# DIGITAL MEDIA'S IMPACT ON PSYCHOLOGICAL RESILIENCE AMONG YOUNG ADULTS

## Background of Study

Young adults use the digital platform for an average of 2 – 4 hours every day, with 95% of teens using YouTube and 58% using TikTok daily (Karnouskos, 2020). This long hour spent on screens clearly reflects the integration of digital media in their daily lives reducing traditional forms of communication, learning and fun (Cellini et al., 2020) .Social media and apps like TikTok, Instagram rule the interaction sphere, driving she shift to engaging contents and videos etc (Den Hartigh & Hill, 2022). With the use of personal computers now at 70% from the first-time internet users aged 14-35 years, mobile phones which are the most common devices support this trend, emphasising its progress and pervasiveness (Marciano et al., 2022).

With digital media, social learning and connection benefit is realized, but all come at the cost of increasing anxiety and depression (Ostic et al., 2021). Although, relationship and resources are created and gained through platforms, potential negative consequences relate to the overuse, adolescents spending over 3 hours daily on platforms have twice higher risk of depression and anxiety (Twenge & Martin, 2020). Cyber bullying for instance intensifies loneliness while FOMO (the fear of missing out) increases inadequacy (Ali et al., 2024). To address these concerns, it is crucial to encourage the healthy use of technology and open the discussion regarding the possibility of countering the psychological risks in the youth.

Psychological resilience is defined as the level of one’s coping abilities in relation to the effects of stressors introduced by digital technology components such as cyberbullying and fake news (Glowacz & Schmits, 2020). It includes skills like mindfulness that improved adaptability and lowered stress as well as digital literacy, which enables a person to carefully evaluate information received through digital technologies (Hartmann et al., 2022). Digital training programs has been reported to build a resilience level but lack studies of programs’ effects in the long run and counterpart cultural contexts (Denckla et al., 2020; Yang et al., 2021).

## Aim and Objectives

The aim of this research is to explore the impact of exposure to online communities and digital content on psychological resilience among young adults.

The objectives are as follows:

1. Assess the relationship between participation in online communities and levels of psychological resilience, focusing on self-efficacy and social support.
2. Examine how digital content consumption influences young adults’ coping strategies and their resilience-building capacity.
3. Analyze potential negative impacts of excessive digital exposure on psychological well-being and resilience.

## Literature Review

### Psychological Resilience and Its Determinants

Psychological resilience can be seen as a multifaceted construct that is influenced by individual traits, environmental factors, and developmental stages (Yi et al., 2020). It entails the possibility of maintaining positive outcomes even in the face of difficulties through personal competencies and external resources (Vella & Pai, 2019). Foundational theories, including resiliency theory, emphasize asset-based paradigm to identify assets that promote resilience (MBA, 2019; Vella & Pai, 2019). Key determinants include personality traits such as hope, bravery, and emotional regulation with positive emotion enhancing adaptive skills (Zimmerman, 2013).

Emotional intelligence as a part of self-awareness is protective as well as social connectedness (Yi et al., 2020). On the environmental level, supportive relationships and family dynamics are identified as critical protective factors regarding emotional challenges (Denckla et al., 2020). Besides, pivotal changes in one’s life are facilitated by milestones or ‘critical transitions’ being crucial incidences in one’s life. Based on MBA, (2019) findings, it is evident that effectiveness of resilience-building interventions should incorporate individual traits with other elements in the social – environment system to enhance performance of resilience in the long run.

### The Role of Digital Media in Young Adults' Psychological Well-Being

Social media, internet and other web 2.0 technologies has a complex impact on mental health and resilience. Excessive social media is positively related to anxiety and depressive symptoms because users can only compare themselves to people and content that make them feel inferior (Harper, 2024; Lal, 2019). These problems are even worse for cyberbullying since it contributes to isolation and distress (Coyne, 2024). However, social media can also offer significant benefits. Online communities are important sources of support where people get to meet and resonate with other people that are going through similar ordeals such as the COVID-19 pandemic where social media was especially helpful in keeping up with relationships and decreasing prejudice (Zsila & Reyes, 2023).

Robinson & Smith, (2020) studies has shown the fact that not mere frequency, but effective interactions are helpful; active involvement in supportive social networks promotes resilience while passive consumption can lead to a negative outcome (Naslund et al., 2020). This provides evidence to the effect that the impact of digital media is dual in terms of psychological well-being.

### Self-Efficacy and Its Connection to Digital Media Exposure

Digital media has significant with positive and negative impact on young adults’ self-efficacy of young adults. Self-efficacy or the ability that an individual must get something done is important for motivation and development (Trimble, 2020). Positive impact includes social support and learning skills through virtual communities and educational platforms enhances users’ self-confidence and sense of competency (Jia et al., 2024).

Simultaneously, digital media can have negative effects on learners’ stress and self- efficacy, particularly on self- comparison on platforms like Instagram and Facebook, causing inadequacy and low self-esteem (Taba et al., 2022; Twenge & Martin, 2020). Moreover, like cyberbullying, other negative experiences reduce self-efficacy and reinforce seclusion (Lal, 2019). It is the type of learned interaction process – active or passive – that determines the impact; active participation support empowerment, while passive one’s cause anxiety and disconnection (Bonsaksen et al., 2023; Trimble, 2020).

### Social Support and Coping Strategies in the Digital Era

Social media and online communities; significantly impact social support and coping mechanisms; especially mental health. These social media platforms come with a unique opportunity to get in touch with like-minded people and loneliness (Naslund et al., 2020). Engagement in online health communities improves the perceived social support and life satisfaction of individuals, with special benefits for mental health consumers (Rayland & Andrews, 2023). This is because; confidentiality enhances frankness, helping reduce stigma, and encourages them to seeking help (Mehta & Atreja, 2015).

People seeking and receiving support in online communities may find this support especially important when facing adversity because it may be good for their mental health and can also provide information on how to solve specific (Consensus, 2024; Lu et al., 2021) .However, these networks’ functionality depends on the nature and quality of the interactions, as negatives or superficial exchanges can diminish their value (Mehta & Atreja, 2015). Excessive engagement can also result in burnout, and this therefore calls for proper support from the management of the community in question (Rayland & Andrews, 2023).

## Methodology

This research work adopts a literature review research method to assess the effects of digital media on psychological resilience of youths. To accomplish the study goal, an integrative review design is employed, which allows the analysis of both theoretical and empirical data from research articles, books, and reports provided by scholarly sources. This method is especially useful for understanding psychological construct such as self-efficacy, social support and coping strategies within the digital contexts. The review offers a comprehensive view of how online communities and social media contents influence resilience.

Relevant studies from the following databases are sourced in this process; PubMed, PsycINFO, Scopus and Google Scholar. Keywords are “digital media,” “psychological resilience,” “online communities”, and “young adults”. It comprises quantitative and qualitative empirical studies published over the last 10 years, which considers participants between 18 and 35 years old, and investigates variables associated with resilience in the digital environments. The excluded studies are those written in languages other than English or involving only the clinical sample. Such bibliographies of selected works are also checked to confirm the overall coverage. Research is systematically sorted out and compared to fit under one of these categories and furthermore, enabling a synthesis of what has been observed to enhance or detract from resilience.

Ethical considerations include the scholarly nature in which the reviewer is entitled to use relevant and accurate information only. This approach of secondary research does not engage the researchers in any interaction with people; thus, eradicates string ethical issues to deal with while maintaining methodological credibility. The rationale for the literature review methodology is also well explained for its effectiveness in accomplishing the synthesis of various existing knowledge, which is useful to tackle one of the most current and complex interactions, the relationship between digital media and psychological resilience. This approach is commensurate with the principles of psychological research, thus providing further information to interpret and counter digital environments’ effects on young adults’ psychological hardness.

## Results and Discussion

### Online communities fostering self-efficacy and social support.

Social support derived from online communities plays a major role in the levels of self-efficacy, concerning resilience among users of community websites. Choi, (2020)proved that eHealth use, and informational social support are related to health self-efficacy suggesting the value of supportive networks. Although it is rather difficult to build a cohesive online learning communities, the idea of collective efficacy suggested by Glassman et al., (2021) can help create efficient working communities in the future.

Kundu, (2020) suggested the framework to enhance participants’ self-efficiency, emphasizing the processes of strategic facilitation in contexts of online learning. The studies conducted by (Oh et al., 2023) showed that social presence in the metaverse such as, Roblox and Zepeto heightened supportive interactions in metaverse platforms increasing significantly the young users’ social self-efficacy and decreasing feelings of loneliness. Warshawski, (2022) emphasized that online learning experience during COVID-19, this shows academic self-efficacy, resilience and social support amongst the nursing students thus establishing the value of interaction in response to interruptions. These results show that well designed online communities can be powerful resources for promoting resilience by bringing people together for social support and encouraging self-efficacy that comes with social interaction.

### Digital content shaping coping strategies and resilience.

The reviewed studies provide a varied insights of the impact of the accessed digital content on resilience or coping strategies as perceived by the diverse groups. Alhawsawi et al., (2023) discuss how digital learning in the wake of disruptions like COVID-19 happens through digital interaction, and evidence that such interaction supports collective and adaptive learning. However, their study does not combine to single out the various coping styles, thus limiting its depth.

Similarly, Breen, (2024) noted that there is no correlation between social media usage and resilience in late adolescents, pointing to the complexity of social media effect. This contrasts with Tomkova, (2020) who proposes that digital social resilience during hybrid threats is informed by collective online mobilization, emotive solidarity, and moral restoration strategies. Qi & Yang, (2024) build on this by comparing the dual roles of digital stress and resilience strategies in adolescents while pointing to the need for better ways of integrating various factors of engagement in the digital environment while adopting technology in an adaptive manner.

These studies explain that resilience support through digital tools is further indicated yet young adults’ responses are contextual. Further research should be done on user-tailored interventions and sustainable institutional resources in digitally oriented working context.

### Risks of excessive digital media on psychological resilience.

Spending more time on new technologies has been more often associated with adverse psychological consequences on mental stability and psychology. Shen, (2020) and Hou et al., (2017) studies suggest that the overreliance on smartphones and social media is helpful in cultivating psychological vulnerabilities, though resilience reduces adverse impact. For example, Shen, (2020) posited that resilience mediates the relationship between the antecedents and the outcomes of compulsive mobile phone use. Similarly, Tsui & Cheng, (2021) observed that psychological resilience could capture risky online behaviours and mental health problems demonstrating its protective function against cyber-quantity.

However, some gaps within the framework exists. As Wisniewski et al., (2015) and (Hou et al., 2017) has postulated that resilience has a positive effect, there are others which highlight its relative inability to completely address digital stress (Qi & Yang, 2024). These discrepancies are because of methodological differences, including disparity in measures of resilience, types of digital exposures encountered, and the assessment time frames among several others.

Current research data give credence to the hypothesis about adverse effects of the overuse of digital media on stress and psychological well-being of adolescents where wear and tear on psychological resources are likely to occur. However, risk continues to be the master key that depends on resilience to manage, and its efficiency is not stable.

### Online interactions influencing well-being and stress management.

Studies exploring the impact of online interactions on well-being and stress management show diverse findings and methodologies. Kroencke et al., (2023) remarked that computer-mediated communication is beneficial for the well-being of an individual by providing limitless time for receiving messages at one’s appointment since such corresponds to personality preference and rises and falls with personality characteristics. On the other hand, Lee et al., (2019) indicated that using media during face-to-face communication negatively affects the participants’ psychosocial wellbeing; the authors present multitasking as having a positive and negative side.

In the context of ’scenario achievement’ that is warranted by the life satisfaction and perceived social support, supportive interaction conducted through online has been muttered by Oh et al., (2023) . However, there correlational approach, one cannot rule out reciprocal causal explanation’s scenario. On the other hand, Utz & Breuer, (2017) found stress as a negative outcome of excessive use of SNS due to visibility pressure. Moreover, other negative emotions associated with online interaction are listed by Chen, (2019) that result from connectivity and feedback loops among young people.

These studies raise such concerns as use of self-reported data and failure to conduct analyses across time. There is a need to study the relationship between social media use, on one side, and stress presence or relief on the other side, in greater detail, especially using more rigorous longitudinal study designs to establish causality.

## Conclusion

This study has shed light on the complex relationship between digital media exposure and psychological resilience among young adults, offering valuable insights into both the opportunities and challenges of digital engagement. Accordingly, the findings reiterate that content and communication through digital media have opportunities for socio-learning, skill development, and support for emotional well-being but include stress and strain related to anxiety and depression and the depletion of self-confidence through experiences such as cyberbullying and social comparison. Both effects show the importance of grasping the role of digital media in resilience enhancement and psychological well-being in young people.

Given that psychological resilience is a complex and captures wide variety of personal, relational, and technological factors, that could differ strongly in different cultural and economic environments, then it is quite comprehensible that the results of their comparison are inconclusive. Furthermore, characterized by feature overhead, the study also emphasizes the importance of digital literacy and mindfulness as the protective factors; however, it does not consider the idea of the sustainability of the proposed interventions in the long term. The future development or adjustment of these mechanism remains an important area of research interest given the dynamic and fluidity of digital contexts.

Future research could be more comprehensive, and especially longitudinal, to deliver deeper insight into those enduring effects roaming psychological well-being and the efficacy of resilience-establishing intercessions for digital media, as well as how such intercessions may vary between different community groups and over an extensive timeframe. Moreover, the investigation of selected digital technologies and their provided effects on people’s psychological well-being may help to develop the measures that might decrease dangerous consequences, therefore increase positive outcomes. This would safeguard the usage of digital solutions in that the latter would be used to create positive change especially in helping the target population cope with adversity.

This study stresses the need for considering the double-sided role of digital media to the lives of young adults. To take fullest advantage of the online communities and safety from the negative impacts and drawbacks of over exposure to digital technology stakeholders such as educators, policy makers and developers of the community platforms should understand the relationship between positive impacts and negative effects of exposure to digital technologies. This balance is critical when preparing young adults for the lives ahead by making sure they are ready for a world that is rapidly turning digital. New developments in digital media suggest that the intervention focus derived from this study should aim to enhance psychological resilience of young adults and prevent digital media from becoming a potential source of harm.

## References

Alhawsawi, H., Alhawsawi, S., & Sadeck, O. (2023). Understanding resilience and coping in a digitally transformed educational environment during COVID-19. *Journal of Further and Higher Education*, *47*(2), 242–254. https://doi.org/10.1080/0309877X.2022.2106124

Ali, A., Deniz, U., Gabriella, C., & Trenton, W. (2024). *Integrating Psychological Resilience, Stress, and Coping in Entrepreneurship: A Critical Review and Research Agenda—Ali E. Ahmed, Deniz Ucbasaran, Gabriella Cacciotti, Trenton A. Williams, 2022*. https://journals.sagepub.com/doi/full/10.1177/10422587211046542

Bonsaksen, T., Steigen, A. M., Stea, T. H., Kleppang, A. L., Lien, L., & Leonhardt, M. (2023). Negative social media-related experiences and lower general self-efficacy are associated with depressive symptoms in adolescents. *Frontiers in Public Health*, *10*, 1037375. https://doi.org/10.3389/fpubh.2022.1037375

Breen, B. (2024, March). *Social Media as a Predictor of Resilience Development and Coping Abilities/Styles – A Quantitative Analysis—ProQuest*. https://www.proquest.com/openview/9d01bb93756b4654323f58fcd238f309/1?pq-origsite=gscholar&cbl=18750&diss=y

Cellini, N., Canale, N., Mioni, G., & Costa, S. (2020). Changes in sleep pattern, sense of time and digital media use during COVID-19 lockdown in Italy. *Journal of Sleep Research*, *29*(4), e13074. https://doi.org/10.1111/jsr.13074

Chen, Y. (2019). How Does Communication Anxiety Influence Well-Being? Examining the Mediating Roles of Preference for Online Social Interaction (POSI) and Loneliness. *International Journal of Communication*, *13*(0), Article 0.

Choi, M. (2020). Association of eHealth Use, Literacy, Informational Social Support, and Health-Promoting Behaviors: Mediation of Health Self-Efficacy. *International Journal of Environmental Research and Public Health*, *17*(21), Article 21. https://doi.org/10.3390/ijerph17217890

Consensus. (2024). *What Is The Impact Of Online Social Networks On Community Building And Social Support? - Consensus Academic Search Engine*. https://consensus.app/questions/what-impact-online-social-networks-community-building/

Coyne, L. (2024). *Here’s How Social Media Affects Your Mental Health | McLean Hospital*. https://www.mcleanhospital.org/essential/it-or-not-social-medias-affecting-your-mental-health

Den Hartigh, R. J. R., & Hill, Y. (2022). Conceptualizing and measuring psychological resilience: What can we learn from physics? *New Ideas in Psychology*, *66*, 100934. https://doi.org/10.1016/j.newideapsych.2022.100934

Denckla, C. A., Cicchetti, D., Kubzansky, L. D., Seedat, S., Teicher, M. H., Williams, D. R., & Koenen, K. C. (2020). Psychological resilience: An update on definitions, a critical appraisal, and research recommendations. *European Journal of Psychotraumatology*, *11*(1), 1822064. https://doi.org/10.1080/20008198.2020.1822064

Glassman, M., Kuznetcova, I., Peri, J., & Kim, Y. (2021, December). *Cohesion, collaboration and the struggle of creating online learning communities: Development and validation of an online collective efficacy scale—ScienceDirect*. https://www.sciencedirect.com/science/article/pii/S2666557321000021

Glowacz, F., & Schmits, E. (2020). Psychological distress during the COVID-19 lockdown: The young adults most at risk. *Psychiatry Research*, *293*, 113486. https://doi.org/10.1016/j.psychres.2020.113486

Harper, C. (2024). *How Media Consumption Impacts Your Mental Health And Happiness | MyWellbeing*. https://mywellbeing.com/therapy-101/how-media-affects-mental-health

Hartmann, S., Backmann, J., Newman, A., Brykman, K. M., & Pidduck, R. J. (2022). Psychological resilience of entrepreneurs: A review and agenda for future research. *Journal of Small Business Management*, *60*(5), 1041–1079. https://doi.org/10.1080/00472778.2021.2024216

Hou, X.-L., Wang, H.-Z., Guo, C., Gaskin, J., Rost, D. H., & Wang, J.-L. (2017). Psychological resilience can help combat the effect of stress on problematic social networking site usage. *Personality and Individual Differences*, *109*, 61–66. https://doi.org/10.1016/j.paid.2016.12.048

Jia, W., Liu, L., & Peng, G. (2024). The Impact of Social Media on Users’ Self-Efficacy and Loneliness: An Analysis of the Mediating Mechanism of Social Support. *Psychology Research and Behavior Management*, *17*, 593–612. https://doi.org/10.2147/PRBM.S449079

Karnouskos, S. (2020). Artificial Intelligence in Digital Media: The Era of Deepfakes. *IEEE Transactions on Technology and Society*, *1*(3), 138–147. IEEE Transactions on Technology and Society. https://doi.org/10.1109/TTS.2020.3001312

Kroencke, L., Harari, G. M., Back, M. D., & Wagner, J. (2023). Well-being in social interactions: Examining personality-situation dynamics in face-to-face and computer-mediated communication. *Journal of Personality and Social Psychology*, *124*(2), 437–460. https://doi.org/10.1037/pspp0000422

Kundu, A. (2020). Toward a framework for strengthening participants’ self-efficacy in online education. *Asian Association of Open Universities Journal*, *15*(3), 351–370. https://doi.org/10.1108/AAOUJ-06-2020-0039

Lal, S. K. (2019). *DIGITAL MEDIA AND MENTAL HEALTH*. *4*.

Lee, M., Murphy, K., & Andrews, G. (2019). Using Media While Interacting Face-to-Face Is Associated With Psychosocial Well-Being and Personality Traits. *Psychological Reports*, *122*(3), 944–967. https://doi.org/10.1177/0033294118770357

Lu, Y., Luo, S., & Liu, X. (2021). Development of Social Support Networks by Patients With Depression Through Online Health Communities: Social Network Analysis. *JMIR Medical Informatics*, *9*(1), e24618. https://doi.org/10.2196/24618

Marciano, L., Ostroumova, M., Schulz, P. J., & Camerini, A.-L. (2022). Digital Media Use and Adolescents’ Mental Health During the Covid-19 Pandemic: A Systematic Review and Meta-Analysis. *Frontiers in Public Health*, *9*. https://doi.org/10.3389/fpubh.2021.793868

MBA, C. M., Psychologist. (2019, December 30). *Resilience Theory: A Summary of the Research (+PDF)*. PositivePsychology.Com. https://positivepsychology.com/resilience-theory/

Mehta, N., & Atreja, A. (2015). Online social support networks. *International Review of Psychiatry (Abingdon, England)*, *27*(2), 118–123. https://doi.org/10.3109/09540261.2015.1015504

Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social Media and Mental Health: Benefits, Risks, and Opportunities for Research and Practice. *Journal of Technology in Behavioral Science*, *5*(3), 245–257. https://doi.org/10.1007/s41347-020-00134-x

Oh, H. J., Kim, J., Chang, J. J. C., Park, N., & Lee, S. (2023). Social benefits of living in the metaverse: The relationships among social presence, supportive interaction, social self-efficacy, and feelings of loneliness. *Computers in Human Behavior*, *139*, 107498. https://doi.org/10.1016/j.chb.2022.107498

Ostic, D., Qalati, S. A., Barbosa, B., Shah, S. M. M., Galvan Vela, E., Herzallah, A. M., & Liu, F. (2021). Effects of Social Media Use on Psychological Well-Being: A Mediated Model. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.678766

Qi, C., & Yang, N. (2024). Digital resilience and technological stress in adolescents: A mixed-methods study of factors and interventions. *Education and Information Technologies*, *29*(14), 19067–19113. https://doi.org/10.1007/s10639-024-12595-1

Rayland, A., & Andrews, J. (2023). From Social Network to Peer Support Network: Opportunities to Explore Mechanisms of Online Peer Support for Mental Health. *JMIR Mental Health*, *10*, e41855. https://doi.org/10.2196/41855

Robinson, L., & Smith, M. (2020, January 16). *Social Media and Mental Health: Social Media Addiction*. https://www.helpguide.org/mental-health/wellbeing/social-media-and-mental-health

Shen, X. (2020, October). *Is psychological resilience a protective factor between motivations and excessive smartphone use? - Xi Shen, 2020*. https://journals.sagepub.com/doi/full/10.1017/prp.2020.10

Taba, M., Allen, T. B., Caldwell, P. H. Y., Skinner, S. R., Kang, M., McCaffery, K., & Scott, K. M. (2022). Adolescents’ self-efficacy and digital health literacy: A cross-sectional mixed methods study. *BMC Public Health*, *22*(1), 1223. https://doi.org/10.1186/s12889-022-13599-7

Tomkova, J. (2020). Digital Social Resilience: Navigating in the New Normal. In *Cybersecurity and Resilience in the Arctic* (pp. 413–426). IOS Press. https://doi.org/10.3233/NICSP200060

Trimble, S. (2020). Effects of Social Media on Young Adults: Self Efficacy, Body Image and Connection with Others. *Fall Student Research Symposium 2020*. https://digitalcommons.usu.edu/fsrs2020/94

Tsui, Y. Y., & Cheng, C. (2021). Internet Gaming Disorder, Risky Online Behaviour, and Mental Health in Hong Kong Adolescents: The Beneficial Role of Psychological Resilience. *Frontiers in Psychiatry*, *12*. https://doi.org/10.3389/fpsyt.2021.722353

Twenge, J. M., & Martin, G. N. (2020). Gender differences in associations between digital media use and psychological well-being: Evidence from three large datasets. *Journal of Adolescence*, *79*, 91–102. https://doi.org/10.1016/j.adolescence.2019.12.018

Utz, S., & Breuer, J. (2017). *The Relationship Between Use of Social Network Sites, Online Social Support, and Well-Being*. *29*(3).

Vella, S.-L. C., & Pai, N. B. (2019). A Theoretical Review of Psychological Resilience: Defining Resilience and Resilience Research over the Decades. *Archives of Medicine and Health Sciences*, *7*(2), 233. https://doi.org/10.4103/amhs.amhs\_119\_19

Warshawski, S. (2022). Academic self-efficacy, resilience and social support among first-year Israeli nursing students learning in online environments during COVID-19 pandemic. *Nurse Education Today*, *110*, 105267. https://doi.org/10.1016/j.nedt.2022.105267

Wisniewski, P., Jia, H., Wang, N., Zheng, S., Xu, H., Rosson, M. B., & Carroll, J. M. (2015). Resilience Mitigates the Negative Effects of Adolescent Internet Addiction and Online Risk Exposure. *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems*, 4029–4038. https://doi.org/10.1145/2702123.2702240

Yang, C., Holden, S. M., & Ariati, J. (2021). Social Media and Psychological Well-Being Among Youth: The Multidimensional Model of Social Media Use. *Clinical Child and Family Psychology Review*, *24*(3), 631–650. https://doi.org/10.1007/s10567-021-00359-z

Yi, F., Li, X., Song, X., & Zhu, L. (2020). The Underlying Mechanisms of Psychological Resilience on Emotional Experience: Attention-Bias or Emotion Disengagement. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01993

Zimmerman, M. A. (2013). Resiliency Theory: A Strengths-Based Approach to Research and Practice for Adolescent Health. *Health Education & Behavior : The Official Publication of the Society for Public Health Education*, *40*(4), 381–383. https://doi.org/10.1177/1090198113493782

Zsila, Á., & Reyes, M. E. S. (2023). Pros & cons: Impacts of social media on mental health. *BMC Psychology*, *11*(1), 201. https://doi.org/10.1186/s40359-023-01243-x