

Digital Emotion Regulation and Social Media Use in Adolescence

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Author Note

I would like to thank my advisor.

Abstract

For most modern adolescents, emotions are induced and regulated in both digital and non-digital contexts. Not all social media uses have equal effects: passive social media use has been linked to worse mental health outcomes than active social media use. This paper will study the relationship between digital emotion regulation and social media use (This will be better when I actually do it for my FYP!)

Keywords: digital, social media, adolescence, emotion regulation

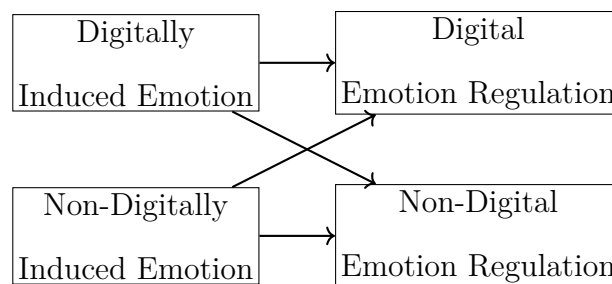
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Introduction

Digital emotion regulation (ER) is becoming particularly important as people spend more time in digital spaces (Hollenstein & Faulkner, 2024). Because adolescents have extensive access to technology and a strong interest in socialization, it is especially important to study their technology use (Orben, Tomova, & Blakemore, 2020). Hollenstein and Faulkner (2024) introduced a model of emotion regulation focused on adolescents (but applicable for all ages) that applies existing models of ER to an increasingly digital world. In their model, emotions can be induced in digital or non-digital ways and regulated in digital or non-digital ways (see Figure 1).

Figure 1

Digital ER as modeled by Hollenstein and Faulkner (2024).



More research is needed to test and apply this model. In measuring social media usage, researchers distinguish between passive and active social media use. Passive use (scrolling) is associated with worse mental health outcomes than active use (posting) in adolescents (Thorisdottir, Sigurvinsdottir, Asgeirsdottir, Allegrante, & Sigfusdottir, 2019). We hypothesized that identification with passive social media use will be linked to poorer emotion regulation skills and increased use of *digital* ER as compared to active social media use. (This is just a preliminary hypothesis for the purposes of this assignment).

Method

Participants

Participants ($n = 150$) were recruited through local middle and high schools. Participants were majority white (White/Caucasian 35%, African American 15%, *these are just placeholders and now that I know how to make the percentage sign show up I will fill this in when I actually have data*).

Materials and Procedure

Participants were asked about their time spent on social media, perceptions of their parents' social media use, and their emotion regulation skills.

Measure.

Will add a specific measurement here once I select it for my project.

Results

Table 1 shows descriptive statistics. Significant correlation existed between... (will add in once I actually have the data). The results of a paired-samples t-test indicated that...(will add in once I have the data).

Table 1

Emotion Regulation.

	Week		
	N	Mean	SD
Emotion Regulation	1008.435	986.76	859.1
Measure TBD	996.23	901.67	1002.23

Discussion



Figure 2

Teens have increasing access to phones (I will add a more relevant figure here for an actual FYP)

As hypothesized, passive social media use was associated with worse mental health than active social media use. As teens spend more time on social media, and the social connections that are of vital importance to adolescent development move online (Hollenstein & Faulkner, 2024), it is important to understand how adolescents are spending their time in this digital world (see Figure 2). The present study contributes to that understanding. Future research

should consider using daily diary methods to better capture adolescent emotion and how those emotions are regulated by or simply relate to digital activities. Without understanding these relationships, we cannot understand adolescent development in the modern world.

References

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