions are concerned with the types of behavioral or non-behavioral performance.
	Outcomes	Outcomes refer to the evaluations or assessments that arise following the execution or non-execution of a specific behavior.
Paul et al. (2017)	Theories	The theory or foundation of the researcher that guides scientific investigation is referred to as the basis of the study.
	Context	The circumstances or conditions that surround scientific investigation are also referred to as the context.
	Methods	The method or technique of scientific investigation is referred to as the approach.

In this study, the ADO framework will facilitate the identification of antecedents (personal factors, contextual factors, and technological factors), decisions (media literacy, family healthy habits, family mediation, privacy & security, education & advocacy, social relationships, and adaptive use), and outcomes of social media literacy in families in the form of objective and subjective well-being and the TCM framework will allow us to identify theories, context, and methods that researchers have used to investigate social media literacy According to Lim et al. (2021), researchers need to merge ADO and TCM frameworks to generate "novel structured insights" and uncover "current insights" through reviews, enabling them to pinpoint areas requiring further exploration

The selection of structure is important in the writing of a systematic review and the organizing framework is a means to provide this structure in ways that increase rigor, increase relevance, and facilitate the impact of researched topic (Paul & Criado, 2020). The structure of this study is domain-based using a framework-based approach, this is done to answer what influences, how interconnects, and what opportunities are generated in relation to social media literacy and family well-being.

Procedure of the Study

This study adheres to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, a set of standards for systematically identifying and selecting articles relevant to the research objectives. The study protocol is comprised of four distinct stages-identification, screening, feasibility, and inclusion – and was chosen because it provides clear guidance for the review process (Page et al., 2021). Articles are strictly selected with inclusion and exclusion criteria according to the research topic, articles published between 2014 and 2024. The

article comes from a journal indexed in the Scopus database with the predicate Q1, Q2, Q3, Q4 and is published in English. Articles that are included in the criteria for reviewing social media literacy, with the target of parents, children and families or themes related to digital literacy. All selected articles must be available and accessible in full text and include peer-reviewed articles. Detailed results of the screening process based on inclusion criteria, following the PRISMA and SPAR-4-SLR approaches, are presented in Table 2.

Table 2

PRISMA Protocol for the Review

Phase(s)	Consideration	Results for Systematic Literature Review
Identification	Search focus	Influence of Social Media Literacy on Family Well-being
	Search (keyword) string	"Social media literacy" OR "family" AND "social media usage" OR "digital literacy" AND "family well-being" OR "social media" AND "well-being" OR "parents" AND "social media"
	Search period	2014 up to December 2024
	Search database	Scopus
	Additional source	Google Scholar
	Search field	Article title, abstract, keywords
	Search results	754 + 21 documents found
	Document type	Include "Article"
Screening and Eligibility	Language	Include "English"
	Publication stage	Include "Final"
	Source type	Include "Journal"
	Organizing Framework	ADO and TCM Frameworks
	Filtered results	129 documents found
	Analysis method	Domain-based systematic literature review, Content Analysis
Assessing for Inclusion & Exclusion	Agenda proposal method	Systematic literature review
		Narrative Synthesis

Source : Adapted from (Lim et al., 2024)

Data Collection

The implementation of the PRISMA protocol is carried out using the web-based application Watase Uake (Wahyudi, 2024). Starting from December 1, 2024 until January 31, 2025. In the search process for selected articles, we use the keywords "social media literacy" OR "family" AND "social media usage" OR "digital literacy" AND "family well-being" OR "social media" OR "well-being" OR "parents" AND "social media" in the identification feature in Watase Uake. The first author carried out the process

of identification, screening and collection of full text publications retrieved independently. Then the articles are extracted and classified. The second and third authors provide arguments and input in the final selection process and review of the overall article writing. To ensure the inclusion of high-quality contributions, the review is limited to peer-reviewed journal articles.

For this study, we established specific criteria to determine which articles to include or exclude. The articles that are entered are not limited to a specific research method, because the author wants to look holistically according to the research objectives to reduce the risk of bias. We also exclude books, book chapters, book chapters, reports, and articles without full discussion are not included. Of the 754 publications, there are 5 publications that are double, 23 publications outside the 2014-2024 period, 59 publications that are not indexed by Scopus and 26 publications that do not include abstracts. There were 641 publications that entered the screening process. After the search process with keywords, we select titles and abstracts, where articles that are not related to the context of the family (parents and children), social media and literacy will be dropped. As a result, 497 publications were eliminated, and 144 articles remained. Furthermore, a full-text search was carried out for publication reports, but there were 20 publications with unregistered publications and 16 publications that could not be accessed. This leaves a total of 108 publications. Researchers added 20 publications from Google Scholar to enrich the treasures of the review literature. The researcher then classifies and selects the eligibility of articles according to the research objectives and article appraisal. The total number of publications obtained for systematic literature review is thus 66. The completed diagram flow is illustrated in Figure 1.

Data Analysis

The data obtained from Watase Uake was the processed and classified using Microsoft Excel according to the ADO and TCM frameworks. The subsequent content analysis is preformed in order to extract, encode, and organize data from the reviewed article (Paul & Benito, 2018; Paul et al., 2017). The analysis focuses on three key areas: (1) bibliometric elements such as authorship, citation, and publication sources; (2) the relationships between antecedents, decisions, and outcomes; and (3) the theoretical, contextual, and methodological aspects of social media literacy. The findings from the content analysis are detailed in the following section.

Appraisal and Quality Assessment

The author understands that systematic review requires transparency in order to make an outcome that can be accounted for. Without clear transparency regarding the actions taken and the methods used, achieving reliable results becomes challenging, and assessing the study's validity is even more difficult. The assessment of risk of bias in included studies represents a pivotal element of any systematic review, as it is pivotal in determining the robustness of the accumulated evidence. Commonly utilized methodologies encompass the so-called "components approach" (Patole, 2021). Apart from the strict selection process based on facial appearance, the researcher also evaluated the quality of the article

Figure 1

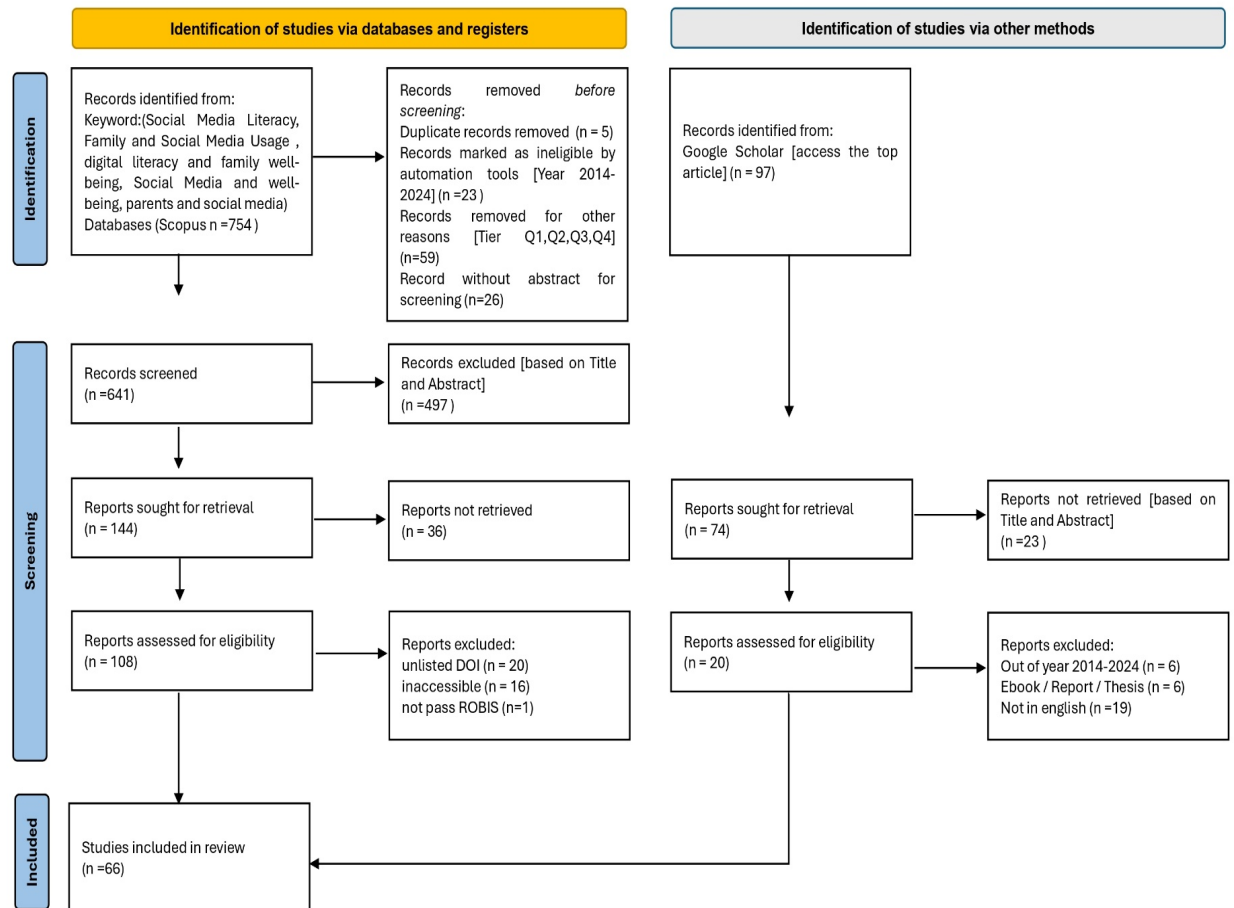*Flow Chart of PRISMA Protocol Adopted From Page et al. (2021)*

Figure 1 . Flow chart of the article selection process using the PRISMA protocol adopted from (Page et al., 2021)

using the Quality Assessment Checklist for Survey Studies in Psychology (Q-SSP) in articles published with qualitative and quantitative methods and Risk of Bias in Systematic Reviews (ROBIS) in articles with literature review methods, scoping review, legal analysis and conceptual framework analysis.

Protogerou and Hagger (2020) explains that the 20 items Q-SSP checklist can be used by researchers to evaluate the quality of survey studies in four domains: introduction (study rationale and variables), participants (sampling and recruitment), data (data collection, analyses, results and discussion), and ethical review (consent, debrief, and funding/conflicts of interest) in systematic reviews and meta-analyses, and to test the effects of studies in other psychology, social sciences or behavioral sciences disciplines (e.g., sociology, social work, cognitive sciences, education, communication sciences). If the Q-SSP criteria are fully met, a score of 2 is assigned; if partially met, a score of 1 is given; and if not met at all, the score is 0.

From the assessment using Q-SSP (Table 3), it was found that 50 articles with a score of >70% were automatically included in considered acceptable quality, while there were 3 articles with scores of 65% and 68% where the assessment limit of the Q-SSP Checklist was 70% (Glynn, 2006; Protogerou & Hagger, 2020). Although there were 3 research articles that had an intermediate risk of bias due to the lack of a structured search strategy and the absence of methodological transparency, all three provided in-depth insights into the topic of social media literacy and also pass the stringent cut-off values (60%). Across the 53 articles reviewed, the average score achieved was 82%. This suggests that the included quantitative and qualitative studies are robust in methodology, adhere to ethical standards, and closely match the goals of the review.

Table 3

Study Quality Ratings for Studies (N = 53 Articles) Based on Q-SSP Checklist Ratings

Study	Introduction (*n*=8)	Participants (*n*=6)	Data (*n*=20)	Ethics (*n*=6)	Total (*n*=40)	%	Overall quality
#1	7	4	14	4	29	73%	A
#2	7	6	15	4	32	80%	A
#3	8	6	16	4	34	85%	A
#4	8	6	16	4	34	85%	A
#5	8	6	16	4	34	85%	A
#6	8	6	16	4	34	85%	A
#7	8	6	16	4	34	85%	A
#8	8	6	16	4	34	85%	A
#9	8	6	16	4	34	85%	A
#10	8	6	16	4	34	85%	A
#11	8	6	16	4	34	85%	A
#12	8	6	16	4	34	85%	A
#13	8	4	16	2	30	75%	A
#14	8	6	16	4	34	85%	A
#15	8	6	16	4	34	85%	A
#16	8	6	18	4	36	90%	A

Table 3 (Continued)

Study Quality Ratings for Studies (N = 53 Articles) Based on Q-SSP Checklist Ratings

Study	Introduction (n=8)	Participants (n=6)	Data (n=20)	Ethics (n=6)	Total (n=40)	%	Overall quality
#17	8	6	18	4	36	90%	A
#18	8	6	18	4	36	90%	A
#19	8	6	16	4	34	85%	A
#20	8	6	14	4	32	80%	A
#21	8	6	18	4	36	90%	A
#22	8	6	16	4	34	85%	A
#23	8	5	16	4	33	83%	A
#24	8	6	16	6	36	90%	A
#25	8	5	12	6	31	78%	A
#26	8	6	12	4	30	75%	A
#27	7	5	14	4	30	75%	A
#28	8	5	14	4	31	78%	A
#29	8	5	19	4	36	90%	A
#30	8	6	14	4	32	80%	A
#31	8	6	12	4	30	75%	A
#32	7	5	12	4	28	70%	A
#33	8	2	16	2	28	70%	A
#34	8	6	14	4	32	80%	A
#35	8	6	18	4	36	90%	A
#36	8	5	12	4	29	73%	A
#37	8	6	14	4	32	80%	A
#38	8	5	14	4	31	78%	A
#39	7	5	13	4	29	73%	A
#40	7	4	11	4	26	65%	Q
#41	7	5	11	4	27	68%	Q
#42	8	5	13	4	30	75%	A
#43	8	5	14	4	31	78%	A
#44	7	4	11	4	26	65%	Q
#45	8	6	12	4	30	75%	A
#46	8	6	16	4	34	85%	A
#47	8	6	16	4	34	85%	A
#48	8	6	20	4	38	95%	A
#49	8	6	20	4	38	95%	A
#50	8	6	20	4	38	95%	A
#51	8	6	20	4	38	95%	A
#52	8	6	20	4	38	95%	A
#53	8	4	14	4	30	75%	A

Note. Studies were judged to be of "acceptable (A)" quality or "questionable (Q)" quality.

The ROBIS tool, introduced by Whiting et al. (2016) to assess bias in systematic reviews, follows a three-step approach. Initially, it evaluates the relevance of the review. The tool also evaluates potential

weaknesses in the review process by focusing on four key aspects: the criteria for study inclusion (5 criteria), the strategies for identifying and choosing studies (5 criteria), the approaches to collecting data and evaluating studies (5 criteria), and the techniques for integrating and presenting findings (6 criteria). Finally, it determines the overall risk of bias. Assessment of criteria with option "yes"; "probably yes";" probably no";" no"; or "no information". To make it easier, the researcher converted the analysis with a score of yes = 4; probably yes = 3; probably no = 2; no = 1 and no information = 0. Of the 14 articles, there is 1 article with high risk (Tabel 4. For this reason, this article was issued due to the lack of a systematic search strategy, the absence of bias assessment risk, and unclear study feasibility criteria, which led to the potential for selection bias.

Table 4

Study Quality Ratings for Studies (N = 14) from 3 Phases Based on ROBIS Tool

Study	Phase 2						Phase 3
	Study Eligibility Criteria (n = 20)	Identification and Selection of Studies (n = 20)	Data Collection and Study Appraisal (n = 20)	Synthesis and Findings (n = 24)	Total (n = 84)	%	Risk of Bias in The Review
#54	17	18	18	20	73	87%	Low risk
#55	17	16	16	16	65	77%	Low risk
#56	17	16	16	16	65	77%	Low risk
#57	17	18	18	20	73	87%	Low risk
#58	17	17	13	16	63	75%	Low risk
#59	18	19	16	16	69	82%	Low risk
#60	18	16	16	16	66	79%	Low risk
#61	17	16	16	16	65	77%	Low risk
#62	17	16	16	16	65	77%	Low risk
#63	17	16	16	16	65	77%	Low risk
#64	17	16	16	16	65	77%	Low risk
#65	17	16	17	16	66	79%	Low risk
#66	17	16	17	16	66	79%	Low risk
#67	5	6	8	8	27	32%	High risk

These articles were deemed suitable for analysis, ensuring that the results obtained from the articles are reliable, authentic, and contribute positively to the advancement of Social Media Literacy among family's well-being. A total of 66 conceptual and empirical articles were included for the purpose of content analysis in the review (see Appendix 1 for the http://ugm.id/Appendix123).
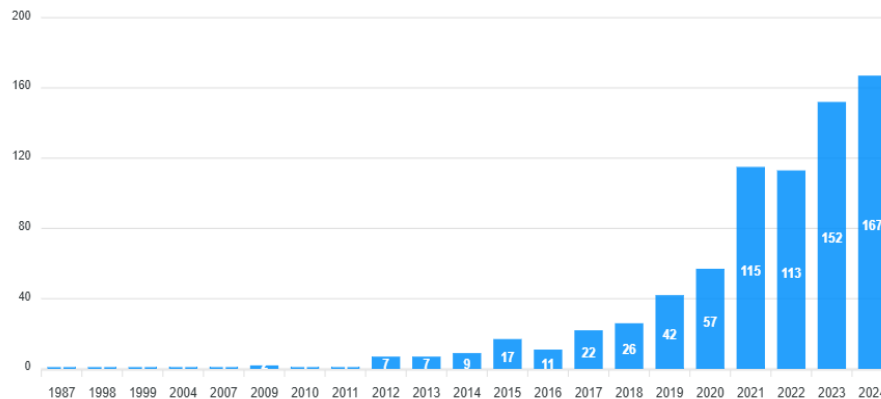
Result

Technological development and digitalization continue to increase with the passage of time. The topic of research related to media literacy first emerged in 1998, where the scope was marketing (Denniston et al., 1998). Based on the results of searches with Watase Uake tools (Figure 2), previous research related to social media literacy within

the family sphere began to be published in 2009, where the common thread is the active role of parents in media socialization and how social media literacy affects child development (Livingstone, 2014).

Figure 2

Results from initial searches with keywords. Note: Via Watase Uake Dec 1, 2024


Result from Keyword Search

According to the search results in accordance with the protocol, the most cited article on the topic of social media and well-being was Weinstein (2018), which was cited 383 times. In contrast, the total number of citations for the 66 articles included in this study reached 3,222 citations (see Appendix 2 for the http://ugm.id/Appendix123). This finding highlights the paucity of research in quantitative terms on social media literacy. However, as social media continues to evolve, it is becoming an area of interest for academics seeking to explore its implication. This can be seen in the graph of keyword search trends in Figure 3.

Figure 3

Articles included in the review (n = 66). Note: As of Jan 31, 2025
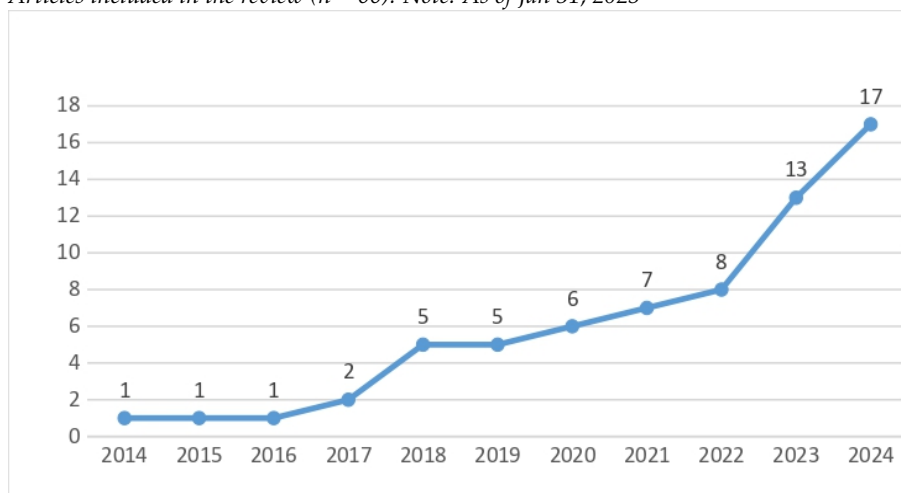
Social media literacy antecedents, decisions to use social media, and outcomes on family well-being based on the ADO framework Building on the bibliometric analysis discussed earlier, the following section of this paper

explores the antecedents, decisions, and outcomes related to social media literacy and family well-being. The review of 66 articles identified 5 categories of antecedents, comprising 82 constructs, 7 categories of decisions with a total 5 constructs, and 3 categories of outcomes. These findings are summarized and visually represented in Figure 4.

Antecedent

Antecedents encapsulate the reasons for engaging or not engaging in behavior, and as such, they can produce a direct influence on decisions or an indirect influence on outcomes (Paul & Benito, 2018). The key question of the antecedents of this study is "What leads to varying levels of social media literacy?". In total, a review of 66 articles revealed 5 antecedent themes with a total of 82 constructs. The 5 antecedents' theme in the influence of social media literacy on family well-being this study is: (1) Individual and Psychological Factors, (2) Social and Family Influences, (3) Media and Technological Access, (4) Interventions and Empowerment, (5) Cultural and Environmental Contexts.

Individuals and Psychological Factor Antecedent

It found 18 constructs on personal characteristics, psychological factors and individual behavior that influence the level of social media literacy. Inherent individual factors that influence social media literacy include: age (Andersen et al., 2024; Bilić & Brajdić Vuković, 2023; Donelle et al., 2021; Greyson et al., 2021; Kang et al., 2023; Lamash et al., 2023; Liu et al., 2024; Livingstone, 2014; Purington Drake et al., 2023; Shankleman et al., 2021; Swindle et al., 2018; Wallace, 2021), gender (Cino & Formenti, 2021; Greyson et al., 2021; He et al., 2024; Siongers & Spruyt, 2023; Sivak & Smirnov, 2019; Wallace, 2021, 2022; L. H. Wang & Metzger, 2021; Y. Wang et al., 2024; White-Gosselin & Poulin, 2024) and education level (Bilić & Brajdić Vuković, 2023; Purington Drake et al., 2023; Shankleman et al., 2021; Wallace, 2021; Wu et al., 2023; Xu et al., 2024). It is undeniable that the three antecedents will encourage individual intention and behavior in social media.

In fact, internal psychological factors that influence social media literacy include self-control (Leijse et al., 2023; White-Gosselin & Poulin, 2024), self-efficacy (Chen et al., 2024; Liu et al., 2024), self-expression (Weinstein, 2018), self awareness (Cho et al., 2022), motivation / goals (Festl, 2020; Valle et al., 2024), mood changes (Kamalikhah et al., 2021), risk perception (Chen et al., 2024; Xu et al., 2024), cognitive skills (Schreurs & Vandenbosch, 2020).

Several manifestations of individual behavior that also affect social media literacy include gadget, internet and social media addiction (Kanbul et al., 2019; Siongers & Spruyt, 2023; White-Gosselin & Poulin, 2024; Wu et al., 2023), substance use (Abar et al., 2017), social comparison (McLean et al., 2017; Schreurs, 2023; Y. Wang et al., 2024), body image perception (McLean et al., 2017; Y. Wang et al., 2024), susceptibility to fake news (Xu et al., 2024), secrecy or openness (Beyens et al., 2024).

Based on these findings, it can be seen that individual characteristics such as age, gender and education level have been widely researched and will lead to self-drive and subsequent behavior. Of course, in the family, each individual (both children and parents) has different individual characteristics so that it will also affect the level of social media literacy in the family.
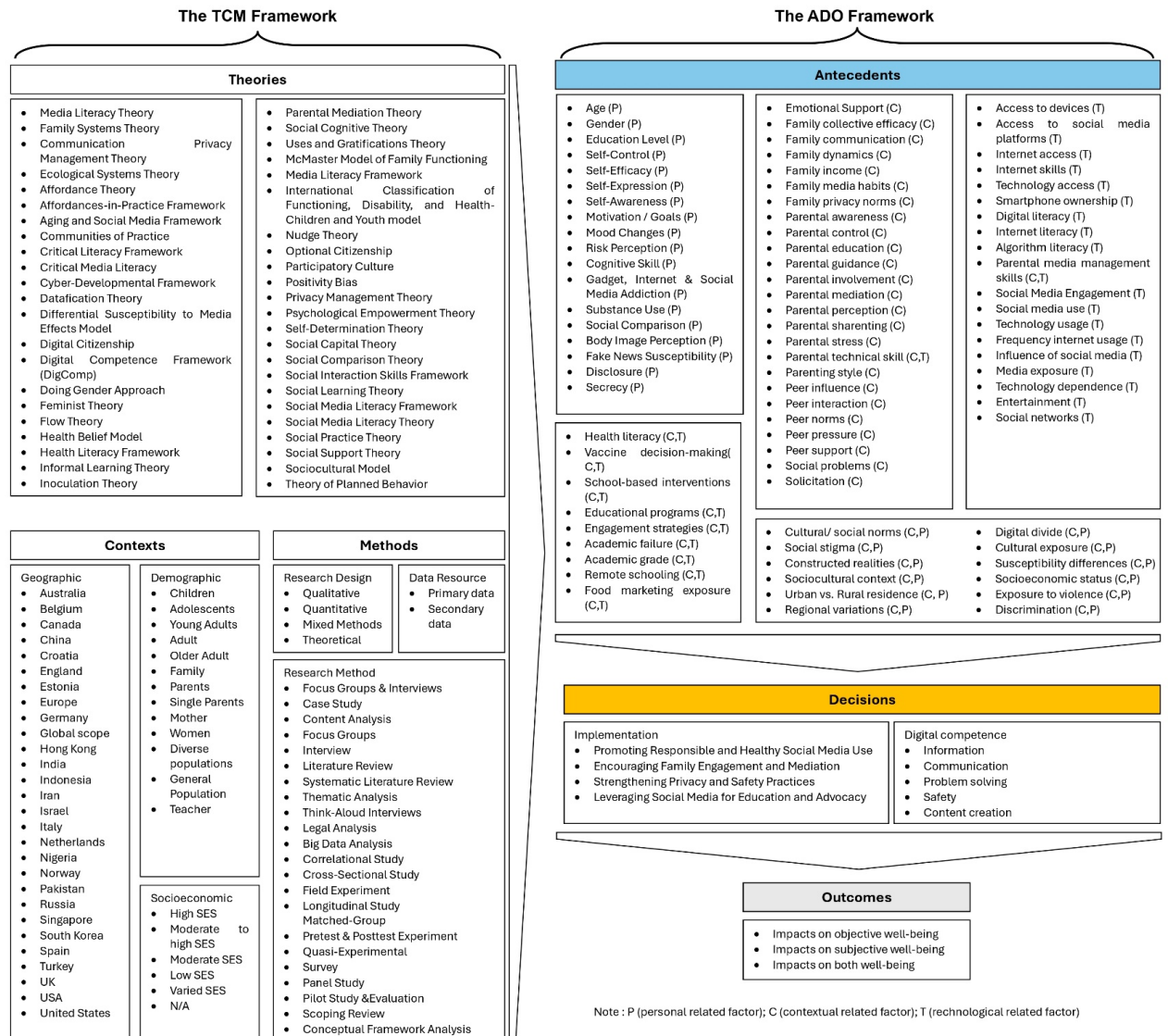
Social and Family Influences

The role of significant others cannot be separated from social media literacy, a total of 25 constructs were found in the category of family influence and social environment (contextual). Parents, peers and teachers play an active role in shaping children and parents' use of social media as well as their level of literacy. In the family sphere,

Figure 4

ADO-TCM Framework Adapted from (Lim et al., 2021)

ADO-TCM framework adapted from (Lim et al., 2021)

The TCM Framework

Theories

- Media Literacy Theory
- Family Systems Theory
- Communication Privacy Management Theory
- Ecological Systems Theory
- Affordance Theory
- Affordances-in-Practice Framework
- Aging and Social Media Framework
- Communities of Practice
- Critical Literacy Framework
- Critical Media Literacy
- Cyber-Developmental Framework
- Datafication Theory
- Differential Susceptibility to Media Effects Model
- Digital Citizenship
- Digital Competence Framework (DigComp)
- Doing Gender Approach
- Feminist Theory
- Flow Theory
- Health Belief Model
- Health Literacy Framework
- Informal Learning Theory
- Inoculation Theory
- Parental Mediation Theory
- Social Cognitive Theory
- Uses and Gratifications Theory
- McMaster Model of Family Functioning
- Media Literacy Framework
- International Classification of Functioning, Disability, and Health-Children and Youth model
- Nudge Theory
- Optional Citizenship
- Participatory Culture
- Positivity Bias
- Privacy Management Theory
- Psychological Empowerment Theory
- Self-Determination Theory
- Social Capital Theory
- Social Comparison Theory
- Social Interaction Skills Framework
- Social Learning Theory
- Social Media Literacy Framework
- Social Media Literacy Theory
- Social Practice Theory
- Social Support Theory
- Sociocultural Model
- Theory of Planned Behavior

Contexts

Geographic
- Australia
- Belgium
- Canada
- China
- Croatia
- England
- Estonia
- Europe
- Germany
- Global scope
- Hong Kong
- India
- Indonesia
- Iran
- Israel
- Italy
- Netherlands
- Nigeria
- Norway
- Pakistan
- Russia
- Singapore
- South Korea
- Spain
- Turkey
- UK
- USA
- United States

Demographic
- Children
- Adolescents
- Young Adults
- Adult
- Older Adult
- Family
- Parents
- Single Parents
- Mother
- Women
- Diverse populations
- General Population
- Teacher

Socioeconomic
- High SES
- Moderate to high SES
- Moderate SES
- Low SES
- Varied SES
- N/A

Methods

Research Design
- Qualitative
- Quantitative
- Mixed Methods
- Theoretical

Data Resource
- Primary data
- Secondary data

Research Method
- Focus Groups & Interviews
- Case Study
- Content Analysis
- Focus Groups
- Interview
- Literature Review
- Systematic Literature Review
- Thematic Analysis
- Think-Aloud Interviews
- Legal Analysis
- Big Data Analysis
- Correlational Study
- Cross-Sectional Study
- Field Experiment
- Longitudinal Study Matched-Group
- Pretest & Posttest Experiment
- Quasi-Experimental
- Survey
- Panel Study
- Pilot Study &Evaluation
- Scoping Review
- Conceptual Framework Analysis

The ADO Framework

Antecedents

- Age (P)
- Gender (P)
- Education Level (P)
- Self-Control (P)
- Self-Efficacy (P)
- Self-Expression (P)
- Self-Awareness (P)
- Motivation / Goals (P)
- Mood Changes (P)
- Risk Perception (P)
- Cognitive Skill (P)
- Gadget, Internet & Social Media Addiction (P)
- Substance Use (P)
- Social Comparison (P)
- Body Image Perception (P)
- Fake News Susceptibility (P)
- Disclosure (P)
- Secrecy (P)

- Health literacy (C,T)
- Vaccine decision-making(C,T)
- School-based interventions (C,T)
- Educational programs (C,T)
- Engagement strategies (C,T)
- Academic failure (C,T)
- Academic grade (C,T)
- Remote schooling (C,T)
- Food marketing exposure (C,T)

- Emotional Support (C)
- Family collective efficacy (C)
- Family communication (C)
- Family dynamics (C)
- Family income (C)
- Family media habits (C)
- Family privacy norms (C)
- Parental awareness (C)
- Parental control (C)
- Parental education (C)
- Parental guidance (C)
- Parental involvement (C)
- Parental mediation (C)
- Parental perception (C)
- Parental sharenting (C)
- Parental stress (C)
- Parental technical skill (C,T)
- Parenting style (C)
- Peer influence (C)
- Peer interaction (C)
- Peer norms (C)
- Peer pressure (C)
- Peer support (C)
- Social problems (C)
- Solicitation (C)

- Access to devices (T)
- Access to social media platforms (T)
- Internet access (T)
- Internet skills (T)
- Technology access (T)
- Smartphone ownership (T)
- Digital literacy (T)
- Internet literacy (T)
- Algorithm literacy (T)
- Parental media management skills (C,T)
- Social Media Engagement (T)
- Social media use (T)
- Technology usage (T)
- Frequency internet usage (T)
- Influence of social media (T)
- Media exposure (T)
- Technology dependence (T)
- Entertainment (T)
- Social networks (T)

- Cultural/ social norms (C,P)
- Social stigma (C,P)
- Constructed realities (C,P)
- Sociocultural context (C,P)
- Urban vs. Rural residence (C, P)
- Regional variations (C,P)
- Digital divide (C,P)
- Cultural exposure (C,P)
- Susceptibility differences (C,P)
- Socioeconomic status (C,P)
- Exposure to violence (C,P)
- Discrimination (C,P)

Decisions

Implementation
- Promoting Responsible and Healthy Social Media Use
- Encouraging Family Engagement and Mediation
- Strengthening Privacy and Safety Practices
- Leveraging Social Media for Education and Advocacy

Digital competence
- Information
- Communication
- Problem solving
- Safety
- Content creation

Outcomes

- Impacts on objective well-being
- Impacts on subjective well-being
- Impacts on both well-being

Note : P (personal related factor); C (contextual related factor); T (rechnological related factor)

antecedents that influence users (especially children) include family communication (Austin et al., 2018; Beyens et al., 2024; Wallace, 2022; M. P. Wang et al., 2015), family dynamics (Daneels & Vanwynsberghe, 2017; Orhan Kılıç et al., 2024), family income (White-Gosselin & Poulin, 2024), family media habits (Austin et al., 2018, 2020), family privacy norms (L. H. Wang & Metzger, 2021), family collective efficacy (Procentese et al., 2019), parental awareness (Iskül & Joamets, 2021; X. Y. Lin & Lachman, 2024), parental control (Abar et al., 2017), parental education (Saracho, 2017; Shankleman et al., 2021; Wallace, 2022; L. H. Wang & Metzger, 2021; White-Gosselin & Poulin, 2024), parental guidance (Charmaraman et al., 2022; Donelle et al., 2021; Purboningsih et al., 2023), parental involvement (Leijse et al., 2023; Purington Drake et al., 2023), parental mediation (Festl, 2020; M.-H. Lin et al., 2019; Livingstone, 2014; Martín-Cárdaba et al., 2024; Schreurs, 2023; Schreurs & Vandenbosch, 2020), parental perception (Procentese et al., 2019), parental sharenting (Barnes & Potter, 2020; Cino & Formenti, 2021; Das, 2023; Iskül & Joamets, 2021), parental stress (Hooper et al., 2022), parental technical skill (Daneels & Vanwynsberghe, 2017), parenting style (Beyens et al., 2024; Das, 2023; Hartas, 2019; Wallace, 2021, 2022). The majority of existing research on social media literacy in families focuses on children, with parents being the main focus. The three most frequently researched constructions include parental education, parental mediation, and parenting style. This is proof that parents are expected to be role models and supervise their children in developing good social media literacy.

Within the sphere of social relationships, antecedents that affect social media users include emotional support (Frey et al., 2023), peer influence (Schreurs & Vandenbosch, 2020; Weinstein, 2018; Zhang et al., 2022), peer interaction (Charmaraman et al., 2022; Hartas, 2019), peer norms (Livingstone, 2014), peer pressure (Festl, 2020), peer support (Chee et al., 2023; Hooper et al., 2022; Leijse et al., 2023), social problems (Iskül & Joamets, 2021), and solicitation (Abar et al., 2017; Beyens et al., 2024).The influence of peers should also be taken into consideration, as social media literacy levels occur due to external influences from the family environment.

Media and Technological Access

Technological factors as an inseparable medium of social media literacy must necessarily be researched. There are 19 constructs in the theme of media and technology access with 4 subcategories: access, digital competence, media influence. In the access sub-category, things that affect social media literacy include access to devices (Purington Drake et al., 2023; Shankleman et al., 2021), access to social media platforms (Cho et al., 2022; Murari et al., 2024; Purboningsih et al., 2023; Weinstein, 2018), internet access (Donelle et al., 2021; Murari et al., 2024; Olpin et al., 2023; Zhang et al., 2022), technology access (Swindle et al., 2018), smartphone ownership (Martín-Cárdaba et al., 2024). While digital literacy (Barnes & Potter, 2020; Chen et al., 2024; Donelle et al., 2021; Dworkin et al., 2018; Martín-Cárdaba et al., 2024; Orhan Kılıç et al., 2024; Saher et al., 2024; Sichel et al., 2019; Valle et al., 2024), internet literacy (Bilić & Brajdić Vuković, 2023), algorithm literacy (Das, 2023), internet skills (Cotten et al., 2022; Wu et al., 2023), parental media management skills (Austin et al., 2020) are included in the digital competence sub-category. It cannot be denied that the influence of media in the form of social media engagement (Saher et al., 2024), social media use (Beyens et al., 2022, 2024; He et al., 2024; Liu et al., 2024; Martín-Cárdaba et al., 2024; Murari et al., 2024; Olpin et al., 2023), technology usage (Kanbul et al., 2019), frequency internet usage (Liu et al., 2024; Wu et al., 2023), influence of social media (Chee et al., 2023; Kanbul et al., 2019; Y. Wang et al., 2024), media exposure (McLean et al., 2017; Xu et al., 2024; Zhang et al., 2022), technology dependence (Dworkin et al., 2018), entertainment (Olpin et al., 2023), and social networks (Frey et al., 2023) is also included in the antecedents of one's social media literacy level. The development of technology certainly cannot be prevented, but due to limited access to media and technology (digital divide), it will create a gap in the level of media literacy.

Interventions and Empowerment

This topic is a combination of contextual and technological aspects, where formal and informal learning mechanisms shape social media literacy in individuals and families. Including school-based interventions, digital

literacy programs, and media education policies and health literacy initiatives. The constructs found amounted to 9, namely health literacy (Frey et al., 2023; Kang et al., 2023; Thorpe et al., 2020), vaccine decision-making (Thorpe et al., 2020), school-based interventions (Zhang et al., 2022), educational programs (Valle et al., 2024), engagement strategies (Andersen et al., 2024), academic failure (Kamalikhah et al., 2021), academic grade (Lamash et al., 2023), remote schooling (Hooper et al., 2022) and food marketing exposure (Austin et al., 2020).

Cultural and Environmental Contexts

This topic addresses the broader sociocultural and structural factors that influence digital engagement, such as cultural / social norms (Cino & Formenti, 2021; Greyson et al., 2021; Parry et al., 2022; Purboningsih et al., 2023; L. H. Wang & Metzger, 2021; Zhang et al., 2022), social stigma (Mackenzie, 2024), regional variations (Greyson et al., 2021; Kang et al., 2023), constructed realities (Cino & Formenti, 2021), exposure to violence (Sichel et al., 2019), the digital divide (Cotten et al., 2022; He et al., 2024; Kang et al., 2023; Parry et al., 2022) and discrimination (Parry et al., 2022). Different regions/residence (Lamash et al., 2023), socio-economic status (Dworkin et al., 2018; Sichel et al., 2019; Swindle et al., 2018; M. P. Wang et al., 2015), susceptibility differences (Beyens et al., 2024) and cultural exposure settings (Saracho, 2017) shape individuals' access to information and their ability to critically engage with digital content within family.

Decision

What do families do with their social media literacy skills? The implementation of these skills within family units is subject to a wide range of considerations, including the performance or non-performance of behaviors. These decisions can be considered as direct responses to antecedents and precursors of outcomes (Paul & Benito, 2018).

The utilization of social media is highly individualistic, both within the context of a family and for small and large families, depending on the goals to be achieved (Paul & Benito, 2018). A synthesis of 66 research articles yielded four main findings related to social media literacy implementation decisions (see Appendix 3 for the http://ugm.id/Appendix123).

1. Promoting Responsible and Healthy Social Media Use

This category focuses on critical media consumption, responsible content sharing, and healthy social media habits. This includes behaviors such as verifying facts, avoiding misinformation, managing screen time, and engaging in media literacy programs.

2. Encouraging Family Engagement and Mediation

This category emphasizes open communication between parents and children, family discussions about digital use, and monitoring strategies to ensure safe engagement. This category includes behaviors such as parental guidance, watching together, family discussions, and supportive use of social media to build bonds.

3. Strengthening Privacy and Safety Practices

This category remains unchanged because it already has a clear focus on data privacy, cybersecurity, and risk prevention. This category includes behaviors such as adjusting privacy settings, managing children's data, protecting against excessive data sharing, and ensuring safe online interactions

4. Leveraging Social Media for Education and Advocacy

This category focuses on the use of social media for learning, awareness, and advocacy efforts. This category includes behaviors such as educational literacy programs, digital citizenship, health-related use of social media, and the creation of fact-based content.

The Global Framework of Reference on Digital Literacy Skills (UNESCO Institute for Statistics, 2018) explains that there are seven areas of digital literacy competence, including hardware and software operations, information, communication, content creation, safety, problem solving, and career-related competences. In this study, the author combines decisions with five areas of competence to map out in more detail how social media literacy is applied in families (Figure 5). From the mapping results, it can be seen that many decisions require communication competence, especially in the scope of family attachment and media (16 articles), while the areas of content creation have not been researched much.

Figure 5

Decision Mapping and Competency Area Chart

	Information	Problem-Solving	Communication	Safety	Content Creation
Promoting Responsible and Healthy Social Media Use	7	9	3	4	0
Encouraging Family Engagement and Mediation	1	7	16	9	0
Strengthening Privacy and Safety Practices	1	0	1	10	1
Leveraging Social Media for Education and Advocacy	5	12	4	1	4

Color scale (n): 20, 15, 10, 5, 0

Outcome

The outcomes or consequences of the level of social media literacy and the choices made by each individual in the family can be both positive and negative, directly or indirectly affecting well-being. Outcomes refer to the evaluation that occurs after a performance or non-performance behavior (Paul & Benito, 2018). The concept of family well-being is a multidimensional concept based on the sciences of psychology, sociology and family studies. The first initiators were Parsons (1937), who emphasized the structure and function of the family, and National Conference on Family Life. Committee on Dynamics of Family Interaction (1948), who proposed the family life cycle. Various researchers have developed the concept of family well-being. The ideal approach to conceptualizing and measuring family well-being is a combination of subjective and objective approaches, with each complementing the strengths and weaknesses of the other in describing well-being (Cummins, 2000; Delhey et al., 2002; Diener et al., 1999). Three main findings, namely effects on objective well-being (OWB), subjective well-being (SWB) and both, are presented in this review.

Impacts primarily on objective well-being

These impacts are tangible, measurable and affect aspects. Social media literacy enhances objective well-being by improving digital literacy, privacy awareness and security (e.g. reducing exposure to harmful content and preventing identity theft); strengthening educational and cognitive skills, enabling better decision-making and critical evaluation of online information; supporting healthy behaviors by promoting informed lifestyle choices, such as better nutrition, mental resilience and reduced online risks; and promoting civic engagement, empowering individuals to participate effectively in the digital society.

On the other hand, lack of social media literacy can lead to: a widening digital divide and misinformation gap, particularly affecting lower socio-economic groups and rural areas; risks of data breaches and cyber threats, leading to financial losses and reduced security; over-reliance on external sources of verification, reducing independent critical thinking skills; harmful lifestyle behaviors, such as internet addiction and poor dietary habits, affecting long-term health outcomes.

Impacts that primarily affect subjective well-being

These impacts are intangible and affect emotions, perceptions, happiness and life satisfaction. Social media literacy also promotes subjective well-being by enhancing emotional well-being, reducing stress and improving mental health resilience; strengthening family relationships and communication, leading to better parenting and reduced family conflict; promoting social connectedness and peer support, enabling individuals to build meaningful relationships and access emotional support.

On the other hand, lack of social media literacy can lead to higher levels of stress, anxiety and social comparison, leading to emotional exhaustion; increased family tensions due to over-surveillance or privacy conflicts, reducing trust in relationships; increased cyberbullying, peer pressure and feelings of exclusion, negatively affecting self-esteem and life satisfaction.

Impacts on Both Objective Well-Being and Subjective Well-Being

The impact of social media literacy is contextual, meaning that its effects vary depending on how individuals and families use their digital skills. While strong social media literacy skills contribute to both objective well-being and subjective well-being, poor use of social media literacy and digital inequalities can exacerbate the risks.

Reviewing social media literacy using the Theoretical, Contextual and Methodological (TCM) Framework

Following the TCM framework (Paul et al., 2017) this part of the session was undertaken to understand the theoretical foundations and broader context of social media literacy in previous research. The framework begins by examining the theoretical landscape of social media literacy research, focusing on the theoretical foundations commonly used in the discipline. It then examines the geographical scope of social media literacy research, focusing on the countries in which such research has been conducted and the participants involved. The final section examines the methodological aspects of the studies, and the statistical analyses carried out.

Theories

Based on the literature on social media literacy, we decided to create a list in which the most widely used concepts, theories, and constructs are ranked and classified.

The list that has been created is presented in Table 5 along with the authors' names and year of publication. Overall, 99 different theories/concept have been applied to social media literacy research in 61 articles. The most frequently used theories are media literacy theory (13 articles) and parental mediation theory (13 articles), followed by family system theory (7 articles) and social cognitive theory (7 articles).

Table 5

Theory list

Theory	n	Article source	Theory	n	Article source
Media Literacy Theory	13	Austin et al. (2018, 2020), Daneels and Vanwynsberghe (2017), Liu et al. (2024), Livingstone (2014), Mackenzie (2024), Martín-Cárdaba et al. (2024), McLean et al. (2017), Murari et al. (2024), Purington Drake et al. (2023), Saracho (2017), and Shankleman et al. (2021)	Parental Mediation Theory	13	Das (2023), Donelle et al. (2021), Douglass et al. (2022), Festl (2020), Iskül and Joamets (2021), Kanbul et al. (2019), Martín-Cárdaba et al. (2024), Orhan Kılıç et al. (2024), Schreurs and Vandenbosch (2023), and Sivak and Smirnov (2019)
Family Systems Theory	7	Dworkin et al. (2018), Greyson et al. (2021), Leijse et al. (2023), Orhan Kılıç et al. (2024), Procentese et al. (2019), Saracho (2017), and M. P. Wang et al. (2015)	Social Cognitive Theory	7	Austin et al. (2018, 2020), Kamalikhah et al. (2021), Leijse et al. (2023), Liu et al. (2024), Procentese et al. (2019), and Shankleman et al. (2021)
Communication Privacy Management Theory	2	Abar et al. (2017) and L. H. Wang and Metzger (2021)	Uses and Gratifications Theory	7	Cotten et al. (2022), Dworkin et al. (2018), Frey et al. (2023), He et al. (2024), Olpin et al. (2023), Purboningsih et al. (2023), and Purington Drake et al. (2023)

Table 5 (Continued)

Theory list

Theory	n	Article Source	Theory	n	Article Source
Ecological Systems Theory	2	Hartas (2019) and Sichel et al. (2019)	McMaster Model of Family Functioning	1	M. P. Wang et al. (2015)
Affordance Theory	1	Weinstein (2018)	Media Literacy Framework	1	Y. Wang et al. (2024)
Affordances-in-Practice Framework	1	Valle et al. (2024)	Nudge Theory	1	Xu et al. (2024)
Aging and Social Media Framework	1	Cotten et al. (2022)	Optional Citizenship	1	Zhang et al. (2022)
Communities of Practice	1	Charmaraman et al. (2022)	Participatory Culture	1	Zhang et al. (2022)
Critical Literacy Framework	1	Valle et al. (2024)	Positivity Bias	1	Schreurs and Vandenbosch (2023)
Critical Media Literacy	1	Bilić and Brajdić Vuković (2023)	Privacy Management Theory	3	Barnes and Potter (2020), Greyson et al. (2021), and Mackenzie (2024)
Cyber-Developmental Framework	1	White-Gosselin and Poulin (2024)	Psychological Empowerment Theory	1	M.-H. Lin et al. (2019)
Datafication Theory	1	Das, 2023	Self-Determination Theory	1	Andersen et al. (2024) and Festl (2020)
Differential Susceptibility to Media Effects Model	1	Beyens et al. (2024)	Social Capital Theory	1	He et al. (2024)
Digital Citizenship	1	Zhang et al. (2022)	Social Comparison Theory	3	Saher et al. (2024), Weinstein (2018), and White-Gosselin and Poulin (2024)
Digital Competence Framework (DigComp)	1	Kang et al. (2023)	Social Interaction Skills Framework	1	Lamash et al. (2023)
Doing Gender Approach	1	Siongers and Spruyt (2023)	Social Learning Theory	3	Andersen et al. (2024), Sichel et al. (2019), and Swindle et al. (2018)
Feminist Theory	1	Cino and Formenti (2021)	Social Media Literacy Framework	1	Cho et al. (2022)
Flow Theory	1	Wu et al. (2023)	Social Media Literacy Theory	2	Saher et al. (2024) and Schreurs and Vandenbosch (2020)
Health Belief Model	1	Thorpe et al. (2020)	Social Practice Theory	1	Bilić and Brajdić Vuković (2023)
Health Literacy Framework	1	Frey et al. (2023)	Social Support Theory	1	Hooper et al. (2022)
Informal Learning Theory	2	Chee et al. (2023) and Cino and Formenti (2021)	Sociocultural Model	1	Y. Wang et al. (2024)

Table 5 (Continued)

Theory list

Theory	n	Article Source	Theory	n	Article Source
Inoculation Theory	1	Xu et al. (2024)	Theory of Planned Behavior	1	Chen et al. (2024)
International Classification of Functioning, Disability, and Health–Children and Youth Model	1	Lamash et al. (2023)	Without theory	5	Donelle et al. (2021), Douglass et al. (2022), Iskül and Joamets (2021), Kanbul et al. (2019), and Sivak and Smirnov (2019)

Note. n refers to total articles.

Context

The context section examines the environment or population in which social media literacy is applied. The study examined 66 selected articles considering three main contexts: demography, country and the socioeconomic context of each study (Table 6). In terms of demographics, 34.2% of the articles in this review focus on parents, 27.6% of the articles focus on adolescents, while the remainder vary but remain within the scope of the family. Regarding country, most studies were conducted in the United States (30%). Furthermore, in terms of socio-economic conditions, many studies do not specifically explain socio-economic conditions (48.5%).

Table 6

Contextual Coverage of the Reviewed Studies (N = 53 Articles)

Context	n of article	% of article	Context	n of article	% of article
Country			Demographic		
Australia	6	8.6%	Children	5	6.6%
Belgium	4	5.7%	Adolescents	21	27.6%
Canada	4	5.7%	Young Adults	6	7.9%
China	5	7.1%	Adult	1	1.3%
Croatia	1	1.4%	Older Adult	2	2.6%
England	1	1.4%	Family	5	6.6%
Estonia	1	1.4%	Parents	26	34.2%
Europe	2	2.9%	Single Parents	1	1.3%
Germany	1	1.4%	Mother	3	3.9%
Global scope	1	1.4%	Women	1	1.3%
Hong Kong	1	1.4%	Diverse populations	1	1.3%
India	1	1.4%	General Population	3	3.9%
Indonesia	1	1.4%	Teacher	1	1.3%
Iran	1	1.4%			
Israel	1	1.4%			
Italy	2	2.9%			
Netherlands	4	5.7%	Socioeconomic		
Nigeria	1	1.4%	High SES	1	1.5
Norway	1	1.4%	Moderate to high SES	1	3.0%

Table 6 (Continued)

Contextual Coverage of the Reviewed Studies (N = 53 Articles)

Context	n of article	% of article	Context	n of article	% of article
Country			Demographic		
Pakistan	1	1.4%	Moderate SES	25	37.9%
Russia	1	1.4%	Low SES	2	1.5%
Singapore	1	1.4%	Varied SES	32	7.6%
South Korea	1	1.4%	N/A	5	48.5%
Spain	1	1.4%			
Turkey	2	2.9%			
UK	3	4.3%			
USA	21	30.0%			

Note. SES = Socioeconomic Status; N/A = Not Applicable; Some studies covered multiple contexts, hence the total percentages may exceed 100%

Method

Methods refer to the type of empirical data or evidence that studies generate, as outlined by (Paul et al., 2017). This section reviews the research methodology used to study social media literacy. The author traces the research methodology based on three approaches to 66 selected articles. The categorization of the approach methods includes research design, research method and data resources. Research designs are frameworks of inquiry that fall under qualitative, quantitative or mixed methods approaches and provide clear guidance on the steps and processes to be followed in a study, where the research method involves the collection, analysis and interpretation of data submitted by researchers for their studies (Creswell & Creswell, 2018) (Table 7). Data resources are divided into primary and secondary data (Table 8).

Table 7

List of Research Methodologies

Research Methodology	n of articles	Research Methodology	n of articles	Research Methodology	n of articles
Qualitative (*n* = 20)		Quantitative (*n* = 32)		Mixed methods (*n* = 13)	
Focus groups & interviews	2	Big data analysis	1	Content analysis	1
Case study	1	Correlational study	1	Cross-sectional study	1
Content analysis	1	Cross-sectional study	19	Field experiment	1
Focus groups	2	Field experiment	1	Longitudinal study	3
Interview	2	Longitudinal study	3	Panel study	1
Literature review	2	Matched-group pretest & posttest experiment	1	Pilot study & evaluation	2
Systematic literature review	6	Quasi-experiment	1	Survey	1
Thematic analysis	1	Quasi-experimental	1	Survey and case study	1

Table 7 (Continued)

List of Research Methodologies

Research Methodology	*n* of articles	Research Methodology	*n* of articles	Research Methodology	*n* of articles
Think-aloud interviews	1	Survey	3	Survey and interviews	2
Legal analysis	1	Survey study	1		
Scoping review	1	Theoretical (*n* = 1)			
		Conceptual framework analysis	1		

Table 8

Data Resource

Type of data	*n* of articles	*n* of sample
Primary data	48	
Mixed methods	10	9,447
Qualitative	9	340
Quantitative	29	17,088
Secondary data	15	
Posts from online forums	3	638,082
Research articles / literature	9	300
Government data and reports (e.g., Millennium Cohort Study, Wave 6; Chinese General Social Survey, 2017)	2	13,863
Other secondary data sources (e.g., dissertation project)	1	1,895
N/A	2	

Discussion

Following the research direction, which is to ascertain how social media literacy affects family well-being by examining antecedents, decisions, and outcomes, the research agenda that has been carried out to formulate the key issues identified in this research, future research, and theoretical and practical implications are presented.

Family social media literacy key factors

The primary goal of this study is to explore the key influencing social media literacy among children and parents, with a focus on family well-being. Our analysis reveals three main categories of influencing factors: personal, contextual and technological. This is in line with Vanwynsberghe (2014) research, where there is a scheme of determinants of social media literacy with three categories of factors, namely personal (P), contextual (C) and technological (T). The three have an interrelated relationship in building social media literacy in children and parents. This aligns with Bronfenbrenner (1994) ecological theory, which emphasizes how an individual's development is shaped by interactions within their environment, ranging from immediate settings such as family (microsystem) to broader societal influences (macrosystem).

These factors are the initial triggers for how social media literacy is applied in families. The decision analysis and mapping show that the use of social media in families is highly individualistic, depending on the

specific goals of social media users, in line with the arguments of (Cho et al., 2022), (Valle et al., 2024) and Vanwynsberghe (2014). Being social media literate means mastering digital skills on social media platforms (informing, communicating, creating content, staying safe and solving problems).

The outcomes show that communication is important for family involvement and mediation. This shows that encouraging open discussion between parents and children plays an important role in ensuring safe and productive use of social media. In addition, problem solving emerges as a key skill in using social media for education and advocacy. This underscores the importance of critical thinking and decision-making skills when engaging with social media platforms for learning and awareness. Healthy and responsible use of social media needs to be supported by information literacy, problem solving and safety considerations. It is crucial to approach social media use with greater critical awareness, prioritize understanding privacy and security, and engage with these platforms responsibly. Hopefully, everyone in the family can be competent (technically, cognitively and emotionally) and adapt to the various evolving digital threats to achieve family well-being (both objective and subjective).

Interconnection Between Theory, Context and Method of Social Media Literacy in the Family and Ways to Improve

From our systematic review, we found 99 different theories from research related to social media literacy. We believe that these theories cover a wide range of psychological, social and media-related frameworks. These include critical engagement with the media, parental guidance, psychological resilience, and the role of social influence in shaping behavior and attitudes. However, theories of social media literacy also need to be developed as family dynamics evolve over time.

The contextual studies we reviewed indicate that there is a research gap in this area. Current research is predominantly led by United States and European, with limited contributions from developing countries. This is an indication of a Western-centric discourse in high-profile journals, although it could also be due to the fact that there have not been many publications from developing countries on this issue. Additionally, studies often focus on parents and adolescents, with only one point of view being taken. Not many studies have looked at parents and children simultaneously. However, the selected article is indeed the result of the inclusion requirements for writing. More research is needed on intersectionality, intergenerational digital literacy and the role of education in media literacy. Another interesting finding, in contextual perspective, is that most research does not only focus on high or low SES, but more on middle-income populations or diverse economic backgrounds. This suggests that social media literacy and family well-being can be generalized across different economic conditions.

Existing research on social media literacy and family well-being is largely empirical, with a preference for quantitative cross-sectional studies, despite the variety of methods that can be used. The strength of both quantitative and qualitative methods is that they provide measurable and practical (empirical) evidence. The high number of systematic reviews reflects an effort to consolidate existing knowledge. The mixed methods approach provides balance and improves overall understanding, but theoretical work and longitudinal analyses are still underexplored.

Opportunities of Social Media Literacy for Enhancing Family Well-Being

Social media literacy is becoming more important for both parents and children, offering a great chance to strengthen family communication, boost online safety, and make digital interactions more educational. The data highlights that communication plays a key role in family engagement and mediation, when parents openly talk to their kids about social media—rather than just setting rules, they build trust and encourage responsible online behavior. Open discussions about online interactions, ethical content consumption and parental mediation

strategies - such as watching together and setting guidelines - can reduce digital conflict and create a more supportive environment.

Another big opportunity of social media literacy is to improve privacy and security awareness. While many families recognize the need for digital safety, few feel confident troubleshooting security risks. By learning how to adjust privacy settings, spot potential cyber threats, and think before sharing, parents and children can navigate the digital world more safely. Beyond safety, social media can be a powerful tool for learning. When used intentionally, it helps kids develop critical thinking and media literacy skills, encouraging them to question sources and engage with information more thoughtfully. However, there's still a gap in research on content creation. Families shouldn't just be passive consumers; they should also feel empowered to create and share content that is accurate, ethical, and meaningful.

Limitations

Although this study offers a comprehensive synthesis of the literature, several limitations must be acknowledged. First, the analysis relies on the availability and accessibility of existing studies, which may exclude relevant works not indexed in major databases. Second, the study's findings are limited by the predominance of Western-centric literature, which may not fully capture cultural variations in family structures and social media practices. Third, the review primarily employs secondary data from previous research, limiting empirical validation.

Conclusion

This study aims to (1) identify the key factors that influence social media literacy in families by considering family well-being; (2) identify the scope of research related to social media literacy in the family context and its relationship to key factors; and (3) examine the opportunities of social media literacy to improve family well-being. This study was conducted carefully, starting from the writing framework, literature selection protocol, to literature reliability assessment to present robust results.

From the findings, analysis, and discussion of the ADO framework, it can be concluded that the study of social media literacy affects family well-being both directly and indirectly (objectively and subjectively). The development of social media literacy in families is influenced by the reciprocal relationship between personal, contextual, and technical factors with competencies in information searching, communication, problem solving, security and privacy, and content creation.

From a theoretical perspective, existing theories sufficiently enrich the studied area, drawing from interdisciplinary foundations in family theory, media literacy, and psychology. However, research on social media literacy remains Western-centric. Methodologically, existing research designs are empirically balanced (quantitative, qualitative, or mixed methods), with more use of primary data. Nevertheless, cross-sectional quantitative research is more common, while longitudinal and qualitative studies remain underexplored.

This study contributes by providing a categorization of literature on the antecedents of social media literacy, identifying decision directions according to social media literacy in families and its effect on family well-being, revealing gaps in existing research, broadening the scope of framework-based literature reviews, and providing suggestions for future studies.

Implication

This study provides several theoretical, methodological, and practical implications for research and practice. Theoritically, it advances the integration of social media literacy, family system and psychological theories within the ADO and TCM Framework, emphasizing the need to develop comprehensive models that reflect

evolving family dynamics in digital environments. Methodologically, the findings reveal the predominance of cross-sectional quantitative research and underscore the importance of adopting longitudinal and mixed method approaches to capture the causal and temporal aspect of social media literacy and family well-being. Pratically, the study highlight that parental mediation and open communication are crucial for fostering responsible social media engagement and emotional resilience within families. Family-focused digital literacy program is needed to teach privacy, safety, and responsible social media use, and helping families become more confident and ethical online.

Recommendations

Future research should consider conducting longitudinal and cross-cultural studies to understand the evolving impact of social media literacy over time and across diverse cultural contexts. It is also important to explore the practice of content creation and its role in shaping digital literacy within families, as well as to examine the intergenerational dynamics of how digital skills are transmitted and shared. A mixed-methods approach that integrates qualitative and quantitative data would provide a more holistic understanding of media literacy and family well-being. Additionally, future studies should investigate the influence of emerging technologies on the development of digital literacy, ensuring that education and policies remain adaptive, inclusive, and responsive to ongoing digital transformations.

Declaration

Authors' Contributions

The first author (APP) carried out the process of identification, screening and collection of full text publications retrieved independently. Then the articles are extracted and classified. The second and third authors (TH and MS) provide arguments and input in the final selection process and review of the overall article writing. All authors read and approved of the final manuscript.

Conflict of Interest

The authors declare no conflicts of interest.

Statement on the Use of Artificial Intelligence

The author(s) declare that no artificial intelligence (AI) tools were used in the writing, editing, translation, or data analysis of this manuscript. All content is entirely the result of the authors' own work and intellectual contribution.

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