

African Multidisciplinary Journal of Development (AMJD)

Page: 218 – 228

<https://amjd.kiu.ac.ug>

DIGITAL EMOTION REGULATION AND MENTAL WELL-BEING AMONG IN-SCHOOL ADOLESCENTS IN KAMPALA, UGANDA: THE MEDIATION-MODERATING ROLE OF SOCIAL MEDIA FATIGUE AND GENDER

¹ Nassozi Margrete, ² E.O. Oladunmoye & ³ G.P Enamudu

^{1,2,3} Department of Applied Psychology, Kampala International University, Uganda.

¹ ORCID: <https://orcid.org/0009-0007-2455-3098>

² ORCID: <https://orcid.org/0000-0002-2721-2391>, Email: oladunmoyetomenoch@gmail.com

³ ORCID: <https://orcid.org/0009-0005-1860-8369>, Email: peter.enamudu@kiu.ac.ug

Corresponding Email: mnassozi1@gmail.com

Abstract

This study investigated the relationship between Digital Emotion Regulation (DER) and mental well-being among in-school adolescents in Kampala, Uganda, focusing on the mediating role of Social Media Fatigue (SMF) and the moderating role of gender. Using a correlational research design, data were collected from a sample of adolescents through standardized self-report measures. Descriptive statistics summarized demographic and study variables, while Pearson correlation, multiple regression, and the PROCESS macro were used for inferential analysis. Results indicated that DER significantly predicted mental well-being ($B = 0.808$, $p < .001$), suggesting that adolescents who effectively use digital tools to manage their emotions tend to report higher levels of mental well-being. SMF was found to partially mediate this relationship ($B = 0.227$, $p = .021$), implying that DER influences mental health both directly and indirectly through its effect on digital fatigue. Moderation analysis showed that gender did not significantly influence the strength of the DER–mental well-being relationship ($B = 0.332$, $p = .219$), though the effect appeared stronger among females. These findings highlight the relevance of digital emotional coping strategies in adolescent mental health and support the integration of DER training into school-based mental health programs.

Keywords: Digital emotion regulation, Mental well-being, Social media fatigue, Adolescents, Gender, Uganda, Moderation, Mediation

Introduction

Mental well-being is a critical component of overall health and functioning, particularly among adolescents navigating the complexities of social, emotional, and academic transitions. According to Multahada et al., (2025), mental well-being is not just the absence of mental illness, but the presence of positive attributes such as the ability to manage emotions, build relationships, and cope with everyday stressors. Healthy mental well-being is often characterized by emotional stability, resilience, positive self-esteem, and strong social connections (Basit et al., 2024). In contrast, poor mental well-being manifests through anxiety, depression, social withdrawal, sleep problems, and cognitive difficulties, which can significantly impair academic performance and social functioning (Vettriselvan et al., 2025).

Globally, mental health challenges among adolescents are on the rise. The WHO (2022) estimates that 10–20% of adolescents experience mental health conditions, yet most go undiagnosed and untreated. In the United States, one in five adolescents report symptoms of depression or anxiety (Azeem, 2025). In the UK, mental health disorders have increased by 50% in the past decade among

teenagers (Clarkson, 2023). Uganda is not exempt; a study by Kwesiga et al. (2025) revealed that up to 30% of Ugandan adolescents experience symptoms of depression and anxiety, often exacerbated by academic stress, family conflicts, and socio-economic instability. The implications are dire untreated mental health issues contribute to school dropout, substance abuse, risky behaviours, and even suicide (Ladegard et al., 2024).

Efforts to address adolescent mental health have included school-based counseling, peer support programs, life skills education, and mindfulness interventions (Jobin et al., 2025). While these interventions show promise, many studies have largely focused on traditional emotional regulation strategies and neglected the increasingly dominant digital context in which adolescents now live. The rise of smartphones and social media presents new opportunities and challenges for emotional development, prompting the need to consider Digital Emotion Regulation (DER) as a relevant psychological construct. Furthermore, emerging variables such as Social Media Fatigue (SMF) a psychological state of tiredness and disengagement from online interaction could serve as important mediators in understanding how digital behaviours influence mental well-being. Gender, too, has been shown to moderate psychological responses, as male and female adolescents often exhibit different emotional regulation patterns and vulnerabilities. These gaps necessitate a study that examines how DER impacts mental well-being among in-school adolescents in Kampala, Uganda, while accounting for the mediating role of SMF and the moderating influence of gender.

Digital Emotion Regulation refers to the use of digital tools and online behaviours to manage one's emotional experiences (Smith et al., 2022). It encompasses behaviours such as listening to music, watching videos, venting online, and seeking support on social media platforms to alter emotional states (Fenton & Kingsley, 2023). People with high digital emotion regulation capacity are typically proactive in using digital platforms to cope with negative emotions, demonstrate better mood recovery, and maintain positive mental states through strategic online interactions (Raj et al., 2025). In contrast, individuals with poor DER tend to engage in maladaptive online behaviours such as doom-scrolling, online rants, or avoidance, which often worsen emotional distress (Scammon, 2025). The influence of DER on mental well-being is significant. Adolescents who positively engage in DER are more likely to report reduced levels of anxiety and depression and better psychological adjustment (Adeyemi, 2020; Adeyemi & Adufe, 2025). However, misuse or over-reliance on digital emotion strategies without offline coping mechanisms can lead to emotional dysregulation. Recent statistics indicate that 86% of adolescents globally use digital tools for mood management, yet nearly 40% report worsening emotions after prolonged online engagement (Firth et al., 2025). In Uganda, smartphone use among secondary school students has increased rapidly, yet few studies have explored the psychological implications of this trend.

Social Media Fatigue is defined as a subjective feeling of exhaustion resulting from excessive use of social media platforms and the cognitive load required to manage online interactions (Tian et al., 2025). Alternatively, Faraci & Nasonte, (2024) describe SMF as a psychological withdrawal response to the overwhelming nature of digital content and social expectations online. Adolescents with high SMF often experience emotional numbness, disengagement from schoolwork, low energy, irritability, and decreased real-life social interactions. They may also suffer from decision fatigue and fear of missing out (FoMO) (Jajoo & Kumar Baag, 2025). In contrast, adolescents with low SMF maintain a healthy digital balance, feel in control of their social media use, and are less likely to experience cognitive overload. High levels of SMF are associated with increased anxiety, poor sleep quality, and depressive symptoms (Hendy et al., 2025). Globally, a survey by Rahman et al., (2025) indicated that over 45% of adolescents reported symptoms of SMF. In Africa, research by Mbithi et

al., (2025) noted that urban youth in East Africa, particularly in Kampala, are increasingly showing signs of social media burnout. SMF has emerged as a silent but critical disruptor of mental health, especially in resource-constrained environments where mental health support is limited.

Gender plays a significant role in how adolescents experience and respond to mental health challenges. Females are more likely to report internalizing symptoms such as anxiety, sadness, and low self-esteem, while males often exhibit externalizing behaviours like aggression, defiance, or substance use (Olivier et al., 2020). Girls also tend to engage more in emotional disclosure and seek social support, whereas boys may suppress emotions due to societal expectations around masculinity (Exner-Cortens et al., 2021). Statistically, female adolescents worldwide report higher levels of depression and anxiety compared to their male counterparts. In Uganda, McLean et al. (2022) found that 35% of adolescent girls reported moderate to severe depressive symptoms compared to 21% of boys. This gender gap in mental well-being underscores the importance of tailoring mental health interventions according to gender-specific needs and coping styles.

Despite the increasing focus on adolescent mental health, few studies have examined how digital behaviours influence emotional regulation in sub-Saharan contexts, particularly in Uganda. Existing literature has not sufficiently accounted for the mediating role of Social Media Fatigue or the moderating role of gender in the relationship between Digital Emotion Regulation and mental well-being. Given the rise in smartphone use, digital engagement, and psychosocial stress among Ugandan adolescents, there is a pressing need to explore these contemporary variables. This study seeks to fill these gaps by investigating the role of Digital Emotion Regulation on mental well-being, examining how Social Media Fatigue mediates this relationship, and analyzing the moderating influence of gender. The findings will provide culturally relevant insights for educators, mental health professionals, and policy-makers in designing more effective, gender-sensitive, and digitally informed mental health interventions for adolescents.

Purpose of the Study

The general purpose of this study was to examine the influence of Digital Emotion Regulation (DER) on the mental well-being of in-school adolescents in Kampala, Uganda, within the context of increasing digital media use. Specifically, the study aimed to:

- 1) Determine the relationship between Digital Emotion Regulation and Mental Well-Being among in-school adolescents.
- 2) Examine whether Social Media Fatigue mediates the relationship between Digital Emotion Regulation and Mental Well-Being.
- 3) Assess whether gender moderates the relationship between Digital Emotion Regulation and Mental Well-Being.
- 4) Explore gender differences in levels of Social Media Fatigue and Digital Emotion Regulation among adolescents.

Research Methodology

Research Design

This study adopted a quantitative, correlational research design to explore the relationships among Digital Emotion Regulation (DER), Social Media Fatigue (SMF), gender, and Mental Well-Being. The correlational design was appropriate as it allowed the researcher to examine naturally occurring relationships without manipulating variables, which is ideal when studying psychological constructs among adolescents.

Population of the Study

The target population comprised in-school adolescents aged 13 to 19 years attending public and private secondary schools within Kampala. This group was selected due to their active engagement with digital technologies and their increased vulnerability to mental health challenges during adolescence.

Sample Size and Sampling Technique

A sample of 300 students was selected using a multistage sampling technique. First, schools were stratified based on ownership (public or private) and randomly selected. Next, proportionate sampling was employed to select students across different grade levels, followed by systematic random sampling to choose participants within each stratum.

Instruments for Data Collection

- 1) Digital Emotion Regulation Scale (DERS-Digital):
Adapted from Heffer et al. (2019), this scale measures the frequency and type of digital strategies used by adolescents to regulate their emotions. Items are rated on a 5-point Likert scale ranging from 1 (Never) to 5 (Always). The scale has demonstrated good internal consistency, with a reported Cronbach’s alpha of .88.
- 2) Social Media Fatigue Scale (SMFS):
Based on the instrument developed by Dhir et al. (2018), this scale assesses fatigue resulting from social media use across cognitive, emotional, and behavioral domains. It contains 10–15 items rated on a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The scale has shown high reliability, with a Cronbach’s alpha of .92.
- 3) Mental Well-Being Scale (WEMWBS):
The Warwick-Edinburgh Mental Well-Being Scale (Tennant et al., 2007) measures mental well-being across emotional, psychological, and social dimensions. It comprises 14 positively worded items, each scored on a 5-point scale from 1 (None of the time) to 5 (All of the time). This scale has demonstrated excellent reliability, with a Cronbach’s alpha of .91.

Data Analysis

Descriptive statistics (means, standard deviations, frequencies) were used to summarize demographics and key variables. Pearson correlation tested relationships among DER, SMF, and mental well-being. Mediation was examined using Baron and Kenny’s (1986) method and PROCESS macro (Model 4). Moderation by gender was tested with Jasp statistical software.

Result

Research Question 1: Does Digital Emotion Regulation significantly predict Mental Well-Being among in-school adolescents in Kampala, Uganda?

Table 1: Direct Effect of Digital Emotion Regulation on Mental Well-Being

Predictor	Estimate (B)	SE	z	p	95% CI	Std. Estimate
Digital Emotion Regulation → Mental Well-Being	0.808	0.077	10.55	< .001	[0.658, 0.958]	0.484

Table 1 reveals that there was a significant positive effect of **Digital Emotion Regulation** on **Mental Well-Being**, $B = 0.808$, $SE = 0.077$, $z = 10.55$, $p < .001$, 95% CI [0.658, 0.958]. This suggests that adolescents who effectively use digital tools to manage emotions report better mental well-being.

The standardized effect size ($\beta = 0.484$) indicates a moderately strong prediction, this indicates that digital emotion regulation account for 48.4% increase in mental well-being.

Research Question 2: Does Social Media Fatigue (SMF) mediate the relationship between Digital Emotion Regulation (DER) and Mental Well-Being?

Table 2: Mediation Analysis: showing the effect of Social Media Fatigue on Digital Emotion Regulation and Mental Well-Being

Path	Estimate (B)	SE	z	p
DER → SMF (a1)	0.221	0.095	2.34	.020
SMF → Mental Well-Being (b1)	1.028	0.076	13.50	<.001
Indirect Effect (a1 × b1)	0.227	0.099	2.30	.021
Direct Effect (c')	0.808	0.077	10.55	<.001
Total Effect (c1 + a1 × b1)	1.035	0.124	8.37	<.001

Table 2 reveals that there a significant **indirect effect** of **digital emotion regulation** on **mental well-being** through **social media fatigue**; $B = 0.227$, $SE = 0.099$, $z = 2.30$, $p = .021$, 95% CI [0.034, 0.420]. This means that DER influences mental well-being both directly and indirectly via SMF. The **direct path** from DER to mental well-being remained significant ($B = 0.808$), indicating **partial mediation**. That is, Digital Emotion Regulation (DER) explained 80.8% variance in adolescence mental wellbeing. More so, adolescents who use DER may also experience SMF, which surprisingly appears to contribute positively to their well-being (see, fig 1).

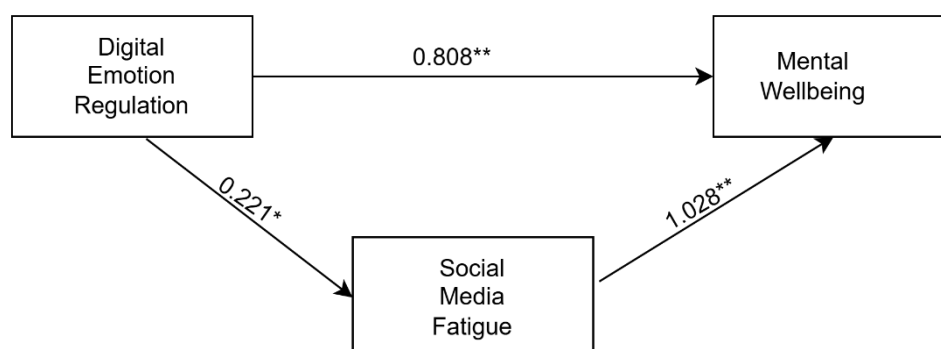


Fig 1: Mediation model showing mediating effect of social media fatigue on digital emotional regulation and mental wellbeing.

Research Question 3: Does gender moderate the relationship between Digital Emotion Regulation and Mental Well-Being?

Table 3: Moderation Analysis: Interaction Between DER and Gender

Predictor	Estimate (B)	SE	z	p	95% CI	Std. Estimate
DER → Mental Well-Being (c1)	0.856	0.158	5.43	<.001	[0.547, 1.165]	0.538
Gender (Female = 1)	-7.563	8.040	-0.94	.347	[-23.320, 8.195]	-0.746 ^a
DER × Gender (Interaction)	0.332	0.270	1.23	.219	[-0.197, 0.861]	0.208 ^a

^aPartial standardization due to categorical predictor (gender)

Table 4: Summary Table of Total Effects by Gender

Gender	Effect of DER on Mental Well-Being	SE	z	p	95% CI	Std. Estimate
Male (0)	0.856	0.158	5.43	<.001	[0.547, 1.165]	0.538
Female (1)	1.188	0.219	5.42	<.001	[0.758, 1.617]	0.746

Table 3 reveals that the interaction term between Digital Emotion Regulation (DER) and gender was not statistically significant, $B = 0.332$, $SE = 0.270$, $z = 1.23$, $p = .219$, 95% CI $[-0.197, 0.861]$. This indicates that gender did not significantly moderate the relationship between DER and mental well-being among adolescents. In other words, the positive association between DER and mental well-being was consistent across both male and female participants. However, as shown in Table 4, the conditional effect of DER was stronger for females ($B = 1.188$, $p < .001$) than for males ($B = 0.856$, $p < .001$), suggesting a non-significant trend that DER may have a relatively greater impact on mental well-being among girls (see fig. 2).

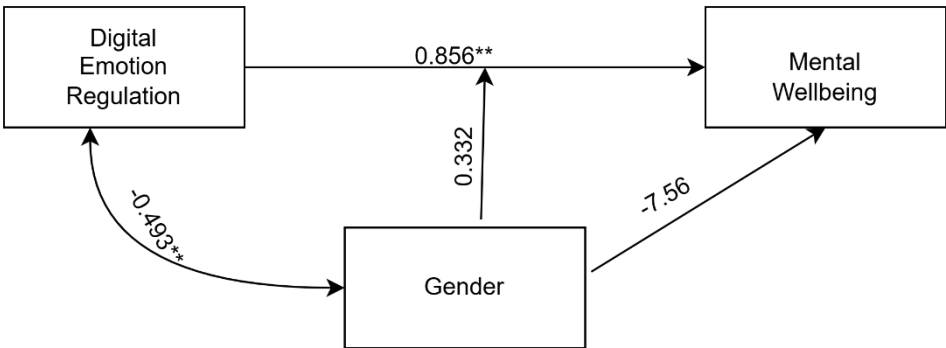


Fig 2: Moderation model showing the moderation effect of gender on digital emotion regulation and mental wellbeing.

Discussion of Findings

The first research question examined the direct effect between digital emotion regulation and Mental Well-Being among in-school adolescents in Kampala, Uganda. The result revealed a significant positive effect of Digital Emotion Regulation (DER) on mental well-being among adolescents ($B = 0.808$, $p < .001$), with a standardized estimate ($\beta = 0.484$), indicating a moderately strong relationship. This suggests that adolescents who engage in digital emotion regulation strategies such as using apps, social media, or online journaling for emotional expression tend to report better mental health outcomes.

This finding aligns with previous research indicating that digital tools can serve as effective channels for emotional regulation, self-expression, and coping during adolescence (Grover, 2024; Pandey, 2025). For instance, studies have shown that adolescents who use digital media mindfully e.g., to express emotions, seek support, or access mental health resources report higher levels of life satisfaction and lower levels of depressive symptoms (Jones et al., 2022; Evli et al., 2023). DER may offer adolescents accessible and culturally adaptive avenues for emotional processing in contexts like Kampala, where traditional mental health services are limited or stigmatized (Musanje et al., 2023). This resonates with the theory of self-determination, suggesting that when digital platforms support autonomy, competence, and relatedness, they enhance psychological well-being (West et al., 2024). While these findings support the utility of DER, some studies caution against overreliance

on digital media for emotion regulation, as it can sometimes foster avoidance behavior or dependency (Swargiary, 2025). The positive effect may depend on how consciously and constructively the tools are used, rather than frequency alone.

The second research question investigated the mediation effect of Social Media Fatigue in the relationship between Digital Emotion Regulation and Mental Well-Being. The mediation analysis indicated a significant indirect effect of DER on mental well-being through Social Media Fatigue (SMF) ($B = 0.227$, $p = .021$), alongside a significant direct effect ($B = 0.808$). This implies partial mediation, meaning DER influences well-being both directly and indirectly via SMF. Interestingly, SMF often associated with negative emotional states was found here to positively contribute to well-being.

This counterintuitive finding may reflect a regulatory rebound adolescents using DER may become aware of their fatigue and take intentional breaks from digital platforms, ultimately enhancing mental well-being. This aligns with research by Dhir et al. (2018), who found that self-regulated social media breaks improved mood and focus among youth. Similarly, Herdin (2025) argued that awareness of SMF can lead to healthier digital boundaries and better emotional self-care. Typically, SMF is linked with negative outcomes such as emotional exhaustion, anxiety, and disengagement (Faraci & Nasonte, 2024). However, in the current context, adolescents who are more adept at DER may also be more reflective about their digital habits, thereby buffering the adverse effects of SMF. This interpretation challenges conventional views and points to the adaptive potential of DER even in the face of digital fatigue.

The third research question estimated the moderation effect of gender moderate in relationship between Digital Emotion Regulation and Mental Well-Being. The moderation analysis found no statistically significant interaction between DER and gender ($p = .219$), suggesting that gender does not significantly influence the strength of the DER–mental well-being relationship. Nonetheless, subgroup analysis indicated that DER had a stronger effect for females ($B = 1.188$, $\beta = 0.746$) than for males ($B = 0.856$, $\beta = 0.538$), indicating a non-significant trend.

These finding echoes literature suggesting that adolescent girls are generally more emotionally expressive and may be more receptive to digital emotion regulation strategies (McKone et al., 2024). Girls are also more likely to use social media for emotional support and identity exploration, potentially making DER more impactful for their well-being (Yang et al., 2021). Despite these gendered trends in emotional expression and media use, the lack of a significant moderation effect aligns with recent findings suggesting that the benefits of digital emotion regulation may transcend gender when controlling for emotional awareness and regulation skills (Fan & Cui, 2024; Gkintoni et al., 2025). Thus, while gender may influence style or frequency of DER use, it does not significantly alter its overall effect on mental well-being in this context.

Conclusion

The study confirms that Digital Emotion Regulation is a significant and positive predictor of mental well-being among adolescents in Kampala, Uganda, with partial mediation by Social Media Fatigue, and no significant moderation by gender. The findings both affirm and challenge existing literature, offering nuanced insights into how youth navigate the digital emotional landscape in low-resource settings. These insights are valuable for designing culturally relevant digital mental health interventions for adolescents in sub-Saharan Africa.

Recommendations

- 1) Given the significant positive impact of DER on adolescent mental well-being, schools in Kampala and similar settings should incorporate digital emotion regulation strategies into their life skills or guidance curricula. This can include teaching students how to use mobile apps, online journaling, and mindfulness tools for healthy emotional management.
- 2) Since Social Media Fatigue (SMF) was found to partially mediate the DER–well-being relationship, digital literacy programs should help students recognize signs of fatigue and develop skills for taking purposeful breaks. Workshops or campaigns can encourage “digital hygiene” practices like screen time limits, content filtering, and scheduled offline periods.
- 3) Although gender did not significantly moderate the DER–well-being link, the trend of stronger effects for females suggests the need for gender-sensitive content. Interventions should be inclusive, addressing different emotional expression styles and digital habits among boys and girls without reinforcing stereotypes.
- 4) Stakeholders including NGOs, ministries, and tech startups should invest in locally relevant digital mental health tools that integrate DER features. These tools should reflect the cultural, linguistic, and technological realities of Ugandan adolescents and be co-designed with youth input.
- 5) Teachers, school psychologists, and peer mentors should be trained on the importance of DER and how to guide students in using technology for emotional self-regulation. Capacity building in this area will help educators serve as digital role models and early responders to emotional distress.

References

- 1) Adeyemi, A. O. (2020). Influence of Parenting Styles and Social Adjustment on the Psychological Well-Being of Undergraduate Working Adults in South-West Nigeria. *Journal of Education in Developing Areas*, 27(1), 1-13.
- 2) Adeyemi, A. O., & Adufe, O. A. Future-Directed Therapy on Academic Resilience among Academically Frustrated Students in Extramural Centres, Osogbo, Nigeria.
- 3) Azeem, B., Siddiqui, M. R., Shaikh, S., Sattar, A., & Saeed, H. (2025). Depression leading to suicide in United States: A retrospective analysis of CDC WONDER from 1999 to 2022. *Journal of Psychiatric Research*, 186, 235-243.
- 4) Basit, A., Ali, R., Rahman, S., & Shah, A. A. (2024). Exploring how the practice of gratitude can strengthen interpersonal relationships, enhance mental well-being, foster emotional resilience, and promote greater social connectedness and cooperation. *Review of Education, Administration & Law*, 7(4), 427-441.
- 5) Clarkson, C., Scott, H. R., Hegarty, S., Souliou, E., Bhundia, R., Gnanapragasam, S., ... & Lamb, D. (2023). ‘You get looked at like you’re failing’: A reflexive thematic analysis of experiences of mental health and wellbeing support for NHS staff. *Journal of Health Psychology*, 28(9), 818-831.
- 6) Dhir, A., Yossatorn, Y., Kaur, P., & Chen, S. (2018). Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue, anxiety and depression. *International journal of information management*, 40, 141-152.
- 7) Evli, M., Albayrak, E., Şimşek, N., & Uzdil, N. (2023). Mindfulness, psychological well-being, social media use, and internet use time among adolescents: a structural equation modeling. *Bağımlılık Dergisi*, 24(4), 407-416.

- 8) Exner-Cortens, D., Wright, A., Claussen, C., & Truscott, E. (2021). A systematic review of adolescent masculinities and associations with internalizing behavior problems and social support. *American Journal of Community Psychology*, 68(1-2), 215-231.
- 9) Fan, L., & Cui, F. (2024). Mindfulness, self-efficacy, and self-regulation as predictors of psychological well-being in EFL learners. *Frontiers in Psychology*, 15, 1332002.
- 10) Faraci, P., & Nasonte, G. (2024). The Brief Social Media Fatigue Scale (BSMFS): A new short version through exploratory structural equation modeling and associations with trait anxiety, fear of missing out, boredom proneness, and problematic use. *International Journal of Human-Computer Interaction*, 1-27.
- 11) Faraci, P., & Nasonte, G. (2024). The Brief Social Media Fatigue Scale (BSMFS): A new short version through exploratory structural equation modeling and associations with trait anxiety, fear of missing out, boredom proneness, and problematic use. *International Journal of Human-Computer Interaction*, 1-27.
- 12) Fenton, C., & Kingsley, E. (2023). Scoping review: Alternatives to self-harm recommended on mental health self-help websites. *International journal of mental health nursing*, 32(1), 76-94.
- 13) Firth, J., Torous, J., López-Gil, J. F., Linardon, J., Milton, A., Lambert, J., ... & Firth, J. A. (2024). From “online brains” to “online lives”: understanding the individualized impacts of Internet use across psychological, cognitive and social dimensions. *World Psychiatry*, 23(2), 176-190.
- 14) Gkintoni, E., Dimakos, I., & Nikolaou, G. (2025). Cognitive insights from emotional intelligence: A systematic review of EI models in educational achievement. *Emerging Science Journal*, 8, 262-297.
- 15) Grover, A. (2024). Exploring Self-Concept and Emotional Regulation Through Music Technology: An Autoethnographic Study and Literature Review.
- 16) Heffer, T., Good, M., Daly, O., MacDonell, E., & Willoughby, T. (2019). The longitudinal association between social-media use and depressive symptoms among adolescents and young adults: An empirical reply to Twenge et al.(2018). *Clinical Psychological Science*, 7(3), 462-470.
- 17) Hendy, A., Ibrahim, R. K., Darwish, A., Al Sabbah, S., Shalby, A. Y. M., Khubrani, R., ... & Wahba, N. M. I. (2025). Sleep disturbance, cancer-related fatigue, and depression as determinants of quality of life among breast cancer patients undergoing chemotherapy: a cross-sectional study. *BMC cancer*, 25(1), 1122.
- 18) Herdin, T. (2025). Digital Self-Care: Enhancing Wellbeing in the Digital Era. *Caring Culture*, 111.
- 19) Jajoo, K., & Kumar Baag, P. (2025). The Role of Fomo (Fear of Missing Out) in Making Financial Decisions.
- 20) Jobin, K., Ashok, L., Manjula, M., JJ, T. A., Mathias, E. G., & Krishnan, P. (2025). Mindfulness-based interventions for enhancing adolescent mental health and well-being: A scoping review. *Clinical Epidemiology and Global Health*, 32, 101961.
- 21) Jones, A., Hook, M., Podduturi, P., McKeen, H., Beitzell, E., & Liss, M. (2022). Mindfulness as a mediator in the relationship between social media engagement and depression in young adults. *Personality and individual differences*, 185, 111284.
- 22) Kwesiga, J. M., Namuli, J. D., Akimana, B., Serunjogi, J. N., Kitaka, S. B., Seggane, M., ... & Nakimuli-Mpungu, E. (2025). Prevalence and factors associated with mental health challenges among adolescents with HIV and viral non-suppression in rural northern Uganda. *Frontiers in Public Health*, 13, 1568575.
- 23) Ladegard, K., Alleyne, S., Close, J., & Hwang, M. D. (2024). The role of school-based interventions and communities for mental health prevention, tiered levels of care, and access to care. *Child and Adolescent Psychiatric Clinics*, 33(3), 381-395.

- 24) Mbithi, G., Sarki, A., Mabrouk, A., Odhiambo, R., Namuguzi, M., Atukwatse, J., ... & Abubakar, A. (2025). Exploring adolescents' mental health in Kampala, Uganda in the context of COVID-19: a mixed methods study. *Frontiers in Child and Adolescent Psychiatry*, 4, 1419043.
- 25) McKone, K. M., Edershile, E. A., Ladouceur, C. D., & Silk, J. S. (2024). Real-world flexibility in adolescent girls' emotion regulation strategy selection: An investigation of strategy switching. *Development and psychopathology*, 36(1), 181-195.
- 26) McLean, S. A., Rodgers, R. F., Slater, A., Jarman, H. K., Gordon, C. S., & Paxton, S. J. (2022). Clinically significant body dissatisfaction: Prevalence and association with depressive symptoms in adolescent boys and girls. *European child & adolescent psychiatry*, 31(12), 1921-1932.
- 27) Multahada, E., Hidayati, P. M., Nuraqmarina, F., Putri, P. K., & Sombuling, A. (2025). The Beyond the Surface: A Screening-Based Analysis of Family Health, Psychological Well-Being, and Social Support in Student Mental Health. *Journal An-Nafs: Kajian Penelitian Psikologi*, 10(1), 72-91.
- 28) Musanje, K., Camlin, C. S., Kamya, M. R., Vanderplasschen, W., Louise Sinclair, D., Getahun, M., ... & Kasujja, R. (2023). Culturally adapting a mindfulness and acceptance-based intervention to support the mental health of adolescents on antiretroviral therapy in Uganda. *PLOS global public health*, 3(3), e0001605.
- 29) Olivier, E., Morin, A. J., Langlois, J., Tardif-Grenier, K., & Archambault, I. (2020). Internalizing and externalizing behavior problems and student engagement in elementary and secondary school students. *Journal of youth and adolescence*, 49(11), 2327-2346.
- 30) Pandey, T. (2025). Challenges During Adolescence.
- 31) Rahman, M., Rabby, M. F., Kabir, M. R., Anjum, R., Saha, O., Bhuiyan, M. A. A., ... & Hossain, M. M. (2025). Associations between social media addiction, social media fatigue, fear of missing out, and sleep quality among university students in Bangladesh: a cross-sectional study. *Journal of Health, Population and Nutrition*, 44(1), 152.
- 32) Raj, G., Sharma, A. K., & Arora, Y. (2024). Analyzing the effect of digital technology on mental health. In *Strategies for E-Commerce Data Security: Cloud, Blockchain, AI, and Machine Learning* (pp. 54-82). IGI Global.
- 33) Scammon, C. N. (2025). *The Relationships Between Doomscrolling and Anxiety, Depression, and Coping* (Doctoral dissertation, Northwest University).
- 34) Smith, W., Wadley, G., Webber, S., Tag, B., Kostakos, V., Koval, P., & Gross, J. J. (2022). Digital emotion regulation in everyday life. In *Proceedings of the 2022 CHI conference on human factors in computing systems* (pp. 1-15).
- 35) Swargiary, K. (2025). *Decoding & Disarming Youth Addiction in the Digital Age: The Shifting Landscape: Understanding Emerging Addictions*. GOOGLE.
- 36) Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., ... & Stewart-Brown, S. (2007). The Warwick-Edinburgh mental well-being scale (WEMWBS): development and UK validation. *Health and Quality of life Outcomes*, 5(1), 63.
- 37) Tian, Y., Chan, T. J., Liew, T. W., Chen, M. H., & Liu, H. N. (2025). Overwhelmed online: investigating perceived overload effects on social media cognitive fatigue via stressor-strain-outcome model. *Library Hi Tech*.
- 38) Vettriselman, R., Velmurugan, P. R., Varshney, K. R., EP, J., & Deepika, R. (2025). Health Impacts of Smartphone and Internet Addictions Across Age Groups: Physical and Mental Health Across Generations. In *Impacts of Digital Technologies Across Generations* (pp. 187-210). IGI Global Scientific Publishing.

- 39) West, M., Rice, S., & Vella-Brodrick, D. (2024). Adolescent social media use through a Self-Determination theory lens: A systematic scoping review. *International journal of environmental research and public health*, 21(7), 862.
- 40) World Health Organization. (2022). *World mental health report: Transforming mental health for all*. World Health Organization.
- 41) Yang, C. C., Holden, S. M., & Ariati, J. (2021). Social media and psychological well-being among youth: The multidimensional model of social media use. *Clinical child and family psychology review*, 24(3), 631-650.