

Supplemental Materials

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Supplemental Materials A.
Scale Items

Locus of Control

Stem	Please rate how much you agree with the following statements. Many of the unhappy things that happen in my life are partly due to bad luck. When I get what I want, it's usually because I'm lucky. Getting ahead in life depends mainly on being in the right place at the right time. Many times I feel that I have little influence over the things that happen to me.
Response Levels	1 = <i>Strongly Disagree</i> 2 = <i>Somewhat Disagree</i> 3 = <i>Neither Agree Nor Disagree</i> 4 = <i>Somewhat Agree</i> 5 = <i>Strongly Agree</i>
Transformations	All items reverse coded so that higher scores would indicate a stronger sense of control
Scale creation	Items were averaged to create an overall observed score
Citation	Furnham, A., & Steele, H. (1993). Measuring locus of control: A critique of general, children's health- and work-related locus of control questionnaires. <i>British Journal of Psychology</i> , 84(4), 443-479.

Traditional Masculinity in Relationships

Stem	How much do you agree or disagree with the following statements? Even when something is bothering me, it's important to act like nothing is wrong around my friends. Even if my friends might laugh at me, it's important to talk about my feelings with them. I do not let it show to my friend when my feelings are hurt.
Response Levels	1 = <i>Strongly disagree</i> 2 = <i>Disagree</i> 3 = <i>It depends</i> 4 = <i>Agree</i> 5 = <i>Strongly agree</i>
Scale creation	Items were averaged creating an overall observed score
Reliability	Reliability (alpha) of scale score
Citation	Modified version of Traditional Masculinity in Relationships measure. Rogers, A. A., DeLay, D., & Martin, C. L. (2017). Traditional masculinity during the middle school transition: Associations with depressive symptoms and academic engagement. <i>Journal of Youth and Adolescence</i> , 46(4), 709–724. https://doi.org/10.1007/s10964-016-0545-8 Chu, J. Y., Porche, M. V., & Tolman, D. L. (2005). The adolescent masculinity ideology in relationships scale: Development and validation of a new measure for boys. <i>Men and Masculinities</i> , 8(1), 93–115. https://doi.org/10.1177/1097184x03257453

Experiences of Sexism

Stem	Have you experienced any of the following types of discrimination based on your gender? This includes both online and offline experiences.
	Been called a nasty or demeaning name related to [being a boy/being a girl/your gender identity]? Been teased about your appearance related to [being a boy/being a girl/your gender identity]? Been told an embarrassing or mean joke about [boys/girls/your gender identity]? Received inappropriate or unwanted attention romantic attention [from a female/male]. Received unwanted physical contact [from a female/male] Been teased, bullied, or threatened with harm [by a female/male]
Response Levels	1 = <i>No</i> 2 = <i>Yes, once or twice</i> 3 = <i>Yes, a few times</i> 4 = <i>Yes, several times</i>
Transformations	No reverse/recoding for any items
Scale creation	Items averaged together to create an overall observed score
Citation	Leaper, C., & Brown, C. S. (2008). Perceived experiences with sexism among adolescent girls. <i>Child Development</i> , 79(3), 685-704. https://doi.org/10.1111/j.1467-8624.2008.01151.x

Pubertal Timing – Peer Comparison

Stem	Which of the following is true about the timing of your physical development?
Response Levels	1 = My physical development was much earlier than others my own age and sex 2 = My physical development was a little earlier than others my own age and sex 3 = My physical development was around the same time as others my own age and sex 4 = My physical development was a little later than others my own age and sex 5 = My physical development was much later than others my own age and sex
Transformations	Linear transformation – zero center so that 3 = 0. Negative scores indicate early development, positive scores indicate later development
Citation	Petersen, A.C., Crockett, L., Richards, M., & Boxer, A. (1988). A self-report measure of pubertal status: Reliability, validity, and initial norms. <i>Journal of Youth and Adolescence</i>, 17, 117-133. Cance, J., Ennett, S., Morgan-López, A., & Foshee, V. (2011). The Stability of Perceived Pubertal Timing Across Adolescence. <i>Journal of Youth and Adolescence</i>, 41, 764–775. https://doi.org/10.1007/s10964-011-9720-0

Well-being

Externalizing Behaviors	In the last hour, I got into an argument or broke rules.
Sense of Purpose	In the last hour, I felt a sense of purpose in my life.
Depressive Symptoms	In the last hour, I felt sad or hopeless.
Anxiety Symptoms	In the last hour, I felt anxious.
Happiness	In the last hour, I felt happy.
Response Levels	1 = Strongly Disagree

2 = Disagree
3 = Neither agree or disagree
4 = Agree
5 = Strongly Agree

Social Media Content

Stem	How much Sexually Explicit content have you seen on social media in the last hour that you WERE NOT looking for?
Response Levels	1 = None 2 = A little 3 = Some 4 = Quite a bit 5 = A lot

Social Media Time

YouTube Time	For approximately how many minutes were you using YouTube in the last hour?
Instagram Time	For approximately how many minutes were you using Instagram in the last hour?
TikTok Time	For approximately how many minutes were you using TikTok in the last hour?
Snapchat Time	For approximately how many minutes were you using Snapchat in the last hour?
Response Levels	1 = 0 - 10 minutes 2 = 10 - 20 minutes 3 = 20 - 30 minutes 4 = 30 - 40 minutes 5 = 40 - 50 minutes 6 = 50 minutes to an hour These response levels were recoded so that 1 = 5, 2 = 15, 3 = 25, 4 = 35, 5 = 45, and 6 = 55

Measurement Invariance

	Locus of Control				Traditional Masculinity in Relationships				Experiences of Sexism			
	$\Delta\chi^2$	Δdf	P	ΔCFI	$\Delta\chi^2$	Δdf	p	ΔCFI	$\Delta\chi^2$	Δdf	p	ΔCFI
Configural vs. Metric	2.94	3	.401	< 0.01	0.25	2	.8836	< 0.01	12.37	5	.030	-0.05
Configural vs. Partial Metric									4.68	4	.322	< -0.01
Metric vs. Scalar	2.99	3	.392	< 0.01	4.59	2	.101	-0.02	9.14	5	.103	-0.03
Scalar vs. Strict	8.62	4	.071	-0.09	3.93	3	.2688	-0.02	59.95	6	< .001	-0.35
Scalar vs. Partial Strict									4.72	1	.029	-0.02

Note. Group sizes are girls (n = 63) and boys (n = 35).

Supplemental Materials B

Bivariate Correlations

	1	2	3	4	5	6	7	8	9	10	11
Social Media Use (Time) - Individual Mean	-										
Experiences of Sexism	-0.08	-									
Adherence to Traditional Masculine Norms	0.07	-0.03	-								
Locus of Control	0.17	0.23*	0.09	-							
Unwanted Exposure to Sexually Explicit Content	0.24*	0.13	-0.02	0.1	-						
Timing of Puberty Relative to Same-Age Peers	-0.06	-0.01	-0.18	0.03	-0.17	-					
Anxiety Symptoms - Individual Mean	-0.19	0.3**	-0.04	0.13	0.01	0.04	-				
Happiness - Individual Mean	0.09	-0.25*	-0.18	-0.16	-0.16	-0.08	-0.25*	-			
Depressive Symptoms - Individual Mean	-0.11	0.33**	0	0.26*	0.13	0.08	0.76***	-0.5***	-		
Externalizing Behaviors - Individual Mean	-0.2	0.28**	0.05	0.13	0.26*	0.11	0.46***	-0.42***	0.69***	-	
Sense of Purpose - Individual Mean	0.1	-0.27**	-0.16	-0.17	-0.06	0.01	-0.2	0.77***	-0.47***	-0.31**	
Mean	6.36	2.14	3.10	2.79	0.17	0.10	2.68	3.86	2.26	2.00	3.60
SD	7.71	0.92	0.77	0.74	0.33	1.04	0.78	0.39	0.51	0.52	0.55

Note:

* $p < .05$; ** $p < .01$; *** $p < .001$

T-Tests

	Boys Mean	Girls Mean	Difference	T-Test t	df	p
Locus of Control*	2.82	2.77	0.05	0.35	74.69	.724
Traditional Masculinity in Relationships	3.20	3.04	0.15	0.97	73.698	.337
Experiences of Sexism*	1.64	2.40	-0.77	-4.69	87.67	< .001
Pubertal Timing*	0.15	0.08	0.07	0.23	61.25	.818
Unwanted Exposure to Sexually Explicit Content*	0.22	0.15	0.07	1.01	63.40	.317
Social Media Time (Mean)*	9.60	4.62	4.97	3.15	52.24	.002
Anxiety Symptoms*	2.19	2.95	-0.76	-5.50	76.71	< .001
Depressive Symptoms	1.96	2.42	-0.46	-4.99	83.11	< .001
Externalizing Behaviors*	1.83	2.09	-0.26	-2.50	79.89	.014
Happiness*	3.97	3.80	0.17	1.93	57.61	.058
Sense of Purpose	3.79	3.50	0.29	2.57	64.68	.012

Note. Due to non-normality of variables, some were log-transformed for the Welch's t-test (marked by *). Raw means and difference scores are reported. Differences were calculated as (boys-girls).