

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

Rumeysa Nur Seker<sup>1#</sup>, Selim Gunuc<sup>2\*</sup>

### ABSTRACT

The aim of this study is to determine the relationship between emotional states and their reflections on social media among age groups by taking measurements from people aged 11-18. For this purpose, positive and negative affects scale, social media emotion questionnaire and social media opinion questionnaire were applied to 358 people aged 11-18. ANOVA and t-test were conducted to determine the relationship between the findings. It was found that there was no significant relationship between the participants' emotional state and the frequency of sharing on social media. It was also found that there was a significant relationship between emotions in daily life and social media. Finally, it was found that there was a significant relationship between experiences (seeing friends' posts, seeing better living conditions than oneself) and behaviors (being involved in lynching, hate speech) on social media and affects in daily life. Only experienced witnessing lynching attempts, and contact with individuals with better and lower status were not found to have a significant relationship with positive-negative affects. In this context, it has been observed that there is a general relationship between individuals' social media experiences and their negative affects.

**Keywords:** *Social media, Mood state, Emotions in social media, Cyberpsychology*

Emotions are mental experiences with high intensity and pleasure (Cabanac, 2002). The roots of Emotions are based on the way people perceive and evaluate the events that happen to them (Keltner & Lerner, 2010, p.320). Emotions regulate the self and actions, giving meaning to life and enabling people to relate to society, manage problems, and continue their lives (Greenberg, 2004; Celik & Aydogdu, 2018, p.53). All these emotional reactions are determined through cognitive mechanisms (Celik & Aydogdu, 2018, p.53). However, researchers have categorised emotional reactions in different ways.

Plutchik (1980) states that there are 8 types of emotions. Stating that personal characteristics are transformed into emotions, he identified emotions as sadness, surprise, fear, trust, joy, expectation, disgust, and anger. Ekman (2007) categorised them into 7 and stated that they are anger, happiness, sadness, surprise, disgust, fear and humiliation. According to Parrott's (2001) emotion theory, primary emotions are independent emotions, secondary emotions are dependent on primary emotions, tertiary emotions are divided into direct secondary emotions

<sup>1</sup>Master, Department of Psychology

<sup>2</sup>PhD, Department of Psychology, İzmir Bakırçay University, İzmir, Turkey

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\*Corresponding Author

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## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

and indirect primary emotions. Primary and main emotions were identified in 6 categories as anger, happiness, fear, surprise, unhappiness and love (Parrott, 2001). Izard identified emotions under 10 headings as interest, joy, surprise, sadness, anger, disgust, humiliation, fear, shyness and guilt (cited in Boyle, 1984). Bisquerra (2000) identified 13 emotions as fun, joy, love, happiness, anger, unhappiness, rejection, anxiety, shame, fear, surprise, hope, and compassion in his emotion model (cited in Burgues et al., 2018). Watson and Tellegen (1985) identified positive emotions as attentive, interested, alert, excited, enthusiastic, inspired, proud, determined, strong and active, and negative emotions as distressed, unhappy, guilty, frightened, hostile, irritable, embarrassed, nervous, agitated, frightened (Watson, Clark, & Tellegen, 1988).

With the development of technology, the diversity of the online environment and communication offered by social media increases the time spent in the virtual environment and the number of people spending it every day (Ozal, 2018, p.25; Uluc and Yarcı, 2017, p.89-90). Thanks to this diversity, social media, which is active and fast, appeals to the young team, which is active and fast due to its development (Kaplan & Haenlein, 2010, p.64; Baskurt, 2022, p.11). All these social media interactions have effects on the emotional, physical, mental health, addiction and thought structures of young people and adolescents (Keles, McCrae, & Grealish, 2019, p.9). Emotions enable acting according to the context of the events in the environment, developing personal reactions, directing attention, determining behavioural responses, and establishing social interaction. When emotions that manage our most basic life skills are intensively exposed to a false emotion through social media, this situation harms individuals and affects their emotional states.

Studies have found that social media use has effects on young people's emotions and emotional states. In the review article by Richards, Caldwell and Go (2015), it was stated that there are findings that educating young people about the use of social media protects them from the harms that will come from the virtual world, allows young people to socialise, increases their well-being and self-esteem. In addition, it has been determined that there are also negative effects such as self-image, body perception, depression, cyberbullying. In the study conducted by Lambert et al. (2022) with 154 people over the age of 18, the participants were divided into two groups and one group did not use social media for 1 week, while the other group continued its normal use. At the end of the experiment, it was determined that the anxiety and depression levels of the group that interrupted use decreased. Thus, it is expected that taking a break from using social media will lead to significant improvements in increasing the well-being of the individual and decreasing depression and anxiety. In the survey study conducted by Sándor (2022) in 3 stages at different times of the COVID-19 pandemic process, the first stage was evaluated over 135 people, the second stage over 100 people, and the third stage over 135 people. In all 3 stages, it was determined as a common finding that the participants who shared most actively on social media showed a high and increasing tendency to depression. Lenhart (2015) conducted a survey on social media with 1000 young people aged 13-17. Forty per cent of young social media users reported feeling pressure to only post content that makes them look good to others. 39 per cent of the participants who were social media users reported that they felt pressure to post content that would be popular. Ferrara and Yang (2015) found that there is a linear relationship between the average emotional value of the stimuli to which users are exposed and the average emotional value of the reactions they produce. In other words, it was observed that negative posts were made when exposed to negative content and positive posts were made when exposed to positive content. It was also stated that negative sharing is more impressive than positive sharing.

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

Tang (2009) investigated whether online emotional interaction has an effect on individuals' feelings and found that the support given online affects individuals' feelings. In another study conducted by Cezik and Alanka (2016), it was stated that individuals were encouraged to narcissistic behaviours through social media and that other members of the society were affected by such posts and shared with such emotional states. Jalonen and friends (2014) concluded in their study that information and emotions shared on social media contribute to social identity, which reduces the risk of individuals being abused and increases the likelihood of altruistic behaviour that benefits the organisation. Blumberg, Rice, Dickmeis (2016) found that adolescents use social media to regulate their positive emotions and provide belonging. In the study conducted by Yang and friends (2014), it was found that in emotional posts made through social media, a post with positive content affects the followers more in the direction of having the same emotion, while a post with negative content affects the followers less compared to the positive one. Christensen (2018) found that the emotional well-being of those who spend more time on social media decreases. In other words, social media contributed to the user's experience of negative emotions and mood. In addition, according to the results of the questionnaire applied to 627 participants, it was stated that the majority of the participants experienced negative emotions due to their use of social media, and the answers that constitute negative emotions, respectively, that social media caused them to feel disappointed, disturbed, irritated, distracted or stressed (153), depressed or sad because of their use (115), social comparison (107), life dissatisfaction (84) and anger (57) or wasted time (57).

When the studies in the literature are evaluated, it is determined that the daily emotional states of individuals are affected by environmental factors, their emotional states are reflected on social media and are also affected by social media content. Based on these researches, it was decided to examine the relationship between social media use and emotional states of adolescent groups in schools determined in Izmir by determining that emotional states in social media is a subject that has been little researched until today. For this purpose, the emotions of individuals about social media will be determined through the emotions of fear, hope, sadness, anxiety, surprise, trust, joy, expectation, anger, disgust, which are common and universally used in various emotion theories given in the literature.

### **METHOD**

In our research, the relational research model will be applied since the relationships between social media use and emotional states of adolescent groups in determined schools in Izmir will be examined.

- **H1:** There is a significant relationship between positive mood and frequency of sharing on social media.
- **H2:** There is a significant relationship between mood in daily life and social media.
- **H3:** There is a significant relationship between experiences and behaviours on social media and mood in daily life.

### **Sample**

Within the scope of the research, schools with secondary and high school levels were selected in order to reach adolescent participants between the ages of 11-18. For this reason, the research was conducted in 4 schools consisting of 2 private schools and 2 public schools. One of the public schools was randomly selected from the secondary school level, the second school from the high school level, and two private schools from both secondary and high school levels. Thus, after obtaining the necessary permissions, the questionnaires were applied to schools consisting of 3 secondary schools and 3 high schools. In this context, 833 students

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

were reached, but 78 students were excluded from the data set due to missing data in the questionnaire and 397 students were excluded from the data set because they did not share enough on social media. The analyses continued with 358 secondary and high school student data.

### Instruments

- **Personal information form:** A Personal Information Form was developed by the researchers to obtain information about the participants' age, gender, level of education, and social media accounts.
- **Social media emotion questionnaire:** Social Media Emotion Questionnaire was developed by the researchers in order to measure the dominant emotions of the participants in the social media interactions they encounter while using social media. For this purpose, scales and studies measuring emotions and social media relationships in the literature were examined (e.g. Pappas et al., 2017; İscioglu and Bekar, 2013). After the questions were determined, the opinions of 3 experts were obtained. The 17-question questionnaire has 12 options as 'fear (1), hope, sadness, anxiety, surprise, trust, joy, expectation, anger, disgust, don't know, I am not affected (12)'. For example, one of the items is: 'Which emotion do you most often want to use social media when you have the most intense emotion?'. In order to get a total score from the questionnaire, the internal consistency coefficient was calculated. In this context, the Cronbach's Alpha value of the questionnaire was determined as .757 for the social media emotion questionnaire. In addition, Kolmogorov-Smirnov significance value was determined as .200 ( $p > .05$ ).
- **Social media opinion questionnaire:** Social Media Opinion Questionnaire was developed by the researchers in order to measure the participants' thoughts, behaviours and feelings about social media. For this purpose, scales and studies measuring thoughts and behaviours towards social media and its applications in the literature were examined (e.g. Icirgin, 2018; Usluel, Demir and Cinar, 2014). In this direction, questions that will serve to obtain the desired information were determined, and then the opinions of 3 experts were obtained. The questionnaire consists of 51 questions graded in 5-point Likert type as strongly disagree (1), strongly agree (5). The item 'I use social networks to share my emotional state (poems, aphorisms, sayings, happy, sad, etc.)' is an example of the survey content. In order to get a total score from the questionnaire, the internal consistency coefficient was calculated. In this context, Cronbach's Alpha value of the questionnaire was determined as .908. In addition, Kolmogorov-Smirnov significance value was .085 ( $p > .05$ ).
- **Positive and negative emotion scale:** The scale developed by Watson, Clark and Tellegen (1988) to measure positive and negative emotions was adapted into Turkish by Gencoz (2000). The scale consists of a total of 20 items, 10 of which measure positive and 10 of which measure negative emotions. Each item is rated on a 5-point Likert scale ranging from 1 (very little or none) to 5 (very much). The reliability coefficients of the items measuring negative and positive emotions were calculated as .83 and .86, respectively. In addition, the Cronbach's Alpha internal consistency reliability coefficient of the items measuring negative emotions and positive emotions were determined as .761 and .792, respectively.

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

### *Data analysis*

The data collected from the participants within the scope of the study were analysed with SPSS 24 software. Descriptive statistics, comparison and relational statistics were applied in the analysis of the data, and  $p < 0.05$  was accepted as significance level. The hypotheses of the study were tested by applying ANOVA and t-test.

### *Procedure*

The ethics committee approval of the research was obtained from Izmir Bakircay University Non-Interventional Clinical Research Ethics Committee. Permission to use the Positive and Negative Emotion Scale used in the research was obtained. The measurement tools were used in the form of face-to-face application over printed forms by visiting the determined schools. An Informed Voluntary Consent Form was sent to all participants and a Parental Informed Voluntary Consent Form was sent to their parents, and the participants voluntarily participated in the study.

## **RESULTS**

The results regarding the hypotheses and binary relationships determined within the scope of the study are given in this section. Relational analyses on the relationships between positive mood and social media sharing frequencies, moods in daily life and social media, experiences and behaviours in social media and moods in daily life were included.

### *Findings on the relationship between positive emotional state and the frequency of sharing on social media*

One-way t-test was applied to measure whether there is a significant difference between the data obtained from the personal information form and the positive negative emotion scale data. ANOVA was applied to measure whether there is a significant difference between the personal information form data and the positive negative emotion scale data.

There was no significant difference between the participants' frequency of posting on social media at least once every day (Mean=25,50), several times a week (between 1 and 4) (Mean=24,06) and negative emotion  $t[356]=[1,663]$ ,  $p=,097$ . In addition, there was no significant difference between the participants' frequency of posting on social media at least once every day (Mean=31,81), several times a week (between 1 and 4) (Mean =31,26) and positive emotion,  $t[356]=[,612]$ ,  $p=,541$ .

When the data were analysed, there was no significant difference between the frequency of sharing on social media per day was found to be at least once every few days (Mean =23,90), one post per day (Mean=26,70), 2-5 posts per day (Mean=24,84), 6 or more posts per day (Mean=23,65) and negative emotions  $F[4],[353]=[2,093]$ ,  $p=[,101]$ . In addition, it was determined that there was no significant difference between the frequency of the participants' sharing on social media every few days (Mean=31,11), one sharing per day (Mean=32,09), 2-5 sharing per day (Mean=31,32), 6 and more sharing per day (Mean=33,45) and positive emotion  $F[4],[353]=[,669]$ ,  $p=[,572]$ .

### *Findings on the relationship between emotional state in daily life and social media*

It will be examined whether there is a significant difference between the social media emotion questionnaire data obtained from the research and the positive negative emotion scale data. For this purpose, ANOVA was performed since it was observed that the variances of the variable groups were homogeneously distributed.

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

**Table 1. Comparison of the emotion mostly reflected in social media posts and negative-positive emotion scores**

Emotions	Negative Emotions						Positive Emotions					
	n	Mean	S	F	sd	p	n	Mean	S	F	sd	p
Hope	20	22,05	6,030	2,961	345	,003	20	32,65	9,740	,923	345	,497
Sadness	29	27,52	7,605				29	29,66	7,384			
Anxiety	12	26,83	7,017				12	34,42	6,215			
Bewilderment	12	24,25	8,411				12	30,58	9,000			
Confidence	21	23,86	8,284				21	33,95	6,446			
Joy	172	23,30	7,573				172	31,01	7,929			
Expectation	19	30,21	7,013				19	32,21	5,643			
I don't know	48	24,56	7,765				48	31,33	9,091			
I am not affected	13	25,62	6,564				13	29,31	7,353			

*Fear, Anger and Disgust variables were not included in the analyses due to insufficient data.*

As can be seen in Table 1, the emotional states mostly reflected by the participants in their social media posts are hope (Mean=22,05), sadness (Mean=27,52), anxiety (Mean=26,83), surprise (Mean =24,25), trust (Mean=23,86), joy (Mean=23,30), expectation (Mean=30,21), don't know (Mean=24,56), not affected (Mean=25,62) and negative emotion  $F[8],[337]=[2,961]$ ,  $p=[,003]$ . Bonferroni correction was made in order to determine with which emotional state the negative emotion mostly reflected in social media posts showed a significant difference, and it was determined that those who shared the emotion of hope had lower negative emotions than those who shared the emotion of expectation ( $p=,011$ ), and those who shared the emotion of joy had lower negative emotions than those who shared the emotion of expectation ( $p=,006$ ). According to the results of the LSD test conducted to obtain detailed results on the source of significance, it was found that those who shared the emotion of hope on social media had lower negative emotions than those who shared the emotion of sadness ( $p=,013$ ) and expectation ( $p=,001$ ), those who shared the emotion of surprise had lower negative emotions than those who shared the emotion of expectation ( $p=,032$ ), and those who shared the emotion of trust had lower negative emotions than those who shared the emotion of expectation ( $p=,001$ ),  $008$ ), those who shared the emotion of joy had lower negative emotions than those who shared the emotion of sadness ( $p=,006$ ) and expectation ( $p>,001$ ), and those who stated that they did not know which emotion they shared had lower negative emotions than those who shared the emotion of expectation ( $p=,006$ ).

It was determined that there was no significant difference between the emotional states that the participants mostly reflected in their social media posts: hope (Mean =32.65), sadness (Mean =29.66), anxiety (Mean =34.42), surprise (Mean =30.58), trust (Mean =33.95), joy (Mean=31,01), expectation (Mean=32,21),do not know (Mean=31,33), not affected (Mean=29,31) and positive emotion  $F[8],[337]=[,923]$ ,  $p=[,497]$ .

### ***Findings on the relationship between experiences and behaviours on social media and emotional state in daily life***

Information on the descriptive statistics and analyses of the participants' feelings towards lynching attempts on social media and positive-negative emotion variables are included. The number of participants in the "Fear" category was 9, the number of participants in the "Hope" category was 6, the number of participants in the "Surprise" category was 8, and the number of participants in the "Expectation" category was 6. Therefore, they were not included in the analysis section since they did not provide a sufficient majority within the scope of the analyses to be conducted.

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

According to the analysis results, it was seen that there was no significant difference between the participants' emotional states towards the lynching attempts they encountered on social media, such as sadness (Mean=24,33), anxiety (Mean=24,96), surprise (Mean=22,83), joy (Mean=26), anger (Mean=25,65), disgust (Mean=26,21), I don't know (Mean=23,18), I'm not affected (Mean=24,47) and negative emotions  $F[7],[321]=[.828]$ ,  $p=[.565]$ .

It was found that there was no significant difference between the participants' emotional states towards the lynching attempts they encountered on social media; sadness (Avg.=30,98), anxiety (Avg.=32,46), surprise (Avg.=31,73), joy (Avg.=27,50), anger (Avg.=31,98), disgust (Avg.=34,50), I don't know (Avg.=30,87), I'm not affected (Avg.=31,08) and positive emotions  $F[7],[321]=[.882]$ ,  $p=[.521]$ .

**Table 2. Comparison of the emotion felt by the participants after being involved in the lynching attempt on social media and negative-positive emotion scores**

Emotions	Negative Emotions						Positive Emotions					
	n	Mean	S	F	sd	p	n	Mean	S	F	sd	p
Sadness	23	25,70	9,276	2,287	338	,028	23	31,70	8,498	,639	338	,723
Anxiety	11	26,45	6,773				11	29,09	9,060			
Confusion	13	23,54	8,403				13	33,15	7,904			
Joy	11	21,64	7,928				11	29,64	6,454			
Anger	28	26,29	7,123				28	32,93	9,245			
Disgust	21	28,05	9,357				21	33,38	8,743			
I don't know	203	23,44	7,345				203	31,29	7,710			
I am not affected	29	27,03	7,794				29	31,03	7,790			

*Fear, Hope and Disgust variables were not included in the analyses due to insufficient data.*

As seen in Table 2, it was found that there was a significant difference between the emotional states that the participants felt after being involved in the lynching attempt on social media: sadness (Ort.=25,70), anxiety (Ort.=26,45), surprise (Ort.=23,54), joy (Ort.=21,64), anger (Ort.=26,29), disgust (Ort.=28,05), do not know (Ort.=23,44) and not affected (Ort.=27,03) and negative emotion  $F[7],[331]=[2,287]$ ,  $p=[.028]$ . Bonferroni correction was made in order to determine which emotional state felt after being involved in the lynching attempt on social media and the source of significance was not seen. According to the results of the LSD test conducted for this purpose, it was determined that those who felt the feeling of trust after the lynching attempt had lower negative emotions than those who felt the feeling of anger ( $p=.026$ ) and those who stated that they were not affected ( $p=.048$ ), and those who stated that they did not know which emotion they felt had lower negative emotions than those who felt anger ( $p=.009$ ) and those who stated that they were not affected ( $p=.019$ ).

It was determined that there was no significant difference between the emotional states that the participants felt after being involved in the lynching attempt on social media: sadness (Ort.=31,70), anxiety (Ort.=29,09), surprise (Ort.=33,15), joy (Ort.=29,64), anger (Ort.=32,93), disgust (Ort.=33,38), don't know (Ort.=31,29) and not affected (Ort.=31,03) and positive emotion  $F[7],[331]=[.639]$ ,  $p=[.723]$ .

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

**Table 3. Comparison of the emotion felt when seeing the posts of close friends on social media and negative-positive emotion scores**

Emotions	Negative Emotions						Positive Emotions					
	n	Mean	S	F	sd	p	n	Mean	S	F	sd	p
Surprise	21	24,71	6,980	3,198	327	,008	21	32,33	6,902	,606	327	,695
Confidence	13	30,38	5,546				13	30,77	6,444			
Joy	188	23,12	7,430				188	31,09	8,214			
Expectation	15	24,60	5,667				15	34,13	7,624			
Don't know	42	26,14	8,536				42	32,24	7,833			
Not affected	49	23,80	7,508				49	30,96	7,963			

*Fear, Hope, Sadness, Anxiety, Anger and Disgust variables were not included in the analyses due to insufficient data.*

When Table 3 is analysed, it is seen that there is a significant difference between the emotional states that the participants feel when they see the posts of their close friends on social media: surprise (Mean=24,71), trust (Mean=30,38), joy (Mean=23,12), expectation (Mean=24,60), do not know (Mean=26,14), not affected (Mean=23,80) and negative emotion  $F[5],[322]=[3,198]$ ,  $p=[,008]$ . Bonferroni correction was made to determine which emotional state the negative emotion showed a significant difference with after seeing a close friend's post on social media, and it was determined that those who felt joy had lower negative emotions than those who felt trust ( $p=,011$ ). According to the results of the LSD test, which was also conducted to obtain detailed results on the source of significance, it was determined that those who felt surprise after seeing their close friend's posts had lower negative emotions than those who felt trust ( $p=,031$ ), those who felt joy had lower negative emotions than those who felt trust ( $p=,001$ ) and those who stated that they did not know ( $p=,018$ ) which emotion they felt, those who felt expectation had lower negative emotions than those who felt trust ( $p=,041$ ), and those who stated that they were not affected by the posts had lower negative emotions than those who stated that they felt trust ( $p=,005$ ).

It was determined that there was no significant difference between the emotional states that the participants felt when they saw the posts of their close friends on social media: surprise (Mean=32,33), trust (Mean=30,77), joy (Mean=31,09), expectation (Mean=34,13), do not know (Mean=32,24), not affected (Mean=30,96) and positive emotion  $F[5],[322]=[,606]$ ,  $p=[,695]$ .

**Table 4. Comparison of the emotion they feel when they see someone with better living conditions than themselves on social media and negative-positive emotion scores**

Emotions	Negative Emotions						Positive Emotions					
	n	Mean	S	F	sd	p	n	Mean	S	F	sd	p
Hope	32	24,53	7,927	2,344	339	,018	32	31,34	6,675	,682	339	,707
Sadness	61	27,07	7,962				61	30,61	7,950			
Anxiety	19	23,89	6,919				19	34,32	9,068			
Suprise	13	27,62	5,347				13	33,23	6,585			
Joy	28	22,82	8,161				28	30,50	7,763			
Expectation	25	23,04	7,086				25	30,36	9,013			
Anger	17	27,35	7,399				17	29,59	8,032			
Do not know	52	23,96	7,978				52	31,58	8,367			
Not affected	93	22,80	7,446				93	31,43	7,818			

*Fear, Trust and Disgust variables were not included in the analyses due to insufficient data.*

When Table 4 is analysed, it is seen that there is a significant difference between hope (Mean=24,53), sadness (Mean=27,07), anxiety (Mean=23,89), surprise (Mean=27,62), joy (Mean=22,82), expectation (Mean=23,04), anger (Mean=27,35), do not know (Mean=23,96),

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

not affected (Mean=22,80) and negative emotion  $F[8],[331]=[2,344]$ ,  $p=[,018]$ . Bonferroni correction was made in order to determine the significant difference between negative emotion and the emotion they felt when they saw someone with better living conditions than themselves on social media, and it was found that those who felt sadness had higher negative emotions than those who stated that they were not affected ( $p=,027$ ) when they saw the posts. According to the results of the LSD test which was also conducted to obtain detailed results on the source of significance, it was found that those who felt sadness when they saw someone with better living conditions than themselves on social media had higher negative emotions than those who felt joy ( $p=,015$ ), expectation ( $p=,027$ ) and those who stated do not know what they feel ( $p=,031$ ), not affected ( $p=,001$ ) when I see the posts. It was determined that those who felt the emotion of surprise when they saw someone with better living conditions than themselves on social media had higher negative emotions than those who stated that they would not be affected ( $p=,033$ ) when they saw the posts and those who felt the emotion of anger had higher negative emotions than those who stated that they would not be affected ( $p=,033$ ) when they saw the posts.

It has been determined that there is no significant difference between the emotional states that the participants feel when they see someone with better living conditions than themselves on social media: hope (Mean=31,34), sadness (Mean=30,61), anxiety (Mean=34,32), surprise (Mean=33,23), joy (Mean=30,50), expectation (Mean=30,36), anger (Mean=29,59), do not know (Mean=31,58), not affected (Mean=31,43) and positive emotion  $F[8],[331]=[,682]$ ,  $p=[,707]$ .

According to the results of the analysis, it was found that there was no significant difference between the participants' emotions of hope (Mean=25,30), sadness (Mean=24,51), do not know (Mean=24,42), not affected (Mean=22,91) and negative emotion when they saw someone with lower living conditions than themselves on social media  $F[3],[308]=[,635]$ ,  $p=[,593]$ .

It was observed that there was no significant difference between the participants' feelings of hope (Mean=32,30), sadness (Mean=31,86), do not know (Mean=30,66), not affected (Mean=29,64) and positive emotion when they saw someone with lower living conditions than themselves on social media  $F[3],[308]=[1,180]$ ,  $p=[,317]$ .

When the data were analysed, it was found that there was no significant difference between the emotions of hope (Mean=24,33), sadness (Mean=26,87), anxiety (Mean=26,95), surprise (Mean=25,79), trust (Mean=23,38), joy (Mean=23,29), expectation (Mean=25,91), anger (Mean=25,13), do not know (Mean=23,83), not affected (Mean=23,08) and negative emotion that the participants felt when they saw someone with better status (professional, academic success, knowledge) on social media  $F[9],[340]=[1,302]$ ,  $p=[,235]$ .

It has been determined that there is no significant difference between the emotional states that the participants feel when they see someone with a better status (professional, academic success, knowledge) than themselves on social media: hope (Mean=31,29), sadness (Mean=31,26), anxiety (Mean=30,77), surprise (Mean=31,14), trust (Mean=29,23), joy (Mean=32,07), expectation (Mean=28,50), anger (Mean=31,63), do not know (Mean=32,38), not affected (Mean=31,62) and positive emotion  $F[9],[340]=[,569]$ ,  $p=[,823]$ .

When the data were analysed, it was found that there was no significant difference between the emotional states of the participants when they saw someone with a lower status

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

(professional, academic success, knowledge) than themselves on social media: hope (Mean=27,19), sadness (Mean=24,82), anxiety (Mean=24,80), surprise (Mean=25,43), trust (Mean=27,21), joy (Mean=24,79), do not know (Mean=21,92), not affected (Mean=23,59) and negative emotion  $F[7],[330]=[1,882]$ ,  $p=[,072]$ .

It has been determined that there is no significant difference between the emotional states that the participants feel when they see someone with a lower status (professional, academic success, knowledge) than themselves on social media: hope (Mean=27,69), sadness (Mean=32,20), anxiety (Mean=34,40), surprise (Mean=28,71), trust (Mean=30,79), joy (Mean=31,69), do not know (Mean=32,69), not affected (Mean=30,20) and positive emotion  $F[7],[330]=[1,889]$ ,  $p=[,069]$ .

It includes information on participants' participation in hate speech on social media and descriptive statistics and analyses of positive-negative sentiment variables.

**Table 5. Comparison of participation in hate speech on social media and negative-positive emotion scores**

Agreeing status	Negative Emotions						Positive Emotios					
	n	Mean	S	F	sd	P	n	Mean	S	F	sd	p
Strongly disagree	162	23,19	7,973	3,431	357	,009	162	31,42	7,878	1,047	357	,383
Disagree	63	25,03	7,444				63	30,38	7,413			
No opinion	66	25,30	7,394				66	31,06	8,097			
Agree	46	27,65	7,689				46	32,28	9,057			
Strongly agree	21	24,14	5,859				21	34,14	7,411			

When Table 5 is analysed, it is seen that there is a significant difference between the participants' level of agreement with hate speech on social media, such as strongly disagree (mean=23,19), disagree (mean=25,03), no opinion (mean=25,30), agree (mean=27,65), strongly agree (mean=24,14) and negative emotion  $F[4],[353]=[3,431]$ ,  $p=[,009]$ . Bonferroni correction was made in order to determine the level at which negative emotions differed significantly with the level of participation in hate speech on social media, and it was found that those who stated that they strongly disagreed had lower negative emotions than those who stated that they agreed ( $p=,005$ ).

It was determined that there was no significant difference between the participants' level of participation in hate speech on social media, such as strongly disagree (mean=31,42), disagree (mean=30,38), no opinion (mean=31,06), agree (mean=32,28), strongly agree (mean=34,14) and positive emotion  $F[4],[353]=[1,047]$ ,  $p=[,383]$ .

## DISCUSSION AND CONCLUSION

In this study, which was conducted to examine the relationship between adolescents' emotions on social media and their daily emotions, some important results were obtained. In this context, no difference was found between the frequency of sharing on social media, the amount of daily sharing and negative emotions, positive emotions. When the literature is examined, in some studies, the effect of sharing intentions of social media official operator accounts on the well-being of the account was evaluated (Ma et al., 2018), it was revealed that sharing information on social media affects social well-being (Pulido et al., 2020), but a study on the amount of sharing was not found in this context.

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

An important result in this study is the finding that the emotional states that the participants mostly reflect in their social media posts are related to their negative emotions. When the literature is examined, it was determined in the research conducted by Hidalgo and Verlegh (2015) that individuals share their emotions on social networks and the number of negative posts is more than positive posts. The finding that negative emotions are more explains the information that emotions are related to negative emotions in the study. On the other hand, the adolescent participants in the study stated that they mostly shared their positive emotions on social media, but a significant difference was found between the emotions they reflected in their social media posts and negative emotions. In this context, it is seen that negative emotions are shared more in the studies in the literature, and when it is evaluated that the effect of negative emotions on the individual is more permanent (Er et al., 2011), the relationship with negative emotions becomes more understandable. The preponderance of negative emotions in social media is a finding that covers users of all ages, and the emotional content shared by adolescents who constitute the participant group may differ from the general mass. It has been determined that the new generation, who were born into social media culture and attributes importance to it, tend to share positive content and approve of social media according to their answers to the self-assessment questions. It has been evaluated that this effect causes them to share more positive emotions.

The differentiation between adolescents' feelings towards lynching attempts on social media and negative - positive emotions was examined, but no difference was found. In the study conducted by Okur (2021), it was stated that the participants thought that social media lynching was likely to happen to them, that they thought that social media lynching would affect them negatively to the question about the psychological effect of social media lynching on individuals, and that they stated that they would be affected negatively to the question of how the individual would be affected by lynching; in addition, the majority of the participants stated that they took care not to be hurtful in their comments on social media. Based on this information, it is evaluated that the society perceives the lynching attempt negatively, but this situation does not have much effect on the daily emotional state, in other words, virtual life is not reflected in daily life in terms of this variable.

The study revealed that there was a significant difference between the emotions felt by the participants after being involved in the lynching attempt on social media and negative emotions. It was also revealed that those who stated that they were not emotionally affected after being involved in the lynching attempt and those who felt anger had higher negative emotions than those who stated that they did not know which emotion they felt. Participants in the study conducted by Erben, Bahtiyar, and Mallia (2022) stated that the online lynching experience evoked emotions such as hate, bullying, anger, fear, psychological violence and vegan phobia. In addition, participation in hate speech on social media was examined, and it was found that those who participated in hate speech had higher negative emotion scale scores than those who stated that they never participated in hate speech. It has been determined that online emotions affect offline emotions; negative emotions such as fear, anger, disgust and insecurity shape daily mood through emotional contagion (Turk, 2022, p.363). In this context, it was evaluated that it was also determined in the literature that negative emotions were mobilised, and those who stated that they were not affected after participating in lynching stated this way in order to try to hide the negativity. On the other hand, it can be said that participating in lynching and hate speech increases negativity in daily emotions.

Another important result in the study is that there is a difference between the emotion that the participants feel when they see the posts of their close friends on social media and negative

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

emotions. When this relationship was examined, it was found that those who felt a sense of trust had higher negative emotions than those who felt a sense of surprise, joy, expectation and those who stated that they were not affected. Contrary to the finding in this study, Kramer, Guillory, and Hancock (2014) found that positive emotion sharing from friends on social media increased people's positive emotions. In the finding obtained, it can be evaluated that the higher negative emotions of those who feel a sense of trust in their friend's post can be interpreted as a higher need to feel trust from their close environment, thus establishing a relationship between high negative emotion and trust.

It is also important to note that there is a relationship between negative emotion and the emotion that participants feel when they see someone with better living conditions than themselves on social media. Yue, Zhang and Xiao (2022, p.6) stated that when individuals see posts by others who are better off than themselves on social media, they develop negative emotions through upward comparison. In this context, it can be said that similar findings were obtained with the literature. In addition, the negative emotional state of those who stated that they were not affected was found to be higher. In line with these findings and the previously mentioned finding that adolescent participants do not share their negative emotions on social media, it can be said that individuals hide the negativity about themselves and state “not affected”, but it is still associated with negative emotions.

It was found that participants felt negative emotions (fear, disgust, sadness, anxiety, expectation, anger) and positive emotions (hope, trust, joy) with an equal distribution when they saw someone with better status than themselves on social media, but there was no difference between these emotions and individuals' daily negative-positive emotions. In studies conducted in Turkey, it was found that adults mostly felt hope, envy, inspiration, and admiration when they saw someone in better economic conditions, while a small number of participants felt emotions such as envy and sadness (Bukruk, Batur and Uzumcuoglu, 2021; Buyukmumcu and Ceyhan, 2020). This result can be interpreted as the daily emotional state is not affected by the fact that the participants are adolescents, they are far from financial livelihood processes and the rates of the two emotional groups are similar. However, it is thought that it is effective that they have more negative emotions than adult groups, that they are at the beginning of life and that they see themselves at the centre of life due to their developmental stages. Based on this information, some of the participants stated that they felt negative emotions (fear, disgust, anger, anxiety, expectation) and the majority of them felt sadness when they saw someone with a lower status than themselves. This result is parallel to the finding in another study conducted by Buyukmumcu and Ceyhan (2020), where participants often felt sadness, pity and fear towards someone in a lower position than themselves, thinking that they too might find themselves in that situation.

Within the scope of the research, it was tried to reach the adolescent student population. It can be said that adolescents try to look flawless and perfect due to their developmental characteristics (Bayram, 2019, p.42). For this reason, it is possible that adolescents may give misleading answers to the questions that they think will lead to incomplete and imperfect impressions when filling out the questionnaire. This constituted a limitation for the findings of the study. In the literature, it is also known that adolescents are reluctant to participate in the study and show characteristics such as uneasiness and introversion (Koc, 2004, p.235). While conducting this research, difficulties were experienced in persuading them to participate in the survey for similar reasons due to their age. In addition, it was observed that the length of the questionnaire questions caused them to have difficulty in paying attention and to get bored. In this context, the fact that some of the survey data could not be obtained

## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

completely as required should suggest the possibility that this situation may have affected the results, albeit slightly. The other limitation of the research is that the reliability in analysing the relationships between the variables in the research is probably affected due to the fact that most of the adolescent participants (11-14 age range) do not have a personal phone or their own social media account, their families have set a certain time limit on their use, they are not allowed to post or their posts are checked.

The concept of emotion is a very broad concept and social variables and social support networks affect emotions (Parkinson, 1996, p.664). In addition, emotions have a significant impact on decision-making mechanisms (George and Dane, 2016, p.47). The fact that such a broad concept is being examined and that it is affected by various factors makes it difficult for the relationships emerging in the analysis part to emerge in isolation. For these reasons, it is important to pay attention to these limitations in future studies.

According to the results of the study, it was determined that there was no significant relationship between the first hypothesis, emotions, and the frequency of sharing on social media. In the second hypothesis tested, it was found that there was a significant relationship between emotions in daily life and emotions in social media. Again, it was determined that the emotion reflected by the participants on social media was related to their daily negative emotions. As a result, it was observed that adolescents made positive attributions to social media, while the actual effect was negative. Another result of the study is that negative emotions are associated with seeing friends' posts on social media and seeing better living conditions than oneself. In this context, it was concluded that there is a general relationship between individuals' social media experiences and behaviours and their negative emotions. In other words, it can be said that social media has a role in adolescents' positive and negative emotions, but positive emotions emerge with adolescents' efforts to affirm social media.

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## Examining The Relationship Between Adolescents' Emotional States and Social Media Posts

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