

# Mental health of university students in the information society: A review of social media's impact

Nguyen Tan Khang<sup>ab</sup>  | Nguyen Van Tuong<sup>ab</sup>   | Le Thi My Ha<sup>ab</sup>

<sup>a</sup>University of Social Sciences and Humanities, Ho Chi Minh City, Viet Nam.

<sup>b</sup>Vietnam National University, Ho Chi Minh City, Viet Nam.

**Abstract** The increasing integration of social media into daily life has raised concerns regarding its impact on mental health, particularly among university students. This study provides a comprehensive review of the relationship between social media information access and student mental health within the evolving information society. Utilizing a Systematic Review and Bibliometric Analysis, the research synthesizes a substantial body of literature from internationally recognized databases to identify research trends, influential scholars, and key thematic areas. This approach allows for a structured evaluation of the field's development while also identifying significant research gaps. Following a rigorous screening process, 60 international articles published in English from Scopus and 12 Vietnamese articles from Google Scholar were selected for in-depth content analysis. Selection criteria included citation indices, the academic impact of authors, and article relevance to the research topic. The findings indicate that most studies focus on issues such as social media overuse, anxiety disorders, depression, and social isolation, while emphasizing the role of education and psychological support in mitigating these effects. Despite extensive international research on this subject, a notable gap persists in the Vietnamese context. Although Vietnam has a high number of social media users, studies examining its effects on student mental health remain limited. Given Vietnam's unique socio-cultural and educational landscape, further research is crucial to developing targeted intervention strategies. This study highlights the need for greater academic attention and calls for evidence-based policies and mental health support frameworks tailored to the Vietnamese higher education system.

**Keywords:** well-being, digital platforms, youth behavior, online interaction, psychosocial effects

## 1. Introduction

The Information Society has been extensively studied, particularly in the wake of rapid advancements brought by the Fourth Industrial Revolution. Social networks, beyond being technological platforms, function as conduits for social capital, driving the development of the Information Society at multiple levels (Ky & Hang, 2019). Karvalics (2007) defines the Information Society as a new form of social existence in which the storage, production, and distribution of networked information play a central role, highlighting the transformative role of digital networks in contemporary society.

Empirical data illustrate the growing influence of social media. As of January 2023, Vietnam had over 70 million social media users, accounting for 71% of the population, with an average daily usage of 2 hours and 32 minutes. Facebook remains the most used platform, followed by Zalo, TikTok, Messenger, and Instagram (We Are Social & Meltwater, 2023). This widespread engagement underscores social media's impact on Vietnamese society, shaping both social interactions and information access.

Beyond its socio-economic implications, the Information Society significantly affects mental health. A UNICEF (2022) study on school-related factors affecting adolescent mental well-being in Vietnam highlights mental health as a critical issue requiring urgent attention.

At the societal level, social media facilitates hate speech and regional discrimination, deepening social divisions and necessitating stricter content moderation and awareness campaigns to promote national unity. Additionally, Vietnam's crisis communication framework remains overly reliant on traditional media, limiting its ability to respond effectively to emergencies. The absence of a strategic digital crisis communication model highlights a critical gap in leveraging social media for public engagement.

While social media presents both opportunities and risks, its impact depends on usage patterns and individual psychological resilience. Addressing these challenges requires timely interventions and comprehensive digital literacy programs to foster responsible social media use among Vietnamese youth (Thanh & Phuong, 2023; Luu et al., 2021; Ly-Le,

2019). However, international research on social media's effects on students' lives and mental health remains underexplored in Vietnam, making it difficult to assess potential research gaps in this domain.

This article synthesizes existing studies to underscore the urgency of investigating various aspects of the Information Society, particularly the relationship between social media use and student mental health. By contextualizing the discussion within Vietnam, this study identifies key areas requiring further research.

## 2. Methods

This article employs the Systematic Review method combined with Bibliometric Analysis to synthesize evidence on the impact of social media on the mental health of university students.

Bibliometric Analysis is an important and widely used method for analyzing and evaluating research publications within a specific field. For this topic, Bibliometric Analysis will be applied to systematically organize and comprehensively assess relevant published studies in order to identify research trends and uncover gaps that need to be addressed.

The process of conducting a literature review using the Bibliometric Analysis method will include the following steps:

**Data Collection:** Utilize reputable academic databases such as Scopus to collect articles and research studies related to the topic. Key terms will be identified and used for searching, including terms related to social media, mental health, and students.

**Data Analysis:** After data collection, the articles will be analyzed based on criteria such as citation counts, authors, journals, countries, publication years, and content summaries. This analysis helps identify major research trends, influential authors, and key works in the field. The VOSviewer software version 1.6.20 will be used to analyze the content of the documents, focusing on frequently occurring keywords and popular research topics. This aids in identifying focal areas and emerging topics in the research landscape.

**Synthesis and Evaluation:** Finally, the results from the Bibliometric Analysis will be synthesized to provide an overview of the current state of research. This will help identify research gaps and emerging trends, while also providing a solid theoretical foundation for the development of future research.

Through the Bibliometric Analysis method, the literature review will not only offer a comprehensive view of the research field but also help guide the next steps of research systematically and scientifically.

According to Falagas et al. (2008), there is a significant difference in data coverage between two major scientific databases: Web of Science (WoS) and Scopus. Web of Science has a narrower scope, primarily focusing on highly reputable journals in fields such as biomedical and natural sciences. In contrast, Scopus covers a broader range, including journals from various disciplines, encompassing social sciences and humanities. Similarly, in the study by Zhu and Liu (2020), Scopus not only includes a larger number of journals compared to the Web of Science but also excels particularly in social sciences, arts, and humanities, which are often limited in other databases. This makes Scopus an ideal choice for interdisciplinary research or studies beyond natural sciences. Furthermore, Scopus can provide more citations for studies in diverse fields, increasing the visibility and academic impact of research within these areas (Zhu and Liu, 2020). Therefore, using Scopus ensures comprehensiveness and thoroughness in searching for and evaluating research literature. Based on these considerations, the data source for this study, analyzed with VOSviewer software, is extracted from the Scopus bibliographic database.

The data search process on the Scopus database was conducted using the TITLE-ABS-KEY syntax. Specifically, the search string includes: "Facebook" AND "TikTok" AND "mental health" AND "university students" ("Facebook" AND "TikTok" AND "mental health" AND "university students"). Other search criteria include studies published in open-access journals; and publications within the past five years; the fields of search encompass social sciences and psychology; and all documents must be in English. After filtering, 492 studies were extracted into a research information system file (.RIS) containing essential information such as titles, authors, keywords, publication years, citations, and abstracts. The analysis mode on VOSviewer software version 1.6.20 is based on research objectives, specifically analyzing Co-authorship and Keywords.

The systematic review method was chosen to ensure objectivity, reliability, and rigor in data analysis, providing a scientific basis for conclusions drawn regarding the relationship between social media usage and mental health issues among students.

The Bibliometric Analysis results were based on 492 articles retrieved from the Scopus scientific database. Subsequently, 60 prominent international articles in English and 12 Vietnamese articles were selected and analyzed using the Systematic Review method. The articles were selected based on their citation indices, the authors' prominence in the research field, and the relevance of their content to our research topic.

The systematic review process in this study includes the following steps:

### 2.1. Identifying the research question

The research questions posed are: How does social media usage affect the mental health of university students? What research gaps exist regarding the impact of social media usage on the mental health of students? To answer these questions,

we focus on evaluating both the negative and positive aspects of social media usage concerning issues such as anxiety, depression, and psychological stress among students.

## 2.2. Defining study selection criteria

We established clear study selection criteria to ensure that only relevant and high-quality studies are considered. The criteria include:

Object: The studies must be related to university students.

Primary variable: The study must focus on the impact of social media on mental health.

Study design: The study design includes quantitative and qualitative studies utilizing survey methods and data analysis.

Language: Only studies written in English will be selected, with the addition of significant and relevant studies in Vietnamese.

Timeframe: Studies published within approximately the past 10 years to ensure relevance and up-to-date findings.

## 2.3. Data collection

We conducted searches on reputable scientific databases such as Scopus, Web of Science, Google Scholar, and other Vietnamese journals.

## 2.4. Study selection and quality assessment

After collecting relevant studies, the research team screened and excluded studies that did not meet the selection criteria. Subsequently, the studies were assessed for quality using standardized tools to ensure that only high-quality studies were included in the analysis.

## 2.5. Data extraction and analysis

Information from the selected studies was extracted, including research methods, sample characteristics, findings on the impact of social media on mental health, and intermediary factors. Data analysis was conducted using either qualitative or quantitative approaches.

## 2.6. Synthesis and reporting of results

The results of the systematic review are reported in the form of summary tables and detailed descriptions of key findings, including factors such as increases in anxiety, depression, or the positive effects of social media on student mental health. We also discuss gaps in the existing research and potential factors that can be further explored in the future.

Additionally, to complete the literature review, bibliographic data from sources such as Web of Science, Google Scholar, and journals or libraries in Vietnam were manually searched to supplement other relevant studies.

## 3. Results and Discussion

### 3.1. Research trends

Based on the results from VOSviewer analysis (Figure 1) regarding the relationship between keywords in scientific studies, prominent topics can be identified, including mental health, social media, and university students, as well as the impacts of the COVID-19 pandemic.

In the keyword map, Social media is a central node connecting numerous psychological and social issues. This keyword is closely linked to factors such as mental health, loneliness, self-esteem, and problematic social media use. This suggests that research tends to highlight how social media usage can lead to negative impacts on users' mental health, especially when they overuse or become dependent on it. Studies on social media addiction show a strong association with issues such as depression and anxiety, as users often compare themselves to others, resulting in dissatisfaction with their lives and themselves (life satisfaction).

Mental health is one of the most frequently mentioned keywords, connected to issues such as depression, anxiety, stress, and depressive symptoms. Recent studies have focused on the negative impacts of social media usage on mental health, particularly in the context of the COVID-19 pandemic. Excessive social media use can increase feelings of loneliness, anxiety, and stress while reducing real-life social interaction capabilities. Additionally, individuals with tendencies toward social media addiction often struggle to regulate their emotions and mental state, thereby increasing their risk of developing psychological issues.

University students are a key demographic in studies concerning social media and mental health. This keyword is associated with academic performance, life satisfaction, and loneliness. This indicates a research focus on how university students use social media and how it affects their academic and emotional well-being. Excessive use of social media can negatively impact academic performance, as students may become distracted and lose focus. Additionally, social media can

create social pressure, lower self-esteem, and increase feelings of loneliness in this group, especially when they compare themselves to friends or unrealistic portrayals on platforms like Facebook.

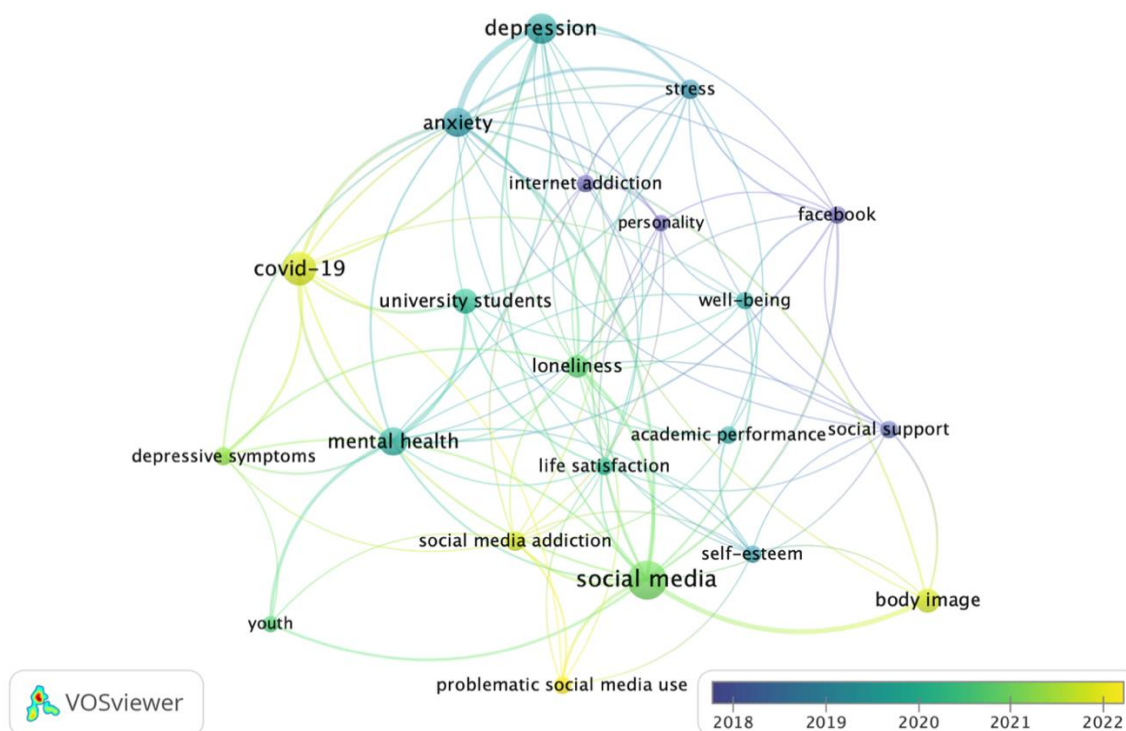


Figure 1 Map of keyword clusters related to the research topic.

The keyword COVID-19 is linked to numerous mental health and social behavior issues. The pandemic has prompted an increase in research on the impact of social distancing and pandemic-related stress on social media users, particularly university students. Social media usage during lockdowns served not only as a form of entertainment but also as a means of maintaining social connections and seeking support from friends and family (social support). However, it also heightened dependence and social media addiction, exacerbating mental health issues such as loneliness, depression, and anxiety.

Another concern in research is the impact of social media on body image and self-esteem. Young people, especially university students, are often negatively affected by unrealistic body standards promoted on social media. Studies have shown that frequent exposure to idealized body images on platforms like Facebook can lower self-esteem and increase feelings of insecurity about oneself, particularly among youth. This can lead to negative psychological symptoms and decreased life satisfaction.

Other factors highlighted in the map include internet addiction and personality. Studies have explored how social media usage behavior can affect users' personalities and habits. For example, individuals with introverted personalities may be more susceptible to social media addiction, while extroverted individuals may use social media to enhance their social connections.

In the network diagram, the keyword Facebook is positioned on the right side, connecting to concepts such as well-being, academic performance, social support, and personality. The colors of the connections from Facebook are primarily green and blue, indicating that studies related to this topic were concentrated mainly between 2018 and 2020. This suggests that the focus on the impact of Facebook on mental health, particularly among university students, has been present for a significant period and may have shifted towards other platforms or newer issues in more recent times.

Meanwhile, the keyword TikTok does not prominently appear, suggesting that research on TikTok and mental health, particularly concerning university students, is still relatively new or not extensively covered in current studies. TikTok is indirectly related through concepts like social media or problematic social media use, which are situated at the center of the diagram. This indicates that research on TikTok may focus on broader social media issues, such as dependency, impacts on mental health, and life satisfaction.

The keyword map generated by VOSviewer offers a relatively comprehensive view of the relationship between social media, mental health, and university students. Factors such as social media addiction, depression, anxiety, and COVID-19 play significant roles in determining the impact of social media on mental health, especially among young people. Recent studies (2020–2022) have placed greater emphasis on social media addiction and mental health issues, reflecting the potential negative effects of social media on young users. The development of these studies highlights the growing concern over social media usage and the psychological consequences it may have. Overall, the map shows that while Facebook has been



extensively researched about mental health and university students, TikTok remains a relatively new and emerging area of focus in the broader context of social media and mental health research.

### 3.2. Current status of research on the relationship between social media and student mental health

In recent years, social media has become an indispensable part of human life, especially for young people and students. However, studies have shown that social media use has both positive and negative impacts on mental health. A literature review offers a comprehensive view of these effects, based on studies from various countries and perspectives.

#### 3.2.1. Negative impacts of social media on mental health

Numerous studies have established a strong link between social media use and mental health issues, particularly anxiety, stress, and depression. Bashir and Bhat (2017) highlighted its association with psychological distress, while Cain (2018) emphasized its negative effects on sleep and emotional regulation among students. Frequent social media use has been correlated with poorer psychological functioning, including suicidal ideation (Sampasa-Kanyinga & Lewis, 2015). The impact of specific platforms has also been examined, with Nguyen (2020) emphasizing Facebook's influence on student life, and Linh (2017) along with Minh and Phuong (2013) linking uncontrolled internet use to anxiety and depression. Social media addiction contributes to sleep disturbances, declining academic performance, and vision problems (Yen et al., 2021).

Beyond individual consequences, social media plays a broader role in shaping mental health outcomes. Quang (2022) discussed its role in social polarization, while Khang et al. (2022) noted heightened stress from exposure to negative content, particularly during COVID-19. Excessive technology use also reduces direct social interactions, exacerbating mental health deterioration (Nghia, 2019). Volkova et al. (2016) explored sentiment analysis in academic discourse, and Darlow et al. (2017) linked helicopter parenting to student mental health challenges. Wright et al. (2020) compared health and well-being outcomes for university students using different social media platforms, emphasizing the need for further research on the specific impacts of each platform. Social media fatigue has been identified as a factor contributing to internalizing disorders (Cao et al., 2019). Studies on demographic variations found differences in mental health effects based on gender and location (Gaikwad, 2019), while Stainback et al. (2020) examined COVID-19-related media exposure. Platform-specific analyses have further linked TikTok addiction to increased depression and anxiety among students (Zahra et al., 2022).

Social media also impacts self-esteem and body image. The introduction of Facebook at universities coincided with rising depressive symptoms and increased mental health service usage (Braghieri et al., 2022), while Pantic (2014) highlighted its role in exacerbating self-esteem issues among adolescents. Smartphone and social media use have been associated with heightened psychological distress, self-harm, and suicidal ideation (Abi-Jaoude et al., 2020). Although longitudinal studies are needed for deeper insights (Sharma et al., 2020), existing research suggests that social media both reflects and amplifies mental health struggles. Additionally, its potential for identifying mental health issues has been explored, with Moreno et al. (2011) finding that 25% of university students' Facebook profiles displayed depressive symptoms. Analytical methods for detecting mental health patterns on social media, including text and network analysis, have been outlined by Wongkoblap et al. (2017). Cyberbullying remains a critical concern, with severe psychological consequences such as anxiety and depression (Putri et al., 2022; Ningrum et al., 2020). These findings underscore the urgent need for interventions to mitigate social media's negative impact while fostering responsible digital engagement.

#### 3.2.2. Social media addiction and student academic performance

Social media addiction significantly affects both mental health and academic performance. Hou et al. (2019) found a negative correlation between social media addiction and self-esteem, alongside reduced focus and concentration. Mukta et al. (2022) developed a predictive model linking social media interactions to mental health and academic outcomes, while Deepa and Priya (2020) identified platform usage and screen time as key factors influencing anxiety and depression among students.

Applying Young's (1996) Internet Addiction Scale, Al-Menayes (2015) highlighted the prevalence of social media addiction among Kuwaiti university students. Al Suwayri (2016) linked excessive social media use, particularly on WhatsApp and Snapchat, to poor sleep and academic decline among medical students. Hou et al. (2019) further identified self-esteem as a mediating factor between social media addiction, mental health, and academic outcomes. Ishaq et al. (2019) examined generational trends, associating social media usage with academic performance, while Abd Rashid et al. (2020) emphasized the negative impact of mobile phone addiction on academic focus. Pa et al. (2021) specifically explored the struggles of Generation Z student-athletes during COVID-19 lockdowns, noting academic difficulties in remote learning. These findings highlight the urgent need for interventions to address social media addiction and its impact on student well-being and academic success.

#### 3.2.3. Mental health and social media in the context of COVID-19 pandemic

The COVID-19 pandemic amplified social media's role as both a communication tool and a source of psychological distress. Lim et al. (2022) reported that increased social media use during online learning negatively impacted university

students' mental health in the Philippines. Similarly, Nguyen et al. (2022a, 2022b) found that exposure to COVID-19-related content on Facebook heightened stress and anxiety during social distancing.

Stainback et al. (2020) discussed how exposure to COVID-19 news through media could affect mental health, particularly by increasing uncertainty and anxiety. Wright et al. (2020) documented rising anxiety among students due to fears for loved ones, social isolation, and misinformation. In Bangladesh, Patwary et al. (2022) used the GAD-7 scale to measure widespread anxiety, while Nurkhalim et al. (2021) highlighted additional stressors such as academic disruptions and future uncertainty. Cognitive network science analysis revealed how expert and media narratives shaped pandemic-related emotional responses (Stella, 2020). Gao (2021) further explored social media's role in mental health vulnerabilities among Chinese immigrants.

Interventions to address pandemic-related distress included the "How Right Now" (HRN) campaign, which aimed to enhance emotional resilience by tackling social determinants of health (Burke-Garcia et al., 2021). However, social media also contributed to harmful behaviors, with Devrim-Lanpir et al. (2021) linking it to increased orthorexia and anxiety due to dietary supplement promotion. Shoukat et al. (2021) documented homesickness and depression among Pakistani students in Indonesia, while Liu et al. (2021) found that excessive COVID-19-related content led Generation Z users to disengage from social media due to its psychological toll. These findings underscore the complex relationship between social media use and mental health during global crises, highlighting the need for evidence-based interventions to support student well-being.

#### *3.2.4. Student perceptions of mental health when engaging with social media*

The study by Kim and Hong (2021) found that while students are aware of the mental health signs exhibited by friends on social media, many remain hesitant or unwilling to offer support. This indicates a need for educational and awareness programs focusing on the role of peer support, especially in online environments where mental health issues may emerge but are not easily recognized.

The study by Vornholt and De Choudhury (2021) also indicated that many students experienced stress and anxiety, but only half of them turned to social media for support. This underscores that while social media can be a useful tool for mental health support, there are still numerous barriers—both perceptual and practical—that prevent students from accessing these resources.

Aguiniga et al. (2016) surveyed university students to investigate the relationship between mental health knowledge acquired from media, perceptions of how media portray mental illness, and the subsequent impact on students' attitudes. The study found that a significant portion of students rely on television and movies as their primary sources of information about mental illness. Suldo et al. (2008) and Suldo et al. (2016) contributed to mental health research through the dual-factor model, which combines positive indicators of well-being with traditional negative indicators of illness. These studies focused on adolescents and high school students to understand how mental health relates to different aspects of adaptation, such as academic and social adjustment. Overall, the research indicates that students' perceptions of mental health on social media can be influenced by various factors, including gender, experiences of cyberbullying, media portrayals of mental illness, and the level of support from peers and teachers. Further research in this area can provide valuable insights into how social media shapes perceptions of mental health and overall well-being among students.

#### *3.2.5. Potential positive impacts of social media on students' mental health*

Despite its risks, social media can offer mental health benefits when used appropriately. O'Reilly et al. (2018) found that it provides adolescents with health-related information and facilitates community-based support-seeking, while Vornholt and De Choudhury (2021) highlighted its role as a mental health resource despite access limitations. Jadayel et al. (2017) emphasized the potential of mental health professionals on social media to raise awareness and foster supportive environments, and Glazzard and Stones (2019) underscored the importance of educational initiatives in equipping students with safe online navigation skills.

Saha et al. (2022) suggested that social media data could enhance understanding of students' mental health counseling needs, though Pretorius et al. (2022) cautioned against the reliability of influencers' content. Gajo et al. (2023) found that moderate TikTok use helped students manage academic stress, while Hooper (2022) noted that TikTok users sharing mental health experiences found support but faced risks like cyberbullying.

Valentine et al. (2019) proposed that social media could transform adolescent mental health interventions, yet Al Suwayri (2016) warned of its negative effects on sleep, self-esteem, and well-being, particularly among medical students. Gaikwad (2019) examined gender and regional differences, while Akurathi (2021) linked social media addiction to declining student well-being. These findings highlight the dual impact of social media, reinforcing the need for responsible usage to maximize benefits while mitigating harm.

### *3.3. The importance of developing policies to protect mental health*

Studies consistently agree on the necessity of developing policies and measures to protect mental health in the online environment. Pantic (2014) highlighted that rising signs of depression and Internet addiction among adolescents require

attention, calling for timely interventions from educational institutions and families to ensure the healthy development of young people. Other studies, such as that of Tan et al. (2021), also emphasized the need to regulate social media and Internet use among adolescents to minimize negative effects such as cyberbullying, gaming addiction, and other mental health issues.

Many studies have shown that social media can contribute to feelings of anxiety, depression, and loneliness, particularly among young people (McClellan et al., 2017). Given the importance of communicating about mental illnesses and the increasing use of social media as an information delivery tool, developing policies to address these issues is crucial (McClellan et al., 2017). The role of social support in promoting mental health cannot be understated. Research has shown that social capital within refugee communities can significantly influence health outcomes in resettlement countries (Xin, 2018). Factors such as confidence, social support, and attitudes play important roles in shaping adaptive responses to natural disasters, highlighting the importance of social connections during crises (Wong-Parodi & Feygina, 2018). The study by Amin et al. (2022) found that TikTok addiction is significantly associated with mental health issues such as depression and anxiety and negatively impacts the academic performance of university students at Minhaj University, Lahore. The study suggests integrating digital literacy education into the curriculum to curb excessive social media use and protect students' mental well-being. Basch et al. (2022) analyzed the content of the hashtag #mentalhealth on TikTok, discovering that mental health-related videos garnered significant viewer engagement and comments. Approximately 32% of the videos received above-average likes, with most comments being supportive or describing mental health issues. The study encourages further research into the role of healthcare professionals in social media-based interventions.

Minh and Huong (2020) emphasized the importance of information evaluation skills for Internet and social media users in Vietnam. Their article not only outlined trends in information reception but also provided techniques for identifying and categorizing information, helping users avoid scams or negative impacts from misinformation. Binh et al. (2015) conducted an empirical study with 500 youths in Hanoi and Nam Dinh, analyzing their social media usage habits and purposes. This study highlighted the extent of social media's influence on the economic and mental lives of young people and proposed important policy recommendations for managing and regulating social media use in Vietnam. Nam and Ngoc (2020) created a mental health care handbook for students, especially in the context of the COVID-19 pandemic. This handbook offers methods and intervention therapies to help students, professionals, and parents recognize and counteract emerging mental disorders during challenging times. Quan et al. (2021) synthesized studies on the impact of COVID-19 on mental health both in Viet Nam and globally. They proposed several solutions to mitigate the pandemic's negative effects, including enhancing home health care, building a culture of pandemic resilience, and promoting scientific research related to mental health.

Overall, developing policies to protect mental health related to social media should take into account the broader social and emotional needs of individuals, particularly vulnerable groups such as children, adolescents, and refugees. By fostering social capital, increasing mental health literacy, and addressing stigma, a more supportive environment can be created to promote mental health on social media platforms.

### 3.4. Identifying research gaps

The aforementioned studies provide ample evidence of the relationship between social media use and mental health. Both international and Vietnamese research has shown that access to information on social media can impact the mental health of adolescents and students, encompassing both positive and negative effects. Social media can generate negative feelings such as anxiety, depression, and low self-esteem due to social comparisons, exposure to negative information, and dependence on feedback from online communities (Figure 2).

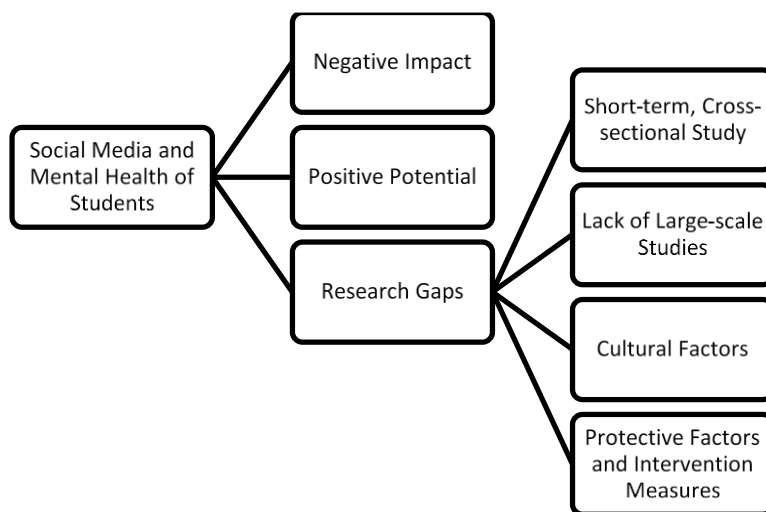


Figure 2 Visualization of research gaps.



One of the main limitations of current studies is that they are often short-term and cross-sectional. Most research only examines the relationship between social media and mental health within a limited timeframe. This leaves the long-term effects of social media usage insufficiently explored. Longitudinal studies are needed to track changes in users' mental health over time, providing more comprehensive conclusions about the lifetime impacts of social media. Furthermore, most existing research focuses on one-way relationships (e.g., the negative impact of social media on mental health) without deeply considering the interactive factors between users and the social media environment. More multidimensional studies are needed, such as exploring the relationship between social media and personality development, cognition, and social communication skills. Rare longitudinal studies, such as those by Chaudhuri et al. (2022), have indicated that prolonged use of social media may be associated with enduring psychological changes, including persistent anxiety or addictive behaviors. The scarcity of longitudinal data significantly limits the ability to establish causal relationships between social media use and mental health outcomes.

Another significant research gap is the lack of diversity in study locations. Most existing studies focus on developed countries such as the United States, Canada, and Europe. However, the impact of social media on mental health may vary depending on cultural, economic, and social contexts. More research from developing countries and regions with cultural and technological differences is needed to better understand how social media affects mental health on a global scale. Culture plays a crucial role in shaping how people use social media and perceive mental health. However, most current research has not deeply explored this factor. Cultural influences on seeking mental health support through social media remain under-researched. Future studies should focus on comparing the impact of social media across different cultural contexts to better understand differences in user behavior and perceptions. Numerous studies have been conducted in developed countries such as the United States and Europe (Akiba et al., 2024), while developing nations—where significant social, cultural, and technological disparities exist—have been largely overlooked. Anuyah et al. (2025) highlighted that in the Global South, social factors and economic pressures distinctly influence how adolescents engage with and interpret content on social media. Therefore, cross-cultural comparative research is essential to inform the development of more effective and context-sensitive global policy frameworks.

While most current studies focus on the negative aspects of social media such as cyberbullying, social media addiction, and depression, there is a lack of research on protective factors that can shield users from these negative impacts. More studies are needed to better understand protective factors such as digital literacy, life skills, and psychological awareness. This would help develop effective interventions to mitigate risks and better support mental health. Moreover, existing research has not sufficiently focused on testing intervention strategies to help social media users better manage their mental health. Studies on digital education interventions, such as teaching students to use social media in a balanced way, or technical features like usage time limits, also need further development. Factors such as digital literacy, psychological awareness, and the ability to regulate screen time are potential protective factors that remain underexplored. McCann et al. (2024) and Haddad et al. (2021) have tested several digital education interventions and demonstrated notable effectiveness in reducing anxiety and improving sleep quality among students. Technological interventions, such as time access limits and emotion-recognition alerts, also warrant further empirical validation within real-world settings. The majority of existing studies still lean toward a unidirectional model—emphasizing the impact of social media on users. Naslund et al. (2019) and Ognibene et al. (2023) have called for research into interactive factors such as personality traits, emotional self-regulation capacity, and the influence of specific content types (e.g., positive, negative, educational). These factors may play a decisive role in determining whether an individual is adversely affected by social media use.

Although many studies focus on the negative impacts of social media, its potential to enhance mental health remains under-researched. More studies are needed to explore how social media can be used to promote personal development, increase mental health awareness, and support stress management strategies. This would not only address current issues but could also help transform social media platforms into positive resources for users. While the majority of existing research focuses on the risks associated with social media, some scholars, such as Rejeb et al. (2025) and Seiferth et al. (2023), emphasize that social media can serve as a tool for personal development when appropriately guided—through mechanisms such as mental health support communities, mental health education programs, or behaviorally personalized artificial intelligence systems.

The COVID-19 pandemic has transformed the way people interact with social media, particularly as they face mental health challenges during isolation and social distancing. However, there is still a lack of research on how social media can be leveraged as a support tool in social crises, not just during pandemics but in other stressful situations as well. Future studies should consider how social media can play a positive role in delivering accurate information, providing psychological support, and creating safe spaces for users during times of crisis. During the COVID-19 pandemic, social media emerged as the primary channel through which students maintained social connections and sought psychological support (Haddad et al., 2021; Wong et al., 2025). However, there remains a notable lack of research on the role of social media in other crisis contexts, such as natural disasters, social unrest, or armed conflict.

From the above analysis, it is evident that while significant progress has been made in researching the impact of social media on mental health, many important gaps remain to be addressed. These gaps include the lack of long-term studies,

diversity in study subjects, cultural factors, interventions and protective measures, as well as the positive potential of social media. Addressing these gaps will not only deepen our understanding of the relationship between social media and mental health but also support the development of policies and strategies to mitigate negative impacts and promote the benefits that social media can offer.

Therefore, to fill these gaps, specific studies focusing on students are needed, analyzing the impact of different types of information on social media on their mental health while considering individual and social factors. Such studies will provide deeper insights and help develop solutions to support students in managing their social media use effectively, ultimately improving their mental health within the context of the information society.

## 5. Final Considerations

The article provides a comprehensive analysis of the relationship between social media use and students' mental health. Existing research demonstrates that social media serves as a crucial platform for fostering connections, offering psychological support, and disseminating information, particularly in contemporary society and during periods of crisis such as the COVID-19 pandemic. However, empirical studies also highlight significant risks associated with social media engagement, including addiction, heightened stress levels, anxiety, depression, and other mental health concerns linked to the consumption of information on platforms such as Facebook and TikTok. By synthesizing previous research, this article not only consolidates established findings but also identifies critical gaps that necessitate further investigation.

The interaction between students' mental health and social media use is multifaceted, highlighting the need for targeted intervention programs, psychological support mechanisms, and educational initiatives promoting responsible social media consumption. Given the rapid evolution of digital technologies and online communication, it is imperative to raise awareness about mental health challenges and cultivate positive virtual environments that support students' psychological well-being. While extensive research has been conducted on this topic, significant gaps persist, particularly in underexplored contexts such as Vietnam. Addressing these research gaps will contribute to a more nuanced understanding of social media's impact on students' mental health and inform the development of effective strategies for mitigating risks while leveraging potential benefits.

## Acknowledgment

The authors would like to express their sincere gratitude to the University of Social Sciences and Humanities, Viet Nam National University, Ho Chi Minh City (USSH, VNU-HCM) for providing financial support and assisting in the proofreading process of this paper. Additionally, we extend our appreciation to the scholars whose works have been cited in this study. Their research has provided valuable insights and a strong theoretical foundation for our analysis.

## Ethical Considerations

Not applicable.

## Conflict of Interest

The authors declare no conflicts of interest.

## Funding

This research was financially supported by the University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City (USSH, VNU-HCM), specifically for the proofreading of this paper.

## References

- Abd Rashid, J. A., Aziz, A. A., Rahman, A. A., Saaid, S. A., & Ahmad, Z. A. I. H. A. (2020). The influence of mobile phone addiction on academic performance among teenagers. *Jurnal Komunikasi: Malaysian Journal of Communication*, 36(3), 408–424. <https://doi.org/10.17576/JKMJC-2020-3603-25>
- Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use, and youth mental health. *Canadian Medical Association Journal*, 192(6), E136–E141. <https://doi.org/10.1503/cmaj.190434>
- Aguiniga, D., Madden, E. E., & Zellmann, K. (2016). An exploratory analysis of students' perceptions of mental health in the media. *Social Work in Mental Health*, 14(5), 535–554. <https://doi.org/10.1080/15332985.2015.1118002>
- Akiba, D., Perrone, M., & Almendral, C. (2024). Study abroad angst: A literature review on the mental health of international students during COVID-19. *International Journal of Environmental Research and Public Health*, 21(12), 1–24. <https://doi.org/10.3390/ijerph21121562>
- Akurathi, S. (2021). Social media addiction effects on well-being among tertiary school graders: An empirical study in Visakhapatnam. *International Journal of Current Science Research and Review*, 4(6), 171–179. <https://doi.org/10.47191/ijcsrr/v4-i7-20>
- Al Suwayri, S. M. (2016). The impact of social media volume and addiction on medical student sleep quality and academic performance: A cross-sectional observational study. *Imam Journal of Applied Sciences*, 1(2), 80–87. [https://doi.org/10.4103/ijas.ijas\\_34\\_16](https://doi.org/10.4103/ijas.ijas_34_16)
- Al-Menayes, J. J. (2015). Dimensions of social media addiction among university students in Kuwait. *Psychology and Behavioral Sciences*, 4(1), 23–28. <https://doi.org/10.11648/j.pbs.20150401.14>



- Amin, S., Iftikhar, A., & Meer, A. S. (2022). Intervening effects of academic performance between TikTok obsession and psychological wellbeing challenges in university students. *Online Media and Society*, 3(2022), 244–255. <https://doi.org/10.71016/oms/qy5har60>
- Anuyah, O., Oguine, O. C., Agha, Z., Melgarez, I., Alvarado Garcia, A., & Badillo-Urquiola, K. (2025). Online safety for all: Sociocultural insights from a systematic review of youth online safety in the Global South. *arXiv*, 1(1), 1–30. <https://doi.org/10.48550/arXiv.2504.20308>
- Basch, C. H., Donelle, L., Fera, J., & Jaime, C. (2022). Deconstructing TikTok videos on mental health: Cross-sectional, descriptive content analysis. *JMIR Formative Research*, 6(5), 1–7. <https://doi.org/10.2196/38340>
- Bashir, H., & Bhat, S. A. (2017). Effects of social media on mental health: A review. *International Journal of Indian Psychology*, 4(3), 125–131. <https://doi.org/10.25215/0403.134>
- Binh, T. H., Linh, L. T., & Thang, P. Q. (2015). The current state of online social media use and some policy recommendations. *Part B of the Vietnam Journal of Science and Technology*, 57(12), 1–8.
- Braghieri, L., Levy, R. E., & Makarin, A. (2022). Social media and mental health. *American Economic Review*, 112(11), 3660–3693. <https://doi.org/10.1257/aer.20211218>
- Burke-Garcia, A., Johnson-Turbes, A., Mitchell, E. W., Vallery Verlenden, J. M., Puddy, R., Mercado, M. C., ... & Tolbert, E. (2021). How right now? Supporting mental health and resilience amid COVID-19. *Traumatology*, 27(4), 399–412. <https://doi.org/10.1037/trm0000322>
- Cain, J. (2018). It's time to confront student mental health issues associated with smartphones and social media. *American Journal of Pharmaceutical Education*, 82(7), 738–741. <https://doi.org/10.5688/ajpe6862>
- Cao, X., Khan, A. N., Zaigham, G. H., & Khan, N. A. (2019). The stimulators of social media fatigue among students: Role of moral disengagement. *Journal of Educational Computing Research*, 57(5), 1083–1107. <https://doi.org/10.1177/0735633118781907>
- Chaudhuri, R., Hussain, Z., & Chatterjee, S. (2022). Social media usage and its impact on users' mental health: A longitudinal study and inputs to policymakers. *International Journal of Law and Management*, 64(2), 209–225. <https://doi.org/10.1108/IJLMA-08-2022-0179>
- Darlow, V., Norvilitis, J. M., & Schuetze, P. (2017). The relationship between helicopter parenting and adjustment to college. *Journal of Child and Family Studies*, 26(8), 2291–2298. <https://doi.org/10.1007/s10826-017-0751-3>
- Deepa, M., & Priya, K. (2020). Impact of social media on mental health of students. *International Journal of Scientific & Technology Research*, 9(3), 3796–3800.
- Devrim-Lanpir, A., Güzeldere, H. K. B., & Çintesun, E. E. (2021). The COVID-19 pandemic drives people to orthorexia and anxiety with the influence of social media: A cross-sectional study of 525 adults in semi-quarantine [Preprint]. *Research Square*. <https://doi.org/10.21203/rs.3.rs-441898/v1>
- Falagas, M. E., Kouranos, V. D., Arencibia-Jorge, R., & Karageorgopoulos, D. E. (2008). Comparison of SCImago journal rank indicator with journal impact factor. *The FASEB Journal*, 22(8), 2623–2628. <https://doi.org/10.1096/fj.08-107938>
- Gaikwad, S. B. (2019). Impact of social media usages on student's mental health. *International Journal of Indian Psychology*, 7(4), 423–429. <https://doi.org/10.25215/0704.050>
- Gajo, A. G. E., Gaisen, E. M. P., Franz Von King, R. L., Edaño, L. B., & Calixtro Jr, V. L. (2023). Sustaining students' mental health through the use of TikTok application. *Indonesian Journal of Community and Special Needs Education*, 3(1), 11–20. <https://doi.org/10.17509/ijcsne.v3i1.43729>
- Gao, Z. (2021). Unsettled belongings: Chinese immigrants' mental health vulnerability as a symptom of international politics in the COVID-19 pandemic. *Journal of Humanistic Psychology*, 61(2), 198–218. <https://doi.org/10.1177/0022167820980620>
- Glazzard, J., & Stones, S. (2019). Social media and young people's mental health. *Selected Topics in Child and Adolescent Mental Health*, 1(1), 1–10.
- Haddad, J. M., Macenski, C., Mosier-Mills, A., Hibara, A., & Berry, H. L. (2021). The impact of social media on college mental health during the COVID-19 pandemic: A multinational review of the existing literature. *Current Psychiatry Reports*, 23, Article 70, 1–12. <https://doi.org/10.1007/s11920-021-01288-y>
- Hooper, S. (2022). Is sharing caring? TikTok and mental health videos: Content analysis and interview-based study (Master's thesis). Uppsala University. *DiVA Portal*.
- Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 13(1), 1–17. <https://doi.org/10.5817/CP2019-1-4>
- Ishaq, K., Zaki, F., Abid, A., Abid, K., & Ijaz, M. (2019). Impact of social media on students' academic performance and generation gap: A study of public sector university in Punjab. In *2019 International Conference on Innovative Computing (ICIC)* (pp. 1–6). IEEE. <https://doi.org/10.1109/ICIC48496.2019.8966688>
- Jadayel, R., Medlej, K., & Jadayel, J. J. (2017). Mental disorders: A glamorous attraction on social media. *Journal of Teaching and Education*, 7(1), 465–476.
- Karvalics, L. Z. (2007). Information society – What is it exactly? (The meaning, history and conceptual framework of an expression). In R. Pintér (Ed.), *Information society: From theory to political practice* (pp. 29–47). Gondolat–Új Mandátum.
- Khang, N. T., Tuong, N. V., Thu, N. H. A., & Ly, D. T. M. (2022). The impact of communications about the COVID-19 pandemic on Facebook on tertiary students' mental health. *Journal of Positive School Psychology*, 6(9), 3019–3032.
- Kim, T., & Hong, H. (2021). Understanding university students' experiences, perceptions, and attitudes toward peers displaying mental health-related problems on social networking sites: Online survey and interview study. *JMIR Mental Health*, 8(10), 1–14. <https://doi.org/10.2196/23465>
- Ky, P. H., & Hang, D. T. T. (Eds.). (2019). *Social media in the context of information society development in Vietnam – Theory, practice, and experience*. Labor Publishing House.
- Lim, L. T. S., Regencia, Z. J. G., Dela Cruz, J. R. C., Ho, F. D. V., Rodolfo, M. S., Ly-Uson, J., & Baja, E. S. (2022). Assessing the effect of the COVID-19 pandemic, shift to online learning, and social media use on the mental health of college students in the Philippines: A mixed-method study protocol. *PLOS ONE*, 17(5), 1–13. <https://doi.org/10.1371/journal.pone.0267555>
- Linh, P. T. T. (2017). The impact of the Internet on youth: A neuroscientific perspective. *VNU Journal of Science: Educational Research*, 33(3), 1–8. <https://doi.org/10.25073/2588-1159/vnuer.4068>
- Liu, H., Liu, W., Yoganathan, V., & Osburg, V. S. (2021). COVID-19 information overload and Generation Z's social media discontinuance intention during the pandemic lockdown. *Technological Forecasting and Social Change*, 166, 120600. <https://doi.org/10.1016/j.techfore.2021.120600>
- Luu, S. T., Nguyen, K. V., & Nguyen, N. L. T. (2021). A large-scale dataset for hate speech detection on Vietnamese social media texts. In *Advances and Trends in Artificial Intelligence. Artificial Intelligence Practices: 34th International Conference on Industrial, Engineering and Other Applications of Applied Intelligent Systems, IEA/AIE 2021. Proceedings, Part I*, 34 (pp. 415–426). Springer International Publishing.



- Ly-Le, T. M. (2019). How Vietnamese organizations perceive the use of social media in crisis communication. *DeReMa (Development Research of Management): Jurnal Manajemen*, 14(2), 210–222. <https://doi.org/10.19166/derema.v14i2.1552>
- McCann, L., Lennon, M., Wani, C., & Radu, C. (2024). Digital mental health interventions for adolescents in low- and middle-income countries: A scoping review. *Journal of Medical Internet Research*, 26(2024), 1–20. <https://doi.org/10.2196/51376>
- McClellan, C., Ali, M. M., Mutter, R., Kroutil, L., & Landwehr, J. (2017). Using social media to monitor mental health discussions – Evidence from Twitter. *Journal of the American Medical Informatics Association*, 24(3), 513–520. <https://doi.org/10.1093/jamia/ocw133>
- Minh, D. H., & Phuong, N. T. (2013). Correlation between internet usage levels and mental health issues among middle school students. *VNU Journal of Science: Education Research*, 29(2), 34–42.
- Minh, T. T. Y., & Huong, P. T. (2020). News literacy skills for internet and social media users. *UED Journal of Social Sciences, Humanities and Education*, 10(Special), 112–119. <https://doi.org/10.47393/jshe.v10iSpecial.859>
- Moreno, M. A., Jelenchick, L. A., Egan, K. G., Cox, E., Young, H., Gannon, K. E., & Becker, T. (2011). Feeling bad on Facebook: Depression disclosures by college students on a social networking site. *Depression and Anxiety*, 28(6), 447–455. <https://doi.org/10.1002/da.20805>
- Mukta, M. S. H., Islam, S., Shatabda, S., Ali, M. E., & Zaman, A. (2022). Predicting academic performance: Analysis of students' mental health condition from social media interactions. *Behavioral Sciences*, 12(4), 1–18. <https://doi.org/10.3390/bs12040087>
- Nam, T. T., & Ngoc, N. P. H. (2020). *Mental health care handbook for students*. University of Education, Vietnam National University, Hanoi.
- Naslund, J. A., Gonsalves, P. P., Gruebner, O., & Chatterjee, S. (2019). Digital innovations for global mental health: Opportunities for data science, task sharing, and early intervention. *Current Treatment Options in Psychiatry*, 6(4), 337–351. <https://doi.org/10.1007/s40501-019-00186-8>
- Nghia, N. X. (2019). *Mobile devices in educational settings: Impacts and solutions*. [https://www.researchgate.net/profile/Nguyen-Nghia-15/publication/338134824\\_THIET\\_BI\\_DI\\_DONG\\_TRONG\\_MOI\\_TRUONG\\_GIAO\\_DUC\\_TAC\\_DONG\\_VA\\_GIAI\\_PHAP/links/5e01765092851c836496394d/THIET-BI-DI-DONG-TRONG-MOI-TRUONG-GIAO-DUC-TAC-DONG-VA-GIAI-PHAP.pdf](https://www.researchgate.net/profile/Nguyen-Nghia-15/publication/338134824_THIET_BI_DI_DONG_TRONG_MOI_TRUONG_GIAO_DUC_TAC_DONG_VA_GIAI_PHAP/links/5e01765092851c836496394d/THIET-BI-DI-DONG-TRONG-MOI-TRUONG-GIAO-DUC-TAC-DONG-VA-GIAI-PHAP.pdf) (Accessed on February 26, 2025)
- Nguyen, L. N. (2020). *The impact of Facebook use on students' academic performance and daily life* (Doctoral dissertation, University of Social Sciences and Humanities, Vietnam National University, Hanoi).
- Nguyen, T. K., Nguyen, V. T., Nguyen, H. A. T., & Dang, T. M. L. (2022a). The impact of accessing COVID-19 information on Facebook on students' stress levels. *Journal of Psychology*, 9(282), 72–84.
- Nguyen, T. K., Nguyen, V. T., Nguyen, H. A. T., & Dang, T. M. L. (2022b). The correlation between accessing COVID-19-related information on Facebook and anxiety levels among students. In L. M. Cong & N. V. Tuong (Eds.), *Printed during the COVID-19 pandemic: Issues in mental health care services* (pp. xx–xx). Ho Chi Minh City National University Press.
- Ningrum, F. S., & Amna, Z. (2020). Cyberbullying victimization dan kesehatan mental pada remaja. *INSAN Jurnal Psikologi dan Kesehatan Mental*, 5(1), 35–48. <https://doi.org/10.20473/jpkm.v5i12020.35-48>
- Nurkhalim, R. F., Puspitasari, A. H., & Ashari, H. (2021). Dampak kebiasaan penggunaan smartphone terhadap interaksi sosial pada mahasiswa [Undergraduate thesis]. *Universitas Muria Kudus Repository*.
- O'Reilly, M., Dogra, N., Whiteman, N., Hughes, J., Eruyar, S., & Reilly, P. (2018). Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. *Clinical Child Psychology and Psychiatry*, 23(4), 601–613. <https://doi.org/10.1177/1359104518775154>
- Ognibene, D., Wilkens, R., Taibi, D., & Mannocci, A. (2023). Challenging social media threats using collective well-being-aware recommendation algorithms and an educational virtual companion. *Frontiers in Artificial Intelligence*, 6(5), 1–30. <https://doi.org/10.3389/frai.2022.654930>
- Pa, W. A. M. W., Mahmud, M. S., & Zainal, M. S. (2021). Implications of social media addiction on academic performance among generation Z student-athletes during COVID-19 lockdown. *International Journal of Learning, Teaching and Educational Research*, 20(8), 194–209. <https://doi.org/10.26803/ijlter.20.8.12>
- Pantic, I. (2014). Online social networking and mental health. *Cyberpsychology, Behavior, and Social Networking*, 17(10), 652–657. <https://doi.org/10.1089/cyber.2014.0070>
- Patwary, M. M., Disha, A. S., Bardhan, M., Haque, M. Z., Kabir, M. P., Billah, S. M., Hossain, M. R., Alam, M. A., Browning, M. H. E. M., Shuvo, F. K., Piracha, A., Zhao, B., Swed, S., Shah, J., & Shoib, S. (2022). Knowledge, attitudes, and practices toward coronavirus and associated anxiety symptoms among university students: A cross-sectional study during the early stages of the COVID-19 pandemic in Bangladesh. *Frontiers in Psychiatry*, 13, 1–12. <https://doi.org/10.3389/fpsy.2022.856202>
- Pretorius, C., McCashin, D., & Coyle, D. (2022). Mental health professionals as influencers on TikTok and Instagram: What role do they play in mental health literacy and help-seeking? *Internet Interventions*, 30, 100591. <https://doi.org/10.1016/j.invent.2022.100591>
- Putri, A. A. E., Saripah, I., & Nadhirah, N. A. (2022). How is the mental health of TikTok users who experience cyberbullying? *Psikoeduko: Jurnal Psikologi Edukasi dan Konseling*, 2(2), 31–44. <https://doi.org/10.17509/psikoeduko.v2i2.53891>
- Quan, T. A., Quynh, N. N., & Huyen, N. T. N. (2021). *Mental health in Vietnam during the COVID-19 period*. [https://osf.io/preprints/osf/3unvp\\_v1](https://osf.io/preprints/osf/3unvp_v1) (Accessed on February 26, 2025)
- Quang, T. H. (2022). Integration or Polarization: Social Effects of Online Social Media. *HCMCOUJS Proceedings*, 17(2), 7-19. 10.46223/HCMCOUJS.proc.vi.17.2.2485.2022
- Rejeb, A., Rejeb, K., Zrelli, I., & Süle, E. (2024). Tracing knowledge diffusion trajectories in the research field of cyberbullying. *Heliyon*, 11(1), 1–21. <https://doi.org/10.1016/j.heliyon.2024.e41141>
- Rejeb, A., Rejeb, K., Zrelli, I., & Süle, E. (2025). Tracing knowledge diffusion trajectories in the research field of cyberbullying. *Heliyon*, 11(4), 1-21. <https://doi.org/10.1016/j.heliyon.2024.e41141>
- Saha, K., Yousuf, A., Boyd, R. L., Pennebaker, J. W., & De Choudhury, M. (2022). Social media discussions predict mental health consultations on college campuses. *Scientific Reports*, 12(1), 1–11. <https://doi.org/10.1038/s41598-021-03423-4>
- Sampasa-Kanyinga, H., & Lewis, R. F. (2015). Frequent use of social networking sites is associated with poor psychological functioning among children and adolescents. *Cyberpsychology, Behavior, and Social Networking*, 18(7), 380–385. <https://doi.org/10.1089/cyber.2015.0055>
- Seiferth, C., Vogel, L., Aas, B., & Brandhorst, I. (2023). How to e-mental health: A guideline for researchers and practitioners using digital technology in the context of mental health. *Nature Mental Health*, 1(5), 204–215. <https://doi.org/10.1038/s44220-023-00085-1>



- Sharma, M. K., John, N., & Sahu, M. (2020). Influence of social media on mental health: A systematic review. *Current Opinion in Psychiatry*, 33(5), 467–475. <https://doi.org/10.1097/ycp.0000000000000631>
- Shoukat, S., Callixte, C., Nugraha, J., Budy, T. I., & Shoukat, H. (2021). Homesickness, anxiety and depression among Pakistani international students in Indonesia during COVID-19 outbreak. *ASEAN Journal of Community Engagement*. <https://repository.unar.ac.id/jspui/handle/123456789/3760> (Accessed on February 26, 2025)
- Stainback, K., Hearne, B. N., & Trieu, M. M. (2020). COVID-19 and the 24/7 news cycle: Does COVID-19 news exposure affect mental health? *Socius: Sociological Research for a Dynamic World*, 6, 1–15. <https://doi.org/10.1177/2378023120969339>
- Stella, M. (2020). Cognitive network science reconstructs how experts, news outlets and social media perceived the COVID-19 pandemic. *Systems*, 8(4), 1–13. <https://doi.org/10.3390/systems8040038>
- Suldo, S. M., & Shaffer, E. J. (2008). Looking beyond psychopathology: The dual-factor model of mental health in youth. *School Psychology Review*, 37(1), 52–68. <https://doi.org/10.1080/02796015.2008.12087908>
- Suldo, S. M., Thalji-Raitano, A., Kiefer, S. M., & Ferron, J. M. (2016). Conceptualizing high school students' mental health through a dual-factor model. *School Psychology Review*, 45(4), 434–457. <https://doi.org/10.17105/SPR45-4.434-457>
- Tan, P. N., Hong, T. T., & Bac, P. H. (2021). Some impacts of the Internet and social media on youth: Overview study. *Journal of Science, Vietnam Women's Academy*, 15(3), 59–68.
- Thanh, B. T., & Phuong, P. T. (2023). Surveying the Vietnamese youth on the negative impact of social media. *Social Science and Humanities Research*, 6(4), 40–54. <https://doi.org/10.5281/zenodo.7835098>
- Tran, H. Q. (2022). Integration or polarization: Social effects of online social media. *HCMCOUJS Proceedings*, 17(2), 7–19. <https://doi.org/10.46223/HCMCOUJS.proc.vi.17.2.2485.2022>
- UNICEF. (2022). *A comprehensive study on school-related factors affecting mental health and holistic development of adolescent boys and girls in Vietnam* [Report in Vietnamese]. UNICEF Vietnam. <https://www.unicef.org/vietnam/media/9821/file/Nghiên%20cứu%20toàn%20diện%20về%20các%20yếu%20tố%20liên%20quan%20đến%20trường%20học%20ảnh%20hưởng%20đến%20sức%20khỏe%20tâm%20thần%20và%20sự%20phát%20triển%20toàn%20diện%20của%20trẻ%20em%20nam%20và%20nữ%20vi%20thành%20niên%20tại%20Việt%20Nam.pdf> (Accessed February 26, 2025)
- Valentine, L., McEnery, C., D'Alfonso, S., Phillips, J., Bailey, E., & Alvarez-Jimenez, M. (2019). Harnessing the potential of social media to develop the next generation of digital health treatments in youth mental health. *Current Treatment Options in Psychiatry*, 6(3), 194–206. <https://doi.org/10.1007/s40501-019-00184-w>
- Volkova, S., Han, K., & Corley, C. D. (2016). Using social media to measure student wellbeing: A large-scale study of emotional response in academic discourse. In E. Spiro & Y.-Y. Ahn (Eds.), *Social Informatics: 8th International Conference, SocInfo 2016, Bellevue, WA, USA, November 11–14, 2016, Proceedings, Part I* (pp. 510–526). Springer International Publishing. [https://doi.org/10.1007/978-3-319-47880-7\\_32](https://doi.org/10.1007/978-3-319-47880-7_32)
- Vornholt, P., & De Choudhury, M. (2021). Understanding the role of social media-based mental health support among college students: Survey and semistructured interviews. *JMIR Mental Health*, 8(7), 1–15. <https://doi.org/10.2196/24512>
- We Are Social, & Meltwater. (2023). *Digital 2023: Vietnam*. DataReportal. <https://datareportal.com/reports/digital-2023-vietnam> (Accessed February 26, 2025)
- Wong, B. L. H., Tan, Y. R., Xing, Z., & Baka, E. (2025). A scoping review of digital interventions for the promotion of mental health and prevention of mental health conditions for young people. *Oxford Open Digital Health*, 3(2025), 1–14. <https://doi.org/10.1093/oodh/oqaf005>
- Wongkoblap, A., Vadillo, M. A., & Curcin, V. (2017). Researching mental health disorders in the era of social media: Systematic review. *Journal of Medical Internet Research*, 19(6), 1–17. <https://doi.org/10.2196/jmir.7215>
- Wong-Parodi, G., & Feygina, I. (2018). Factors influencing (mal)adaptive responses to natural disasters: The case of Hurricane Matthew. *Weather, Climate, and Society*, 10(2), 457–470. <https://doi.org/10.1175/WCAS-D-17-0138.1>
- Wright, K., Sarangi, A., & Ibrahim, Y. (2020). The psychiatric effects of COVID-19 thus far: A review of the current literature. *The Southwest Respiratory and Critical Care Chronicles*, 8(35), 17–28. <https://doi.org/10.12746/swrccc.v8i35.727>
- Xin, H. (2018). Bonding, bridging, and linking: Social capital and its potential health impact among refugees in their resettlement countries. *Universal Journal of Public Health*, 6(5), 231–239. <https://doi.org/10.13189/ujph.2018.060501>
- Yen, P. T. K., Phuong, T. T. M., Huy, T. T. T., & Lo, N. V. (2021). Social media addiction and its impact on students at Minh Tri Middle School in 2019. *Vietnam Journal of Medicine*, 508(1), 30–35. <https://doi.org/10.51298/vmj.v508i1.1483>
- Young, K. S. (1996). Internet addiction: The emergence of a new clinical disorder. *CyberPsychology & Behavior*, 1(3), 237–244. <https://doi.org/10.1089/cpb.1998.1.237>
- Zahra, M. F., Qazi, T. A., Ali, A. S., Hayat, N., & ul Hassan, T. (2022). How TikTok addiction leads to mental health illness? Examining the mediating role of academic performance using structural equation modeling. *Journal of Positive School Psychology*, 6(10), 1490–1502. <https://journalppw.com/index.php/jpsp/article/view/13392>
- Zhu, J., & Liu, W. (2020). A tale of two databases: The use of Web of Science and Scopus in academic papers. *Scientometrics*, 123(1), 321–335. <https://doi.org/10.1007/s11192-020-03387-8>