

Effect of Social Media on Emotional Regulation Among University Students

Aiza Bint e Asad¹

<https://doi.org/10.62345/jads.2025.14.3.179>

Abstract

With the swift growth of social media, the way individuals communicated has been changed and social media plays a vital role in the daily life of university students. Digital media offers social, emotional and psychological support, information and opportunities for social interaction, but has a controversial role in emotional regulation within the academic community. This study seeks to explore the association of the utilization of social media and emotional regulation among university students in Pakistan and explores the interaction effect of gender. The investigation used quantitative cross sectional survey design as it was based on the Uses and Gratifications Theory. A well-designed questionnaire was used to gather the information from 400 students of four universities in Islamabad and Rawalpindi. Summary statistics, Pearson correlations, independent-samples t-test and moderation analysis were applied for statistical analyses. The results indicated that there was a direct correlation between the use of social media and emotional regulation, and this correlation was statistically significant. There was also a notable variation between emotional regulation ratings for female and male students, with female students showing higher scores for emotional regulation and a significant interaction effect of gender on the linkage between emotional regulation and social media use. Overall, these results indicate that social media can be utilized not only as a communication tool but also as a source of emotional support as well, when used correctly.

Keywords: Social Media, Emotional Regulation, University Students, Uses and Gratifications Theory, Gender Differences, Mental Health.

Introduction

Social media has revolutionized the ways that people communicate, interact and communicate their emotions. Social media, such as Facebook, Instagram, Tik Tok, X (formerly known as Twitter), Snapchat and others are a daily part of life for youth and young adults. Indeed, according to more recent research data from all over the world, students in universities are one of the most active social media users, spending numerous hours daily communicating, learning, enjoying, networking and expressing their emotions through the internet. As their use has become more widespread, there has been a growing interest in the psychological impact of these platforms and their effect on emotional functioning. In the uploaded thesis, social media comes out as a key component of the daily life of young adults, and the emotional regulation as a key psychological

¹ Masters of Philosophy in Communication and Media Studies, Fatima Jinnah Women University, Rawalpindi.
Email: aiza.asad1999@gmail.com



construct to understanding the impact of social media on young adults. (Ellison et al., 2007; Kross et al., 2013)

Emotional regulation is the capacity to regulate, assess and adjust emotional states in order to reach personal aims and stay psychologically balanced. Gross' process model of emotion regulation posits that people control their emotions by applying strategies to select situations, deploy attention, cognitively reappraise them, and modulate their responses to them. The evidence suggests that poor emotional regulation is related to anxiety and depression, to impulsive behaviour, to a decrease in life satisfaction, and that effective emotional regulation helps individuals manage stress, maintain healthy interpersonal relationships, and cope with stressful situations. (Gross, 1998; Gross & John, 2003)

Emotional regulation is a multi-faceted phenomenon and so is the link between emotional regulation and social media. On the other hand, intensive usage of social media has been reported to be associated with social comparison, cyberbullying, fear of missing out (FoMO), sleep problems, anxiety and depression. Digital platforms also offer avenues for emotional support, peer connection, community, self-expression, and mental health resources, on the other hand. It is thus crucial for the current study to determine whether social media enhances or diminishes emotional regulation to understand this question. Therefore, we need to understand if social media is more beneficial or not for emotional regulation. In Pakistan, students are now more dependent on digital platforms for academic and professional networking, entertainment, and emotional expressions. But, there is little empirical study on how social media affects social emotional regulation in the Pakistani culture. Evidence is needed in a localised manner to clearly understand the connection between emotional communication and online behaviors as these are heavily shaped by cultural values, family structures and gender norms. (Burke & Kraut, 2016; Przybylski et al., 2013; Vannucci et al., 2017; Woods & Scott, 2016)

Research Problem

The previous research on social media has primarily centered around the negative aspects of social media, and little has been reported regarding its potential role to regulate emotions. Results are inconclusive and evidence from Pakistan (especially for the moderating effect of gender on the university students) is limited. Hence, the current study seeks to examine the linkage between SMM and ER and looks at gender as a moderator variable (Hidayatullah et al., 2023; Khalil et al., 2024; Shahid et al., 2025).

Significance of the Study

From a theoretical perspective, the present study has contributed to the existing body of literature on the effects of social media as it provides a deeper understanding of the relationship between social media use and emotional regulation among university students. In the practical aspect, this study contributes to the knowledge about the effects of social media by presenting a clearer understanding of the relationship between the use of social media and emotional regulation in university students. It adopts the Uses and Gratifications Theory to understand the impacts of social media on learners as they use it to satisfy emotional and social needs. The results provide useful guidance for the education, parental, counselling and mental health sectors to foster healthy digital practices and emotional well-being. They also offer advice to policy makers and technologists on building safer, and supportive, online environments. Moreover, the study contributes to the literature through the empirical evidence presented from Pakistan, thus filling a

gap in the literature and laying the groundwork for further research in the fields of communication, media studies and digital mental health. (Katz et al., 1973)

Research Objectives

The study aimed at attaining the following goals:

- To assess the link between regularity of using the social media and emotional regulation in university students.
- Investigate the differences in social media usage and emotional regulation between males and females
- To examine if there is a modifying effect of gender in the linkage between social media usage and emotional regulation.

Research Questions

This study presents the listed research questions:

- How do university students regulate their emotions and what is the connection between the regularity of social media use and emotional regulation?
- Is there a big disparity in social media usage and emotional regulation between males and females?
- Is the link between social media usage and emotional regulation moderated by gender?

Literature Review

Digital communication technology has greatly changed the way people communicate, share information and express their emotions. Of these technologies, a major medium that has had a substantial influence on campus students' lives is social media. Social networks such as Facebook, Instagram, TikTok, Snapchat, WhatsApp and X (formerly Twitter) enable real-time communication, sharing of experiences, building of social networks and acquiring of information, irrespective of geographical location. In the era of social media, social media researchers from different sectors, like communication, psychology, sociology and public health, have been more interested in psychological impact of social media use. (Ellison et al., 2007; Kross et al., 2013)

The University community is one of the most active social media users. They have various functions such as studying together, entertainment, networking, emotional support, and identity development. Previous research has suggested that social media can offer opportunities for sustaining relationships, developing social resources and peer support. But long term exposure can also cause psychological distress through excessive social comparison, cyberbullying, fear of missing out (FoMO), sleep disturbances and internet addiction. The thesis also identifies some positive and negative effects of the use of social media by young adults and the need for a moderate and appropriate use of social media to foster emotional wellbeing instead of excessive use. (Burke & Kraut, 2016; Hunt et al., 2018; Levenson et al., 2017)

The literature confirms that psychological effects of social media are not only related to the level of exposure to internet use but also to the way people interact with social media. While engaging with content can be inspiring and help maintain good emotional health, passively viewing and constantly comparing to idealized content on the internet is linked to anxiety, loneliness, and depressive symptoms. Modern scientists have proposed that the essence of social media interaction is more crucial to its quality than to its number and quantity. (Frison & Eggermont, 2016; Verduyn et al., 2015)

The second theme that arose from previous studies is social media's importance in mental health assistance. The digital world has a growing number of chances to share, seek advice and peer support for emotional issues. These websites can be used by students who are stressed or feeling isolated to release feelings and communicate with others. Social media should not be interpreted as the sole problem area, instead as a multifaceted communication area with positive and negative potential effects on the individual's psychology. (Deters & Mehl, 2013; Han & Xu, 2024; Shao et al., 2021)

Emotional regulation could be defined as processes that individuals monitor, appraise and adjust their emotional reactions to achieve their individual goals and maintain psychological well-being. The Gross's Process Model of Emotion Regulation is one of the most well-known and widely used models in the area of emotion regulation strategies and specifically the use of cognitive reappraisal, attentional deployment, response modulation, and situation selection. Emotional regulation is a skill which enables a person to respond appropriately to a stressful event; and impaired emotional regulation has been associated with depression, anxiety, aggression and interpersonal conflict. Following the framework by Gross, this uploaded thesis aims to describe emotional regulation in the digital environments. (Gross, 1998; Gross & John, 2003)

Social media can have a multitude of effects on emotional regulation. Support coping skills and resilience through positive online interactions, emotional validation, supportive communities and mental health information. On the other hand, cyberbullying, unrealistic social comparisons, online harassment and overreliance on virtual approval can have a detrimental effect on emotional regulation and emotional vulnerability. (Marino et al., 2020; Rogier et al., 2024)

Empirical research in the recent past has come up with mixed results on this relationship. A number of studies show that heavy social media users have increased stress, anxiety and mood issues. Digital communities are also found to offer good emotional support for those who feel lonely, psychologically distressed or lacking in offline support. The conflicting results indicate that emotional effects are not only influenced by social media exposure, but also by the individual, how they use social media, their personality and cultural context. (Tuck & Thompson, 2025; Vannucci et al., 2017; Zhan et al., 2025)

One of the most commonly studied variables in the study of emotional regulation is gender. The results from earlier study shows that there are notable distinctions between male and female in emotional expression, coping strategies, communication pattern and motivations for social media. (Nesi & Prinstein, 2015; Woods & Scott, 2016)

The key use of social media among students is as a platform for interpersonal communication, sharing emotions, maintaining social support and relationships. Male students, however, are more frequently using digital platforms to play, seek information, for entertainment, and for communication for tasks. Such differences in behavior can have implications for emotional regulation outcomes. (Frison & Eggermont, 2016; Nesi & Prinstein, 2015)

In various studies females have been reported being more emotionally aware and have been more inclined to seek emotional assistance via online communication. But they are also more likely to be victims of cyber-bullying, being compared to how they look, and being compared socially, which can lead to emotional problems. While generally reporting low levels of emotional disclosure, male students may use alternative coping strategies that can have an effect on emotional outcomes. (Nesi & Prinstein, 2015; Tandoc et al., 2015)

The uploaded thesis also suggests gender as a possible moderator of the association between social media use and emotional regulation and found that there were variations in emotional regulation abilities between male and female students. (Khalil et al., 2024; Shahid et al., 2025)

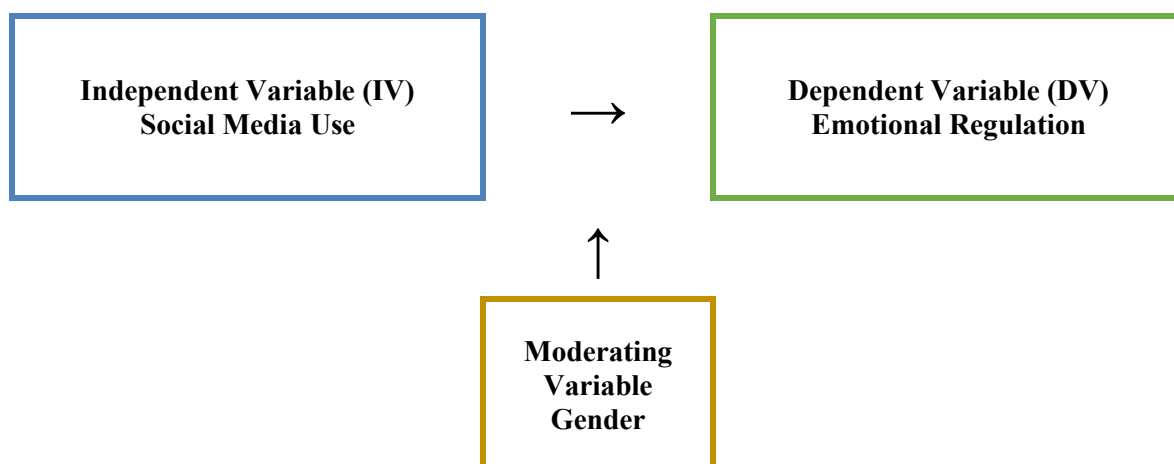
The Uses and Gratifications Theory (UGT) suggests people are more active consumers of media and do so to satisfy psychological and social needs, including information, pleasure, social interaction, emotion, and maintaining relationships. This study relies on UGT as the theoretical basis since it explains how the use of social media can regulate emotions and how they are seeking social support from the media, and that emotional outcomes is not just about the media, but about the intention of the user. (Katz et al., 1973)

Research Gap

So far, the majority of studies have concentrated on the negative impacts of SMM, and they were mostly carried out in western context, with inconclusive results regarding the emotional regulation. It has been rarely studied for its positive associations and gender differences have not been investigated among Pakistan University students. Hence, this study seeks to address these gaps by examining the association between the utilization of social media and emotional regulation and the moderating effect of gender in Pakistan. (Hidayatullah et al., 2023; Shahid et al., 2025).

Conceptual Framework

The objectives of the current research were to determine the relationship between social media use and emotional regulation among students and test the influence of gender. The data has proven that there is a significant positive relationship between the use of social media and emotional regulation. This implies that the higher the social media use is, the higher are the emotional regulation scores of students, which is a slight positive correlation. The results of the research align with the tenets of the Uses and Gratifications Theory, as it was found that students engage in social media for gratifications which lead to improved emotional regulation. This is the case because social media is used for expressive and supportive activities. The current study also revealed that there was a significant difference in the level of emotional regulation between male and female students. Female students were found to be more emotionally regulated compared to male students. This could be explained by the fact that females tend to seek emotional expression and social support more often through social media than males. Thus, it could be assumed that social media has a more positive effect on emotional regulation for females than males. It is also evident from the results of the research that the gender of a student significantly impacts the level of emotional regulation. Such an impact is explained by the difference in social media use between genders. As a result, there is a significant moderating effect of gender on the relationship between social media use and emotional regulation scores.



The results of the research provide evidence of the positive effect of social media on emotional regulation. Therefore, the findings contribute to the body of knowledge which supports the positive impact of social media on the psychology of its users. It is crucial to note that the current findings contradict some research studies which report negative effects of social media on the emotional wellbeing of students. It should also be noted that these results were obtained from the sample population at the university. Therefore, the findings could be different for the larger population of students as well as for the general population of social media users. It is evident from the research that social media can be beneficial for the emotional regulation of students as long as it is used for communication and social support purposes. The findings of the research can be used by the stakeholders in the field to devise new ways to help students use social media in ways which promote their emotional wellbeing.

Methodology

This study employed a quantitative cross-sectional survey design to examine the association between social media use and emotional regulation of university students. The quantitative approach allowed for objective assessment of variables and statistical hypothesis evaluation, and the cross sectional design allowed for assessment of existing relationships at one time.

Population and Sample

The intended population consisted of the university students studying at higher education institutions of Islamabad and Rawalpindi in Pakistan. Four universities were chosen for the collection of data -

- National University of Modern Languages (NUML)
- National University of Sciences and Technology (NUST)
- Bahria University
- The university of Science and Technology is known as the Capital University of Science and Technology (CUST).

The total number of samples used in this study consisted of 400 university students. Convenience sampling was adopted in order to gain easy access to respondents from the selected institutions and to have good representation of the male and female students.

Data Collection Instrument

A well-organized self-completed survey was employed to obtain original data. The instrument was separated into three parts:

- Demographic information (gender, age, university)
- Social media usage
- Emotional regulation

Statements were scored on a five-point Likert-type scale from 1 (Strongly Disagree) to 5 (Strongly Agree). To assess the internal coherence, the reliability of each measurement scale was examined prior to statistical analysis by using Cronbach's alpha.

Data Collection Procedure

Surveys were circulated after obtaining permission from the chosen Universities. The study was voluntary and participants were briefed on the study. All participants gave informed consent and confidentiality and anonymity were maintained throughout the study. Surveys were reviewed for completion and only fully completed questionnaires were entered and analyzed statistically.

Data Analysis Techniques

The data collected were examined with the Statistical Package for the Social Sciences (SPSS). The listed statistical methods were applied:

- Summary statistics to outline participant characteristics.
- The internal coherence of the measures was evaluated through Cronbach's alpha reliability coefficient.
- Pearson correlation between the utilization of social media and emotional regulation.
- To contrast emotional regulation of participants between males and females, Independent samples t-test will be used.
- Moderation analysis to investigate if there was an interaction effect between social media use and emotional regulation with gender.

Results

Demographic Characteristics

The overall number of valid questionnaires were 400. The participants included the representatives of four universities from Islamabad and Rawalpindi. The subjects were the male and female students of different ages having diversified characteristics. Respondents indicated that they use several social media platforms regularly, with Instagram, WhatsApp, Facebook, TikTok and Snapchat being the most popular apps.

Reliability Analysis

Reliability analysis results showed good internal consistency for all measurement scales. The Cronbach's Alpha values were higher than 0.70, showing that the questionnaire was reliable in measuring social media use and emotional regulation. These results indicate the research instrument had good reliability for further analysis.

In this section, students will explore the connections between social media usage and emotional regulation.

A positive correlation was found between emotional regulation and social media use among University students with Pearson correlation analysis, and the correlation was statistically meaningful. The findings support the first hypothesis as there was a slight positive association between social media use and improved emotional regulation, and an upsurge in social media use may enable emotional expression and social support.

Gender Differences in Emotional Regulation.

There were significant differences between males and females on emotional regulation as assessed by the independent samples t-test—females had higher emotional regulation scores than males. This finding confirms the second hypothesis as females may be more effective in emotional expression and social support through social media.

Challenges and Opportunities for Social Studies Instruction

The moderation test showed that gender was a significant moderating variable between social media use and emotional regulation. The positive association was unique for gender, confirming the third hypothesis, thus indicating the need to take gender into account in studying the emotional effect of social media.

Discussion

The purpose of this study was to examine the association between emotional regulation and social media usage among university students with the purpose of assessing the moderating effect of gender. The results indicated empirical evidence of the significant association between emotional regulation with the use of social media, which is relatively moderate. This reinforces the thesis that digital platforms have a positive and negative impact on students' emotional lives and do not just yield negative outcomes. The positive connection found in this study indicates that social media can be used to convey emotions, enhance interpersonal relationships, and offer them access to supportive online communities. The digital world is now an essential part of the UX lifestyle of the university students, thanks to its ability to share experiences, ask for advice or even emotional support. The findings results are in line with the Uses and Gratifications Theory proposed that the people are active consumers who try to use media to meet their psychological and social needs. For this purpose, social media appears to be a tool that can be utilized to manage stress, create connections and successfully control emotions (Burke & Kraut, 2016; Katz et al., 1973; Tuck & Thompson, 2025).

The report also included a significant gender difference in emotional regulation. Women students had higher emotional regulation scores than male students. This may be because females tend to use social media more often than males to be emotionally expressive, to communicate with others and to maintain relationships. These interactions can be strengthening the coping mechanisms and emotional awareness. On the other hand, boys tend to use social media for information, entertainment and recreation and might not have as many opportunities for emotional expression and support. (Frison & Eggermont, 2016; Nesi & Prinstein, 2015; Shahid et al., 2025)

In addition, emotional regulation was significantly moderated by gender when considering the relationship with social media use. This discovery suggests differences in emotional impacts on social media by demographic traits. Students' experiences of digital interactions can be shaped by their individual difference, cultural expectation, communication style and coping strategies. Future studies could continue to explore other factors that moderate the relationship between digital engagement and well-being, including factors like personality traits, self-esteem, emotional intelligence, and social support, to gain a deeper understanding of overall digital well-being. In general, the results help add to the literature that argues against only thinking about social media as a source of psychological harm. Rather, its effect is contingent upon the ways in which people interact with digital platforms, the uses to which they put them and the social contexts in which they occur. (Rogier et al., 2024; Zhan et al., 2025)

Practical Implications

There are a number of practical implications for educational institutions, families, mental health professionals and policy makers. Digital literacy initiatives need to be encouraged and promoted at universities to encourage responsible social media use and to help students understand how to communicate socially and healthily in the online environment. Digital well-being could be integrated into mental health awareness campaigns in counselling centres, with the aim of teaching effective emotional regulation skills and promoting the use of technology in a balanced way. Parents ought to keep the lines of communication open with young adults about online experiences and foster healthy online practices, not restrictive online controls. When appropriate, mental health professionals can also include online support groups as part of their therapy. Last, the policy community and social media platforms should work together to make online spaces a safer place by encouraging positive social engagement, mitigating the issue of cyberbullying and

providing convenient access to mental health services via social media. (Han & Xu, 2024; Hunt et al., 2018; Shao et al., 2021)

Limitations of the Study

This section describes the study's limitations.

However, there are a number of limitations in this research. First, the investigation has a cross-sectional design, so that it cannot be determined whether there is a cause-and-effect association between social media and emotional regulation. Secondly, the findings of this study may not be generalizable to all the university students in Pakistan due to convenience sampling. Thirdly, the results were obtained from the self-reported answers on the surveys and might thus be susceptible to memory-related bias and/or social-approval bias. Lastly, the investigation was conducted with the university students of four universities in Islamabad and Rawalpindi. Pupils who are not from a provincial background, rural background and do not attend private schools may exhibit varied patterns of social media use and emotional regulation. The results should be interpreted with the limitations in mind.

Conclusion

Social media is an essential component of the academic, social and emotional experiences of university students. As such, the psychological impact of it is more and more important to researchers, educators and policy makers. This study explored the relationship between SMM and ER among university students, and explored gender as a moderator for this relationship. The findings indicated that there was a meaningful positive association between the utilization of social media and emotional regulation. Female students showed higher emotional regulation than male students and gender had a significant effect on the association between SMM and emotional regulation. The results show that social media is not a one size fits all solution and that it is not beneficial or harmful in any specific context. Instead, its impact relies on the motives, usage habits and personal traits of users. However, with proper use, social media can enhance emotional support, interpersonal communication and psychological resilience. Too much and too much of a good thing, however, can also cause emotional problems. The study makes a significant contribution to communication and media studies with empirical evidence in Pakistan where few studies have explored the positive contribution of social media in the regulation of emotions. It also contributes to the extension of the Uses and Gratifications Theory by showing the emotional utilization of social media, which is considered a relational and informational requirement. Overall, the results provide a balanced attitude to digital media, offering a positive outlook for opportunities as well as some problems for university students' emotional health.

Recommendations

The following suggestions should be taken into account for future studies:

- Use longitudinal research designs to investigate the causal relationships between social media use and emotional regulation in the long-term.
- Invite players from all over Pakistan's provinces in order to generalize.
- Make comparisons of public and private university students. Explore other kinds of moderating factors like personality, emotional intelligence, self-esteem, resilience and family support.
- Look at the impact of a particular social media site, rather than at social media use as a whole.

- Plan and execute qualitative or mixed-method research to deepen understanding of students' emotions in digital spaces.

References

- Burke, M., & Kraut, R. E. (2016). The relationship between Facebook use and well-being depends on communication type and tie strength. *Journal of Computer-Mediated Communication*, 21(4), 265–281. <https://doi.org/10.1111/jcc4.12162>
- Deters, F. große, & Mehl, M. R. (2013). Does posting Facebook status updates increase or decrease loneliness? An online social networking experiment. *Social Psychological and Personality Science*, 4(5), 579–586. <https://doi.org/10.1177/1948550612469233>
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends”: Social capital and college students’ use of online social network sites. *Journal of Computer-Mediated Communication*, 12(4), 1143–1168. <https://doi.org/10.1111/j.1083-6101.2007.00367.x>
- Frison, E., & Eggermont, S. (2016). Exploring the relationships between different types of Facebook use, perceived online social support, and adolescents’ depressed mood. *Social Science Computer Review*, 34(2), 153–171. <https://doi.org/10.1177/0894439314567449>
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <https://doi.org/10.1037/0022-3514.85.2.348>
- Han, Y., & Xu, Z. (2024). Fostering college students’ mental well-being: The impact of social networking site utilization on emotion management and regulation. *BMC Psychology*, 12, Article 681. <https://doi.org/10.1186/s40359-024-02186-7>
- Hidayatullah, A., Naz, F., & Niazi, S. (2023). Internet addiction: Predictor of disturbed emotion regulation, sleep quality and general health in university students. *FWU Journal of Social Sciences*, 17(2), 78–89. <https://doi.org/10.51709/19951272/Summer2023/6>
- Hunt, M. G., Marx, R., Lipson, C., & Young, J. (2018). No more FOMO: Limiting social media decreases loneliness and depression. *Journal of Social and Clinical Psychology*, 37(10), 751–768. <https://doi.org/10.1521/jscp.2018.37.10.751>
- Katz, E., Blumler, J. G., & Gurevitch, M. (1973). Uses and gratifications research. *Public Opinion Quarterly*, 37(4), 509–523. <https://doi.org/10.1086/268109>
- Khalil, A., Amjad, B., Ur Rehman, A., Mubeen, S., Anjum, A., & Fahim, A. (2024). Role of social media addiction and emotional regulation on mental health of medical and dental students. *Foundation University Journal of Dentistry*, 4(2), 29–35. <https://doi.org/10.33897/fujd.v4i2.405>
- Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D. S., Lin, N., Shablack, H., Jonides, J., & Ybarra, O. (2013). Facebook use predicts declines in subjective well-being in young adults. *PLOS ONE*, 8(8), Article e69841. <https://doi.org/10.1371/journal.pone.0069841>
- Levenson, J. C., Shensa, A., Sidani, J. E., Colditz, J. B., & Primack, B. A. (2017). Social media use before bed and sleep disturbance among young adults in the United States: A nationally representative study. *Sleep*, 40(9), Article zsx113. <https://doi.org/10.1093/sleep/zsx113>

- Marino, C., Gini, G., Angelini, F., Vieno, A., & Spada, M. M. (2020). Social norms and emotions in problematic social media use among adolescents. *Addictive Behaviors Reports*, 11, Article 100250. <https://doi.org/10.1016/j.abrep.2020.100250>
- Nesi, J., & Prinstein, M. J. (2015). Using social media for social comparison and feedback-seeking: Gender and popularity moderate associations with depressive symptoms. *Journal of Abnormal Child Psychology*, 43, 1427–1438. <https://doi.org/10.1007/s10802-015-0020-0>
- Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, emotional, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, 29(4), 1841–1848. <https://doi.org/10.1016/j.chb.2013.02.014>
- Rogier, G., Muzi, S., & Pace, C. S. (2024). Social media misuse explained by emotion dysregulation and self-concept: An ecological momentary assessment approach. *Cognition and Emotion*, 38(8), 1261–1270. <https://doi.org/10.1080/02699931.2024.2363413>
- Shao, R., Shi, Z., & Zhang, D. (2021). Social media and emotional burnout regulation during the COVID-19 pandemic: Multilevel approach. *Journal of Medical Internet Research*, 23(3), Article e27015. <https://doi.org/10.2196/27015>
- Shahid, M., Ahmad, M., Niamat, Y., & Riza, K. (2025). Impact of social networking usage on sleep quality and emotional regulation among university students in Bahawalpur, Pakistan. *International Journal of Academic Research for Humanities*, 5(4), 1–8. <https://jar.bwo-researches.com/index.php/jarh/article/view/571>
- Tandoc, E. C., Jr., Ferrucci, P., & Duffy, M. (2015). Facebook use, envy, and depression among college students: Is Facebooking depressing? *Computers in Human Behavior*, 43, 139–146. <https://doi.org/10.1016/j.chb.2014.10.053>
- Tuck, A. B., & Thompson, R. J. (2025). United States adults' social media use and digital emotion regulation in everyday life: The potential of social media to be harnessed for mental health. *Personality and Individual Differences*, 240, Article 113139. <https://doi.org/10.1016/j.paid.2025.113139>
- Vannucci, A., Flannery, K. M., & Ohannessian, C. M. (2017). Social media use and anxiety in emerging adults. *Journal of Affective Disorders*, 207, 163–166. <https://doi.org/10.1016/j.jad.2016.08.040>
- Verduyn, P., Lee, D. S., Park, J., Shablack, H., Orvell, A., Bayer, J., Ybarra, O., Jonides, J., & Kross, E. (2015). Passive Facebook usage undermines affective well-being: Experimental and longitudinal evidence. *Journal of Experimental Psychology: General*, 144(2), 480–488. <https://doi.org/10.1037/xge0000057>
- Woods, H. C., & Scott, H. (2016). #Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*, 51, 41–49. <https://doi.org/10.1016/j.adolescence.2016.05.008>
- Zhan, Y., Luo, L., & Hu, X. (2025). Digital stress and problematic social media use among college students: Exploring dual emotional pathways and the moderating role of cognitive reappraisal. *BMC Psychology*, 13, Article 1311. <https://doi.org/10.1186/s40359-025-03675-z>