Social Media Use Motives, Emotional Contagion, and Psychological Adjustment in Emerging Adults: Role of Attentional Control

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

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Candidate of Master of Philosophy at the National University of Modern Languages do hereby declare that the thesis "Social Media Use Motives, Emotional Contagion, and Psychological Adjustment in Emerging Adults: Role of Attentional Control"

submitted by me in partial fulfillment of my MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that I shall not submit it for obtaining any other degree from this or any other university or institution in the future.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be canceled and revoked.

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Social Media Use Motives, Emotional Contagion, and Psychological Adjustment in Emerging Adults: Role of Attentional control

Abstract

The study explores the intricate relationships between social media use motives, emotional contagion, and psychological adjustment in emerging adults, focusing on the role of attentional processes. Social media has become a pervasive force in the lives of young adults, influencing their emotional and psychological well-being. This research adopts the Uses and Gratifications (U&G) approach to understand why emerging adults engage with social media and how these motives impact their emotional states and psychological adjustment. Emotional contagion, the phenomenon where individuals 'catch' emotions from others, is examined as a critical factor influencing psychological maladjustment.

The study also investigates how attentional processes, the ability to focus and shift attention, moderate the relationship between social media motives and emotional contagion. Data was collected from 501 emerging adults aged 18-29 using a cross-sectional design. The findings indicate significant associations between social media motives, emotional contagion, and psychological adjustment, with attentional processes playing a moderating role. This research contributes to understanding how digital interactions affect emotional and psychological health, providing insights for developing interventions to promote healthier social media use among emerging adults.

Keywords: Social media use motives, emotional contagion, psychological adjustment, emerging adults, attentional processes, Uses and Gratifications (U&G) approach.

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DEDICATION

Every challenging work needs self-efforts as well as guidance of elders especially those who are very close to one's heart…

I dedicate my humble effort to my sweet, loving and ever supporting "**husband"** whose affection, love, encouragement and prayers of day and night makes me enable to achieve this success.

CHAPTER 1

INTRODUCTION

1.1. Context of the study

The complexities of the social environment consistently elicit feelings in individuals, especially emotions that are assessed based on prevalent values, conventions, goals, and self-ideals, such as embarrassment, guilt, disdain, and fury. As humans, we possess emotions (Klimes-Dougan et al., 2017). Emotional socialization is a progressive process by which children, young individuals, and adults acquire the skills to engage in intricate social environments. Emotional contagion is a fundamental occurrence in the process of emotional socialization that is both instinctual and universal. Emotional contagion is a phenomenon that impacts all individuals. It is often described as the transmission of emotions from one person to another via their facial expressions, vocalizations, gestures, and other observable behaviors (Hatfield et al., 1994). As communication technology progresses, we must consider the connection between emotion and technology. This progress is marked by a shift from simple digital interactions, such as emails and other applications, to more complex ones. These interactions are facilitated by platforms like Twitter, LinkedIn, and Facebook. Online emotional relationships, both individual and reciprocal, vary from those often experienced in person in several ways. This is particularly evident in an online chat setting, where individuals are unable to physically see each other and therefore rely solely on words to convey both their literal meaning and emotional nuances. For instance, this can be observed in scenarios such as a company managing large sums of money through email communication, a customer engaging with a representative to modify a flight schedule, or a couple engaging in a heated argument on Facebook. Despite facing considerable criticism for its theoretical simplicity and methodological shortcomings, the U&G methodology, also known as the uses and gratifications approach to media effects, has shown to be enduring and has shown outstanding ability to inspire new research and investigations

throughout the last four decades. U&G played a significant role in providing the necessary information for various empirical studies that helped us get a better knowledge of the factors and motivations behind people's use of different types and methods of mass media (Al-Menayes, 2015). By using the U & G approach, researchers may effectively delineate and acknowledge the significance of mediated communication usage, along with the many components that need consideration for any kind of media study (Ruggiero, 2017). The current research study aims to investigate the correlations between social media motives, emotional contagion, and psychological maladjustment and adjustment in emerging adults. In addition, the research is also investigating the moderating effect of attentional processes.

While social media platforms are primarily intended for beneficial reasons, excessive usage may result in negative consequences. Furthermore, social media efforts facilitate individuals to establish and re-establish connections, as well as communicate with others. However, it is important to note that these initiatives may also have a significant impact on the emotions of individuals who interpret the content on these platforms too literally. The target demographic of this research consisted of emerging adults, who are known to use social media not just for recreational reasons, but also for educational and communicative goals. Utilizing social networking sites effectively facilitates the cultivation of several skills, including research (Wickramanayake & Jika, 2018). Emerging adulthood is a distinct demographic and subjective stage of development that occurs between adolescence and early adulthood. Approximately 90% of individuals in the emerging adult age group, namely those between the ages of 18 and 29, engage with social media on a daily basis. Furthermore, most of them maintain active accounts on a minimum of five different social networking platforms (Scott et al., 2017). Social media is crucial in the lives of young people. Emerging people allocate around 6 hours every day to engage with social media and often use several sites simultaneously. The studies conducted by Greenwood et al. (2016) and Vannucci et al. (2017) are referenced. According to

a recent poll conducted by Schivinski and colleagues (2020), over 96 percent of the participants said that they accessed social media using their smartphones. The most popular social media platforms, in descending order, were Facebook, Instagram, Twitter, and Snapchat. The widespread use of social networking platforms reinforces the significance of social media as a foundational context for the growth and maturation of young people. Increased use of many social media platforms was associated with decreased psychological well-being among emerging adults. Moreover, being inundated with a wide range of material and interactions from several social media platforms may lead to cognitive fatigue or difficulties with multitasking, which can hinder people' capacity to respond effectively to stress and exercise self-control over their emotions and behaviours. The studies conducted by Becker et al. in 2013 and Lee et al. in 2016 have shown a correlation between their findings and maladjustment. Individuals are dedicating an increasing amount of time to engaging with digital media, therefore subjecting themselves to the emotional reactions of their peers. Consequently, their own emotional expressions may start to resemble those of others more and more. Emotions, as in the real world, may be transmitted from one individual to another. The manner in which emotions capture attention is a crucial element in elucidating the widespread popularity of emotional content on social networking platforms. Social media is more pervasive in daily life, and it serves as a particularly vital means of social connection for young individuals. While there has been study conducted to assess the different sorts of users based on their motives for using social media, there is currently no framework that specifically explores emotional contagion.

1.2. Rationale

Emerging adults exhibit a high level of social media use, with over 90% of those aged 18-29 accessing social media on a daily basis. Furthermore, the majority of these individuals maintain active accounts on at least five different social media platforms (Scott et al., 2017). This study posits that individuals utilize social media intending to project a distorted perception of reality, often showcase accomplished and attractive individuals. This behaviour ultimately results in maladjustment and the experience of emotional contagion, as individuals compare themselves to the excessive information and content present on these platforms. Most studies on various reasons for using social media have focused on typical or healthy usage patterns. These studies have examined the connections between motives for using social media and factors like affiliation and communication confidence (Lee and Kim, 2014). They have also explored the relationship between problematic social media use and psychological well-being (Oh et al., 2014), self-esteem (Mei et al., 2016), and psychological affect (Caplan, 2010). Examining the existing research exposes notable deficiencies in understanding, particularly with the need to explore the impact of social media motives and emotional contagion on maladjustment. Further research is required to examine the impact of attentional processes on social media motives and psychological adjustment in emerging adults, as the existing data is limited.

1.3. Problem Statement

To study the association of social media use motives, emotional contagion, and Psychological Adjustment in Emerging Adults with the moderating role of Attentional control.

1.4. Research Objectives

The objectives of this research include:

1: To explore the relationship between social media motives, emotional contagion, psychological adjustment, and attentional processes in emerging adults.

2: To explore the moderating role of attentional processes in a relationship between social media motives and psychological adjustment in emerging adults.

3: To explore the differences among demographic variables (gender, family system) on social media motives, emotional contagion, and psychological adjustment in emerging adults.

4: To explore the mediating role of emotional contagion between social media motives and psychological adjustment in emerging adults.

5: To explore the moderating role of attentional processes between social media motives and psychological adjustment.

1.5. Research hypothesis

1: There is a positive association between social media motives and emotional contagion in emerging adults.

2: There is a negative association between social media motives and psychological adjustment.

3: Emotional contagion mediates the relationship between social media motives and psychological adjustment.

4: Attentional process moderates the relationship between social media motives and psychological adjustment.

5: Females are more emotionally contagion as compared to male.

1.6. Conceptual Framework of the Study

Based on the literature and debate, a proposed model for the current research aims to investigate the impact of social media motives on emotional contagion, with the moderating influence of attentional processes, and how this leads to maladjustment among emerging adults.

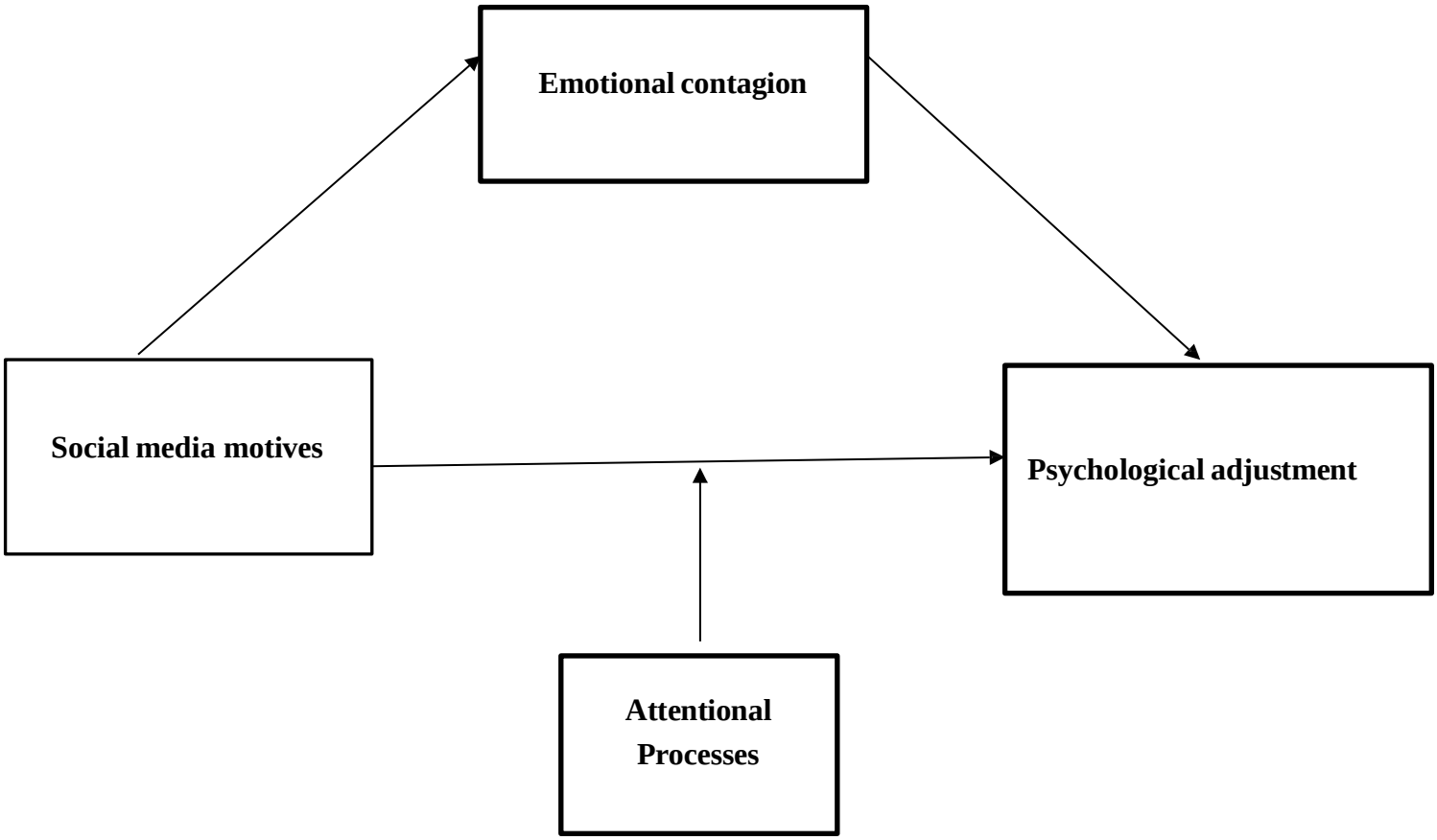

Figure 1. Figure showing the Model of the Relationship between social media motives, emotional contagion, psychological adjustment with moderating role of attentional process.

Significance of the Study

Conducting research to investigate the correlation between social media motives, emotional contagion, psychological adjustment and maladjustment, with a specific emphasis on the function of attentional processes among emerging people, is very significant for many reasons. Studying the connections between emerging adults is important because this developmental

stage is characterized by heightened emotional sensitivity and significant impacts from social media. Social media is an undeniable force that shapes how people interact, regulate their emotions, and consume information. It is crucial to comprehend the different motivations for using social media, such as seeking connection or validation, and how they can influence emerging adults online. These motivations can lead to the emergence of potential threats, such as maladjustments, due to the wide range of contagious emotions, both positive and negative, that are presented on social media. The second point about the importance of the present research is that emotional contagion in online contexts is intensified due to the quick and unfiltered sharing of information on the internet. This study investigates the cognitive mechanisms, such as emotion contagion and attention processes, that impact how emerging adults react to and are influenced by the online environment. Specifically, it will examine how exposure to different emotional states, both positive and negative, affects individuals. The ongoing study may contribute to the existing literature by providing treatments and tools for emerging people to effectively manage the emotional complexity they encounter on social media, promoting their well-being and mental health. Furthermore, psychopathology can manifest in different ways, including depression, general anxiety disorder, and social isolation during emerging adulthood. By conducting further research on the present study, valuable knowledge can be obtained to identify potential causes of maladjustments. This, in turn, can help develop effective interventions to address the vulnerabilities and needs of individuals who experience the negative effects of social media use.

1.7. Methodology

Informed agreement was acquired from each participant, and data for the present research was gathered via convenience sampling. Following that, a demographic sheet was sent to the participants in addition to the questions. Participants were provided with clear instructions on how to complete the questionnaires, stressing that there is no right or wrong

answer. People were able to fill out the surveys freely and honestly, since they were assured that their information would be kept private. Beyond that, they were informed that the data would only be used for research queries.

1.8. Operational Definitions

Emotional contagion. Emotional contagion is the inclination to instinctively imitate and synchronize emotions, vocalizations, postures, and movements with those of another person, resulting in emotional convergence (Hatfield, Cacioppo, & Rapson, 1993). The measurement of emotional contagion is conducted via the use of the Emotional Contagion (EC) Scale, which consists of 15 items that evaluate individual variations in the ability to experience and transmit the five fundamental emotions of happiness, love, fear, wrath, and sorrow. A person's susceptibility to emotional contagion increases as their overall score rises.

Social media motives. The study evaluated the reasons behind individuals' usage of social media by modifying the Motivation for Twitter usage Measure (Lee and Kim, 2014) to include the broader term "social media" instead of just referring to "Twitter". This 14-item measure consists of the following components, excluding measures that evaluate various psychological reasons for using social media websites without a defined time limit, in a generic sense. These

components are: a) Surveillance, b) Network Expansion, c) Interpersonal motives, and d) Relationship maintenance. Greater scores on the scales will suggest a greater level of social media usage reasons.

Attentional control. Voluntary control over attention, which involves directing, shifting, and sustaining focus, is one of many psychological concepts that fall under the umbrella of executive functioning. These concepts also include self-regulation, self-control, mood management, and delaying immediate satisfaction.

Self-report questionnaires often assess attentional control and its effects on emotional adjustment, stress adaption, and interpersonal behavior. The Attention Control Scale (Derry Berry & Reed, 2002) consists of two subscales: Attention shifting and Attention focusing. A higher score will imply a greater level of attention management.

Psychological adjustment

According to James Drever, 'Psychological Adjustment means the modification to compensate for or meet special conditions.'

According to Webster, Psychological adjustment 'is the establishment of satisfactory relationships as representing harmony, conformance, adaptations or the like'.

Psychological Adjustment is defined as a process wherein one builds variations in behavior to achieve harmony with oneself, others, or the environment to balance the individual and the environment.

Heintz (2006) found the nature of social media interactions has a significant effect on mood and general well-being. Positive social media interactions, such as comments of encouragement or supportive expressions, are linked to improved mood and psychological health (Wayne et al., 2004; Rhiannon Turner et al., 2007)

Brief Adjustment Scale-6 (BASE-6) is a self-report that is a concise assessment tool used to evaluate overall psychological adjustment. Outcomes, presently known as ROM, was first designed for independent usage but later included in a measurement feedback system (Smith et al., 2011). The study consists of six measures that assess an individual's views of emotional discomfort. The Likert scale used in this study is a 5-point scale, ranging from 1 (indicating extremely infrequent occurrences) to 5 (indicating very frequent occurrences). A greater score signifies a greater degree of psychological adaptation.

CHPATER 2

REVIEW OF THE RELATED LITERATURE

2.1. Social Media Motives

The internet's technical progress has become an indispensable resource in other domains, including business and communication. Social media serves as a technical expansion of the internet. It facilitates the transmission of information, photographs, and communication with other individuals (Cambridge Dictionary, 2020). Social media refers to a platform that enables users to maintain and establish connections, as well as share their material, to be seen as worthy of connection by others. (Treem, et al., 2016). Social media encompasses a range of

platforms, with the most popular and extensively used being Facebook, Twitter, Instagram, LinkedIn, Snapchat, YouTube, TikTok, and Pinterest (Auxier & Anderson, 2021). Social media use refers to the utilization of social networking sites to engage in interpersonal communication and foster relationships amongst individuals of diverse origins and cultures (Kapoor et al., 2018). Describing 'Social media motives ' is challenging due to its evolving nature and the changing definitions that correspond to the advancements in the features and use of different social media platforms. This is a worldwide phenomenon that is rapidly proliferating globally.

The use of social media (SM) has had a significant surge in the last ten years, mostly due to advancements in technology and the Internet. Platforms such as Facebook (FB), Instagram (X), and YouTube (YT) have gained broad popularity within a short period of time (Brenner, 2013). While individuals of all age groups use social media (SM), it is young people who are more inclined to embrace it (Brenner & Smith, 2013). According to a study conducted in 2013, 89% of individuals aged 18-29 reported using social media platforms. The percentage decreased as the age group increased, with 78% of those aged 30-49, 60% of individuals aged 50-64, and 43% of individuals over the age of 65 reporting the use of social media (Brenner & Smith, 2013). SM is gradually influencing the way young people interact with others, get information, and engage with the world (Correa et al., 2010). Social media encompasses a plethora of platforms that serve diverse goals and cater to a wide range of personal needs (Brandtzaeg & Heim, 2009). For instance, while it may seem obvious that some social media platforms cater to certain needs (such as YouTube being used for amusement), many social media platforms end up being used in unexpected ways (such as YouTube being used as a tool for learning or as a platform for messaging). To fully understand how different social media platforms, cater to personal needs and shape young people's interactions with the world, it is crucial to grasp their use patterns and conceptualizations of social media.

2.2.1. Uses And Gratification Theory (U&G)

The U & G theory is a communication theory that specifically emphasizes the "need seeking" aspect of social communication. This theory is applicable to the practical design of media and communication and highlights the significant role of media in fulfilling people's desires and motivations. According to the hypothesis, the level of pleasure increases as these criteria are more fully met (Winddahl, 2008). The pleasure and satisfaction hypothesis is based on two fundamental inquiries: what motivates people to be attracted to certain forms of media? More precisely, what kind of gratification does media generate for individuals? This technique first analyzes the goals of the audience (Ruggiero, 2000) before progressing to the message and social structure (Sarkisian, 1997). In other words, this theory examines how consumers actively search for media and assess their level of satisfaction with its kind, content, and method of use (Amiri et al., 2012). The assessment of the positive and negative consequences of using certain media will be ascertained by addressing the two specified inquiries in the "Use and Gratification" study conducted by Balakrishnan and Loo in 2012. The UGT framework offers a method to understand the factors that influence the level of engagement of media consumers and the outcomes of such changes in participation (West & Turner, 2007). The Uses and Gratifications theory posits that individuals utilize particular forms of media to fulfill specific needs, including cognitive (acquiring knowledge), affective (satisfying emotional needs), personal integrative (enhancing self-confidence and social status), social integrative (strengthening relationships with family and friends), and tension needs (seeking distraction or escape). This theory represents one of the earliest studies conducted on media consumption patterns. Furthermore, it assumes that media consumers are actively involved and that their use is purposeful. It presupposes that individuals who engage with media are not only conscious of their own consumption, but also of the underlying motivations and impulses driving that consumption. Additionally, it asserts that media

engages in both internal and external competition to captivate its consumers' attention and satisfy their needs via its use. Moreover, the value or lack thereof of media content can only be objectively evaluated by its customers. The citation for this work is Katz et al., 1973.

The U&G technique is characterized by a concise and comprehensive principle that is grounded in psychology and a strong focus on individual preferences: people are varied and they use mediated communication for various purposes. Consequently, the chosen medium has a distinct objective and is shaped by factors at both the individual and societal levels. These factors are characterized by the participants' active and intentional attitudes, and they operate in diverse situations that impact communication behavior. In addition, there is a competition among communication stimuli to fulfill the needs of participants. Mediated communication, as contrasted to face-to-face interaction, has significantly increased in importance (Al-Menayes, 2015). Although the U&G viewpoint is favored by many academics, it has faced criticism for its excessive focus on individual wants, motivations, and behaviors without providing enough theoretical clarity or applying rigorous research methodologies. Another weakness in U&G's analysis is its failure to include the influence of the media. Additionally, U&G assumes that participants are conscious of their underlying intentions for their actions and can consistently articulate them regardless of the situation (Sundar & Limperos, 2013). In response to the evident psychological deficiencies of this approach, several efforts were made in the early 1980s to include sociological principles. The study examined communication behavior not just in relation to its association with mainstream media, but also in terms of the tactics it used to comprehend events based on media consumption (Al-Menayes, 2015). Further studies centered on the topic have explored the gratifications that are contingent upon the selected communication medium. Mosqueda and Garcia (2010) conducted a preliminary and qualitative study on chat rooms. Their research found that engaging in chat rooms can lead to increased sociability, as individuals

interact with both familiar and unfamiliar individuals. This interaction facilitates the formation of new relationships. Additionally, participating in chat rooms can enhance feelings of independence and self-confidence, as individuals assert their ability to communicate effectively. It was evident that the pleasurable experience was conscious of itself and directed.

The essential elements of audience engagement are the underlying reasons for communication (Rubin, 1993). Motives are prevalent inclinations that impact individuals' behaviors in order to fulfill a need or want. Understanding motives is crucial in the examination of online interactions. According to Morris and Ogan (1996), there is a belief that online interactions may serve as mass media and fulfill both interpersonal and mediated needs. Social media platforms provide a compelling argument due to their ability to provide immediate and intimate interaction via facilitated means (Baek et al., 2011; Lee et al., 2012).

In 2019, a significant majority of individuals aged 18-29 in the United States, namely 90%, said that they had a completely operational account on one of the prominent social media platforms. Moreover, the majority of users on prominent platforms including as Facebook, Instagram, Twitter, Snapchat, and YouTube are comprised of young individuals (PRC, 2019). Social media is crucial in the lives of young people. Emerging people, on average, dedicate around 6 hours per day to engaging with social media, sometimes using several platforms simultaneously (Greenwood et al., 2016; Vannucci et al., 2017). According to several researchers, the decline in mental health linked to the use of social media is attributed to the fact that young people are substituting face-to-face interactions with social media platforms (Twenge & Campbell, 2018). This shift has resulted in heightened feelings of loneliness (Bucci et al., 2019) and has also been associated with adverse effects on other aspects of health and well-being (Woods & Scott, 2016).

Given that belongingness is an essential fundamental need for humans, it is likely that individuals will attempt to compensate for its absence or lack of fulfillment by resorting to other methods. The social compensation theory suggests that individuals experiencing interpersonal difficulties or feelings of rejection, isolation, or loneliness, leading to a reduced sense of connection, may attempt to compensate for their social needs by seeking to broaden their social network in the online realm (Valkenburg et al., 2005). Research indicates that individuals with poor social skills or a perception of loneliness and rejection tend to seek online connections and use social networks to fulfill their social needs and enlarge their social circles (O'Day & Heimberg, 2021). Adolescents who experience social isolation or have bad connections with their classmates are prone to increased use of social media, which puts them at a greater risk of developing social media addiction, also known as SMA (Badenes-Ribera et al., 2019). Furthermore, further research has shown a correlation between the need for social acceptance and the susceptibility to SMA in groups of adolescents (Casale & Fioravanti, 2018).

The interactional perspective reveals a more comprehensive portrayal. Individuals not only use diverse technological devices or forms of media, but they also participate in a multitude of interactions. The machine interface is a very straightforward and immediate method of engagement. We regularly interact with more intricate devices in both established and developing nations, including TVs, ATMs, GPS gadgets, tablets, and mobile phones. According to Isabella and Carvalho (2016), there is a positive correlation between the size of the software content on computers and the complexity of the link, which in turn increases the likelihood of emotional contagion.

Humans have an inherent need to establish and maintain connections with others (Takahashi et al., 2000). The desire for belonging and social reliance is considered to be a common and natural behavior in humans. A fundamental aspect of human interactions is the need for

affiliation, which refers to an individual's ability to derive enjoyment from forming friendly or intimate connections with others. It also encompasses the need for a sense of belonging and social interaction. The urge for attachment has been described as the desire to achieve social fulfillment by establishing harmonious ties with others and seeking admiration and connection (Huang, 2011). Many individuals typically want social gratifications, such as a feeling of connection with others or advantages from having harmonious connections (Marin & Ruiz de Maya, 2013).

The need for connection may be described as the anxiety or fear of being alone or rejected by others. Humans are believed to possess a significant inclination to cultivate and sustain a limited number of enduring and meaningful interpersonal connections. Fulfilling this need entails two main aspects. Firstly, there is a need for consistent and enjoyable social connections with others. Secondly, these interactions must occur inside a solid and lasting framework of emotional support for each other's welfare. The craving for connection or a sense of belonging is not a novel concept; in Maslow's hierarchy of needs, it is identified as the "love and belongingness need".

Furthermore, the innate human biological composition is believed to have a fundamental need for social connection and belonging. Hence, this inclination is not just acquired via socialization, but also passed down through genetic inheritance, hence posing a challenge to overcome (James et al., 2017). Millennials who have a strong inclination towards forming connections tend to engage in online communication and personal conversations that facilitate greater self-disclosure. They perceive internet interactions as more reciprocal, controlled, profound, and extensive compared to face-to-face contact (Peter & Valkenburg, 2006).

Unlike those who have a strong need for social connection, millennials with minimal affiliation requirements are more independent and have a reduced intrinsic need for belonging. An individual's self-concept shapes their values, desires, and social interactions, including emotions, motives, and thoughts (Marin & Ruiz de Maya, 2013).

The internet serves as a very effective medium for individuals to engage in social communication (McKenna & Bargh, 2014). Individuals who expect to engage in long-term commitments or affiliations via computer-mediated communication are more inclined to engage in greater degrees of self-disclosure and related behaviors. Conversely, they are also more prone to exhibit negative or impersonal tendencies. Individuals who engage in computer-mediated communication with long-term objectives are more motivated to create connections and share information. They are also more likely to seek personal information and have a good perception of others compared to individuals with short-term connections (Gibbs et al., 2006).

Between April 2019 and January 2020, the number of social media users in Pakistan increased by 2.4 million (Kemp, 2020). The usage of social media in Pakistan has been the subject of several investigations, including the examination of its negative effects, such as excessive social media consumption and cyberbullying, which raise socio-psychological concerns (Sidiqui, 2022).

SNS provides consumers with a valuable tool for facilitating quick and convenient social connections. A notable finding revealed a pronounced tendency to depend on social networking sites (SNS) and other social technologies in order to fulfill the need for interpersonal connection. Moreover, when the need for connection is activated, individuals turn to social networking sites (SNS) to address the issue. The correlation shown between the inclination for affiliation and the use of social networking sites (SNS) indicates that

individuals are becoming more dependent on online socializing as a means to fulfill their need for social connection. Moreover, this connection implies that millennials who have lower engagement in offline social activities are more susceptible to engaging in excessive use of social media, eventually resulting in social media addiction (Lee & Chiou, 2013).

Social media has a wide worldwide reach, with as many as 71% of young people utilizing several platforms. Additionally, almost 24% of all teenagers claim to being always online, thanks to the increased availability of smartphones (Lenhart et al., 2015). Social media is not limited to youth alone (Heo et al., 2015; Schivinski et al., 2019). Adults also utilize social media platforms as a crucial tool for socializing and obtaining information. Furthermore, social media use has an impact on many behaviors throughout one's life (Kuss et al., 2013; Schivinski, 2019). Using social media wisely leads to several positive psychological outcomes, such as increased social support, improved friendship quality, higher levels of happiness, and reduced depression.

Nevertheless, whereas moderate use of social media did not hinder overall functioning or psychological well-being (Twigg et al., 2020), the negative effects of social media usage have been examined specifically in the context of excessive and problematic use. Research has shown that problematic social media use (PSMU) might have detrimental impacts on both psychological well-being and overall health (Huang, 2012; Lin et al., 2016). One of the most noticeable adverse effects of using social media is problematic usage, which is often a result of the design of social media platforms and the prevailing data business model (Montag et al., 2019). Nevertheless, the current study lacks clarity, coherence, and is heavily influenced by bias, particularly in its focus on a single social networking platform, such as Facebook (Pontes et al., 2016).

In order to thoroughly examine social media behavior, it is crucial to comprehend the risk factors associated with PSMU. The reasons for using social media have been recognized as a significant factor in predicting problematic social media use (Wang et al., 2016). A previous research has shown that individuals who possess strong affiliative inclinations and effective communication skills often use social media platforms to expand their social networks. These individuals tend to have lower levels of self-centeredness and are less likely to use social media for personal introspection or self-expression (Lee & Kim, 2014). Previous studies have shown a correlation between the desire to engage in social contact or maintain social relationships among social media users and their level of life satisfaction (Rae & Lonborg, 2015). Based on the cognitive behavioral paradigm, the PIU (pathological internet usage) suggests that psychological well-being, self-esteem, and emotion play significant roles in predicting problematic social media use (PSMU) (Davis, 2001).

Previous research studies on pathological internet usage have consistently shown a high correlation between the use of the internet for managing challenging emotions and negative life consequences, based on empirical data (Caplan, 2010). These findings indicate that PIU, overall, and PSMU, specifically, may develop as maladaptive strategies to help individuals cope with unpleasant emotional and affective states (Kardefelt-Winther, 2014). Therefore, individuals who utilize social media as a means of dealing with negative consequences and preexisting challenges, such as compromised mental well-being, may feel compelled to engage with social media regularly (Radovic et al., 2017). This increased frequency and prolonged exposure to social media may potentially render them more susceptible to developing Problematic Social Media Use (PSMU) (Brailovskaia et al., 2019b).

Dimensions

The domains of Social media use motives are four in number which are as follows:

Surveillance: (i.e., five things covering the motivations for finding important social concerns, getting different perspectives on current events, gaining professional expertise and information, making friends with powerful professionals, and giving others helpful information

network expansion: (i.e., three items addressing the motivation to befriend individuals, communicate feelings and thoughts to others, and share information about interests to others)

Intrapersonal motive (i.e., four elements that capture motivating factors such as forgetting the difficulties of daily life, remembering past actions, killing time, and documenting daily life)

Relationship maintenance (that is, two elements encompassing the desire to stay in touch with friends and family and to inform friends and share updates about one's current whereabouts).

2.2 Emotional Contagion

The ability to identify individuals based on their facial traits or emotions is a fundamental characteristic shared by humans across many cultures worldwide (Brown, 1991). Facial expressions play a crucial part in human interactions. They consistently transmit a diverse range of signals, including approval (or disapproval) of social conduct, expectations, violations of those norms, and, most all, emotions. Emotional contagion is the phenomenon in which an individual acquires or "catches" emotions from others (Hatfield et al., 1994). Research on emotional contagion suggests that when exposed to individuals who display certain emotions, viewers tend to have a similar emotional response (Hess & Blairy, 2001; Lundqvist, 1995). Motor mimicry refers to the unintentional imitation of the emotional facial expressions of

others, and it serves as the first step in the process of emotional contagion (Neumann & Strack, 2000). Facial expression mirroring is a key mechanism that contributes to emotional contagion. Imitating the facial expressions of others provides us with precise emotional stimulation data that enables us to "capture" the emotion. The often-stated reason for this mimicry is to associate with or understand people on a deeper level (Barger & Grandey, 2006, p. 1230). Mimicry is an essential response that occurs throughout the empathic process, which forms the basis of understanding emotional facial expressions. Individuals possess the ability to perceive even little changes in one other's emotions as conveyed via facial expressions; the process of mimicking facial expressions occurs almost instantaneously. Research has shown that people's emotional experiences and facial expressions often reflect the basic variances in primal emotional displays seen by others (Hatfield et al., 1994). However, emotional contagion, sometimes referred to as EC, does not just arise from the act of mimicking facial expressions. Contagion, along with its associated process of automatic synchronization, may also manifest via the copying of posture, vocalizations, and movement (Aylward, 2008). Experimental research has shown that motor mimicry is influenced by social and communicative settings. These studies have examined the effects of displaying emotions such as pain, laughing, amusement, anxiety, and discontent. Therefore, motor mimicry should be seen as both an act of conveying information and an act of communication. Imitation may function as a means of adaptation for social survival, operating as a cohesive force that links people together (Chartrand, 2005).

2.2. Theory of Emotional Contagion

Emotional contagion is a psychological phenomenon where the brain generates a sympathetic and instinctive reaction. Early research considered emotion contagion to be an unconscious kind of imitative behaviour. However, recent studies have shown that emotion infection is really a cognitive process that can be consciously controlled. During the conversation, the

participants constructed mechanisms for emotional infection, including coordinated mechanisms that include imitation-feedback, mechanisms of associative-learning, and social evaluation mechanisms (Zhang and Lu, 2013).

The imitation-feedback process consists of three stages: imitation, feedback, and infection, as described. The association-learning process refers to the phenomenon where an observer, who is in the same context as others and influenced by their emotions, displays similar emotional reactions. Predicting the effect of organizational behaviour on individuals and their response to emotional contagion is possible.

Emotional contagion is a phenomenon where individuals acquire and experience emotions from the signals sent by others, unknowingly imitating and feeling those feelings, leading to similar emotional states. Interactivity: Emotional contagion is a necessary component of interpersonal communication. Directionality refers to the directed aspect of emotional contagion, involving a transmitter and receiver. Emotional contagion occurs as a result of this process. Lastly, similarity is an essential characteristic for a response to be the outcome of emotional contagion. Emotional contagion occurs when one person's feelings are transmitted to another via words or body language (Herrando & Constantinides, 2021). According to studies examining the causes and mechanisms, the infectious person's perceived abilities, emotional state, attentional preferences, and values impact emotional infection (Zhang, 2014).

Consequences and Practical Applications of Being Emotional Contagion

Numerous studies have shown that being emotionally healthy has many good benefits. Positive memories can be triggered, information can be encoded and retrieved more easily, problem-solving and decision-making skills can be improved, and so on. Also, when you're feeling well, you're more likely to put in the time and effort required to complete interesting or pleasurable activities, and you may classify things in a more flexible way. Researchers have shown that

when individuals are feeling down, they are less likely to look away from the message and more likely to pay close attention to what it says. Elsbach and Barr (1999) found that when people feel motivated to change their circumstances and mood via analysis, they are more likely to use a structured decision-making strategy. These theoretical ideas have several real-world implications. Being environmentally friendly is quickly becoming a must in marketing. The use of "smile-scanning software" to track workers' expressions, eye movements, lip curvature, and wrinkles is a relatively new practice in Japan. The information is then utilized to instruct employees, via a connected camera, on how to improve their smiles and exude a more positive attitude (Aylward, 2008).

While it is a regular practice in the service business to educate people to smile at customers, it is intriguing that Japanese organizations, who use such training techniques, assert tangible enhancements in customer happiness. These results highlight the disparity between the potential for insincere smiles and the likelihood of partial emotional contagion in business-customer interactions. Conversely, smiling induces happiness, reduces stress, and enhances cardiovascular well-being. Therefore, instructing workers to smile more might potentially have positive and unforeseen consequences in the future. The term "emotional engineering" refers to a practical implementation that has the capacity to give rise to significant ethical concerns. Advancements in technology and management science will make it progressively simpler to evoke certain types of emotions in both workers and consumers. Emotions, whether positive or negative, may be modified to align with certain activities, groups, or time periods, dependingon the desired outcome and the fundamental values of the organization (Isabella & Carvalho, 2016).

The rapid development of technology as a mediator for social connections is a challenging fact for contemporary society to acknowledge. It disrupts the traditional one-way communication model and provides more personalized strategies that align specific emotional states with

specific segments of the general population. This effect can occur in various directions, such as from consumers to consumers, consumers to companies, media to consumers, and so forth. An example that caused a lot of discussion recently was a research funded by Facebook on emotional contagion. The study attempted to confirm the impact on users of altering the emotional tone of messages received from friends (Barger & Grandey, 2006).

Emotional Contagion Key Sources

It is not limited to face-to-face interactions between pairs or groups. Various forms of media, such as movies, videotapes, cartoons, and music, have the ability to convey and evoke emotions. Studies have shown that films possess a remarkable ability to effectively convey emotions. Multiple studies have provided evidence that Duchenne grins, which are genuine smiles, are seen in individuals who view pleasurable films (Soussignan, 2002). The Duchenne smile is considered to be more impactful. The muscle contraction is reduced, and the form of the smile remains whole and whole. Duchenne smiles exhibit not only greater intensity than normal grins, but also display distinct dynamic indications and possess higher social signal value. Consequently, they are more prone to evoke empathy compared to other smiles (Ekman, 1993).

When individuals see a video depicting a distressing medical procedure, it becomes readily apparent to identify the occurrence of emotional contagion among the viewers, as shown by their matching facial expressions. Individuals under such circumstances often display the distinctive "disgust face" (Bavelas et al., 1986). Moreover, participants in the study who saw a pre-recorded film of a person sharing their happiest or saddest life events tended to experience similar emotions (Hsee et al., 1990). Television commercials are ubiquitous visual stimuli in contemporary societies. According to a research, these advertising may elicit both negative and positive feelings, and these emotional states strongly influence how effective the campaign is.

Nevertheless, it is worth noting that face-to-face interaction and movies are not the exclusive means of conveying emotions or amplifying emotional contagion (Edell & Burke, 1987).

A separate research discovered that music elicits sensory, expressive, and physiological aspects of the emotional response system, providing support for the theory that songs may function as mechanisms that spread emotions. The research found that happy music resulted in higher levels of pleasure and lower levels of despair. Additionally, it was seen that cheerful music led to increased activity in the zygomatic muscle, which is responsible for pulling the angle of the lips upwards and backwards (known as the smile muscle). Furthermore, cheerful music was associated with increased skin conductance and reduced finger temperature. Therefore, the occurrence of emotional contagion is seen when the stated emotion in the music aligns with the intention of evoking emotion in the listener (Lundqvist, 2009). Moreover, the research revealed that females exhibited a greater number of positive emotional expressions compared to men (Pan et al., 2021). Consequently, there is a need for more extensive study on how negative emotions are transmitted across groups with different demographic characteristics.

Contagion has been shown to transpire via a minimum of three channels. Mimicry refers to the phenomenon when an emotional expression causes the perceiver to engage in synchronized behaviour, which in turn activates affective processes (Hatfield et al., 1994; Hess & Fischer, 2014). Mimicry encompasses a collection of coordinated actions, such as body postures, eye movements, vocal gestures, and laughter (Parkinson, 2011). The second approach is category activation, where emotional expressions serve as a stimulus to engage a certain emotion category, thereby triggering emotional processes (Peters & Kashima, 2015). Activation and mimicry are distinct in that activation does not always involve replicating the behavior of an emotional expression. Instead, activation may occur via exposure to emotional signals sent through other forms of communication, such as writing.

Emotional information has a higher rate of dissemination on social media compared to news that is not connected to emotions. Moreover, internet-based platforms seem to exacerbate the dissemination of information that promotes anger (Steinert, 2020).

An individual's capacity to effectively cope with stressors and exercise self-control over emotions and behaviors has diminished as a result of cognitive fatigue induced by excessive exposure to a wide range of information and multitasking on various internet-based programs and platforms (Becker et al., 2013; Lee et al., 2016).

In 2014, researchers conducted a study using an experimental methodology to examine the phenomenon of emotion contagion on social media (Kramer et al., 2014). The study conducted by Pennebaker et al. (2015) revealed that the content shown to Facebook users was altered without their knowledge, resulting in a reduction of either negative or positive material. An algorithmic software using a dictionary was used to quantify the frequency of positive and negative phrases said, in order to evaluate the emotional states of users. The findings indicated that those who had a reduced amount of negative or positive emotions exhibited a lower occurrence of such feelings. This study, conducted by Panger in 2016, is the only published research that successfully manipulated user emotions on a digital media platform without their knowledge.

The presence of emotional contagion between people and the consequential behavioural effects of emotions are established scientific facts (e.g., Howard & Gengler, 2001; Isabella, 2012). An fascinating area of study is if similar behaviours manifest in interactions facilitated by automated machines, which lack innate emotions. There are other ways to approach this topic. From the very beginning of human history, machines, computers, and technology as a whole have evoked emotions. Anxiety, apprehension, and unease are typical responses to the inherent unpredictability of emerging technologies. Every technological advancement introduces a

fresh approach to arranging resources, whether they are physical or human, with the goal of enhancing efficiency in social or managerial endeavours. Occasionally, people regard technology as a detrimental impact (Isabella & Carvalho, 2016).

Emotional contagion necessitates close interpersonal interactions in which people have the ability to see or listen to one another. Recent study indicates that the electronic environment is a possible origin of this kind of illness. This research seeks to enhance the field by analyzing the variables that affect the probability and consequences of electronic emotional contagion (Hatfield et al., 1994). Recent study on negotiations has shown that emotional contagion may occur in technology situations. Thompson and Nadler (2002) posited that emotional contagion may occur via online interactions or communication, particularly in environments that include electronic interactions.

Emotional contagion may occur on social media when unpleasant feelings are expressed, leading to those who are influenced by these emotions becoming spreaders of bad information. It is crucial to enhance negative feelings on social media in order to decrease the spread of disinformation, shape public opinion, and comply with rules like immunization during pandemics (Yin et al., 2022). Moreover, the research revealed that females exhibited a greater number of positive emotional expressions compared to males (Pan et al., 2021). Consequently, more investigation is needed to understand how negative emotions are transmitted across many demographic groups (Lu & Hong, 2022).

Research on the contagious nature of emotions suggests that nonverbal symbols, such as emojis on social media, may effectively convey emotions, facilitate communication across different groups, and contribute to the creation of certain environments and atmospheres. Internet users have the ability to share their emotional experiences, interact with others, and express their sentiments via nonverbal cues. Emotional contagion may induce a shared emotional experience

among group members. During emotional contagion, individuals have the ability to develop emotional connections and a feeling of shared unity, which may lead to the formation of emotional memories (Gu, 2018). Adverse emotions have a highly contagious nature and hinder the capacity to regulate mental well-being, leading to the development of inappropriate behavior. Negative emotions have a significant and beneficial impact on illogical behavior, and emotional contagion plays a role in facilitating this process (Lu & Hong, 2022).

2.3 Psychological adjustment

The key feature that is relatable to psychological adjustment is well-being which cannot be defined easily as it depends on the definition provided by any given researcher; hence there are a multitude of conceptual approaches that exist in this regard concerning many variations, (Kafka, Kozma.,2001). However, psychological adjustment is better defined if we focus on its cognitive and affective components. The affective component is a balance between individuals' positive and negative affect. Whereas the cognitive component is based on how the individual evaluates and encounters different experiences in different domains of their life. Moreover, certain scholars propose that adjustment or well-being could be evaluated based on overall life satisfaction, individual perception of health, and contentment with services and accessible resources (Beekman et al., 2002). In its most basic form, this concept includes positive emotions, negative emotions, and overall life satisfaction. Some people appreciate the life satisfaction or contentment perspective, as it suggests that those who positively assess various aspects of their life will uphold a generally optimistic view of life (Kafka, Kozma.,2001).This perspective can also be characterized by a lack or minimal presence of negative symptoms. Additionally, when considering adjustment or well-being as a comprehensive concept, research indicates that emotional well-being tends to be a fairly stable trait when perceived in terms of life satisfaction; meaning that daily mood changes do not significantly influence overall life satisfaction. (Ryan et al., 2000).

Reaching adulthood involves more than just feeling mature; it also requires navigating a variety of challenges while preserving psychological health (Tagliabue, Lanz, & Beyers, 2014). Studies examining the link between transitioning to adulthood and well-being indicate that achieving more adulthood criteria leads to an improvement in the well-being of emerging adults as time progresses (Arnett, 2000; Kins & Beyers, 2010; Nelson & Barry,2005).

Improved well-being is connected to the development of psychosocial maturity achieved by successfully fulfilling developmental responsibilities related to emotional regulation, independence, education, employment, and close relationships, maintaining attention span in doing different tasks (Galambos, Barker, & Krahn, 2006; Zupančič et al., 2014). With the rise in opportunities and limited immediate responsibilities, emerging adults may interpret the array of choices differently. While some individuals find the opportunities exciting and empowering, others may feel confused and depressed (Kenny and Sirin, 2006). In a longitudinal study conducted in 2006, it was found that "emerging adulthood is not universally a positive experience, considering the significant variability in individual changes within this phase.

Feeling free to explore various options can bring excitement, but it can also lead to anxieties and doubts about one's abilities and the expectations of others (Arnett, 2014; Macek et al., 2007; Schulenberg and Schoon, 2012). During the transition to adulthood, a rise in diverse pathways is anticipated, leading to a corresponding increase in the diversity of mental health and well-being trajectories. Individuals who possess a strong sense of well-being may have the necessary psychological and social resources to adeptly navigate transitions while those experiencing existing challenges might encounter additional difficulties in navigating these transitions (Schulenberg and Zarrett, 2006). Studies have

shown that there are continuities in internalizing and externalizing symptoms from adolescence to adulthood (Howard, Galambos, and Krahn, 2010).

The overuse of social media has been shown to have a detrimental impact on individuals' mental health and contribute to increased feelings of loneliness, particularly among young people. This is because it replaces face-to-face conversations with interactions on smartphones and other devices through various social networking platforms. Additionally, excessive social media use has been linked to negative effects on overall health and well-being.Research consistently highlights that the use of social media, especially when used excessively and for long periods of time, is associated with a higher risk to individuals' psychological well-being and poor mental health, particularly among young people (Andreassen et al. 2016; Kross et al. 2013; Woods and Scott 2016).

The results of a comprehensive research study conducted in 42 countries indicate that a significant proportion of adolescents (78%) engage in excessive use of social media platforms, which is concerning. Additionally, over 7% of the population exhibit symptoms of problematic social media use (PSMU), while 15% are non-active users (Boniel et al., 2022). This implies that social media is extensively used within this demographic. Studies indicate that using social media in a logical and balanced manner may enhance one's mental well-being (Ostic et al., 2021), amplify social support (Wu & Chiou, 2020), enhance the quality of friendships and self-identity (Wang et al., 2021a, 2021b), and alleviate feelings of loneliness

The purpose of discussing different types of maladjustments is to highlight the consistent findings of studies that indicate a correlation between excessive internet or social media use and the development of psychological disorders such as depression, anxiety, and loneliness. These disorders are collectively referred to as psychological maladjustments in the study, suggesting that individuals may exhibit various forms of maladjustment that can significantly

impact their mental well-being. When there is an absence of psychological adjustment then there will be maladjustment that refers to the inability to meet and satisfy the expectations placed on an individual by their environment. The environment exerts pressure on individuals to carry out certain duties to satisfy its requirements and maintain optimal functionality.

Multiple studies consistently demonstrate a strong correlation between frequent and intense emotional changes and negative psychological adjustment or functioning (Kuppens et al., 2007). Individuals that exhibit more emotional fluctuation across time are more prone to feelings of sorrow, neuroticism, and poor self-esteem. Studies indicate that there is a correlation between psychological maladjustment and elevated emotional reactivity (Kuppens et al., 2008). Nevertheless, emotions are often seen as advantageous responses that assist and motivate an individual in dealing with the requirements and difficulties of their surroundings (Frijda, 2007; Izard, 2009). Emotions have a beneficial purpose by motivating people to act inresponse to internal or external situations. The fact that emotional reaction itself might be harmful seems paradoxical. Emotional changes may be beneficial and adaptable when they areinfluenced by external variables. When a person's emotional responses become divorced from their environmental or psychological demands, it may suggest maladjustment that means thereis no psychological adjustment (Kuppens et al., 2010).

Research in social psychology has identified the primary social and psychological traits that influence individuals' motivations and behaviours (Mubarak & Quinn, 2019). Initially, individuals universally want a basic quantity of positive connections with others, referred to as the inclination to associate, and their capacity to maintain such bonds may be seen by their consistent social engagement with others. The need for social connection is a primary motivation for individuals to utilize social media platforms, as it fulfils their need for belongingness and enhances their social interactions and connections. However, the need to connect may result in maladaptive actions, which, if pursued excessively, might result in

addiction. Furthermore, researchers have identified connections between the practice of impression management on social media platforms and the escalation of social media use, which in turn might result in harmful patterns of social media usage. Furthermore, it offers these folks a setting to control how they are seen, cultivate a good self-image, and present an improved version of themselves. The prevalence of boredom during leisure time has raised significant anxiety and concern among several scholars. Extensive research has shown a correlation between leisure ennui and excessive engagement with social media, reliance, and other forms of addiction (Huang, 2011). Therefore, it is crucial to examine the influence of different sociopsychological characteristics on social media use motives (James et al., 2017).

2.4 Attention Control

According to Derryberry and Reed (2002), attentional control is the capacity to deliberately manage attention, which includes the capacity to focus and shift focus. A growing number of psychological notions that depend on or are related to executive functioning include attentional control, it is the capacity to deliberately direct, change, and retain attention.

Other concepts that fall under this category include self-regulation, self-control, emotion regulation, and postponement of gratification. While directed attention, or attentional regulation, is regarded as an executive functioning skill, automatic attention happens spontaneously in response to stimuli and is present even in primates (Posner & Dehaene, 1994).

Components of attention Control

Derry berry and Reed (2002) describe the ACS as a scale consisting of 20 items, which may be divided into three connected subfactors that indicate specific talents. a) Focusing one's attention; b) Switching attention between tasks; and c) Regulating flexible thinking. Upon computing the overall score of the scale, factor analyses indicate the presence of two components (Judah, Grant, Mills, & Lechner, 2014; Olafsson et al., 2011; Reinholdt-Dunne, Mogg, & Bradley, 2013). The first dimension is the concentrating dimension, which measures

the ability to concentrate attention in the midst of various distractions. For example, it assesses the difficulty of shutting out distracting ideas while attempting to focus on anything. This dimension is reverse scored. The ability to alter one's attentional focus is shown by a changing dimension.(for example, "I find it effortless to switch between two distinct tasks.")

The relationship between affective disorders and attentional control has gained more focus in recent years (e.g., Derryberry and Reed 2002; Eysenck et al. 2007). An association has been shown between decreased attentional control and feelings of anxiety and depression in many studies (Judah et al., 2014; Ólafsson et al., 2011; Reinholdt-Dunne et al., 2013).

Attentional control is considered to be a difference in cognitive ability across people (Posner & Dehaene, 1994; Suchy, 2009). The most accurate way to measure attentional control is via performance-based cognitive tasks (Chan, Shum, Toulopoulou, & Chen, 2008; Suchy, 2009). Self-report measures are often used in research investigating the role of attentional control in emotional regulation, stress adaption, and interpersonal conduct. These scales serve as a means to quantify attentional control.

Extensive use of the ACS has been used in research on conceptual models that explore how individual variations in attention management might either make someone more vulnerable or more resilient. These models demonstrate that attentional control reduces the influence of stress or related factors on behavioral, emotional, or neurophysiological consequences. Studies investigating the protective benefits of attentional control have shown that ACS scores have a moderating role in influencing adaptive outcomes. These studies examine the correlation between negative emotionality and insomnia (Mitchell, Mogg, & Bradly, 2012), chronic rumination and symptoms of anxiety and depression (Fergus, Bardeen, & Orcutt, 2012), and fear of public speaking and speech performance (Jones, Fazio, & Vasey, 2012). The mediational studies indicate that the negative correlation between social anxiety and good

affect might be partly attributed to ACS scores, as shown by Morrison and Heimberg (2013). Moreover, there exists a direct relationship between people' accounts of negative childhood experiences, such as physical abuse, strict punishment, and lack of parental engagement and care, and the likelihood of their engaging in high-risk parenting behaviors, characterized by hostility or abuse, as adults.

Research in this sector has shown a significant correlation between attention difficulties and extensive use of social media (Karpinski et al., 2012). According to Ophir et al. (2009), individuals who utilize a lot of multimedia while working on jobs that need productivity have a harder difficulty ignoring unwanted distractions, such as alerts. The GPA of the participants, as shown by Junco (2012) and Junco and Cotten (2012), suggests that the ease of access to these "technologies" had an influence on students' ability to maintain attention and comprehend the content at a deeper level. Moreover, with the growing prevalence and ease of access to social media platforms, it is probable that students would use social media while engaging in academic tasks. Consequently, pupils may have a reduced ability to maintain their focus on the current work as a result of the distractions posed by social media.

Studies indicate that the management of attention plays a crucial role in achieving academic achievement (Fleming and McMahon, 2012; Karpinski et al., 2012). However, there is a lack of research investigating the connection between social media use and attention. Research has shown a significant correlation between excessive use of social media and difficulties in focus (Karpinski et al., 2012). According to Ophir et al. (2009), those who use multimedia extensively have greater challenges in ignoring unneeded distractions, including warnings, while they are trying to focus on productive tasks.

The evaluation of the prevalence of emotional contagion on social media is still in its nascent phase, with ongoing research aiming to establish the existence of contagion in certain platforms

or contexts. There is a need for more investigation into this subject. It would be advantageous to redirect emphasis towards predicting when emotion contagion would be more or less intense, and if attentional processes act as a mediator or moderator. This section provides a concise overview of the current literature and identifies areas where more research is needed. It specifically focuses on exploring the connections between the reasons why people use social media, the spread of emotions via social media, and the difficulties experienced by young adults in adapting to these platforms.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The current study aimed to investigate the correlation between social media motivations and emotional contagion with psychological adjustment in emerging adults, specifically focusing on the function of attentional control. The study also aimed to investigate the influence of psychological adjustment and the function of attentional control in mediating the results. In addition to these aims, the study also examined the impact of demographic characteristics, such as gender, age, education, and family income, on the research variables.

3.2 Research Design

This study used a cross-sectional research approach. The research was undertaken in two distinct phases: a pilot study and a full study. The surveys utilized are in English. The research utilized questionnaires to assess various factors. The Social Media Use Motives were measured using the Social Media Motives Scale developed by Brandtzaeg & Heim (2009), Liu et al. (2010), and Shim & Hwang (2010). Psychological Adjustment was measured using the Brief Adjustment Scale-6 (BASE-6) developed by Smith et al. (2011). Emotional Contagion was assessed using The Emotional Contagion scale developed by Doherty (1997). Lastly, Attentional control was measured using the Attentional Control Scale developed by Derryberry & Reed (2001).

Phase I: Pilot Study

Objectives:

Objectives of the pilot study were:

- To check the relevance and appropriateness of instruments in the Pakistani context.
- To establish psychometric properties of English version measures.
- To check the ease of understanding for each questionnaire.

Pilot Testing:

A tiny scale representative of the entire population (n=100) was used to administer each of the five scales and their subscales in the English language. Data was collected from those who at least can understand and comprehend the English language. Building the psychometric qualities, usefulness, and appropriateness of the instruments in the local community is the primary goal of the first phase (pilot testing).

Sample

Pilot research was carried out on a sample of 100 emerging adults, consisting of (31% male and 69% females) age ranged (from 18 to 29) years, with an (average age of 1.69 and a standard deviation of 0.46) using purposive sampling in Rawalpindi, Sahiwal, and Islamabad, as shown in Table 3.1. Before the pilot research, each participant obtained informed permission by being informed about the study's objective and assured of their name and information confidentiality.

Arnett (2000, 2004a, 2004b) has proposed that the time of life roughly between ages 18-25 be considered a “distinct period” called emerging adulthood (EA). Essentially, this is a time when individuals tend to consider themselves too old to be adolescents, but not yet full-fledged adults.

Inclusion criteria/ Exclusion criteria:

1: Data was collected from only those emerging adults (18-29) years, who are active users of social media using at least social media platforms.

2: Data was collected from those individuals whose minimum qualification was intermediate (FA) so that they can read and understand the English language because the measures were not translated and were used in the English language

Table 3.4

Demographic Characteristics (N=100)

Variables	**f (%)**	**Mean (SD)**
Age (18-29)		1.69(.46)
Gender		
female	31 (31.0%)	
male	69 (69.0%)	
Education		
F.A and non-working	(1%)	
B.A and working	(12%)	
M.A and working	(4%)	
MPhil and working	(62%)	
Education Father	(21%)	
Below matric	(7%)	
Matric	(7%)	
FA	(2%)	
BA	(61%)	

Masters	(12%)
MPhil and higher	(11%)
Education Mother	
Below matric	(10%)
Matric	(23%)
FA	(18%)
BA	(19%)
Masters	(21%)
MPhil and higher	(9%)
Family type	
Nuclear	(68%)
Joint	(32%)

f = Frequency, %= percentage

Table 3.4 shows frequencies of demographic characteristics which included gender, education (student, father and mother), and family type.

Measures

Following measuring scales were administered in this phase (details of the measures are given in the main study, p # 44):

1. Social Media Motives Scale (Lee and Kim, 2014)
2. Brief Adjustment Scale-6 (BASE-6, Smith et al., 2011)
3. The Emotional Contagion Scale (Doherty, 1997; Hatfield et al., 1994)
4. Attention Control Scale (ACS, Derryberry & Reed, 2001)

Procedure

Data was collected through a purposive sampling method from the participants who studied and worked in different institutes in the cities of Rawalpindi, Islamabad, and Sahiwal. A comprehensive form was created, including a concise research summary, a permission form, a statement of confidentiality, and an assurance of absolute privacy in the management and interpretation of data. The questionnaire, which included a comprehensive demographic form and all four scales, took around 20-25 minutes to complete. All the measures were used in the English language and the recruited participants were using at least one social media platform and can read and comprehend the English language. The data was subjected to statistical analysis using SPSS-25.

Results of Pilot Testing

Reliability analysis was checked by conducting descriptive statistics to check the reliability and feasibility of the scales along with their subscales. The results are given below:

Table 3.2

Psychometric properties of the key study variables (N=100)

					Range			
Scales	K	α	M	SD	Actual	Potential	Skew	Kur
Social media motive scale	14							
Surveillance	5	.71	22.76	3.17	5-30	5-35	.62	-.03
Network expansion	3	.79	13.21	3.49	3-18	3-21	-.24	-.36
Intrapersonal motives	4	.71	18.26	2.66	4-24	4-28	.75	.04
Relationship maintenance	2	.68	8.88	1.05	2-12	2-14	1.1	1.4
Brief Adjustment scale	6	.68	17.15	4.75	6-24	6-30	-.03	-.70
Emotional Contagion scale	15							
Positive Emotions	6	.87	15.73	3.56	6-18	6-24	.04	-.22
Negative Emotions	9	.86	24.90	4.81	9-27	9-36	1.4	-1.2
Attention Control Scale	20							
Attention focusing	9	.87	24.56	5.17	9-27	9-36	-.56	-1.0
Attention shifting	11	.84	28.71	5.65	11-33	11-44	-.16	-1.4

The table displays the Cronbach alpha reliability of all scales and their subscales, which fall within an acceptable range. Furthermore, the skewness and kurtosis readings were within the acceptable range of +2 to -2. Consequently, it was deduced that all the measures were pertinent and appropriate for utilization with Pakistani emerging adults**.**

Table 3.3

Correlation Matrix of the Study Variables (N=100)

	Variables	I	II	III	IV	V	VI	VII	
I	Surveillance	1							
II	Network expansion	-.08	1						
III	Interpersonal motives	.52**	-.08	1					
IV	Relationship maintenance	-.17	-.23*	.06	1				
V	Psychological Adjustment	-.57**	-.05	-.45**	.41**	1			
VI	Positive emotions	.44**	.20*	.24*	-.04	-.45**	-.02	1	
VII	Negative emotions	.40**	.32**	.21*	-.06	.15	-.35**	.67**	1

**p< .05, ** p<.01.*

The correlation analysis in Table 3.3 reveals that there is a negative link between psychological adjustment and social media usage. Additionally, there is a strong positive association between psychological maladjustment and the purpose of relationship maintenance. The association between the research variables is consistent with the expected direction.

3.2.2 Phase 2: Main Study

The major study constituted the second part of the investigation. A primary investigation was conducted to examine the hypotheses of the present research. The hypothesis and aims of the primary research are stated in chapter one.

Sample

The current research included a sample of 501 emerging adults aged between (18 and 29), comprising 171 males **(**65.9%) and 330 females **(**34.1%), for the main study using a purposive sampling strategy which is a type of non-probability sampling in which the data was collected from the available respondents who meet the inclusion and exclusion criteria of our study and who were using at least one social media platform (mostly WhatsApp) by visiting several institutions and workplaces of Islamabad, Rawalpindi and Sahiwal. Arnett (2000, 2004a, 2004b) has proposed that the time of life roughly between ages 18-25 be considered a "distinct period" called emerging adulthood (EA). Essentially, this is a time when individuals tend to consider themselves too old to be adolescents, but not yet full-fledged adults. Many markers of the transition to adulthood, such as the median age of first marriage, are being reached at older ages now than in the past (Arnett, 2004a)

Inclusion criteria/ Exclusion criteria:

1: Data was collected from only those emerging adults (18-29) years, who are active users of social media using at least social media platforms.

2: Data was collected from those individuals whose minimum qualification was intermediate (FA) so that they can read and understand the English language because the measures were not translated and were used in the English language

Table 3.4

Demographic Characteristics (N=501)

Variables	***f (%)***	**Mean (SD)**
Age (19-29)		22.79(2.98)
Gender		
female	171 (34.1%)	
male	330 (65.9%)	
Education		
FA and not working	86 (17.17)	
BA and working	116 (23.15)	
MA and working	201 (40.12)	
MPhil and working	98 (19.56)	
Education Father		
Below matric	16(3.2)	
Matric	89(17.8)	
FA	80(16.0)	
BA	206(41.1)	
Masters	81(16.2)	
MPhil and higher	29(5.8)	
Education Mother		
Below matric	73(14.6)	
Matric	114(22.8)	
FA	145(28.9)	
BA	113(22.6)	
Masters	29(5.8)	

MPhil and higher	27(5.4)
Family type	
Nuclear	361 (72.1)
Joint	140 (27.9)

f = Frequency, %= percentage

Table 3.4 displays the frequency of demographic factors, such as gender, education (student, father, and mother), the employment position of the mother, and family type. In the analysis chapter, only family type and gender results were significant, so we didn't include other demographics like parents' education.

3.3 Research Instruments

1: Brief Adjustment Scale-6 (BASE-6).

The self-report is a concise assessment tool used to evaluate overall psychological adjustment. Outcomes, presently known as ROM, was first designed for independent usage but later included into a measurement feedback system (Smith et al., 2011). The study consists of six measures that assess an individual's views of emotional discomfort. The first three questions pertain to the experience of despair, anxiety, anger, and their associated disruptions. The most recent three measures assessed self-esteem, personal connections, and vocational functioning.

All 6 things are objects that are scored in the opposite direction. The Likert scale used in this study is a 5-point scale, ranging from 1 (indicating extremely infrequent occurrences) to 5 (indicating very frequent occurrences). A greater score signifies a greater degree of psychological adaptation. BASE-6 has a high level of internal consistency, with values ranging from $\alpha = 0.87$ to $\alpha = 0.92$.

2: The Emotional Contagion Scale

The Emotional Contagion Scale, first developed by Hatfield et al. in 1994, was later updated and enhanced by Doherty in 1997. There are a total of 15 things included. The scale consists of five sub-scales: (a) happiness, (b) love, (c) fear, (d) anger, and (e) anxiety. The primary division of this may be categorized into two subscales, one of which include positive emotions such as happiness and love. These emotions are represented by items numbered 2, 3, 6, 9, 11, and 12. The other scale is a measure of negative emotions, including items related to fear, wrath, and anxiety. The numbers in the sequence are 1, 4, 5, 7, 8, 10, 13, 14, and The Likert scale used in this study is a 4-point scale, ranging from 1 (indicating "Never true") to 5 (indicating "Always true"). A greater score on each sub-scale and a high overall score suggest a strong vulnerability to emotional contagion.

3. Social Media Use Motive Scale (SMMS)

The researchers used a revised edition of the Motivation for Twitter Use Measure (Lee and Kim, 2014) to assess the underlying reasons for engaging with social media platforms. This included replacing the specific word "Twitter" with the broader term "social media." The14-item test consists of four subscales that assess different psychological explanations for utilizing social media sites in a broad sense, without considering time limitations. Surveillancerefers to the act of monitoring and observing important social concerns, gaining different perspectives on current events, acquiring professional expertise and information, establishing

connections with influential individuals, and providing helpful information to others. Network expansion involves befriending individuals, expressing thoughts and emotions to others, and sharing information about personal interests. The intrapersonal motive includes factors such as escaping daily difficulties, reminiscing past actions, passing time, and documenting daily life. Relationship maintenance encompasses the desire to stay connected with friends and family, as well as informing them and sharing updates about one's current location. Each of the 14 questions was scored using a seven-point Likert scale, ranging from strongly disagree (1) to strongly agree (7). All subscales in the present investigation (relationship maintenance $\alpha = 0.65$, intrapersonal motivation $\alpha = 0.71$, network expansion $\alpha = 0.68$, and surveillance $\alpha = 0.75$) demonstrated a satisfactory degree of dependability. Problematic social media use is indicated by a higher score on each sub-scale as well as a high overall score.

4. Adult Personality Assessment Questionnaire (PAQ).

This research used a truncated version of the Adult PAQ self-report questionnaire to evaluate the psychological maladjustment among the participants (Rohner & Khaleque, 2005). The measure has a total of forty-two items, which are categorized into seven scales, with each scale consisting of six items. The scales included in this assessment are as follows: (a) hostility/aggression (e.g., "I contemplate engaging in fights or being unkind"), (b) dependence (e.g., "I prefer my friends to sympathize with me when I am unwell"), (c) negative self-esteem (e.g., "I have a negative perception of myself" - reversed), (d) negative self-adequacy (e.g., "I feel incapable of achieving the things I desire as well as most individuals" - reversed), (e) emotional unresponsiveness (e.g., "I struggle to express my true emotions to others"), (f) emotional instability (e.g., "I become upset when things do not go as planned"), and (g) negative worldview (e.g., "I perceive life as filled with hazards"). The measure comprises a 4- point Likert scale, with the following ratings: 1 (rarely true), 2 (sometimes true), 3 (sometimes true), and 4 (often true). There are a total of 14 items that have been coded in reverse. Higher

scores on all measures indicate a higher level of psychological maladjustment. The reliability and validity of the scale have been established in the literature, as shown by internal consistency coefficients ranging from .51 to .77 (Khaleque & Rohner, 2002; Rohner & Ali, 2016b; Rohner & Khaleque, 2005).

5: The Attention Control Scale (ACS)

It is a measurement tool used to assess an individual's ability to control their attention. Derryberry and Reed (2001) developed a self-report instrument to assess individual differences in attentional skills related to voluntary executive processes. A 20-item Attentional Control Scale (ACS) was developed to measure an individual's ability to concentrate on perceptual tasks, transition between tasks, and regulate flexible thinking (Derryberry, 2002). The two primary components of attention that are meant to be measured are attention shifting and attention focusing. The scale consists of 20 items that are rated on a four-point Likert scale, ranging from 1 (nearly never) to 4 (always). The ACS produces two primary scales: the attention shifting scale and the attention focusing scale. The total of the scores reflects the individual's overall ability to regulate attention. The shifting subscale assesses one's capacity to redirect attentional focus, such as the ease of transitioning between various activities. This subscale consists of a total of 10 questions, with items 11, 12, 15, 16, and 20 being reverse coded. The focusing subscale assesses the capacity to direct attention towards a specific task while disregarding distractions. For instance, it evaluates the individual's ability to concentrate and solve problems, considering any challenges they may have in maintaining concentration (e.g., reverse graded responses indicate difficulties in concentrating attention). Out of the 10 items on the focusing subscale, items 1, 2, 3, 6, 7, and 8 are coded in the other direction. The measure evaluates an individual's total capacity to regulate their attention. The internal consistency of the Attention Control Scale is measured to be $\alpha = 0.88$.

Table 3.5

Psychometric properties of the key study variables (N=501)

Scales	No. of Items	α	*M*	*SD*	Range		Skew	Kur
					Actual	**Potential**		
Social media motive scale	14							
Surveillance	5	.72	21.83	4.80	5-30	5-35	-.97	1.76
Network expansion	3	.71	11.79	3.53	3-18	3-21	-.21	-.29
Interpersonal motives	4	.73	18.07	4.21	4-24	4-28	-.36	1.31
Relationship maintenance	2	.73	8.74	2.27	2-12	2-14	-.43	.54
Brief Adjustment scale	6	.73	17.83	4.80	6-24	6-30	-.64	-.63
Emotional Contagion scale	15							
Positive emotions	6	.83	15.71	4.03	6-18	6-24	-.04	-.87
Negative emotions	9	.85	23.74	50.17	9-27	9-36	.17	-.45
Attention control Scale	20							
Attention focusing	9	.85	23.70	5.29	9-27	9-36	-.11	-.86
Attention shifting	11	.70	26.48	4.86	11-33	11-44	.24	-.66

Kur = Kurtosis, Skew = Skewness.

Table 3.5 presents the descriptive features of the Scales, including their reliability and normality scores. The table also illustrates a satisfactory to an outstanding degree of internal consistency, providing evidence of the suitability of these metrics for the examined sample. The Cronbach's alpha coefficients for all the scales and their subscales exceed 0.7, suggesting that the reliability of the scales falls within the acceptable range. The skewness and kurtosis values of all structures were seen to be within the permitted range of -2 to +2, indicating evidence of a normal distribution.

3.4 Data Collection

The data was collected by a method of convenient sampling, and prior agreement was acquired from each participant. Subsequently, the participants were provided with a demographic sheet in addition to the questions. They were provided with instructions on how to complete the surveys, with an emphasis on the fact that there are no right or wrong answers. The participants were assured that their information would be handled confidentially, allowing them to complete the questionnaires without any reservations or withholding of information. They were also informed that the information would be used only for research reasons. The participants were expressed gratitude for their participation.

3.5 Data Analysis

To achieve the objectives and hypotheses of the present study, data analysis was performed using SPSS-25 and Process macro 4.0. After collecting the data, an assessment was made regarding the assumptions of normality and data purification. An exploratory analysis was performed to evaluate the psychometric properties of the variables in the present study. The investigation included calculating the kurtosis, skewness, standard deviation, and mean values. The Cronbach alpha coefficient was used to evaluate the dependability and accuracy of the measurements included in the study. Percentages and frequency were calculated for categorical data in demographics, whereas standard deviation and mean were calculated for continuous variables. The Pearson moment product correlation was calculated to analyze the relationship between the study variables. The prediction task used regression analysis, whereas moderation and mediation analysis were performed using the SPSS macro-4.0. Model 1 was used for doing moderation analysis, whereas Model 4 was utilized for performing mediation analysis.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

The objective of this study was to investigate the correlation between reasons for using social media and psychological adjustment in emerging adults, with a particular focus on the impact of emotional contagion and attention management.

Pilot research was done to assess the reliability and difficulty level of items in the Pakistani population. The data was analysed using suitable statistical processes. The analysis was conducted using SPSS-25 software and Process Macro 4.0. The findings of this research were derived from the analysis which included Descriptive, Independent sample t-test, ANOVA, Regression, Moderation, and Pearson product-moment correlation. The mean differences in demographic factors were assessed using ANOVA and T-test. Correlation and regression analyses were conducted to examine the connection between the research variables. The purpose of moderation was to assess the moderating influence of attentional processes. However, social media use motives related information that was required to find out the impact of social media motives on the different domains of life were controlled.

Association between Study Variables

Table 4.1

Correlation Matrix of Study Variables (N=501)

	Variables	I	II	III	IV	V	VI	VII
I	Surveillance	_	.51**	.39**	.40**	-.13**	.26**	.33**
II	Network Expansion		_	.34**	.29**	-.03	.28**	.30**
III	Intrapersonal Motives			_	.79**	-.35**	.27**	.18**
IV	Relationship Maintenance				_	-.23**	.23**	.09
V	Psychological Adjustment					_	-.28**	-.43**
VI	Positive Emotions						_	.63**
VII	Negative Emotions							_

*p<.05, **p<.01

In table 4.1 correlation between study variables is conducted. It has been shown from the results that social media motives are significantly negatively linked with psychological adjustment except the network expansion that result is not significant. Whereas psychological adjustment is significantly negatively related to positive emotions and negative emotions.

Table 4.2

Multiple Regression Analysis on Psychological Adjustment with social media use motives (N=501)

	Psychological Adjustment						
						95% CI	
Variables	*B*	*SE B*	*β*	*t*	*p*	*LL*	*UL*
Surveillance	-.054	.050	-.055	-1.091	.276	-.152	.043
Network Expansion	.171	.065	.128	2.605	.009	.042	.299
Intrapersonal Motives	-.534	.077	-.478	-6.900	.000	-.687	-.382
Relationship Maintenance	.269	.143	.130	1.886	.060	-.011	.549
	R = .39, R^2= .15 (F = 29.53, p<0.01)						

In table 4.2 that shows the impact of social media motives on psychological adjustment. Finding shows that social media motives jointly accounted for 14.3 % variance in psychological adjustment of emerging adults with the significant F ratio (F = 20.62***). Moreover, the findings highlighted that network expansion (B = .17, β = .13*) and relationship maintenance (B = .27, β = .13) are the positive indicator of psychological adjustment. Whereas intrapersonal motives are the strongest negative predictor of psychological adjustment (B = -.53, β = -.48***) which means that one unit rise in intrapersonal motives would result in .53 unit decrease in psychological adjustment of emerging adults. And surveillance is also a negative predictor of psychological adjustment.

Table 4.3

Multiple Regression Analysis on positive emotions *with social media use motives (N=501)*

Positive emotions

Variables	*B*	*SE B*	*β*	*t*	*p*	95% CI *LL*	*UL*
Surveillance	.096	.043	.115	2.241	.025	.012	.181
Network Expansion	.180	.057	.158	3.176	.002	.069	.291
Intrapersonal Motives	.175	.067	.183	2.611	.009	.043	.307
Relationship Maintenance	-.017	.123	-.010	-.139	.890	-.259	.225
	R = .35, R^2= .12 (F = 17.17p<0.01)						

****p<.001, *p<.05*

Table shows the impact of social media motives that include surveillance, network expansion, intrapersonal motives and relationship maintenance on positive emotions. Finding shows that social media motives jointly accounted for 12.2 % variance inpositive emotions of emerging adults with the significant F ratio (F = 17.17***).

In this table Surveillance, Network expansion, Intrapersonal motives are the significant positive predictors of positive emotions.

Whereas Relationship Maintenance is a negative predictor of positive emotions (B = -.02, β = -.01) indicating a one unit rise in Relationship Maintenance would result in .02 units decrease in positive of emerging adults.

Table 4.4

Multiple Regression Analysis on social media use motives with Negative Emotion (N=501)

	Negative Emotion						
						95%CI	
Variables	*B*	*SE B*	*β*	*t*	*p*	*LL*	*UL*
Surveillance	.304	.061	.252	4.979	.000	.184	.424
Network Expansion	.284	.080	.173	3.537	.000	.126	.442
Intrapersonal Motives	.244	.095	.177	2.566	.011	.057	.431
Relationship Maintenance	-.516	.175	-.202	-2.949	.003	-.860	-.172
	R = .39, R^2= .15 (F = 21.59 p<0.01)						

****p<.001, *p<.05*

For table no 4.4 which shows the impact of social media motives that include Surveillance, Network expansion, Intrapersonal motives and Relationship Maintenance on negative emotions. Finding shows that social media motives jointly accounted for 15 % variance in negative emotions of emerging adults with the significant F ratio (F = 21.59***).

This table shows that Surveillance, (B = .30, β = .25***) and Network expansion (B = .28, β = .17***) are the strong positive indicators of negative emotions and interpersonal motives are also positive predictor of negative emotions. However, Relationship Maintenance (B = -.52, β = -.20*) is the negative predictor of negative emotions indicating a one unit rise in Relationship Maintenance would result in .52 units decrease in negative emotions of emerging adults.

Table 4.5

Multiple Regression Analysis on positive and negative emotions with psychological adjustment(N=501)

Psychological adjustment

Variables	*B*	*SE B*	*β*	*t*	*p*	95% CI *B*	95% CI *SE B*
Positive Emotions	-.023	.061	-.020	-.378	.706	-.143	.097
Negative Emotions	-.336	.042	-.413	-7.919	.000	-.419	-.252

R = .43, R^2= .18 (F = 55.24 p<.001

****p<.001, *p<.05*

For table no 4.5 which shows the impact of positive emotions and negative emotions on Psychological adjustment. The finding shows that positive and negative emotions jointly accounted for 18.2 % variance in Psychological adjustment of Emerging adults with the significant F ratio (F = 55.24***). Both positive emotions and negative emotions are the negative indicators of psychological adjustment.

For positive emotions (B = -.02, β = -.02) indicating a one unit rise in positive emotions would result in .02 units decrease in psychological adjustment of emerging adults and For negative emotions (B = -.34, β = -.41) indicating a one unit rise in Negative emotions would result in .34 units decrease in psychological adjustment of emerging adults.

Mediation Analyses

Table 4.6

Simple Mediation of the effect of surveillance and psychological adjustment in the presence of positive emotions. (N = 501)

Predictors	Model 1	Model 2	95% CL	
	B	B	*LL*	*UL*
Constant	20.53***	23.92***	22.76	26.08
Surveillance	-.12*	-.06	-.14	.03
Positive emotions		-.31***	-.41	-.21
Indirect effect-Survelli → BASE		-.07***	-.09	-.04
R^2	.02	.08		
ΔR^2		.06		
F	8.12*	22.10***		
ΔF		13.98		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; Survelli =Surveillance; BASE= Psychological adjustment

**p<.05, **p<.01, *** p<.000*

Table shows that surveillance is negatively linked with Psychological adjustment. 8% of variance is explained by this interaction effect with the significant B value. So, the results clearly show that when you are experiencing positive emotions it explains 8 % of variance and there is a change of 6% after adding mediator.

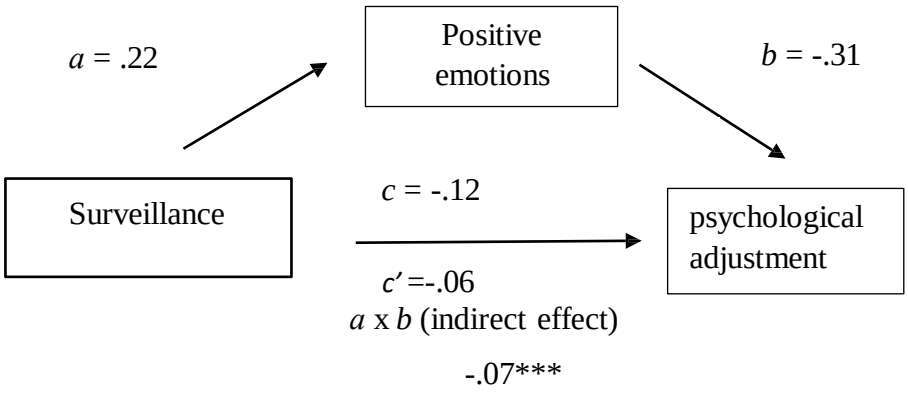

Figure: *Simple Mediation of the effect of surveillance and psychological adjustment in the presence of positive emotion*

A mediation study was conducted to examine the role of surveillance and psychological adjustment as mediators in the presence of pleasant emotions.

The overall impact of the model was found to be statistically significant, with a coefficient of -.12, a t-value of -2.85, a confidence interval of [-.21, -.04], and a p-value of less than .001. No statistically significant direct impact was observed, with a coefficient (b) of -0.06, a t-value of -1.28, a confidence interval (CI) ranging from -0.14 to 0.03, and a p-value greater than 0.05. Additionally, a statistically significant indirect impact was discovered, with a coefficient of -.07 and a confidence interval of [-.09, -.04].

The results indicated that happy emotions had a mediating role in the interaction between surveillance and psychological adjustment.

Table 4.7

Simple Mediation of the effect of surveillance and psychological adjustment in the presence of negative emotions. (N = 501)

Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	20.54***	25.81***	23.78	27.84
Surveillance	-.12*	02	-.07	.10
Negative emotions		-.35***	-.42	-.28
Indirect effect-Survelli → BASE		-.14***	-.18	-.10
R^2	.02	.18		
ΔR^2		.16		
F	8.12*	55.23***		
ΔF		47.11		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; Survelli =Surveillance; BASE = psychological adjustment

**p<.05, **p<.01, *** p<.000*

Table shows that surveillance is positively linked with psychological adjustment. 18 % of variance is explained by this interaction effect with the significant B value. So, the results clearly show that when you are experiencing negative emotions it explains 18% of variance and there is a change of 16 % after adding mediator.

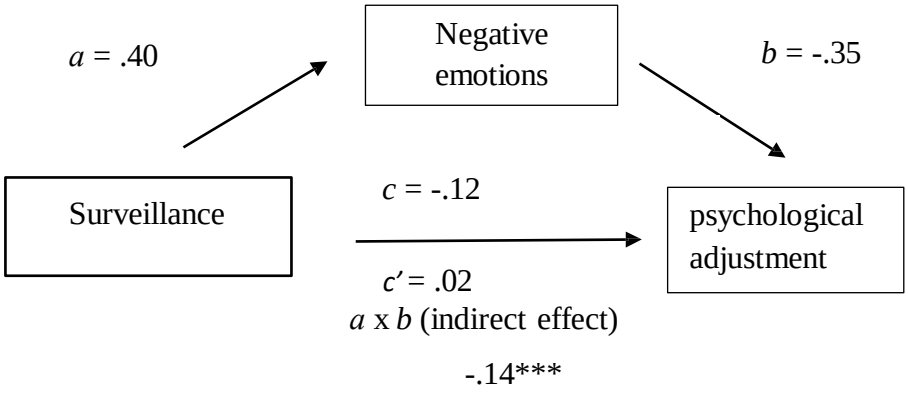

Figure : *Simple Mediation of the effect of surveillance and psychological adjustment in the presence of negative emotion*

A mediation study was conducted to examine the role of surveillance and psychological adjustment as mediators in the presence of negative emotions.

The overall impact of the model was found to be statistically significant, with a coefficient (b) of -0.12, a t-value of -2.85, a confidence interval (CI) of -0.21 to -0.04, and a p-value of less than 0.05. A statistically insignificant direct effect was observed, with a coefficient (b) of 0.02, a t-value of 0.35, a confidence interval (CI) ranging from -0.07 to 0.10, and a p-value greater than 0.05. Additionally, a statistically significant indirect impact was discovered, with a coefficient of -.14 and a confidence interval of [-.18, -.10]. The results indicated that negative emotions had a mediating role in the connection between surveillance and psychological adjustment.

Table 4.8

Simple Mediation of the effect of network expansion and psychological adjustment in the presence of positive emotions. (N = 501)

Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	8.23***	22.38***	20.52	22.23
Network expansion	-.03	08	-.04	.19
Positive emotions		-.35***	-.45	-.24
Indirect effect- NE → BASE		-.11***	-.16	-.07
R^2	1	.08		
ΔR^2		0.2		
F	.32	22.07***		
ΔF		21.75		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; NE= network expansion; BASE = psychological adjustment

**p<.05, **p<.01, *** p<.000*

Table shows that surveillance is positively linked with psychological adjustment. 8 % of variance is explained by this interaction effect with the significant B value. So, the results clearly show that when you are experiencing negative emotions it explains 8% of variance and there is a change of 2 % after adding mediator.

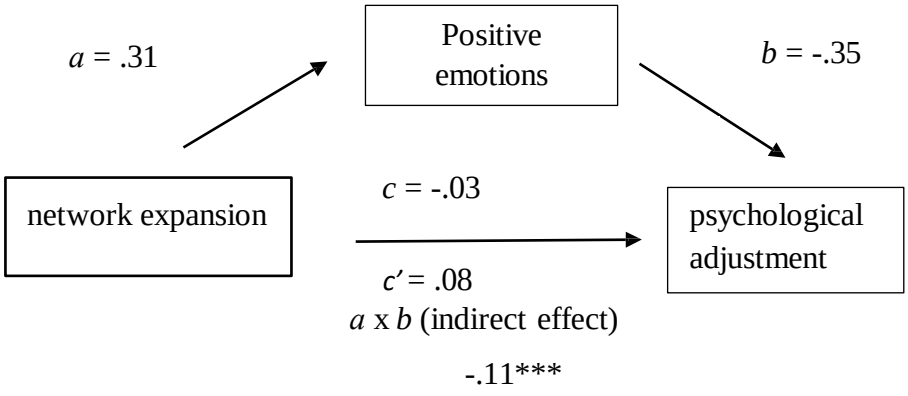

Figure : *Simple Mediation of the effect of network expansion and psychological adjustment in the presence of positive emotion*

A mediation study was conducted to examine the role of network expansion and psychological adjustment as mediators in the presence of pleasant emotions. The overall impact of the model was found to be statistically insignificant, with a coefficient of -.03, a t-value of -.57, a confidence interval of [.08, -.03], and a p-value greater than .05. The analysis did not find a significant direct impact, with a coefficient (b) of .08, a t-value of 1.25, a confidence interval (CI) ranging from -.04 to .19, and a p-value greater than .05. Additionally, a statistically significant indirect impact was discovered, with a coefficient of -.11 and a confidence interval of [-.16, .07]. The results indicated that happy emotions had a mediating role in the association between network growth and psychological adjustment.

Table 4.9

Simple Mediation of the effect of network expansion and psychological adjustment in the presence of negative emotions. (N = 501)

Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	18.23***	24.90***	23.13	26.68
Network expansion	-.03	.15*	.04	.26
Negative emotions		-.37***	-.44	-.31
Indirect effect- NE → BASE		-.19***	-.25	-.14
R^2	.001	.193		
ΔR^2		.192		
F	.32***	59.59***		
ΔF		59.27***		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; NE= network expansion; BASE = psychological adjustment

**p<.05, **p<.01, *** p<.000*

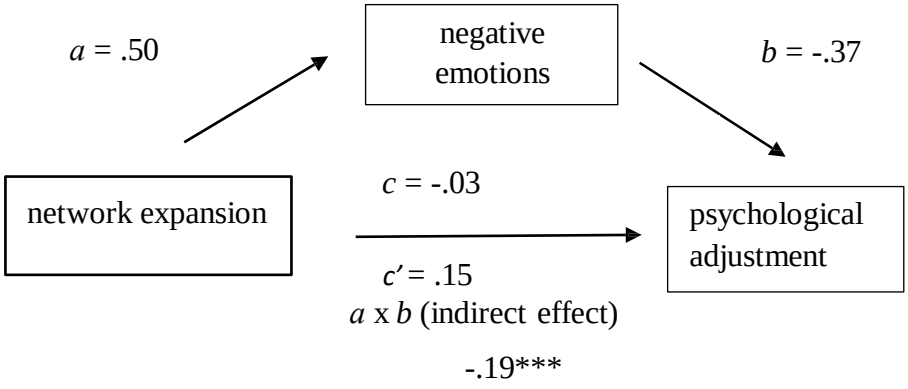

Figure : *Simple Mediation of the effect of network expansion and psychological adjustment in the presence of negative emotion*

A mediation study was conducted to examine the role of network expansion and psychological adjustment as mediators in the presence of negative emotions. The overall impact of the model was found to be statistically insignificant, with a coefficient of -.03, a t-value of -.57, a confidence interval of [-.15, .08], and a p-value greater than .05. A statistically significant direct effect was observed, with a coefficient (b) of 0.15, a t-value of 2.70, a confidence interval (CI) ranging from 0.04 to 0.26, and a p-value less than 0.05. An indirect impact of significant statistical importance was also discovered, with a coefficient of b = -.19 and a confidence interval of [-.25, -.14]. The results indicated that negative emotions had a mediating role in the connection between network growth and psychological adjustment.

Table 5.0

Simple Mediation of the effect of intrapersonal motives and psychological adjustment in the presence of positive emotions. (N = 501)

Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	24.98***	27.52**	25.53	29.51
Intrapersonal motives	-.40***	-.34***	-.43	-.24
positive emotions		-.23***	-.33	-.13
Indirect effect- IM → BASE		-.06***	-.10	-.03
R^2	.13	.16		
ΔR^2		.03		
F	71.41***	47.96***		
ΔF		23.45***		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; IM = intrapersonal motives; BASE = psychological adjustment

*$p<.05$, **$p<.01$, *** $p<.000$

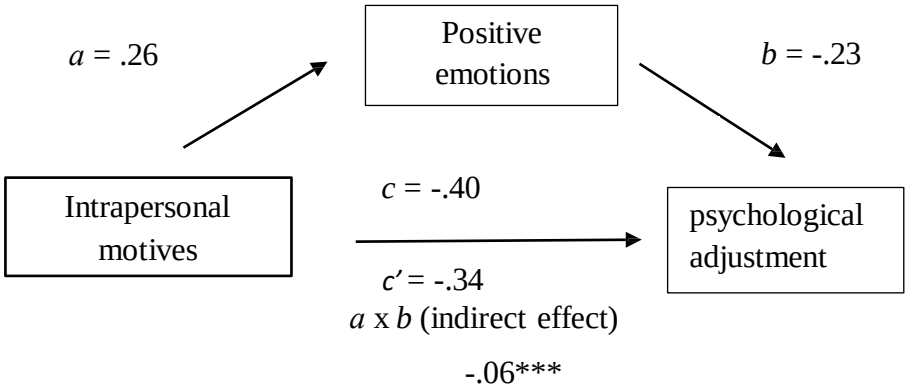

Figure : *Simple Mediation of the effect of Intrapersonal motives and psychological adjustment in the presence of positive emotion*

An investigation was conducted using mediation analysis to examine the mediating impact of intrapersonal motivations and psychological adjustment in the presence of pleasant emotions. The overall impact of the model was found to be statistically significant, with a coefficient (b) of -0.40, a t-value of -8.45, a confidence interval (CI) ranging from -0.49 to -0.37, and a p-value of less than 0.001. A statistically significant direct impact was observed, with a coefficient (b) of -0.34, a t-value of -7.02, a confidence interval (CI) of -0.43 to -0.34, and a p-value of less than 0.001. Additionally, a statistically significant indirect impact was discovered, with a coefficient of -.06 and a confidence interval of [-.10, -.03]. The results indicated that happy emotions had a mediating role in the link between intrapersonal motivations and psychological adjustment.

Table 5.1

Simple Mediation of the effect of intrapersonal motives and psychological adjustment in the presence of negative emotions. (N = 501)

Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	24.98***	30.89	28.90	32.87
Intrapersonal motives	-.40***	-.32***	-.41	-.24
Negative emotions		-.31***	-.37	-.24
Indirect effect- IM → BASE		-.07***	-.11	-.04
R^2	.13	.26		
ΔR^2		.13		
F	71.42***	88.32***		
ΔF		16.9***		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; IM = intrapersonal motives; BASE = psychological adjustment

**p<.05, **p<.01, *** p<.000*

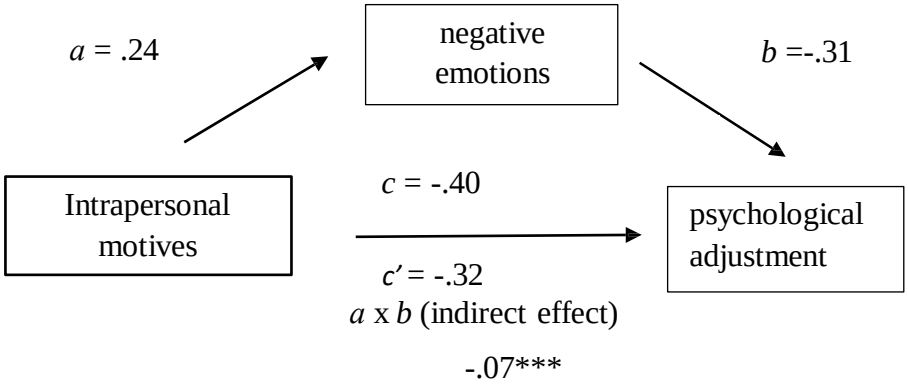

Figure : *Simple Mediation of the effect of Intrapersonal motives and psychological adjustment in the presence of negative emotion*

An investigation was conducted using mediation analysis to examine the role of intrapersonal motivations and psychological adjustment as mediators in the presence of negative emotions. The overall impact of the model was found to be statistically significant, with a coefficient of -0.40 (t = -8.45, CI [-49, -0.30], p < 0.001). A statistically significant direct impact was observed, with a coefficient (b) of -0.32, a t-value of -7.37, a confidence interval (CI) ranging from -0.41 to -0.24, and a p-value of less than 0.001. Furthermore, a statistically significant indirect impact was discovered, with a coefficient of -.07 and a confidence interval of [-.11, -.04]. The results indicated that negative emotions had a mediating role in the link between intrapersonal motivations and psychological adjustment.

Table 5.2

Simple Mediation of the effect of relationship maintenance and psychological adjustment in the presence of positive emotions. (N = 501)

Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	22.06***	25.49***	23.51	27.46
Relationship maintenance	-.48***	-.37***	-.55	-.20
positive emotions		-.28***	-.38	-.18
Indirect effect- RM BASE		-.11***	-.18	-.06
R^2	.06	.11		
ΔR^2		.05		
F	28.78***	30.48***		
ΔF		1.7***		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; RM = Relationship maintenance; BASE = psychological adjustment

**p<.05, **p<.01, *** p<.000*

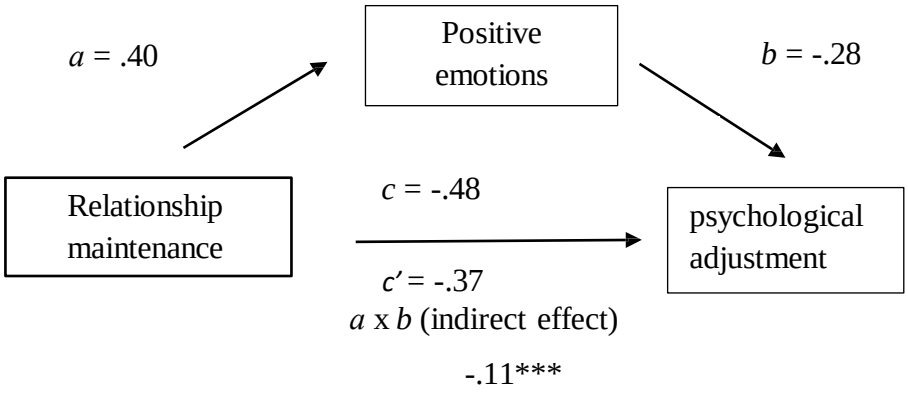

Figure : *Simple Mediation of the effect of Relationship maintenance and psychological adjustment in the presence of positive emotion*

A mediation study was conducted to examine the role of Relationship maintenance and psychological adjustment as mediators in the presence of happy emotions. The overall impact of the model was found to be statistically significant, with a coefficient of -.48, a t-value of -.37, a confidence interval of [-.66, -.31], and a p-value of less than .001. A statistically significant direct impact was observed, with a regression coefficient (b) of -0.37, a t-value of -4.13, a confidence interval (CI) of -0.55 to -0.20, and a p-value of less than 0.001. Additionally, a statistically significant indirect impact was discovered, with a coefficient of -.11 and a confidence interval of [-.18, -.06]. The results indicated that pleasant emotions had a mediating role in the connection between relationship maintenance and psychological adjustment.

Table 5.3

Simple Mediation of the effect of Relationship maintenance and psychological adjustment in the presence of negative emotions. (N = 501)

Predictors	Model 1	Model 2	*95% CL*	
	B	B	*LL*	*UL*
Constant	22.06***	1.63*	.07	3.21
Relationship maintenance	-.48***	.93***	.80	1.05
Negative emotions		.30***	.25	.35
Indirect effect- RM → BASE		-.07***	-.16	.13
R^2	.06	.43		
ΔR^2		.16		
F	28.78***	189.59***		
ΔF		3.33***		

Note. B= Unstandardized coefficients; LL = Lower limits; UL = Upper Limit; RM = Relationship maintenance; BASE = psychological adjustment

**p<.05, **p<.01, *** p<.000*

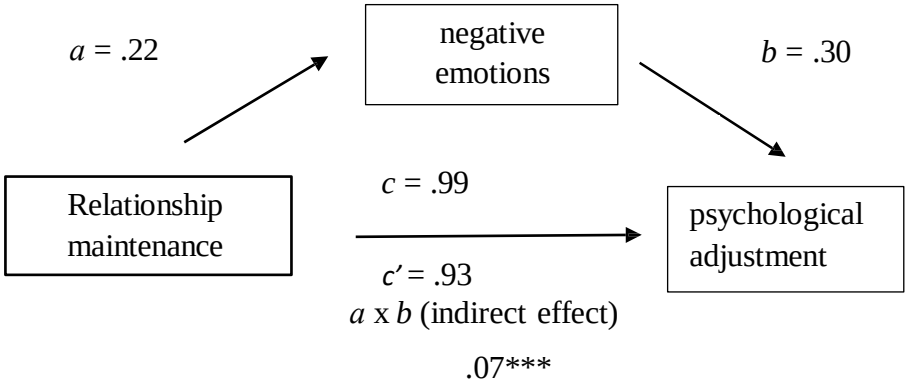

Figure : *Simple Mediation of the effect of Relationship maintenance and psychological adjustment* in *the presence of negative emotion*

A mediation study was conducted to examine the mediating role of Relationship maintenance and psychological adjustment in the presence of negative emotions. The overall impact of the model was found to be statistically significant, with a coefficient (b) of 0.99 and a t-value of 13.65. The confidence interval (CI) for the coefficient ranged from 0.84 to 1.13. The p-value was less than 0.001. A statistically significant direct effect was observed, with a regression coefficient (b) of .93, a t-value of 14.34, a confidence interval (CI) ranging from .80 to 1.05, and a p-value of less than .001. Additionally, a statistically significant indirect impact was discovered, with a coefficient of b = .07 and a confidence interval of [-.06, .13]. The results indicated that negative emotions had a mediating role in the connection between relationship maintenance and psychological adjustment.

Moderation Analyses

Table 5.4

Moderation of the effect of surveillance and psychological adjustment by Attention control among Emerging adults (N = 501)

Predictors	Psychological adjustment			
			95% CI	
	B	*t*	*LL*	*UL*
Constant	17.73***	98.65***	17.37	18.08
surveillance	-.04	-1.08	-.12	.03
Attention control (Moderator)	-.25***	-11.95***	-.29	-.21
Survelliance x Attention control	.02***	4.84***	.01	.03
R^2	.28			
ΔR^2	.03			
F	65.81***			
ΔF	42.42***			

*** *p<.001*

A moderation test was conducted, using surveillance as the predictor variable, psychological adjustment as the dependent variable, and Attention control among Emerging adults as the moderator variable. A significant main impact was seen between surveillance and attention control (b = .02***, CI [.01, .03], t = 4.84, p < .001). The study revealed that the impact of monitoring on psychological adaptation is influenced by AC.

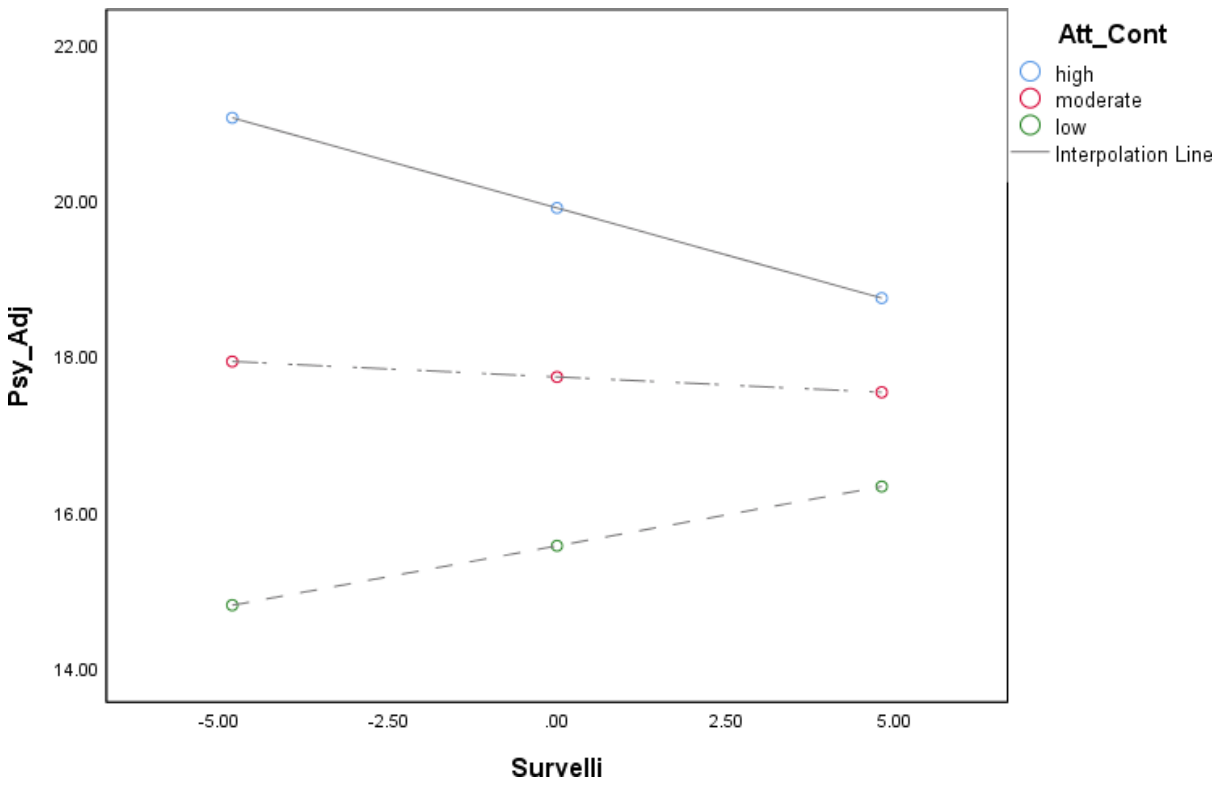

Figure: Moderation of the effect of surveillance and psychological adjustment by Attention control among Emerging adults (N = 501)

Table 5.5

Moderation of the effect of surveillance and psychological adjustment by Attention focusing among Emerging adults

Predictors	Psychological adjustment			
			95% CI	
	B	*t*	*LL*	*UL*
Constant	17.57***	95.75***	17.20	17.93
surveillance	.05	1.21	-.03	.12
Attention focusing (Moderator)	-.45***	-12.88***	-.52	-.38
Survelliance x Attention focusing	.03***	4.79***	.02	.05
R^2	.31			
ΔR^2	.03			
F	74.34***			
ΔF	51.39***			

A moderation test was conducted to examine the relationship between surveillance as the predictor variable, psychological adjustment as the dependent variable, and Attention concentrating among Emerging adults as the moderator variable. A significant main impact was seen between surveillance and attention concentrating (b = -.03***, CI [.02, .05], t = 4.79, p < .001). The study revealed that the impact of monitoring on psychological adaptation is influenced by AF.

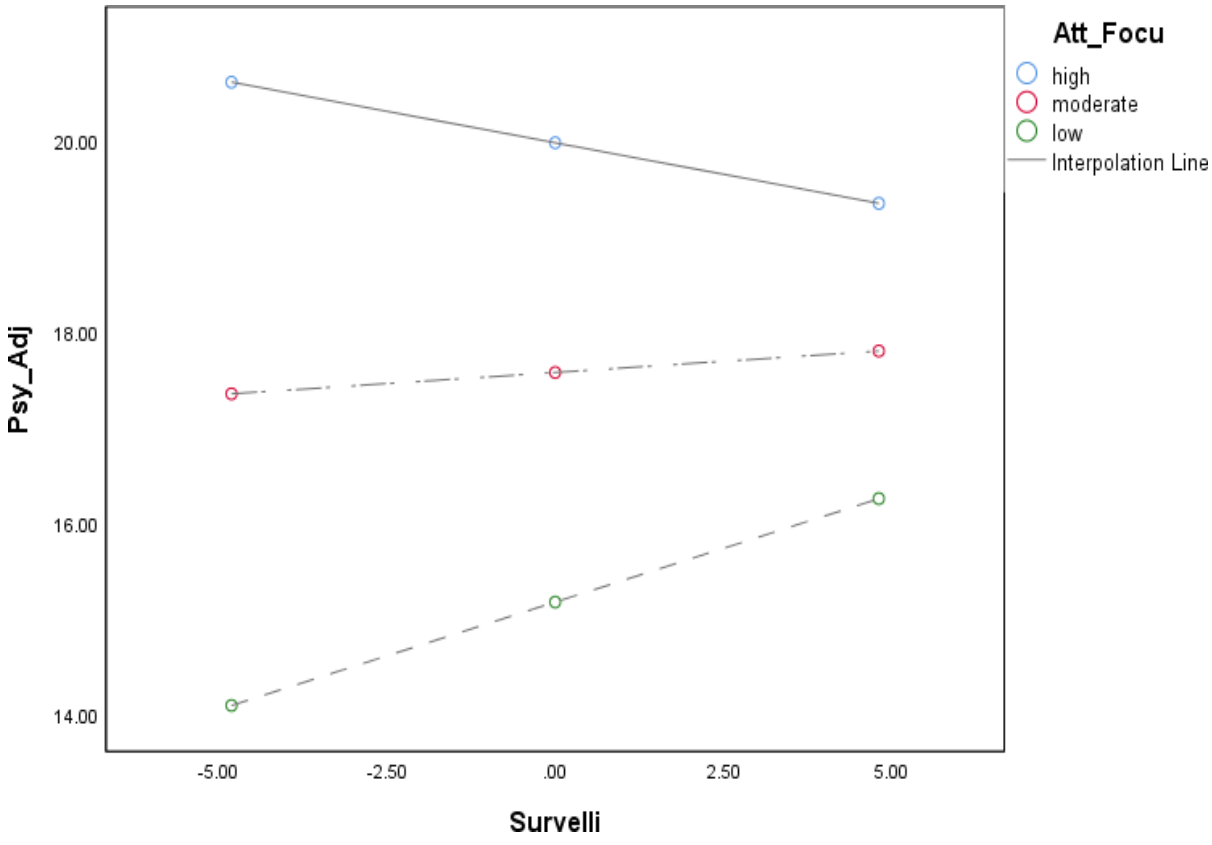

Figure: Moderation of the effect of surveillance and psychological adjustment by Attention focusing among Emerging adults

Table 5.6

Moderation of the effect of surveillance and psychological adjustment by Attention shifting among Emerging adults

Predictors	Psychological adjustment			
			95% CI	
	B	*t*	*LL*	*UL*
Constant	17.95***	91.01***	17.56	18.34
surveillance	-.13**	-3.17**	-.22	-.05
Attention shifting (Moderator)	-.32	-7.99	-.40	-.24
Surveliance x Attention shifting	.04***	3.65***	.02	.06
R^2	.15			
ΔR^2	.02			
F	29.74***			
ΔF	16.45***			

A A moderation test was conducted to examine the relationship between surveillance as the predictor, psychological adjustment as the dependent variable, and attention shifting as the moderator among emerging adults. A statistically significant main impact was seen between surveillance and attention shifting (b= .04***, CI [.02, .06], t= 3.65, p <.001). The study revealed that the impact of monitoring on psychological adaptation is influenced by AS.

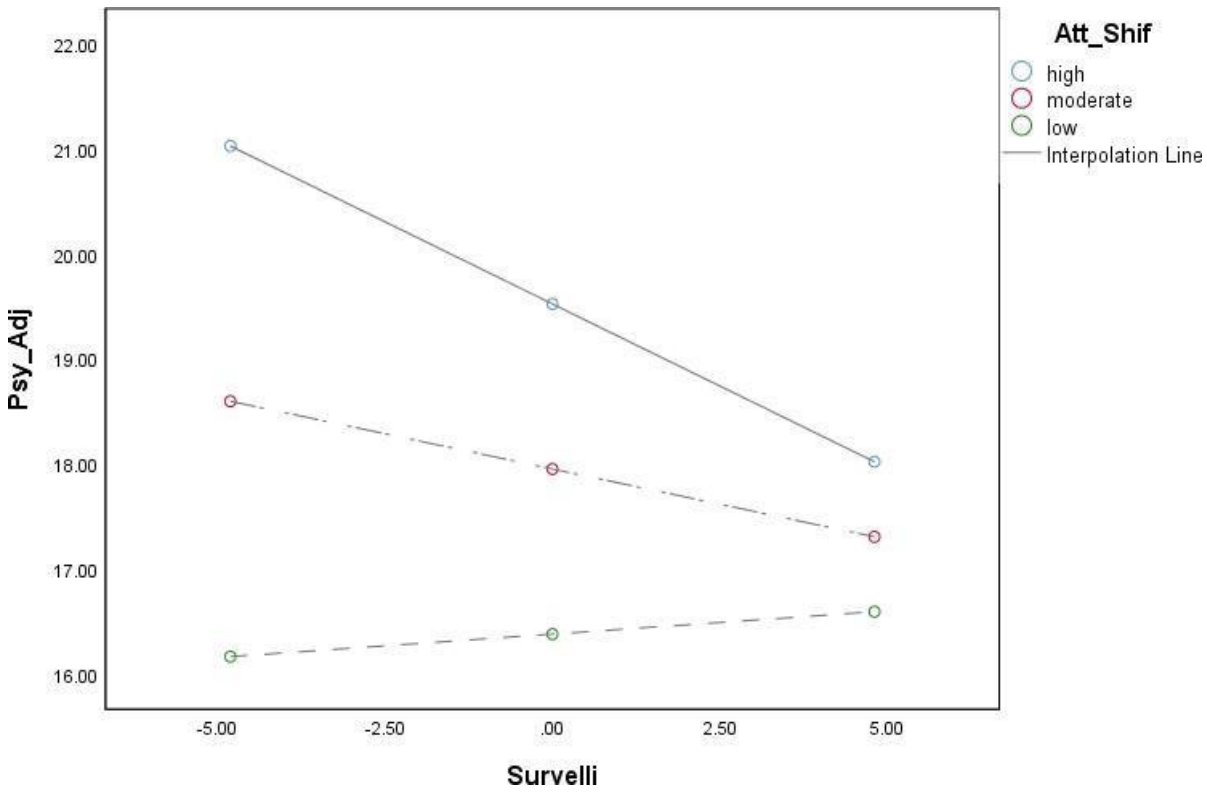

Figure: Moderation of the effect of surveillance and psychological adjustment by Attention shifting among Emerging adults

Table 5.7

Moderation of the effect of Network expansion and psychological adjustment by Attention control among Emerging adults

Predictors	Psychological adjustment			
			95% CI	
	B	*t*	*LL*	*UL*
Constant	17.67***	93.06***	17.30	95.49
Network expansion	.16**	2.89**	.05	.27
Attention control (Moderator)	-.30	-13.69	-.34	-.26
Network expansion x Attention control	.02***	2.51***	.00	.08
R^2	.28			
ΔR^2	.01			
F	62.74			
ΔF	56.44			

A moderation test was conducted, using network growth as the predictor variable, psychological adjustment as the dependent variable, and attention control among emerging adults as the moderator variable. A statistically significant main impact was seen between network extension and attention control (b = .02***, CI [00, .08], t = 2.51, p < .001). The study revealed that the impact of network growth on psychological adjustment is influenced by AC.

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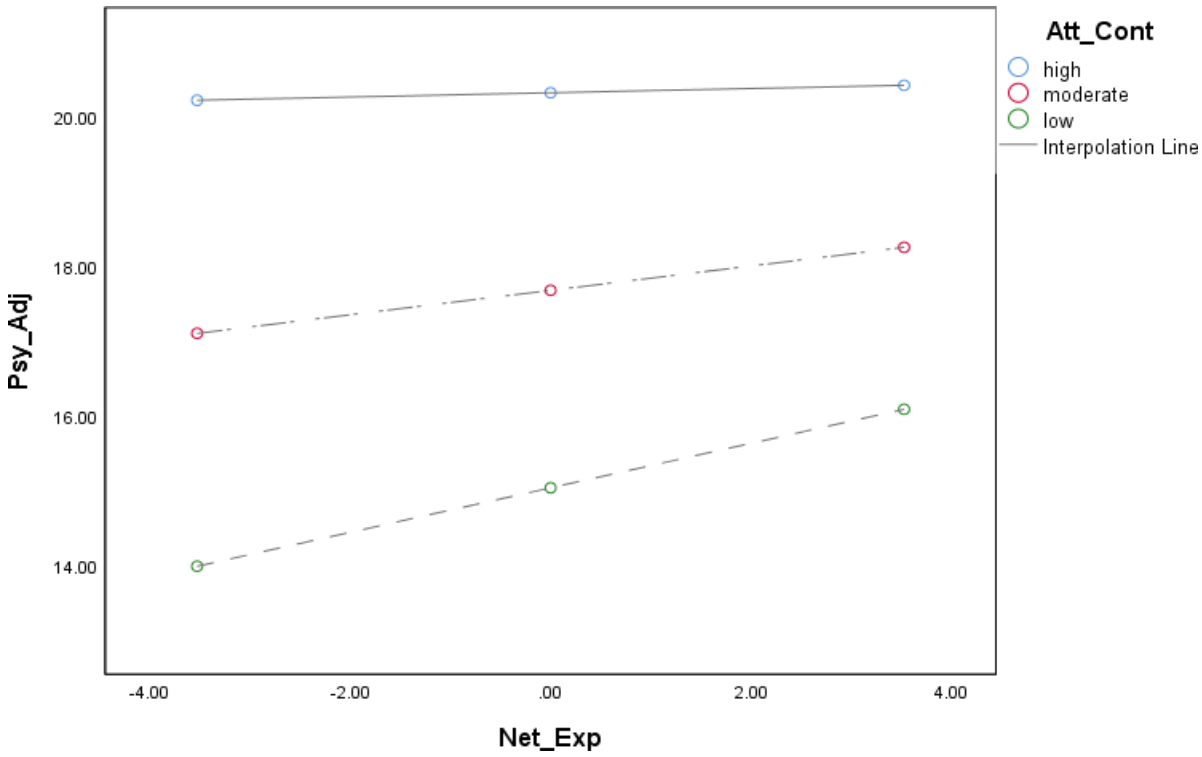

Figure: Moderation of the effect of Network expansion and psychological adjustment by Attention control among Emerging adults

Table 5.8

Moderation of the effect of Intrapersonal motives and psychological adjustment by Attention control among Emerging adults

Predictors	Psychological adjustment			
			95% CI	
	B	*t*	*LL*	*UL*
Constant	17.89***	102.33***	17.54	18.23
Intrapersonal motives	-.31***	-7.51***	-.40	-.23
Attention control (Moderator)	-.24***	-11.97***	-.28	-.20
Intrapersonal motives x Attention control	-.01***	-2.10***	-.02	-.00
R^2	.22			
ΔR^2	.01			
F	82.10			
ΔF	77.71			

A moderation test was conducted to examine the relationship between intrapersonal motivations as the predictor, psychological adjustment as the dependent variable, and attention control as the moderator among emerging adults. A strong and statistically significant relationship was seen between the growth of the network and the ability to manage attention. The effect size (b) was -0.01, with a confidence interval (CI) of -0.02 to -0.00. The t-value was -2.10, and the p-value was less than 0.001. The study revealed that the impact of intrapersonal incentives on psychological adjustment is influenced by AC.

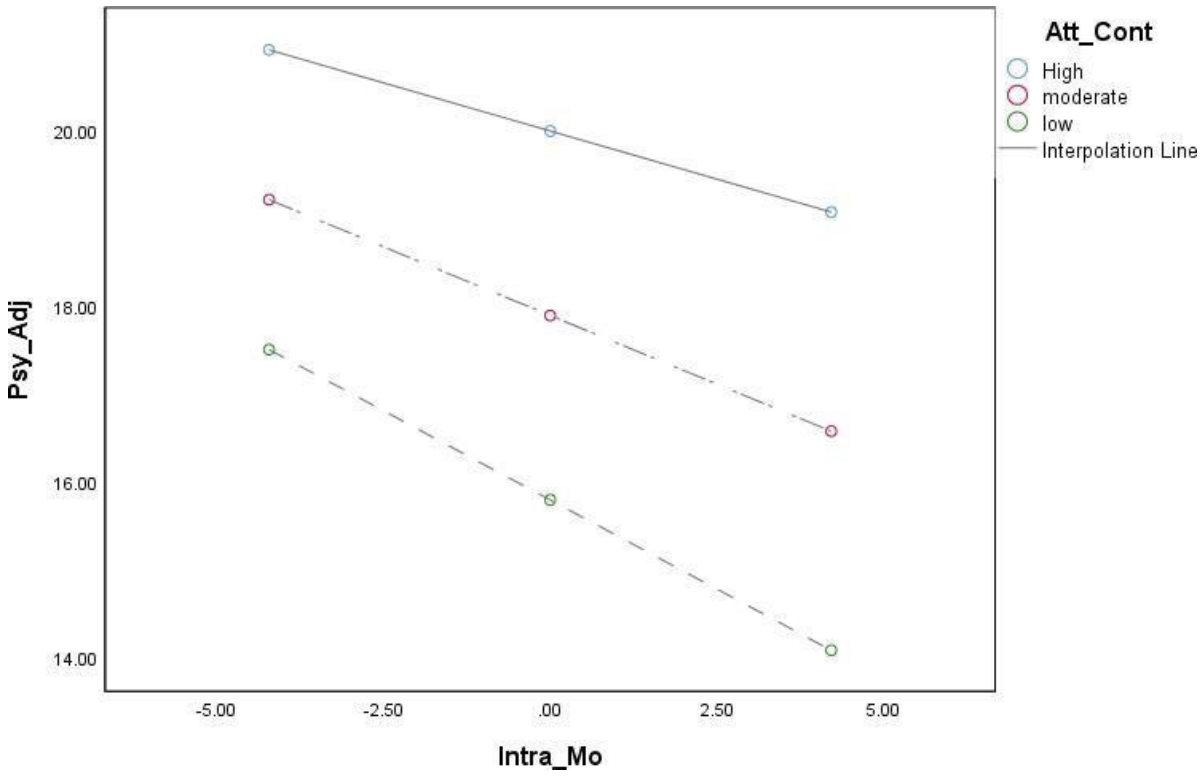

Figure: Moderation of the effect of Intrapersonal motives and psychological adjustment by Attention control among Emerging adults

Table 5.9

Moderation of the effect of Intrapersonal motive and psychological adjustment by Attention shifting among Emerging adults

Predictors	Psychological adjustment			
			95% CI	
	B	*t*	*LL*	*UL*
Constant	17.88***	97.50***	17.52	18.24
Intrapersonal motive	-.42***	-.9.43***	-.51	-.33
Attention shifting (Moderator)	-.29***	-7.78***	-.37	-.22
Intrapersonal motive x Attention shifting	-.05***	-4.72***	-.07	-.03
R^2	.25			
ΔR^2	.03			
F	54.55***			
ΔF	32.31***			

A moderation test was conducted to examine the relationship between intrapersonal motivation as the predictor, psychological adjustment as the dependent variable, and attention shifting among emerging adults as the moderator. A strong main effect was seen between intrapersonal motivation and attention shifting (b = -.05***, CI [-.07, -.03], t = -4.72, p < .001). The study revealed that the impact of intrapersonal motivation on psychological adjustment is influenced by AS.

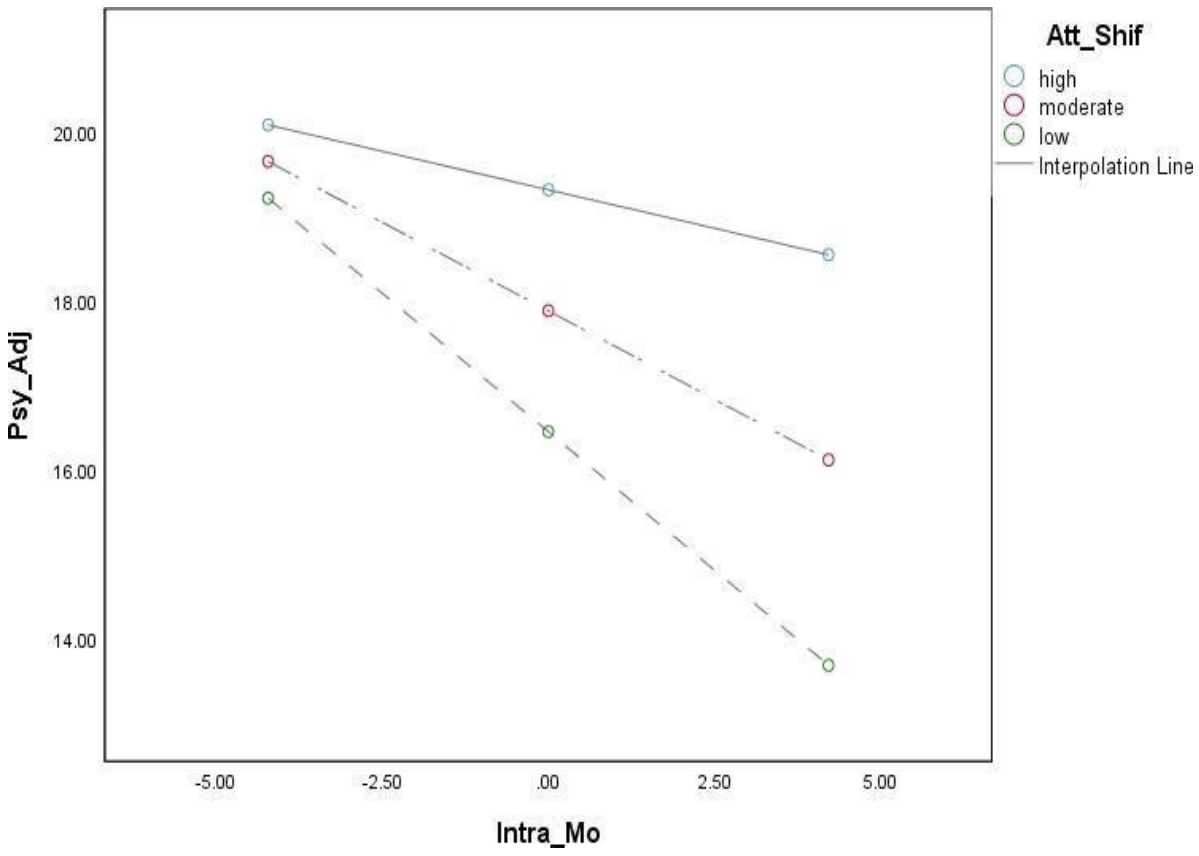

Figure: Moderation of the effect of Intrapersonal motive and psychological adjustment by Attention shifting among Emerging adults

Table 6.0

Moderation of the effect of relationship maintenance and psychological adjustment by Attention shifting among Emerging adults

Predictors	Psychological adjustment			
			95% CI	
	B	*t*	*LL*	*UL*
Constant	17.76***	92.73***	17.38	18.13
relationship maintenance	-.65***	-7.29***	-.82	-.47
Attention shifting (Moderator)	-.33***	-8.41***	-.41	-.25
Intrapersonal motives x Attention shifting	-.07**	-.3.3**	-.11	-.03
R^2	.19			
ΔR^2	.02			
F	38.38**			
ΔF	27.44**			

A Relationship maintenance was used as the predictor, psychological adjustment as the dependent, and attention shifting among emerging adults as the moderator in a moderation test. Attention shifting and relationship maintenance were shown to have a significant main impact (b= -.07**, CI [-.11, -.03], t= -3.3, p <.05). Results show that AS mediates the relationship maintenance's impact on psychological adjustment.

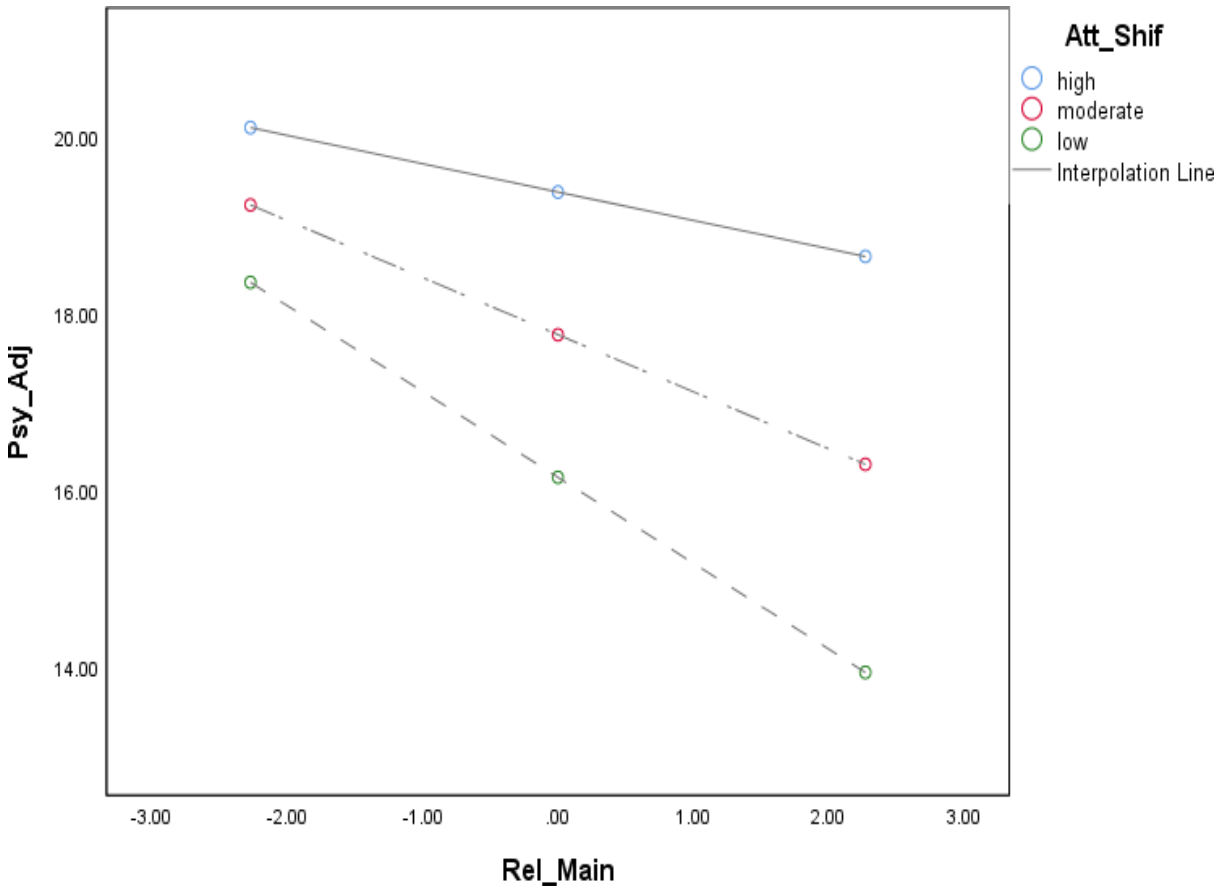

Figure: Moderation of the effect of relationship maintenance and psychological adjustment by Attention shifting among Emerging adults

Mean Comparison on Demographic Variables

Table 7.5

Mean, standard deviations and t-values for male and female emerging adults on study variables (N=501)

	Male (n=171)		Female (n=330)				95% C1		Cohen's d
Variables	*M*	*S.D*	*M*	*S.D*	*t(499)*	*p*	*LL*	*UL*	
Surveillance	22.30	3.49	21.59	5.34	1.800	.000	-.06	1.49	0.16
Network Expansion	11.92	2.34	11.73	4.00	.661	.000	-.37	.74	0.06
Intrapersonal Motives	17.32	3.48	18.46	4.49	-3.14	.000	-1.85	-.42	0.28
Relationship Maintenance	8.84	2.07	8.69	2.36	.722	.000	-.25	.55	0.07
Psychological maladjustment	91.88	10.43	95.09	8.90	-3.42	.000	-5.04	-1.36	0.70
Psychological adjustment	19.62	3.52	16.90	4.97	7.079	.000	1.96	3.47	0.63
Positive Emotions	15.30	4.07	15.92	3.99	-1.61	.344	-1.35	.13	0.15
Negative emotion	20.92	5.78	25.20	5.25	-8.33	.855	-5.28	-3.26	0.78

Attention control	45.95	8.38	52.36	8.07	-8.32	.814	-7.93	-4.90	0.78
Attention focusing	21.18	4.81	24.99	5.06	-8.13	.238	-4.73	-2.89	0.77
Attention shifting	24.77	4.84	27.37	4.63	-5.87	.504	-3.47	-1.73	0.55

Note: CI=Confidence Interval, UL=Upper Limit, LL= Lower limit

Table presents the disparities between male and female Emerging adults in terms of Social media motivations, including variables such as Social media addiction, Psychological maladjustment, Psychological adjustment, Emotional contagion (with dimensions), and attention control scale (with dimensions).

The results indicate a notable disparity between males and females in terms of surveillance, network expansion, interpersonal motives, relationship maintenance, social media addiction, psychological maladjustment, and psychological adjustment. Specifically, males scored higher than females in surveillance, network expansion, relationship maintenance, and psychological adjustment. Nevertheless, females exhibited superior performance in interpersonal motivations, social media addiction, and psychological maladjustment.

Furthermore, the study revealed insignificant findings in the subscales of emotional contagion, including positive emotion, negative emotion, and attention management, with females scoring higher than males.

Table 7.6

Mean, standard deviations and t-values for Nuclear and Joint family system on Study Variables (N=501).

Variables	Nuclear (n = 361)		Joint (n = 172)				95% C1		Cohen's d
	M	*S.D*	*M*	*S.D*	*t(499)*	*p*	*UL*	*LL*	
Surveillance	21.93	5.24	21.61	3.41	.80	.422	1.10	-.46	0.07
Network Expansion	12.08	3.75	11.05	2.74	3.39	.001	1.63	.43	0.31
Intrapersonal Motives	18.39	4.68	17.27	2.44	3.46	.001	1.74	.48	0.30
Relationship Maintenance	8.83	2.54	8.54	1.32	1.66	.098	.63	-.05	0.14
Psychological maladjustment	95.79	9.40	89.35	8.36	7.09	.000	8.23	4.65	0.72
Psychological adjustment	17.07	4.78	19.78	3.90	-5.96	.000	-1.81	-3.59	0.62
Positive Emotions	16.64	3.82	13.29	3.49	9.36	.000	4.05	2.64	0.91
Negative emotion	24.55	5.70	21.64	5.52	5.16	.000	4.01	1.80	0.51
Attention control	51.32	8.80	47.21	7.78	4.84	.000	5.78	2.44	0.49
Attention focusing	24.50	5.18	21.60	5.01	5.68	.000	3.90	1.89	0.56
Attention shifting	26.82	4.83	25.61	4.84	2.52	.012	2.16	.26	0.25

Note: CI=Confidence Interval, UL=Upper Limit, LL= Lower limit

The table presents a comparison between the nuclear and joint family systems regarding their social media motives and various dimensions. These dimensions include social media addiction, psychological maladjustment, psychological adjustment, emotional contagion (including positive and negative emotions), and attention control scale (including its dimensions). The findings indicate a notable disparity in network growth, intrapersonal motivations, psychological adjustment, good emotions, negative emotions, and attention control scale, including its dimensions of attention concentrating and attention shifting.

Although there was no substantial difference seen in surveillance, Relationship Maintenance, and social media addiction between nuclear and mixed family systems. The joint family system exhibited superior psychological adjustment compared to the nuclear family system, but the nuclear family system outperformed the joint family system in all other subscales.

CHAPTER 5

DISCUSSION

5.1 Overview

This chapter presents the results of a study investigating associations between social media use motives, emotional contagion and psychological adjustment among emerging adults with special reference to attentional processes. The findings of the study are rigorously interpreted in relation to existing literature, which is examined to demonstrate consistencies and inconsistencies with what has been found within psychological research more broadly. The present study's findings are validated by this comparison and provides additional insight into the contribution of examining social media effects on both emotional- and mental-wellbeing

Based on these results, the chapter then discusses how we might use this information to inform interventions and other strategies targeted at improving emerging adult mental health. The study explains how improving attentional control may be an intervention mechanism to prevent social media-related negative emotionality. It may be that helping individuals to regulate their attention could mitigate the extent to which negative social media would trigger emotional contagion, and thus psychological adjustment.

In addition, the chapter highlights a number of caveats behind these findings that should be taken into account. First, this is a cross-sectional study which does not allow for causal assumptions and second the use of self-reported measures that may be subject to social desirability biases. In addition to these concerns, the demographic characteristics of our sample-in which young adults were overrepresented and most individuals lived in a single city-potentially constrain generalization. It is critical that these limitations are addressed by future research to obtain a more complete understanding of the dynamics at play.

We conclude with recommendations for future research, highlighting the need to conduct longitudinal studies using experimental designs in diverse samples and utilizing objective measures of these complex associations. Addressing these gaps will allow future research to provide a more in-depth exploration of the psychological effects associated with social media use and attentional mechanisms that may be protective against negative outcomes from exposure. This extended dialogue is designed to deepen academic discussion and guide applied mental health interventions for youth in transition.

5.2 Interpretation of Findings

Significant relationships were observed among specific social media use motives, emotional contagion and psychological maladjustment (anxiety/depression) as well as attentional control in the sample of emerging adults. Luminary Insights is a platform for you, and our key development are discussed under:

5.2.1 Relationship between Social Media Use Motives and Emotional Contagion

This study showed that social media use motives has a significant effect on emotional contagion. In particular, surveillance and networking motives were positively correlated with positive emotional contagion as well as negative emotional contagion. This is in line with Uses and Gratifications Theory (U&G) that states people use media to fulfil many needs. Due to the great use of social media platforms for information exploration as well as network expansion, they have exposed individuals emotional in a large range ultimately causing Emotional Contagion (Ruggiero, 2000).

Surveillance motives-aiming at staying up-to date about important social issues and professional knowledge, was positively related to emotional contagion. Young adults who use social media for keeping up with the news are being exposed to highly emotionally charged

updates of their feeds and they can simply come under these emotions by the journalism in place. When we read bad news, it can make us sad or angry but good kind of positive news makes us all feel good inside as buy a dopamine symptom. This result is consistent with (Mohammad et al., 2015) who claimed that due to exposure, media content can have effect on emotions. There is a continuous input of emotive information being received and that can translate to emotional contagion, where people mirror the emotions implicit in content they consume. It is important because it could explain how emerging adults, who are among the heaviest users of social media and may frequently be exposed to emotional tone content, can potentially experience affect influenced by such online stimuli.

Reasons for expanding networks, such as making friends and keeping up with interests were also associated with greater emotional contagion. Since users interact with numerous social circles via platforms like Facebook, Instagram and Twitter in their daily lives, they are more likely to encounter different emotions expressed - making it easier for emotional contagion. This is consistent with the assumption about the importance of social interactions (Hatfield et al., 1993) for emotional socialization, albeit online. When you engage in network expansion activities on social media, this usually means sharing personal experiences/opinions/emotional reactions which can lead to an Feed of emotional exchange. But the emotional contagion spreads even further, as users are exposed to a wider variety of emotions from their extended network making them more prone therefore to absorb and reflect on these feelings emanated by people they know.

Social media can exacerbate this dynamic because of how quickly and widely emotions ripple through a network. This study draws attention to the fact that these networks create a social environment where content is more likely to be shared when it has an emotional tone, they simultaneously have become powerful platforms for affecting emotions. Positive interactions

and positive content can create a sort of emotional contagion in which happiness begets more good feelings. On the other hand, if you have negative interactions and experience distressing content on your news feed it can lead to what is referred as a downward spiral or emotional contagion for anxiety/ sadness / anger .

Pair text with an image of the study These results highlight the value in taking emotional needs into consideration when exploring why social media use occurs. They find that some of the reasons people use social media - in particular, surveillance and network growth - are important for understanding how it affects users' emotional lives. The broader implications of these associations are that interventions can potentially be developed around them to encourage healthier social media use and combat some of the negative emotional repercussions stemming from its usage. For example, recommending users to personalize their social media landscape and follow more positive content; determining exposure levels of negative information could work towards minimizing detrimental emotional contagion.

5.2.2 Impact of Emotional Contagion on Psychological Maladjustment

The authors found that negative emotional contagion (e.g., fear, sadness, anger) was positively related to indexes of psychopathology and positive emotional contagion (e.g. happiness, love) negatively predicted indexes of psychopatholog.. This shows how social media content can much affect psychological well-being of users in terms of its emotional tone. These results are similar to early research showing that higher exposure of negative emotions on social media can be associated with significant psychological side effects like anxiety and depression (Becker et al., 2013).

This pattern of correlations involving negative emotional contagion with psychological maladjustment suggests that individuals who experience (and take on board the effects of) a higher number of negatively valenced emotions in their daily updates are more likely to suffer from anxiety, depression or simply impactful mood variation. The more we are exposed to distressing material, the worse our psychological adjustment becomes (Kross et al., 2013). Watching things that scare us, for example- scary movies or the news with all kinds of violence or natural disasters can raise our stress levels to such a high level we develop an anxiety disorder from it. On the other hand, when exposed to depression-related content like recountings of individual heartaches and disasters (this study makes a fascinating mention) our mood will drop lower than it was before -- making us more susceptible toward falling into actual despression symptoms. This often generates irritability of rotary and, consequently, emotional instability on soft content that promotes rage as political debates or social injustices.

As (Hatfield et al., 1993) have described, the mechanism underlying negative emotional contagion occurs through an automatic mimicry and synchronization of expressions, vocalizations postures, movements with those expressed by another individual. When such expressions are largely negative, then people internalize these emotions and experience extended periods of low mood. This internalization is perhaps even more alarming considering the pace and scale at which we consume negative content on social platforms.

Furthermore, the algorithms that social media services use often work to promote emotionally charged content in order further provide stimuli and increase usage. As a result, this process can serve to reinforce and exacerbate the effects of negative emotional contagion when users are disproportionately exposed with regret. Moreover, sharing of sad posts by individuals having access to more negative content increases spread betwee these groups thus creating a vicious cycle for propagating mental illness.

The latter result suggested that positive emotional contagion acted as a buffer against psychological maladjustment. Those who experience more positive emotions on Facebook have better psychological adjustment, while those with depressive tendencies are edging their friends into the doldrums. Positive interactions and content are known to improve mood, offer emotional support and community which can have an overall positive effect on mental health . For instance, making (Vannucci et al., 2017) you feel happy by content like inspiring story or funny video will increase mood and happiness. Posts about relationships, or kind acts like a relationship can create love and bonding belonging The types of content that describes Love, so you may be connected by some sort.

Again, she would also mimic and synchronize with positive expressions and behaviours - this is what I will refer to as the process of positive emotional contagion. These can help correct aberrant negative emotional states and serve as a buffer against stress, helping to normalize functioning. On the one hand, this makes sense for individual social media users who may consciously focus on positive types of content; it could be seen as a form of defensive and restorative psychological resource that ease potential negative effects.

Sharing supportive comments and experiences of joy on social media could also perpetuate a positive cycle. Plus, if other people are sharing the good stuff and you get feedback that leaves a smile on your face or feeling proud of yourself - then those moments end up reinforcing your positive Emotions! This can contribute to creating a trusting environment of positive interaction among others within the world-wide-web.

These findings have important implications both for individual users and social media platforms. According to Weiss, this knowledge can inform us on a relational level as well - helping social media users navigate the world with care and thoughtfulness. Users who engage with positive material and take measures to minimize exposure to negative content stand a

chance at better mental health. Social media platforms may create algorithms and features with the intent of spreading positive emotional contagion. For example, platforms might design content experiences that emphasize messages of positive emotion and encourage responsible exposure to potential threats; or they may even appeal to users who desperately need help.

5.2.3 Moderating Role of Attentional Processes

The results showed moderation of the relationship between social media use motives and emotional contagion by attentional control. Higher attentional control could help people regulate their emotional responses towards the contents on social media, which helped to repress negative effects of emotional contagion upon psychological maladjustment. This suggests that cognitive control processes are essential in controlling the emotional response within a digital environment (Posner & Dehaene, 1994).

As human beings, the way they focus and re-focus their attention is how we are all processing social content. This has two main components: attentional focusing, the ability to keep your focus on important information, and attention shifting or flexibility - being able to change where you give your mental resources when things are busy/distracting. High attentional control to highlight some of the positive interactions so this way suppress negative emotional contagion (Derryberry & Reed, 2002).

For example, should they read something negative or distressing, those with high attentional control might be able to decide to shut the computer off and seek out that happy news story instead. This mechanics of selective attention will enable them to better control the amount and quality of emotions that go in, preventing anyone from going down a slippery slope cascade; instead becoming psychological maladjusted. In contrast, people who have less attentional control may feel more inclined to passively immerse themselves in negative content, and

thereby subjected to a greater level of emotional contagion with its deleterious psychological consequences.

Cognitive control functions such as attentional focus and shift are required to regulate emotional reactivity amid social media content. These are the processes that allow people to stay emotionally balanced in face of interacting with social media which is highly variable and often very emotional fflush-paired. If we invest the effort to control our attention, then despite in an environment attended by much negativity I can still avoid being negatively influenced and lift up my positive emotional experience.

Attentional control can additionally be useful for regulating the rate and setting of a social media usage. If the current experiment is replicated, those higher in attentional control might be better at erecting fences around their social media use so that it doesn't consume them with constant exposure to charged content. And they might have better reflective skills, which is a buffer when it comes to less psychological maladjustment.

The direct implications of the current findings are that interventions focused on improving attentional control would be highly efficacious in counteracting the deleterious effects social media use has in shaping negative affect. As social media becomes increasingly embedded in our everyday lives, this new research shows that methods of improving attentional control such as cognitive training programs and mindfulness practices could be effective strategies for helping people to manage their interactions with these platforms. Practicing these skills will help people foster a healthier digital environment that better promotes their psychological adjustment and overall well-being.

5.3 Comparison with Existing Literature

The current study replicates and extends the social media use/emotional contagion/adjustment results in a manner that contributes to both theoretical coherence and empirical validity. Background Previous research has well-documented the ubiquitous use of social media among emerging adults and its influence on mental health. By showing how attentional processes can moderate the relationships described earlier, this study contributes to filling a gap in the literature and elaborates on cognitive mechanisms organizing emotional outcomes within digital contexts.

Social media can have a as well positive and negative effects on brain health... it depends. As an example, (Valkenburg et al., 2006) For example, Heintz found the nature of social media interactions has a significant effect on mood and general well-being. Positive social media interactions, such comments of encouragement or supportive expressions, are linked to improved mood and psychological health. On the flip side, negative interactions like cyberbullying or seeing distressing content can result in higher anxiety and depression levels. Consistent with this study, the content of emotional information on social media and resulting presence can lead to emotional contagion that impact psychological adjustment (Hendriks et al., 2018). These findings are indeed supported by previous research and highlight the double-edged sword of social media.

Emotional contagion has been a well-studied topic in general (through social interactions or digital conversations). Hatfield et al. Emotional contagion (Hatfield et al. 1994) refers to a process whereby individuals mimic and synchronize expressions, vocalizations, postures, and movements with those of another person leading eventually to the convergence in emotional states. It is ourown ability to read others emotions, Emotion Contagion happening at conscious and unconscious levels where we catch the emotional states of our co workers like blue tooth.

This study translates this idea to social media interactions, and demonstrates the potential for emotional contagion through a digital medium. The mass and high-speed dissemination of affective materials-such as emotional content on Facebook, Instagram, or Twitter which are all targeted at potentially vulnerable users who can then be emotionally "infected"-are able to intervene in the emotions of already existing individuals. This might be a happy post from a friend, which may make you feel joyful or bad news that will arouse sadness and anxiety.

Prior research has looked into how attentional control mediates emotional responses. For example, (Posner & Dehaene, 1994) have argued that attention itself is a regulatory process in the control of emotions. Attentional control is the ability to select important stuff and ignore no so cool things. This cognitive skill is necessary for regulating emotion, because it facilitates attending to positive stimuli and avoiding negative ones. The current study extends prior research to show that maladaptive responses to CM are limited or exacerbated by the ability of children to implement voluntary control over their attention. More specifically, individuals with high attentional control are better able to down-regulate their emotional reactions towards social media content which buffers against the negative effects of emotional contagion on well- being. These results add subtlety to our comprehension of the cognitive pathways involved and point towards a potential approach for ameliorating detrimental psychological outcomes in which these are being exacerbated by social media.

Conclusion These results have important implications for subsequent research. The current findings contribute to the literate in that they point at a potential moderating effect of attentional control on emotional responses to social media, suggesting we should pursue research examining additional cognitive factors influencing these effects. Longitudinal research may also more clearly establish how attentional control changes as a function of time and relative to social media use is affecting psychological adjustment. Second, experimental designs may

be used to determine how we can develop interventions that boost attentional control with the expectation that these applications could, in turn better mental health outcomes amidst contemporary technology. This article provides new insights into the intricate interplay between social media use, emotional contagion and psychological well-being while also distinguishing an important avenue for further examination.

5.4 Significance of the Study

This study contributes to the understanding of how social media use motives and emotional contagion interact to influence psychological adjustment in emerging adults. The findings have several important implications:

5.4.1 Theoretical Implications

Results from the study supported Uses and Gratifications (U&G) theory, suggesting that social media use motives are related to distinct emotional outcomes. Based on the U&G theory, people use media to satisfy a series of psychological needs that include information seeking, social interaction and diversion from mundane matters. The aims behind verification are more than mere abstractions - they have emotional consequences, this survey confirms. People who use social media for surveillance (to keep up with the news) and network-expansion purposes (meet new people, share their interests) similarly experience positive but also somewhat negative emotional contagiousness. This suggests that underlying reasons of social media use have considerable influence on emotional experiences by users.

In addition, the investigation underscores the importance of attentional control as a moderator. Attentional control reflects an individual's ability to maintain attention on relevant stimuli while resisting the influence of irrelevant or distracting information (Posner and Fan 2008). The mental process enables users to navigate the myriad of often provocative and emotional

content they come across during their time spent on social media. The incorporation of attentional control into theoretical models on social media and emotional contagion can provide a more encompassing picture for researchers across fields.

This perspective, capturing attentional control at the level of information processing and social media exposure in simplified model dispositions build a more holistic conceptual understanding for these phenomena. This facilitates a more detailed description of how cognitive control processes facilitate emotional outcomes in digital platforms. By using cognitive control as a theoretical framework for those psychological processes, future research could improve the integration of these factors in models predicting adjustment to digital contexts. It could also be better used to more accurately identify strategies for ameliorating the effects of social media use on mental health and highlight the relevance of cognitive skills in emotion regulation when engaged with emotions online.

5.4.2 Practical Implications

The results indicate that interventions targeting attentional control might have the potential to buffer against social media-related psychological distress. This approach is more consistent with our common sense understanding and recent research showing that attentional control skills are enhanced to better manage emotional responses when interacting online. Intervention programs that aim to help emerging adults strengthen certain decision-making and memory monitoring skills may be valuable, especially because this population is particularly susceptible to the negative effects of social media given their higher usage rates as well as undergoing a period characterized by significant neurodevelopmental changes. By training attention to relevant information and ignoring distractors, these programs could effectively query healthier social media use patterns.

Interventions may adapt in style such as mindfulness training, cognitive-behavioral strategies and other techniques which intended to improve attentional control. For example, mindfulness training has been shown to enhance attention regulation and emotional processing through encouraging people to focus on the present moment while behaving appropriately in response to whatever is happening - without becoming overwhelmed by distractions. For example, cognitive-behavioral strategies tailored to VERITAS could help participants identify and change patterns of thought that are associated with particular domains in which their attention or emotion regulation appear especially poor. These interventions would be amenable to delivery in educational settings, within community centers or digitally and therefore accessible to a broad set of emerging adults. Educational institutions should assimilate these programs as part of their regular curriculum or at least extracurricular activities to influence better digital habits.

Second, encouraging healthy social media use can improve psychological well-being with interesting results. This works by selectively filtering the type of content that appears on one's feed to be more positive and less negative. That might mean strategically following accounts that post positive, educational or entertaining content and unfollowing/muting sources of upsetting, negative information. The result is a mindful curation of one's online surroundings, leading to more positive interactions with social media.

Even social media platforms themselves can encourage healthier consumption habits. Platforms themselves could introduce incentives to manage their users' time with more thought and care. Such as tools that request from users to establish use limits daily or visual tracking of the amount they had been screenvirtually using and simple remindersto step away. Platforms could also develop alarming algorithms, instead of removing low-level positive and constructive discussions to reduce the amount of emotionally damaging material circulating.

Providing ways to more selectively filter content can put a degree of control into users hands, reducing the chances that they will be negatively emotionally influenced.

5.5 Limitations of the Study

Despite its contributions, this study has several limitations that should be acknowledged:

5.5.1 Cross-Sectional Design

Temporal relationships between gait and this set of factors cannot be established in a cross-sectional study design, providing only the synchronic relationship at one point in time. As such while the study is able to rule out associations between social media use motives, emotional contagion and attentional control it cannot determine direction of these relations. For example, it is unknown whether people who experience higher levels of emotional contagion and poorer mental health are more likely to use social media in particular ways or if certain motivations for social media use foster increased emotional contagion and psychological maladjustment.

Longitudinal studies are necessary to overcome the above limitations. This would be a stronger test of how social media use motives, emotional contagion and attentional control are interrelated during development than the cross-sectional approach. Researchers can better understand the causal pathways and temporal sequences of these associations by following participants over multiple time points. These studies could describe whether changes in social media use influence subsequent psychological well-being or emotional contagion (or the reverse pattern of effects).

Additionally, longitudinal studies can investigate how these connections develop over the lifespan as people transition from one medium of social media to another. The reasons people use social media, the types of content they interact with and their ability to focus attention may

change by life stage. Interestingly, unpacking this over time would potentially offer more detailed knowledge about the long-term implications of social media on mental health and contribute to tailoring intervention strategies for age groups and usage patterns.

5.5.2 Self-Report Measures

Self-report questionnaires may also give rise to response biases like social desirability bias, where people fill in answers that they feel are more socially acceptable rather than accurate. Consequently, social media use (e.g., time-of-day) can be reported incorrectly in predicting psychological adjustment. Participants may not recall their social media activities or emotional states, and this recall bias would seriously affect the validity of data. To overcome this limitation, future research should use objective measurement of social media and psychological adjustment to improve both the accuracy and reliability of their data.

If the above is actually correct then that would be more clear if digital tracking tools were used to objectively track people's actual use patterns in social media. They will have the ability to measure time spent on different platforms, types of activities conducted and frequency of interactions - providing a detailed trace about users' behaviors. This method limits dependence on self-reported data, lessening bias of response and providing a better representation for social media behaviors.

Future research might further this approach by using physiological measures of emotional responses in conjunction with digital tracking to gain a richer picture of how social media content affects people Measuring physiological changes in emotional reactions can be objectively done with techniques like heart rate monitoring, galvanic skin response and different ways of brain imaging. Integrating these physiological data with digital tracking of social media use could provide a more complete understanding on which aspects related to the

consumption of different kind of content in social medias are capable change our emotions and psychological states.

Consequently, it would be valuable to incorporate objective measures into future research on the matter as a means of improving overall validity and gaining richer insights about this multifaceted link between social media use and psychological adjustment. Such a model would enable the evolution of better interventions to affect change in this area where social media currently has deleterious outcomes on mental well-being.

5.5.3 Sample Characteristics

In addition, the sample was restricted to emerging adults from a specific geographical area (Rawalpindi and Islamabad), which may limit how generalizable these findings are to other populations or cultural contexts. Social media use patterns and psychological outcomes are likely to be different in this region due to its unique social, cultural, economic characteristics from other parts of the world. Therefore, the results may not cover all of commotypic experiences and behaviors that can be observed in various populations.

To overcome the limitation, future research should incorporate samples with diversity among age groups, cultures and geographic regions. Including a rich and diverse sample of participant characteristics (age, social location) enables the detection of variability in how the relationship between media use patterns, emotional contagion and psychological adjustment may differ across contexts. This approach would facilitate in gaining universal patterns and at the same time, culturally context-specific dynamics too Making it more externally valid.

Recruiting participants from different cultural backgrounds would shed light on the experiences of a wide range of potential social media users and how (or if) cultural norms or values played into their behavior as it related to electrosensitivity. So collectivist cultures could display

distinct patterns of emotional contagion and psychological adaptation in implementation practice than individualist ones. For example, research on different age groups can provide insight into developmental changes in the motives and consequences of social media use across the life course from adolescence to later adulthood.

But also: Given that tech access and internet penetration rates can vary widely by geography (urban/rural or developed/developing nations), regional representation is key! Thankfully, this relative behavioral homogeneity allowed researchers to control for these differences and develop a more sophisticated understanding of how social media functions in our lives - including its impacts on psychological well-being. Such an inclusive approach could help to inform more effective and culturally-informed interventions designed to assist diverse communities in addressing mental health needs.

5.6 Recommendations for Future Research

Based on the findings and limitations of this study, several recommendations for future research are proposed:

5.6.1 Longitudinal Studies

Longitudinal designs should be used in future research to clarify the causal relationships among social media use motives, emotional contagion, attentional processes and psychological adjustment across time. To gain a comprehensive insight into the interplay of these variables at different life stages requires longitudinal studies. By following the same people for several weeks, our study was able to measure how those changes in social-media motives and interaction with emotional content related to psychological adjustment over time - which gives an even more comprehensive view of these associations.

Monitoring changes over time will help to pinpoint how shifts in social media use motivations—such as a movement from using primarily for entertainment, or now more focused on establishing professional relationships—affect emotional contagion and general well-being. The method is designed to reflect the dynamic surrounding of social media use and its mental health consequences. Second, it would allow investigating the long-term effects and possible cumulative influences of social media use. For example, the prolonged experience of negative emotional content over years may exert different effects on psychological adjustment than the exposure to such materials in acute bursts.

Additionally, the use of a longitudinal design could allow an examination of how attentional processes develop over time and influence how social media is associated with psychological adjustment. Studying how attentional control develops and changes with typical development could help researchers to better understand its protective effects, as well as when it is most amenable children involved young or introducing the intervention.

Longitudinal studies can further identify the extent to which these relationships are bidirectional. For example, greater negative emotional contagion could result in poor psychological adjustment however individuals with existing mental health disorders might also be more predisposed to viewing or engaging with the content of a similar thematically-nature. This nuanced perspective will help inform interventions to improve social media habits and mental well-being.

5.6.2 Experimental Designs

Experimental inquiries could control social media stimuli to evaluate specific effects on emotional contagion and psychological adjustment. This would establish concrete links between exposure to a given kind of material and the emotions elicited by that content - which

in turn could show us exactly how various types of social media interactions affect mental health. Researchers can place participants in one of many conditions, systematically varying the content seen by each group to isolate whether exposure depends on positive or negative emotions and well-being.

Experiments conducted under controlled conditions are especially important in this case, as they provide an opportunity to control the parameters. This requires the establishment of controlled environments in which participants are exposed to various social media content so that stronger claims about the causal relationships between content, emotional contagion, and psychological outcomes can be drawn. Lets say, for example, researchers randomly assigned participants to take a look at either mostly positive or negative social media feeds and then measured mood states as well as anxiety symptoms and other indices of psychological adjustment.

Experiments of this nature might also be useful for testing the effects on attentional control [72, 1] Before it exposed different types of social media content to participants, they could alsohave learned techniques such as mindfulness or cognitive-behavioral strategies. Researchers could then evaluate the effect of these interventions on emotion reactivity, emotions regulationwith regards to negative content (which would lead them to be less affected by distressing things) That might mean looking at changes in physiological responses like heart rate variability and galvanic skin response as well as self-reported emotional states to get a fuller picture of how emotions are being regulated.

Furthermore, controlled experiments might explore which demographic groups react most to social media content and the manipulations of particular attentional control technologies (e.g., automatic video ads in our case), unveiling cultural or age-related dissimilarities that may vary. Such understanding might be used to guide the development of interventions targeted at

different population strata with a greater probability for success. By utilizing experimental designs to answer these questions, future work can help develop a more scientifically valid and practically useful understanding of how social media content affects emotional health and psychological well-being as well as when attentional control may regulate or exacerbate those effects.

5.6.3 Diverse Samples

Subsequent research replicating this study with more diverse samples including different age groups, cultural backgrounds and geographic regions should aim to increase the generalisability of findings. In addition to broader generalisability of future studies in the field,a more diverse range of participants would allow more advanced work on evaluating differential susceptibility and maximise variation testing. This strategy would guarantee that results are not limited to a monochronic population but will be generalizable across diverse individuals.

Future research would benefit from shifting away from homogenous samples to include participants with diverse cultural and socio-economic background, in order to get an more clearer picture of social media use motives and emotional contagion interplay on psychological adjustment. This is clear in the way cultural norms and values shape how people use social media, as well understand emotional content that they come across. Because social media is fundamentally rooted in emotional contagion, which speaks to our most basic need-belief and validation from others about how we feel-it may be breaking us apart (especially when combined with the adversarial/taunting features of a platform like Twitter) at levels as yet unrevealed.)So trolls are one thing(because here I am losing it on them over their damaging teasing), but what else?how does this all work within cross-cultural models then?- In collectivist cultures where community/social bonds come first- would exposure lead to more

vulnerability impacting physical health(via increased emo control)?-In individualist culture however could public expression aid self-regulation/patrols. Researchers can detect the various patterns of these differences and create culturally tailored interventions.

Furthermore, the access and quality of technology available to individuals have been affected by their different social backgrounds. This may likewise affect the overall psychological response of individuals from different socio-economic strata based on their own motives, and frequency in use. Representing diversity through the socio-economic class would enlighten these nuances and offer a broader overview of social media impact.

Additionally, the inclusion of a range in age would facilitate examination of how effects associated with social media use and emotional contagion are potentially modified across one's lifespan. This could have differential effects on psychological well-being: adolescents, young adults, middle-aged individuals and older adults may show different social media behaviors as well as emotional responses to it. This insight into the differences experienced by young adult social media users versus other groups has important implications for designing and implementing more targeted interventions to help mitigate some of these negative impactors associated with age.

5.6.4 Objective Measures

In addition, future research should integrate more objective assessments of the amount and nature of social media use (e.g., digital data) in order to strengthen self-reports while simultaneously reducing typical biases associated with response formats. In addition to the above-mentioned limitations, self-report measures are also notoriously unreliable due to concerns with social desirability bias and rely on recall. The incorporation of objective

measures will lead to a broader and more precise understanding on social media related behaviors and psychological consequences by researchers.

Technology, such as digital tracking tools can increase accuracy in the data capture process. They can monitor real social media usage patterns i.e. time spent on different platforms, frequency & type of interactions, kind of content consumed etc. This objective data can offer a rich context for user behavior that self-reports are unable to capture faithfully or may falsely reflect. Digital tracking gives insights to patterns in use: the time of day, how long interacting with different kinds of social media (a more nuanced understanding).

For one, the incorporation of biometric sensors and other developments in technology can produce much more accurate data regarding an emotional response. Biometric sensors are able to measure biophysical indications (for example: heart rate variability, galvanic skin response or facial expressions) that can be used as proxies for reactions Q2 due to exposure of different types of social media content. The methodological advantage of this approach is its ability to record emotional reactions in-the-moment, thereby better indexing social media impacts on affect outcomes from historical depictions.

By using both of these technologies its creates a much richer data set to be analysed which would therefore add more validity in the results. The joint use of digital tracking and the biometric data provide a more comprehensive picture of how social media impacts psychological well-being. This holistic method can lead to the detection of associations and pathways unknown when utilizing just self-reports.

In conclusion, the inclusion of objective measures in future studies will result definitely more reliable results and as such can be important to designing effective interventions that help reduce these negative aspects social media have on peoples mental health. In a conceptually

similar vein, this technological method of analysing context and its effect on digital behaviours is an important step forward in the study of psychological effects related to digital technology.

5.6.5 Intervention Studies

Future studies should also test whether interventions targeting attentional control can reduce the adverse psychological effects of social media use. Given the potential disastrous impact on mental health due to consuming emotional content online, learning how to fully control our attention in order for us not be compelled into engagement and usage Godefroy would also mean that we are no longer slaves of those platforms.

In fact, conducting research to implement and evaluate the effectiveness of cognitive training programs as well as mindfulness practices and other interventions in real-world settings would be very useful. For example, cognitive training treatments might include exercises that enhance concentration and working memory or help individuals to focus on one's attention while ignoring distractions. Mindfulness practices, including meditation, can assist individuals in becoming more aware of their attention and gaining honour over it. This allows researchers to see how these interventions affect people's daily social media experiences and, ultimately, what they feel.

These trials might also examine the duration and intensity of interventions necessary to yield clinically relevant improvements in attentional control and psychological health. For instance, short-term intensive training programs may be compared with lengthier & incremental ones to investigate which improves attentional control more. Moreover, by exploring different frequencies and durations of mindfulness sessions, we might start to understand the optimal dose needed for these practices to be translated into daily life.

Thus, researchers can evaluate the real-world applicability and effectiveness of these interventions to ascertain if they will become candidates for wide-scale implementation. Assessing this in relation to different target populations would lend insight into the adaptability i.e., and possibly customization, necessary for these programs. Ultimately, such studies could inform the creation of interventions that offer holistic mental health solutions to a broader scale within educational systems (e.g., schools), workplaces and community centers with empirical data on whether specific effects can be produced by social media use.

5.7 Conclusion

The present study takes a unique perspective on exploring social media use by analyzing the relationships between social media motives, emotional contagion, attentional processes and psychological adjustment in emerging adults. The results underscore the role of attentional control in influencing emotional responses to social media information and suggest targets for intervention aimed at improving health-related outcomes associated with social media exposure. More research still needs to be done, however, in order to expand on these findings and form strategies that work well for reducing the negative psychological impact of social media use.

This has been addressed to a certain extent elsewhere [53], however our focus on attentional control here suggest that when considered in the context of broader models social media use and emotional contagion with an added emphasis at individual differences offers more complete theoretical framework for understanding these phenomena. The goal is to inform the development of interventions designed to improve attentional control in emerging adults, ultimately benefiting their ability more generally and effectively negotiate the digital landscape

with enhanced psychological adjustment and well-being. These findings are discussed in the context of addressing potential technological influences on adolescent psychopathology, and further research is needed to fully understand how widespread social media use impacts mental health across diverse populations using objective metrics.

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Informed Consent

I am MPhil student of Applied Psychology at, the National University of Modern Languages, Islamabad. I am conducting a research with relevance to my MPhil requirements. The purpose of this research is to explore the impact of social media on human personality. Your participation in this study is voluntary. Information obtained from you will remain confidential and be used only for research. You may quit anytime during the activity if you feel hesitant, uncomfortable or bored.

Thank you for your cooperation.

Demographic Sheet

Gender: 1) Male 2) Female

Age (in years): _____

Education (currently in which semester): _____

Birth Order: _____

No of Siblings (Including yourself) : _____

1) Below Matric 2) Matric

3) FA 4) BA

5) Masters 6) MPhil & higher

Father Education:

Mother Education:

1) Below Matric 2) Matric

3) FA 4) BA

5) Masters 6) MPhil & higher

Working Status of Mother: 1) Housewife 2) Working Lady

Family Type: 1) Nuclear 2) Joint

Total family members: _____

Family Income (monthly): _____

Social Media-related Information

1. **A social media platform that you used the most frequently:**
   1**:** Facebook (including "Messenger")
   2: Instagram
   3: Twitter
   4: Snapchat
   5: WhatsApp
   6: Others……
2. **Number of social media platforms used daily:**
   1 at a time ☐, 2 at a time ☐, 3 at a time ☐,
   4 at a time ☐, 5 at a time ☐, 6 or more ☐
3. **On average per day, how many times do you spend on social media?**
   a) **1:** Never **2:** Rarely **3:** sometimes **4:** often **5:** Always
   b) **Time per hour during day-time**
      1: not at all **2.** Less than an hour **3.** 2-3 hours

4: Up to 5 hours **5.** Up to 7 hours **6.** All of the day

4. **On average per night, how many times do you spend on social media?**
   a. **1:** Never **2:** Rarely **3:** sometimes **4:** often **5:** Always
   b. **Time per hour during night-time**

      1: not at all **2.** Less than an hour **3.** 2-3 hours

      4: Up to 5 hours **5.** Whole night

5. **Accessibility of social media platforms via :**

   1: smartphone/tab **2:** laptop **3:** smartphone and laptop both

6. **For what purpose, you mostly used social media platforms?**

   1: Academia **2:** communication **3:** Entertainment

   4: content sharing **5:** To keep in touch with others

SOCIAL MEDIA MOTIVES SCALE

Instructions: **The questions below ask about your social media use motives. Tick one number from 1 to 7 for each of them.**

S#	**Statements**	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	To discover the pressing issues of our society	1	2	3	4	5	6	7
2	To provide information about my interests to others	1	2	3	4	5	6	7
3	To forget the complications of everyday life	1	2	3	4	5	6	7
4	To contact friends and family	1	2	3	4	5	6	7
5	To obtain various interpretations/explanations on current affairs	1	2	3	4	5	6	7
6	To express my feelings and thoughts to others	1	2	3	4	5	6	7
7	To remember what I did	1	2	3	4	5	6	7
8	To provide updates on my current life to friends/ acquaintances	1	2	3	4	5	6	7
9	To obtain professional knowledge and information	1	2	3	4	5	6	7
10	To befriend people, I cannot meet elsewhere	1	2	3	4	5	6	7
11	To pass time	1	2	3	4	5	6	7
12	To befriend influential professionals	1	2	3	4	5	6	7
13	To record my everyday life	1	2	3	4	5	6	7
14	To provide useful information to other people	1	2	3	4	5	6	7

The Emotional Contagion Scale

Note: This is a scale that measures a variety of feelings and behaviors in various situations. There are no right or wrong answers, so try very hard to be completely honest in your answers.

S #	Statemen	Never True	Rarely True	Sometimes True	Always True
1	If someone I'm talking with begins to cry, I get teary-eyed.	1	2	3	4
2	Being with a happy person picks me up when I'm feeling down.	1	2	3	4
3	When someone smiles warmly at me, I smile back and feel warm inside.	1	2	3	4
4	When someone smiles warmly at me, I smile back and feel warm inside.	1	2	3	4
5	I clench my jaws and my shoulders get tight when I see the angry faces on the news.	1	2	3	4
6	When I look into the eyes of the one I love, my mind is filled with thoughts of romance.	1	2	3	4
7	It irritates me to be around angry people.	1	2	3	4
8	Watching the fearful faces of victims on the news makes me try to imagine how they might be feeling.	1	2	3	4
9	I melt when the one I love holds me close.	1	2	3	4
10	I tense when overhearing an angry quarrel.	1	2	3	4
11	Being around happy people fills my mind with happy thoughts.	1	2	3	4
12	I sense my body responding when the one I love touches me.	1	2	3	4
13	I notice myself getting tense when I'm around people who are stressed out.	1	2	3	4
14	I cry at sad movies.	1	2	3	4
15	Listening to the shrill screams of a terrified child in a dentist's waiting room makes me feel nervous.	1	2	3	4
S #	**Attention Control Scale Statements**	Never True	Rarely True	Sometimes True	Always True
16	It's very hard for me to concentrate on a difficult task when there are noises around.	1	2	3	4
17	When I need to concentrate and solve a problem, I have trouble focusing my attention.	1	2	3	4
18	When I am working hard on something, I still get distracted by events around me.	1	2	3	4

19	My concentration is good even if there is music in the room around me.	1	2	3	4
20	When concentrating, I can focus my attention so that I become unaware of what's going on in the room around me.	1	2	3	4
21	When I am reading or studying, I am easily distracted if there are people talking in the same room	1	2	3	4
22	When trying to focus my attention on something, I have difficulty blocking out distracting thoughts	1	2	3	4
23	I have a hard time concentrating when I'm excited about something.	1	2	3	4
24	When concentrating I ignore feelings of hunger or thirst	1	2	3	4
25	I can quickly switch from one task to another.	1	2	3	4
26	It takes me a while to get really involved in a new task.	1	2	3	4
27	It is difficult for me to coordinate my attention between the listening and writing required when taking notes during lectures.	1	2	3	4
28	I can become interested in a new topic very quickly when I need to.	1	2	3	4
29	It is easy for me to read or write while I'm also talking on the phone.	1	2	3	4
30	I have trouble carrying on two conversations at once.	1	2	3	4
31	I have a hard time coming up with new ideas quickly	1	2	3	4
32	After being interrupted or distracted, I can easily shift my attention back to what I was doing before.	1	2	3	4
33	When a distracting thought comes to mind, it is easy for me to shift my attention away from it.	1	2	3	4
34	It is easy for me to alternate between two different tasks.	1	2	3	4
35	It is hard for me to break from one way of thinking about something and look at it from another point of view.	1	2	3	4

BRIEF ADJUSTMENT SCALE

Answer all the statements honestly.

S#	**Statements**	Very rarely	Rarely	Some times	Often	Very often
1	To what extent have you felt irritable, angry, and/or resentful this week?	1	2	3	4	5
2	To what extent have you felt tense, anxious, and/or afraid this week?	1	2	3	4	5
3	To what extent have you felt unhappy, discouraged, and/or depressed this week?	1	2	3	4	5
4	To what extent have you felt unhappy, discouraged, and/or depressed this week?	1	2	3	4	5
5	How much has emotional distress interfered with your relationships this week?	1	2	3	4	5
6	How much has emotional distress interfered with your ability to perform at work, school, etc. this week?	1	2	3	4	5

Permission for using your scale

Inbox

G

me 11:37 PM

Respected ma'am Hope this email finds you in...

Elaine Hatfield 11:45 PM

to me

Yes, of course you can.

•••

--

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"Nature loves variety. Unfortunately Society

MF

M Fajkowska Yesterday

To: Gulelala Sikandar >

Re: Permission for using your scale

Of course that you can use it. Good luck with your project.
All the best
Małgosia

Prof. dr hab. Małgorzata Fajkowska
President of the International Society for the Study of Individual Differences (ISSID),

Show Quoted Content

Sciences
1 Jaracza St. , 00-378 Warsaw

ISSID
International Society for the Study of Individual Differences

RC

Rick Cruz 1:00 AM

To: Gulelala Sikandar >

Re: Permission of using your scale

Hi Gul-E-Lala,
You have my permission to use the scale for your research. Best of luck!
Rick

Rick A. Cruz, PhD (pronouns: he, him)
Assistant Professor
Department of Psychology
Arizona State University

> On Aug 14, 2024 at 4:46 AM -0700, Gulelala Sikandar <Gulelalasikandar@outlook.com>, wrote:
> Dear Sir,

이은주 Yesterday

To: Gulelala Sikandar >

RE: For permission of scale that you have used in your paper

Thank you for your inquiry but you don't need the authors' permission to use published measurements- just cite the source in the article. Good luck with your research!

Best,
Eun-Ju

Eun-Ju Lee, PhD
Professor, Department of Communication
Director, Center for Trustworthy AI (CTAI)
Seoul National University

Fellow, *International Communication Association*
Immediate Past President, *International Communication Association*