

The Relationship Between Parental Emotional Availability, Social Media Validation-Seeking and Emotion Regulation in Young Adults

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Abstract: This study examined the relationship between young adults' emotional regulation and social media Seeking validation, and emotional availability of parents in the 18–30 age range. main goal Its purpose was to examine the ways in which young adults' emotional perceptions of their parents are influenced by Support affects their ability to regulate their emotions and their tendency to use social media To find validation. Standardized self-report questionnaire measuring parental emotionality. Availability, emotion regulation, and social media were fueled by validation-seeking behavior. Total 141 persons. To evaluate data, descriptive statistics, Pearson's correlation, and Basic linear regression analysis was performed. The results showed a ($r = .502, p < .001$), Suggesting that better emotional management is associated with stronger perceived parental support. Furthermore, there was a somewhat negative correlation between parents' emotional availability and social media validation- seeking ($r = -.179, p < .05$), indicating that young adults who receive People with less emotional support from their parents are more likely to turn to the Internet for validation. Social media validation-seeking and emotion regulation were also negatively associated ($r = -.275, p < .001$), suggesting that people who are better at controlling their emotions are less dependent Social media for external validation. The interconnectedness of these factors was shown Regression analysis, which revealed that social media validation-seeking and emotion regulation Both significantly influence perceived parental emotional availability.

The results Showed how early family emotional influence have long-lasting effects on young adults' emotional functioning and online validation seeking behavior . Findings of the study includes encouraging positive parenting styles, developing the ability to regulate emotions, and promoting the use of social media in a better healthy way. The study also highlights future research topics, including -longitudinal designs and also investigation of moderating factors like personality traits or the social media use habits.

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I. INTRODUCTION

Today's world is evolving quickly, especially in all aspects of social interaction, communication and technology. Lifestyle is very different for the young adult from the next generation. Communication for young adults and emotional validation is beginning to be fully developed through media and electronics, such as cell phones and social media, as opposed to the past with actual face, to, face interactions. But childhood family interactions have been changed as well. Developing emotional bonds with one's parents during childhood has long, ranging influences on children's later ability to emotionally self-regulate and gain approval from others. Young adulthood is an important developmental period for interpersonal involvement and employment, as well as emotional independence, and development of a sense of self. People also need to successfully regulate their emotions during this stage in order to face social pressures, academic pressures and future uncertainty. Failure to regulate

one's emotions during this stage can be associated with stress, anxiety and reliance on other external foundations of emotion regulation. One of the external foundations of emotion regulation that social media offers is the likes, comments and shares that a user receives which are indicative of an important global measure of one's self, worth. As research has shown, emotional development is rooted in parental experiences in early adulthood. Emotional security and regulation is rooted within the degree of the parent's emotional availability which encompasses the parent's emotional responsiveness, warmth and receptivity. When the parent's warm/cruel responsiveness and receptivity are unavailable/abusive, individuals may lack the capacity to regulate emotions and may rely on social media as an emotional resource for reassurance. Therefore, I find it very relevant and pertinent to explore the link between social media validity, emotion regulation and parental emotional availability among emerging adults.

➤ *Parental Emotional Availability*

The parent's emotional availability to the child refers to how emotionally present, available and receptive the parent is with regard to their child. This concept encompasses the parent's responsiveness and sensitivity to the child's emotional communication, as well as the maintenance of a loving, emotionally available relationship with the child. The term is defined in Birnighan and Easterbrooks (2012) as how emotionally available and cohesive the parent, child relationship is, and is less about caregiving and physical nurturing. However, recent research has demonstrated that parent's emotional availability even affects emotional functioning during childhood and adolescence. Studies published after 2017 have revealed that People during adolescence and early adulthood who perceive their parents as emotionally available tend to experience fewer psychiatric symptoms, reduced affective disturbance, and more effective strategies for coping with their emotions (Simao et al., 2020). Emotionally available parents who have a willingness to respond help the development of emotional awareness and coping abilities by encouraging openness in emotional expression and by reassuring children that their feelings are valid. On the other hand, emotionally unavailable caregiving can be defined as when the parent is emotionally unresponsive, inconsistent, or emotionally neglectful. This type of caregiving can result in emotional discomfort, and an inability to understand or control one's emotions. Due to the lack of emotional responsiveness, young adults who are raised in an emotionally unavailable home are more apt to seek emotional support elsewhere such as from peers and social media sites. Further, there has been demonstrated a negative association between emotional dysregulation and both anxiety and depression and perceived parental emotional availability (Duman and Tuzgol Dost, 2024). These findings indicate that emotion regulation strategies that extend into young adulthood are heavily influenced by a parent's emotional availability.

➤ *Emotion Regulation*

Emotion regulation refers to how individuals influence which emotions they have, when they have them, and how they experience and express these emotions. It includes correction strategies to counter both positive and negative emotions. Though poor emotion regulation can cause emotional instability and dysfunctional behaviour, adaptive emotion regulation equips individuals to respond flexibly and adaptively to emotional situations. A modern model of emotion regulation defines the capacities that underpin emotion regulation as the result of a socialization process, with family as the primary teaching ground. Children observe their parents as they learn to recognize their own emotions, cope with stress, and use appropriate communication strategies. They also learn to understand and manage emotional experiences through their parents. This growing knowledge about emotion regulation (see, e.g., Gratz and Romer, 2004; for review, see Compas et al., 2017) suggests that difficulty understanding emotions and emotion regulation approaches frequently co-occur. Children who demonstrate poor emotion regulation are known to experience increased stress, anxiety, depressive symptoms, and poor coping as young adults (see, e.g., Compas et al.,

2017). As young adults carry many social responsibilities, the growing pressures which come with employment uncertainty and academic obligation can be difficult for those who lack adaptive emotion regulation strategies. Consequently, these individuals may turn to more dysfunctional emotion regulation approaches. Importantly, there are also significant links between youth emotion regulation capacities and parental emotional availability. While children of emotionally unavailable parents are most likely to adopt maladaptive coping mechanisms (such as suppression or avoidance), those of emotionally available parents often learn adaptive techniques (like reappraisal).

➤ *Social Media Validation-Seeking*

The tendency to seek validation, acceptance, and comfort through online comments, likes, and shares is known as social media validation-seeking. Social networking services, which provide opportunities for self-expression, social engagement and identity formation, have become an important element of the everyday lives of young adults. However, relying too heavily on social media comments to determine one's worth can have harmful psychological effects. According to recent studies, social media sites promote habits of constant social comparison and feedback seeking. When people place high importance on online validation their emotional well-being becomes dependent on external approval rather than internal emotional stability (Nessi and Prinstein, 2015; expanded in later studies by Nessi et al., 2018). Research conducted since 2017 has linked social media validation-seeking to increased anxiety and depression symptoms and emotional vulnerability in young adults (Sherman et al., 2018). Especially in those adolescents and young adults, research has also demonstrated that one of the consequences of receiving less, than, expected number of likes can be feelings of rejection and inferiority (Sherman et al., 2016, in line with later adolescent and young adult samples). These findings imply a tight connection between emotional responses and validating activities provided by social media sites. Consequently, using social media as an emotion regulation strategy seems to be more popular among those people who have difficulties regulating their emotions. The validation, seeking aspect of social media can be considered an external type of emotion regulation strategy by providing momentary reassurance but may eventually induce an emotional dependency, as well as a greater emotional vulnerability.

➤ *Relationship Between Parental Emotional Availability, Emotion Regulation, and Social Media Validation-Seeking*

Theories of emotional socialization will be useful in understanding the association between social media validation, seeking, emotion regulation and emotional availability from parents. The tripartite model of emotion regulation alludes to the fact that emotion regulation is an outcome of parenting style and emotional climate of the family and thus directly influences the emotional development of children (Morris et al., 2017). Early emotional experiences influence subsequent emotion regulation and social support seeking. Young adults with parental emotional availability have higher internal emotion

regulation and rely less on external validation. Conversely, people with limited emotional availability will have difficulties with emotion regulation, and will turn more to social media for support. While these variables have been studied individually, little is known about the associations between them in young people. The current digital age, where emotional needs are fulfilled online, demands that we study these variables together. This study aims to do so, by investigating the associations between the subjective feeling of parental emotional availability and young people's emotion regulation and social media validation, seeking.

II. RESEARCH METHODOLOGY

This chapter describes the methodological framework adopted for the present study. It explains the aim and objectives of the research, the hypotheses formulated, the sample characteristics, tools used for data collection, procedure followed, and the statistical techniques employed for data analysis.

➤ *Aim of the Study*

The current study aimed to investigate the emotional links between how parents and youth seek out electronic approval, how much youth used electronic media and how they regulated their emotion.

➤ *Objectives of the Study*

The objectives of this study are listed below:

- To investigate the relationship between parental emotional availability and emotion regulation in young adults.
- To explore the association between social media validation-seeking behaviour and emotion regulation in young adults.
- To assess whether social media validation-seeking mediates the relationship between parental emotional availability and emotion regulation.
- To examine whether young adults with low parental emotional availability show higher social media validation-seeking behaviour.
- To identify whether young adults with high parental emotional availability demonstrate better emotion regulation abilities.
- To understand the combined influence of parental emotional availability and social media validation-seeking on emotion regulation in young adults.

➤ *Hypotheses*

The following hypotheses were formulated for the study:

- H1: There will be significant relationship between parental emotional availability and emotion regulation in young adults.
- H2: There will be a significant relationship between parental emotional availability and social media validation-seeking behaviour in young adults.
- H3: There will be a significant relationship between

social media validation-seeking and emotion regulation in young adults.

- H4: Social media validation-seeking behaviour will significantly predict parental emotional availability among young adults.

➤ *Research Design*

The present study adopted a cross-sectional, correlational quantitative research design. This design was considered appropriate as the study aimed to examine relationships among variables without manipulating them.

➤ *Sample*

• *Participants*

The sample consisted of young adults aged 18–30 years, primarily college students.

• *Sample Size*

A sample size of approximately 141 participants was targeted to ensure adequate statistical power for correlation and regression analyses.

• *Sampling Technique*

The study used both the convenience sampling and purposive sampling. Participants were recruited from colleges, peer networks, and through online platforms.

• *Inclusion Criteria*

- ✓ Young adults aged between 18 – 30 years
- ✓ Currently enrolled in college or higher education or Working professionals.
- ✓ Active users of social media platforms
- ✓ Willing to participate voluntarily

• *Exclusion Criteria*

- ✓ Individuals outside the age range of 18– 30 years
- ✓ Participants who did not provide informed consent
- ✓ Incomplete questionnaire responses

➤ *Description of Tools*

The following standardized self-report scales were used for data collection:

• *Parental Emotional Availability Scale*

Parental emotional availability was measured using a standardized scale. The Lum Emotional Availability of Parents (LEAP). This scale assesses participants' perceptions of their parents' emotional warmth, responsiveness, support, and sensitivity during their upbringing. Higher scores indicate greater perceived parental emotional availability.

• *Social Media Validation-Seeking Scale*

Social media validation-seeking behaviour was measured using the Need for Online Social Feedback Scale (NFOSF). This scale evaluates the extent to which individuals seek likes, comments, approval, and reassurance through social media activities such as posting content, checking

reactions, and comparing online feedback. Higher scores indicate greater dependence on social media validation.

• *Emotion Regulation Scale*

The Emotion Regulation Questionnaire (ERQ), was

used to measure emotion regulation. . It’s a standardized self-report tool that is used to evaluate how people control and manage their emotions in daily life. Higher scores are indicative of improved emotion control skills and more application of useful emotion regulation techniques.

Table 1 Emotion Regulation Questionnaire (ERQ)

Scale	Reliability (Cronbach’s α)	Validity
Emotional Availability of Parents (LEAP) Scale	0.90 – 0.96	Strong construct, convergent, and discriminant validity
Emotion Regulation Questionnaire (ERQ)	0.70 – 0.79	Established construct and criterion validity
NFOSF Scale	0.80 – 0.90	Good construct validity

➤ *Procedure*

The data were collected using online self-report questionnaires administered through Google Forms.

Participants were informed about the purpose of the study and assured of confidentiality and anonymity. Informed consent was obtained before participation.

The questionnaire included demographic details followed by the three standardized scales. Participants were instructed to respond honestly and were informed that there were no right or wrong answers. The data collection process was completed within a specified time frame.

➤ *Statistical Analysis*

The collected data were coded and analyzed using statistical software such as SPSS and Jamovi. The following statistical techniques were employed:

- Descriptive statistics (mean, standard deviation, frequency, percentage)
- Pearson’s correlation to examine relationships among variables
- Regression analysis to assess predictive relationships The level of significance was set at $p < 0.05$.

III. RESULT AND ANALYSIS

Table 2 Do You Give Consent to Participate in This Research Study?

DO YOU GIVE CONSENT TO PARTICIPATE IN THIS RESEARCH STUDY ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	141	100.0	100.0	100.0

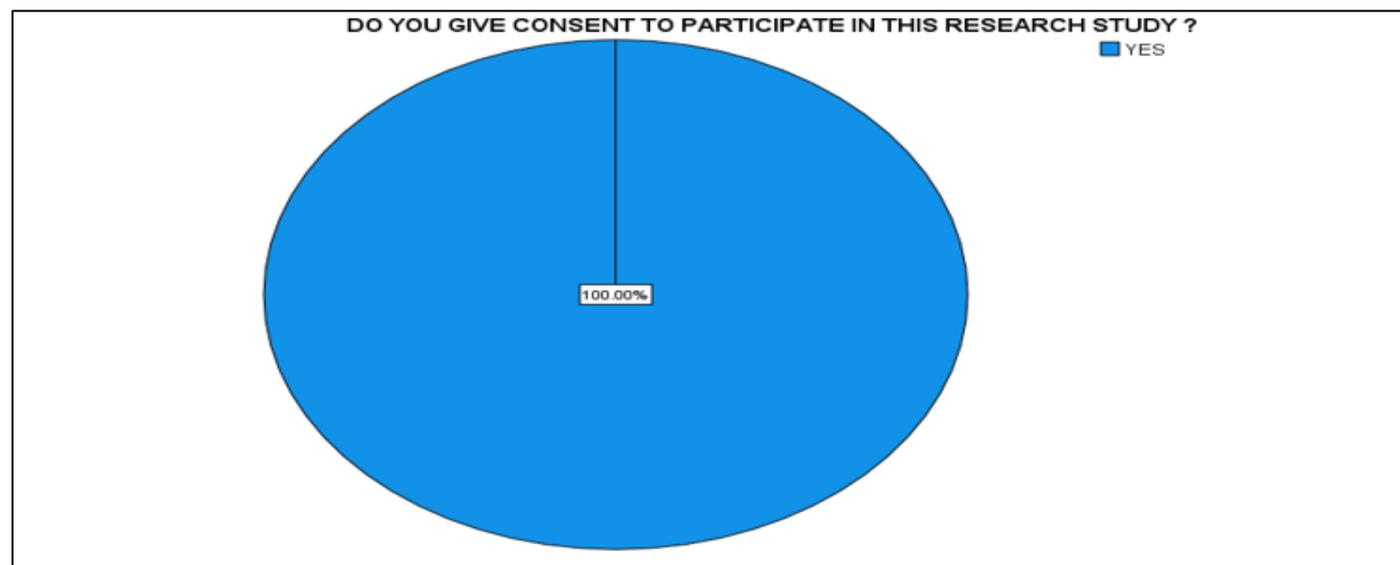


Fig 1 Do You Give Consent to Participate in This Research Study?

The dataset shows that all the participants gave consent for the study. From the dataset, we see that 100% of the participants, $N = 141$, gave consent, and we see no cases of refusal or non- response. This perfect consent rate shows that participants were given all the information necessary about the study, including the goals, procedures, and the ethics of

the study. This high consent rate shows that the participants trusted the study, especially since the study dealt with sensitive information regarding the emotional availability of parents, social media, and the control of emotions. These data show that all the participants acted in accordance with the study of ethical research and that all the participants provided

informed consent. Moreover, the dataset indicates that all the participants provided the information voluntarily. This dataset indicates that the study has 100% consent which

increases the ethical validity of the study. The consent rate has a positive impact of on the ethics, and on the validity of the responses, analyses, and interpretations of the study.

Table 3 Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	18	12.8	12.8	12.8
	19	15	10.6	10.6	23.4
	20	13	9.2	9.2	32.6
	21	13	9.2	9.2	41.8
	22	17	12.1	12.1	53.9
	23	20	14.2	14.2	68.1
	24	9	6.4	6.4	74.5
	25	8	5.7	5.7	80.1
	26	7	5.0	5.0	85.1
	27	6	4.3	4.3	89.4
	28	5	3.5	3.5	92.9
	29	5	3.5	3.5	96.5
	30	5	3.5	3.5	100.0
Total		141	100.0	100.0	

The overwhelming presence of young adults in the sample correspond with the study's target demographic, with the 18 to 25 age range composition being the most significant, including early to late young adulthood. Of the respondents, the modal age was 23 years (14.2%), followed by 18 years (12.9%) and 22 years (12.1%).

range encompasses the differences in development across young adulthood, in addition to those transitioning from late adolescence to early adulthood. Age is a relevant contextual variable in the study because the abilities of emotion regulation and the reliance on social media as a source of validation should vary by age. As such, this pattern of distribution lends itself to finding covariation among the variables.

A higher proportion of the sample was 25+ years old, with a steady decline in frequency counts until age 30. This

Table 4 Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	71	50.4	50.4	50.4
	Male	69	48.9	48.9	99.3
	other	1	.7	.7	100.0
	Total	141	100.0	100.0	

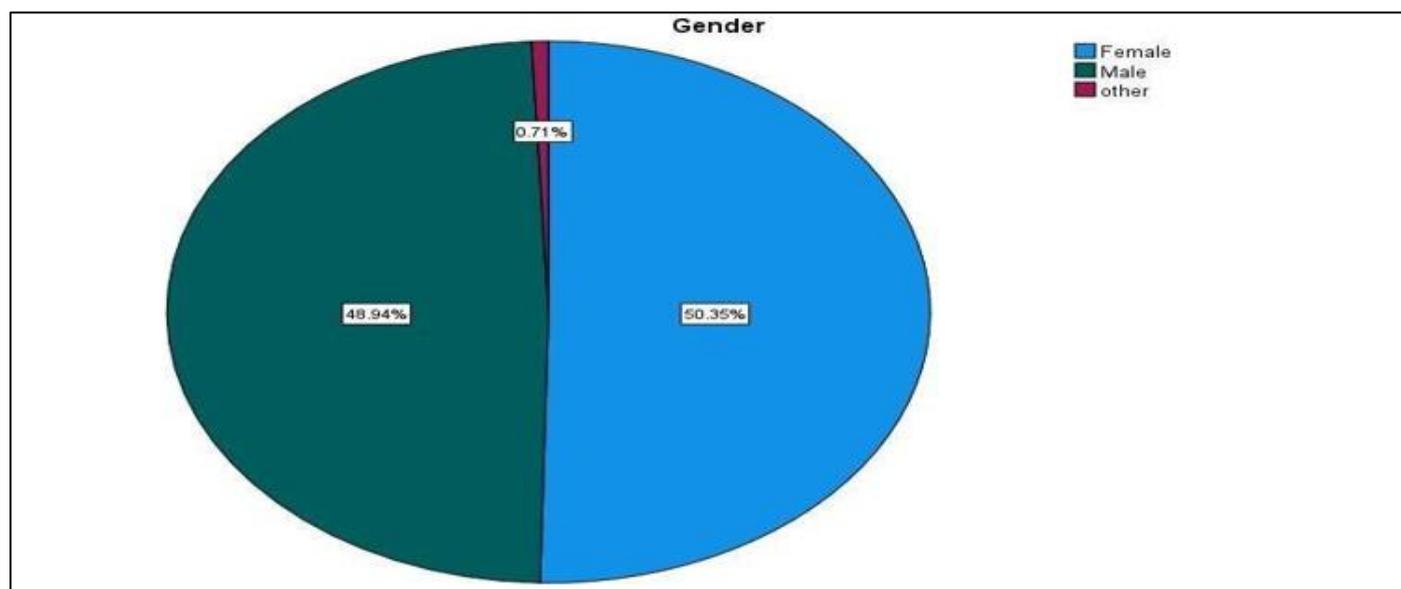


Fig 2 Gender

The sample had a fairly even distribution of female participants (50.4%) and male participants (48.9%), with 0.7% identifying as other. With such an even distribution, the majority of bias associated with a single gender sample is eliminated, allowing the results to be generalized to participants of all genders. Previous studies have demonstrated the existence of gender differences when it

comes to emotion regulation and the use of social media. Given this, an even distribution of male and female participants is important to ensure that the results of the study are not overly biased by one gender. The additional participants identifying as ‘other’ demonstrates an appreciation for gender diversity, which further increases the representativeness of the sample.

Table 5 Educational Status

Educational Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	6	4.3	4.3	4.3
	Postgraduate	45	31.9	31.9	36.2
	Undergraduate	90	63.8	63.8	100.0
	Total	141	100.0	100.0	

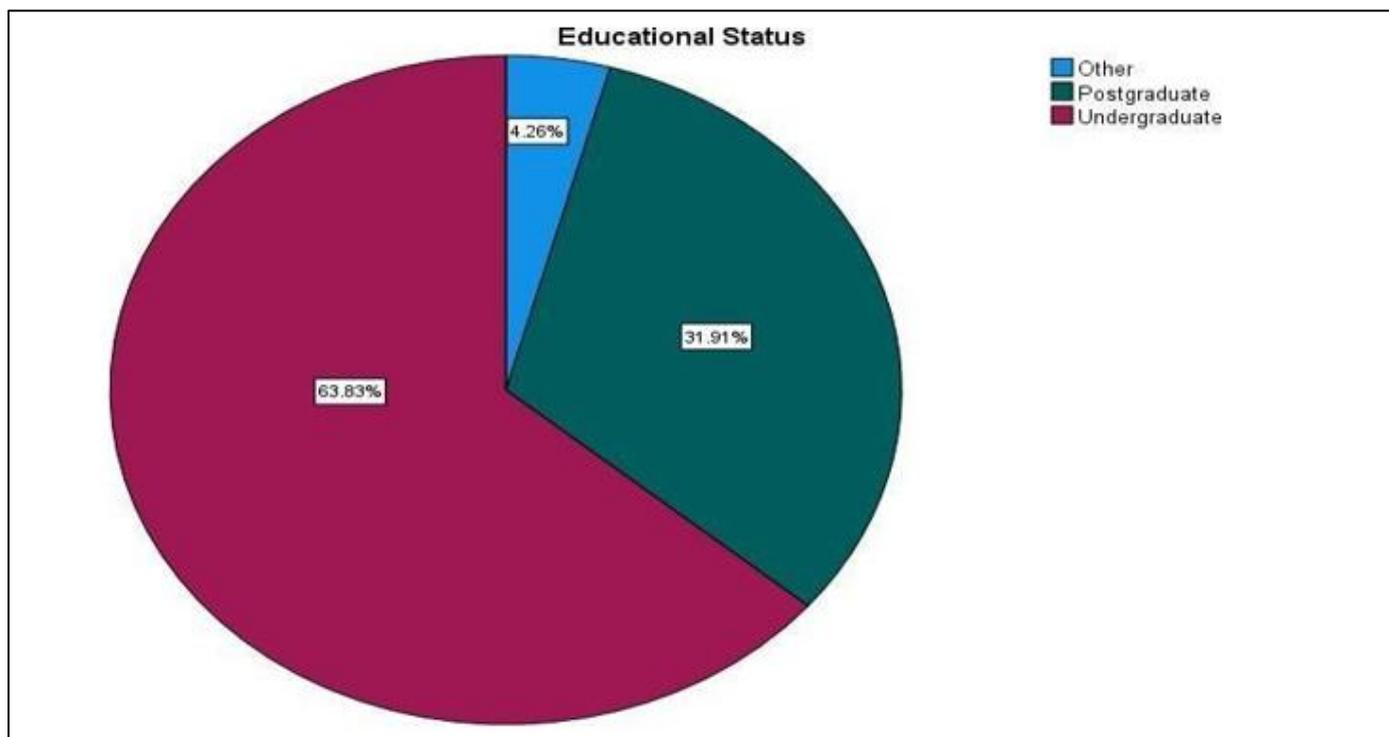


Fig 3 Educational Status

Most of the respondents were found to be undergraduate students (63.8%), postgraduate students (31.9%), and a few (4.3%) respondents were found to be from other educational categories. This indicates that the majority of respondents were participants in formal higher education. Most respondents are in higher education. An academic setting can impact one's emotional states, amount of stress, and level of

social media activity. Students are faced with a number of challenges in the academic, social, and emotional realms. Therefore, they would be a good sample to study the emotional regulation and the seeking of validation. The high number of undergraduate and graduate students increases the importance of the findings in relation to student mental health and well-being.

Table 6 Primary Living Arrangement

Primary Living Arrangement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Living away from parent(s) (hostel/PG)	34	24.1	24.1	24.1
	Living independently	29	20.6	20.6	44.7
	Living with parent(s)	78	55.3	55.3	100.0
	Total	141	100.0	100.0	

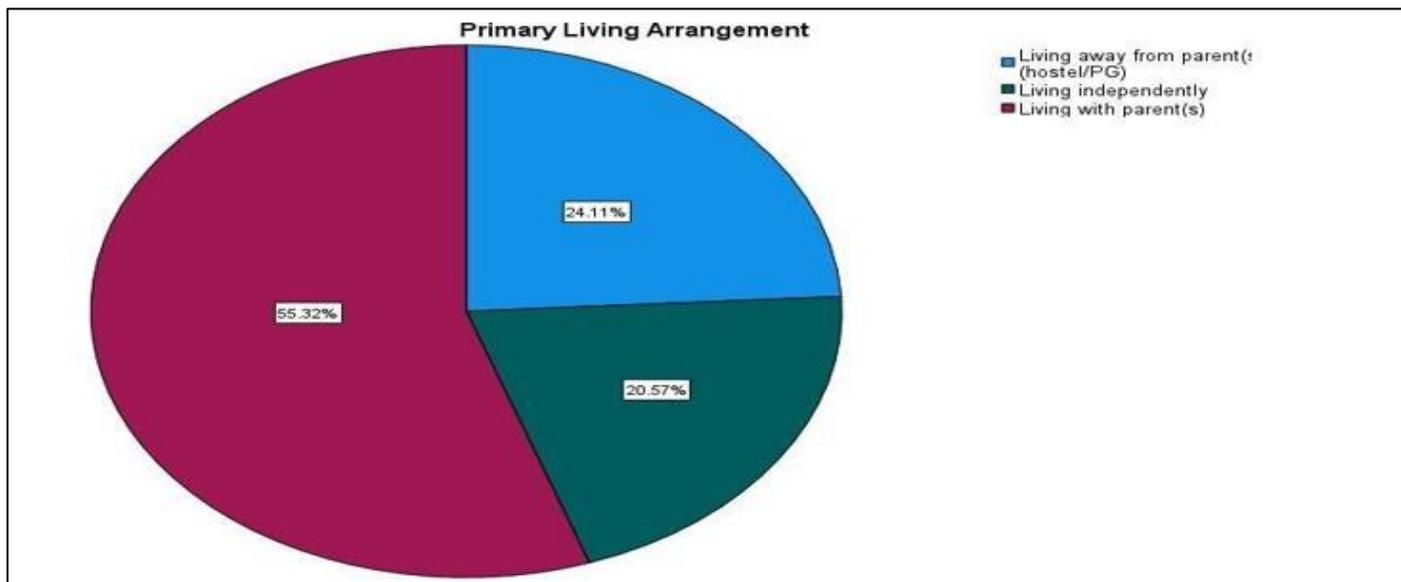


Fig 4 Primary Living Arrangement

With regards to living situations, 55.3% of participants were living with their parent(s), 24.1% were living away from parents in a hostel or PG accommodation, and 20.6% were living on their own. The variation provides contextual information on the participants' parent-child interactions. For living situations, parental emotional availability can be affected depending on which group participants are in: those

living with parents, versus those living independently. Those participants living away from parents will tend to rely on internalized feelings of parental support, while those living with parents will have more frequent emotional interactions. The variations also provide the study with the impact of parental emotional support on young adults, which can be greatly different, depending on the living situation.

Table 7 What is Your Current Occupation?

What is your current occupation ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Homemaker	1	.7	.7	.7
	self employed	9	6.4	6.4	7.1
	Student	95	67.4	67.4	74.5
	unemployed	5	3.5	3.5	78.0
	Working professional	31	22.0	22.0	100.0
	Total	141	100.0	100.0	

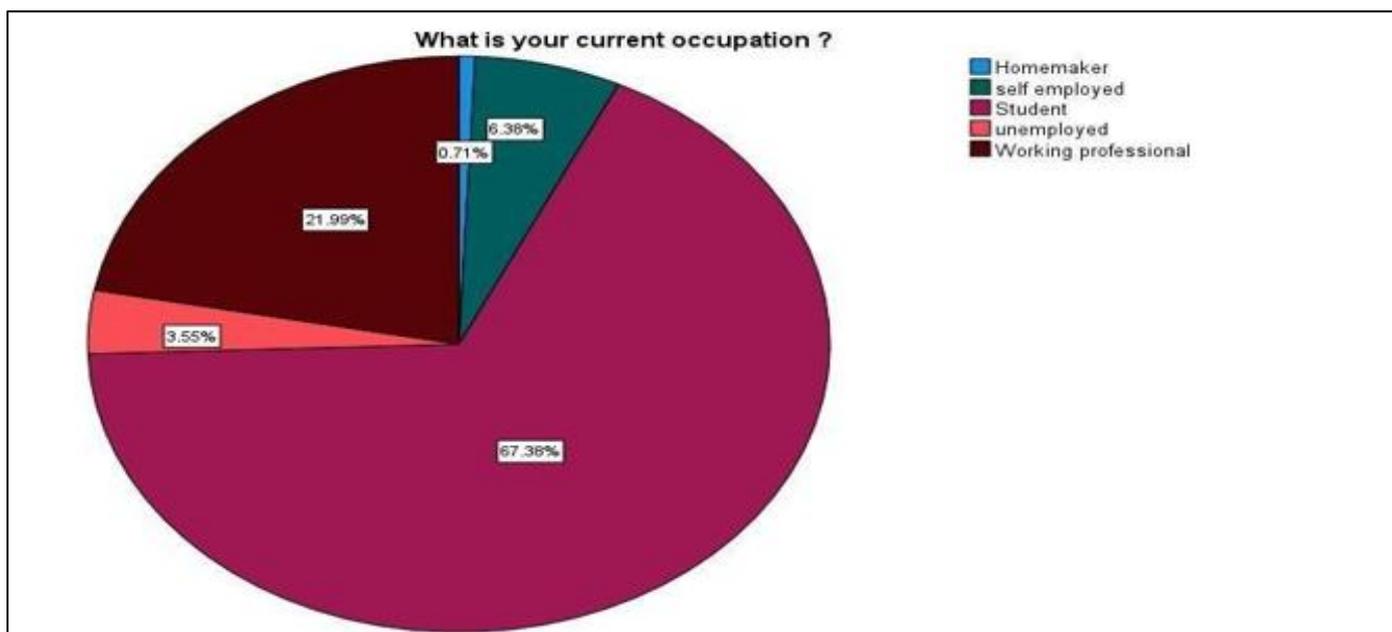


Fig 5 What is Your Current Occupation?

The respondents, 67.4 percent were students while 22.0 percent were working as professionals. 6.4% were self employed, 3.5% were unemployed, and 0.7% were homemakers. Most of the respondents are students and in the workforce in transient life phases where they are juggling school, work, and personal development. Occupational status is one of the factors that affect emotional demands, stress, and

the amount of time spent on social media. For students and professionals in the early stages of their career, there is considerable emotional uncertainty that may increase social media use as a means of seeking positive social feedback. The emotional and behavioral effects observed in this study can be magnified by the range of occupations represented.

Table 8 Relationship Status

		Relationship Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In relationship	53	37.6	37.6	37.6
	Married	10	7.1	7.1	44.7
	Prefer not to say	4	2.8	2.8	47.5
	Separated/Divorced	1	.7	.7	48.2
	Single	73	51.8	51.8	100.0
	Total	141	100.0	100.0	

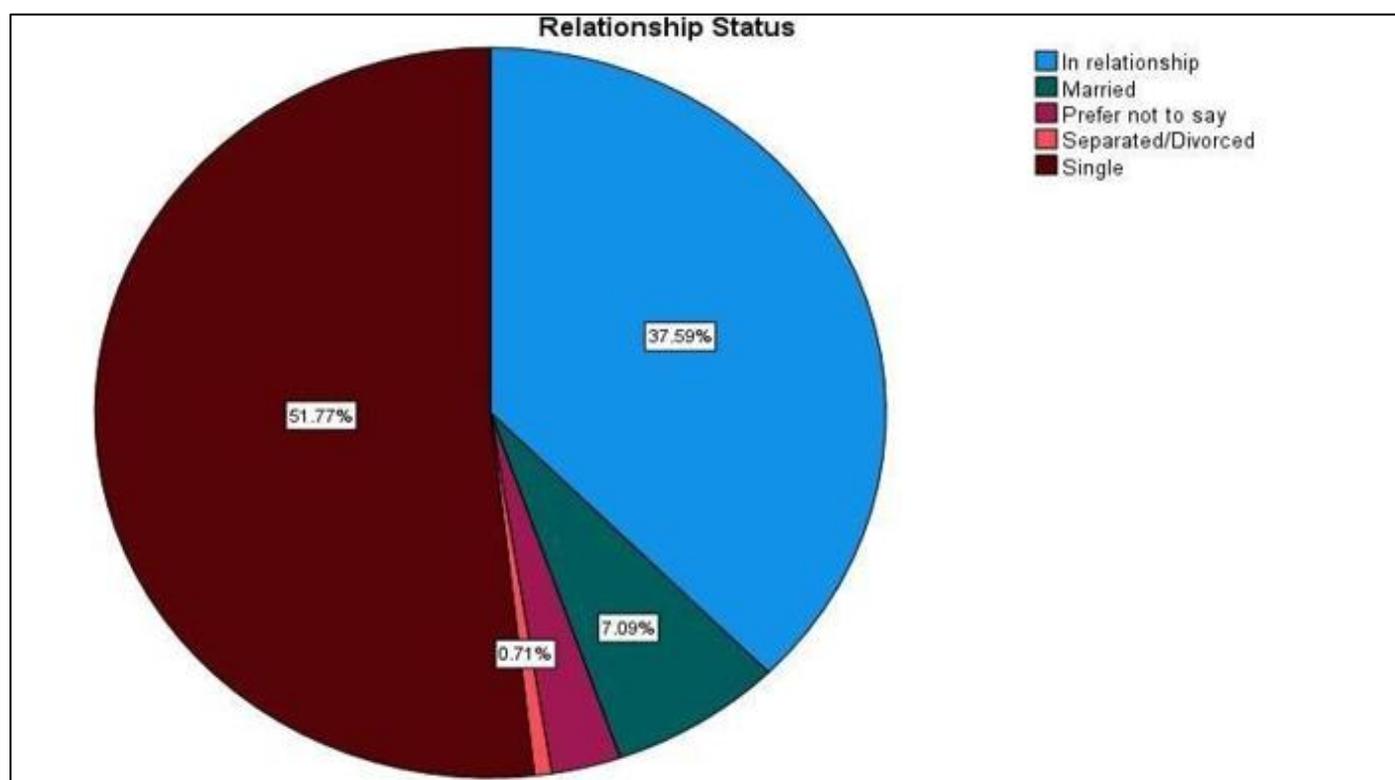


Fig 6 Relationship Status

Of the participants surveyed, 51.8% reported being single, while 37.6% stated they were in a romantic relationship. Even fewer were married (7.1%), opted not to say (2.8%), or were separated/divorced (0.7%).

example, participants in romantic relationships may receive emotional support and validation from their partners, while single participants might attain emotional support and validation from alternative channels, such social media. The range of relationship statuses supports the study of interpersonal relationships, parental emotional unavailability, and online validation seeking.

Emotional support systems and strategies for emotion regulation may be influenced by romantic relationships. For

Table 9 Average Daily Time Spent on Social Media

		Average Daily Time Spent on Social Media			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-4 hours	40	28.4	28.4	28.4
	4-6 hours	89	63.1	63.1	91.5
	More than 6 hours	12	8.5	8.5	100.0
	Total	141	100.0	100.0	

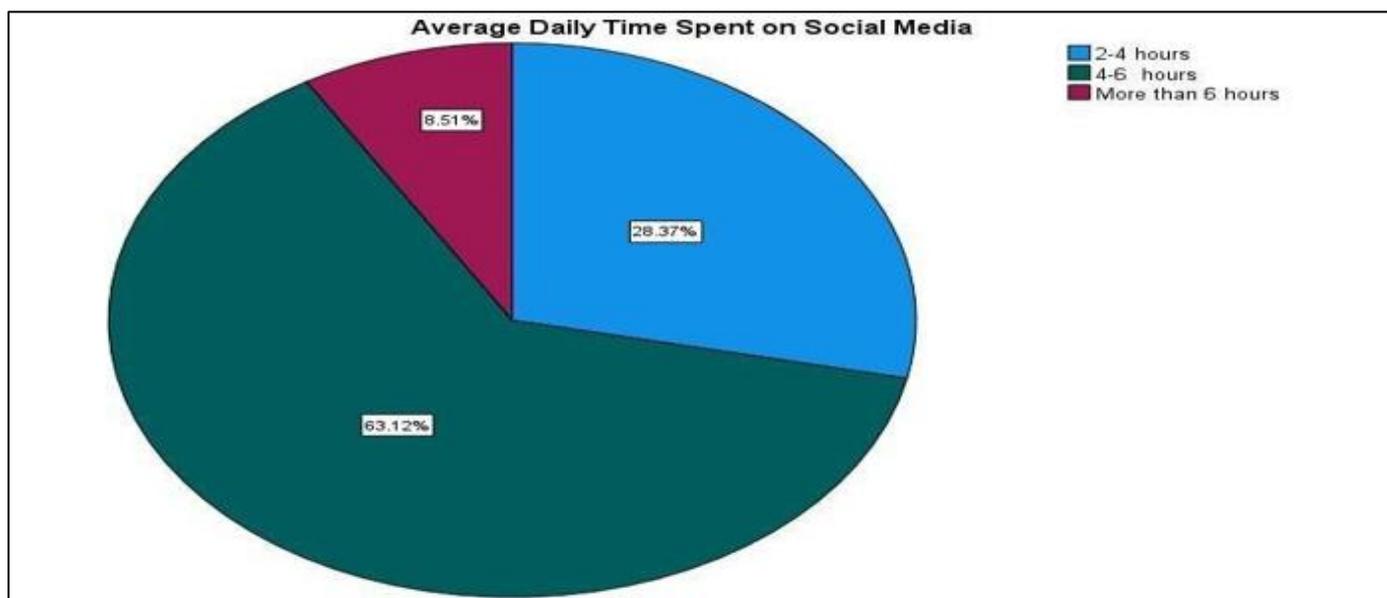


Fig 7 Average Daily Time Spent on Social Media

A large level of social media usage was noted among the participants in the study. A remarkable majority of the participants, 63.1%, noted that they spent 4 to 6 hours on social media, while 28.4% stated that their usage was 2 to 4 hours. 8.5% of the participants noted that their social media use was greater than 6 hours. Social media is a pivotal part of life for participants in the study. Engagement at such a high level is likely to create an environment of social comparison, and of reinforcement for seeking social validation. The study concentrates on social media engagement and emotional

regulation, thus the time reported in the study consistently supports the need to study of social media engagement and regulation of emotions to study of social media engagement and regulation of emotions to study of social media engagement and regulation of emotions to study of social media engagement and regulation of emotions to Early parental emotional experiences.

➤ Correlation

Table 10 Correlation between Parental Emotional Availability and Emotion Regulation

S. No	Variables	N	r	sig
1	Parental Emotional Availability	141	.502**	p < .001
2	Emotion Regulation	141	.502**	p < .001

Sig at 0.01 level (p < .01)

A statistically significant and direct correlation was observed in the analysis done by Pearson between young adults' self-regulation of emotion and parental emotional availability (r = .502 and p < .001). This finding suggests parental emotional availability perception and self-regulation of emotion overlap. This means that young adults who experience and perceive parents as emotionally warm, responsive, and supportive, report being better at regulating their emotions. It is reasonable to conclude from the correlation's strength that parental emotional availability significantly influences the young adults' understanding,

control, and regulation of their own emotions. The positive correlation is a strong indication for the theory of development of emotionally responsive parenting and the development and practice of emotionally positive coping strategies through the course of young adulthood. The correlation is statistically significant; it is safe to say it is significant and the results are not coincidental. This gives fortification to H1 and the positive correlation supporting H1 is without a doubt the correlation from parental emotional availability to the self-regulation of emotion.

Table 11 Relationship between Emotion Regulation and Social Media Validation-Seeking

S. No	Variables	N	r	sig
1	Emotion Regulation	141	-.275**	p < .001
2	Social Media Validation- Seeking	141	-.275**	p < .001

Sig at 0.01 level (p < .01)

According to Pearson's correlation analysis, there is a moderate negative correlation between emotion regulation and social media validation-seeking behaviour (r = -.275, p < .001) which means people who use better emotion

regulation techniques partake less in social media validation-seeking behaviours, such as liking, commenting, and posting for social media approval.

Conversely, people who use poorer emotion regulation strategies are more likely to use social media for validation. This negative correlation means as emotion regulation increases, validation-seeking behaviours decrease. Given that

this correlation has strong significance, it is highly unlikely it is a chance association. This means for H3 that we should expect a strong relationship between emotion regulation and social media validation-seeking behaviours, we are correct.

Table 3 Relationship between Parental Emotional Availability and Social Media Validation-Seeking

S. No	Variables	N	r	sig
1	Social Media Validation-Seeking	141	-.179*	p < .001
2	Parental Emotional Availability	141	-.179*	p < .001

Sig at 0.05 level (p < .05)

The study showed that there is a moderate negative correlation between parental emotional availability and social media validation-seeking behaviour (r = -.179, p = .033). This means that young adults with low emotional availability from their parents are likely to seek social media validation, while young adults with high parental emotional warmth and support are less likely to seek social media validation. This also means that social media may serve as a substitute for

validation when there is a lack of emotional support from the family. The negative correlation also confirms that emotional availability of parents continues to affect young adults' social and emotional behaviour, including their digital behaviour. This means that the second hypothesis (H2) which states that there is a relationship between parental emotional availability and social media validation-seeking behaviour is validated.

Table 4 Regression Analysis: Emotion Regulation Predicting Parental Emotional Availability

Variable Entered	Variable Removed	Method
Emotion regulation	None	Enter

Dependent variable: Parental Emotional Availability. All requested variables were entered.

A simple linear regression analysis was conducted to examine whether emotion regulation significantly predicts parental emotional availability among young adults. Emotion

regulation was entered as the independent variable using the enter method, while parental emotional availability was treated as the dependent variable.

Table 5 Table predicting Model Summary for Regression Analysis Predicting Parental Emotional Availability from Emotion Regulation

R	R ²	Adjusted R ²
.502	.252	.247

Predictor: Emotion Regulation.

A simple linear regression analysis was conducted to examine whether emotion regulation significantly predicts parental emotional availability among young adults. Emotion

regulation was entered as the independent variable using the enter method, while parental emotional availability was treated as the dependent variable.

Table 6 ANOVA for Regression Model Predicting Parental Emotional Availability from Emotion Regulation

Source	Sum of square	Df	Mean square	F	p
Regression	3245.72	1	3245.72	46.92	< .001
Residual	9605.75	139	69.10		
Total	12851.47	140			

Dependent variable: Parental Emotional Availability. Predictor: Emotion Regulation.

The ANOVA findings showed that the regression model was statistically significant, F(1, 139)= 46.92, p < .001, which means emotional regulation statistically significantly predicts parental emotional availability. This also means the model provides a good fit to the data and that the predictor variable explains parental emotional availability to some degree meaningfully Emotion regulation is a significant predictor of perceived parental emotional availability amongst young

adults. Young adults with better emotional regulation report higher perceived parental emotional availability. This explains the positive association of parental emotional experience and the emotional regulation developed in young adulthood. the result from the regression analysis effectively builds on the correlational findings and solidifies the relationship of the emotional regulation and parental emotional availability.

Table 7 Variables Entered/Removed for Regression Analysis Predicting Parental Emotional Availability from Social Media Validation-Seeking

Variable Entered	Variable Removed	Method
Social Media Validation	----	Enter

Dependent variable: Parental Emotional Availability. All requested variables were entered.

A simple linear regression analysis was conducted to examine whether social media validation-seeking behaviour significantly predicts parental emotional availability among young adults. Social media validation-seeking was entered as

the independent variable using the enter method, while parental emotional availability served as the dependent variable.

Table 8 Model Summary for Regression Analysis Predicting Parental Emotional Availability from Social Media Validation-Seeking

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.179	.0321	.025	---

Predictors: (Constant), Social Media Validation.

The model summary showed a moderate relationship between social media validation-seeking and parental emotional availability, with a correlation coefficient of R = .179. The R² value of .032 indicates that approximately 3.2% of the variance in parental emotional availability can be

explained by social media validation-seeking behaviour. The adjusted R² value (.025) suggests that the model remains stable after accounting for sample size. The standard error of the estimate was 2.5%, reflecting a reasonable level of prediction accuracy.

Table 9 ANOVA for Regression Analysis Predicting Parental Emotional Availability from Social Media Validation-Seeking

Model	Sum of square	df	Mean square	F	p
Regression	75.47	1	75.47	4.62	.033
Residual	2269.17	139	16.32		
Total	2344.64	140			

Dependent Variable: Parental Emotional Availability; Predictors: (Constant), Social Media Validation.

The regression model ANOVA results show that the model is significant (F (1 139) = 4.62, p < .033). Therefore, social media validation seeking is a predictor of parental emotional availability. This also shows that model fits the data, as social media validation seeking explains the parent's emotional availability, social media validation seeking, along with the parent emotional availability model captures the data social media validation seeking explains so a part of the emotional availability of parents. The data shows social media validation-seeking behavior strongly impacts the

perception of parental emotional availability in young adults; the more social media validation seeking behavior a young adult engages in, the less parental emotional availability he/she/they perceives. Therefore, these findings explain the emotional support hypothesis, and confirms the dependence of validation-seeking behavior on the social media of parents emotional availability, these also, strengthens the relationship of parental emotional availability, and social media validation-seeking behavior H4 in correlation to the data collected.

Table 10 Descriptive Statistics of Study Variables

Variable	N	Minimum	Maximum	Mean	SD
Parental Emotional Availability	141	25	90	59.6	17.8
Emotion Regulation	141	20	63	44.2	8.32
Social Media Validation	141	6	29	18.1	4.04

Valid N (listwise) = 141. SD = Standard Deviation.

The mean and standard deviation were calculated to get a first approximation of central tendencies and variable dispersion for the participating study variables of interest: parental emotional availability, emotion regulation, and social media validation-seeking behaviour. The results were based on the responses of the 141 participants, and because the valid listwise N indicated a complete absence of missing data, the research data were fully complete.

the sample respectively, demonstrates that the participants have mean emotional regulation of the sample, and since mean of ability of participants to understand and manage and also to regulate to a extreme level of diversity means that each of the young adults was expectantly faced with extreme social and emotional challenges, and also extreme challenges also personally.

A mean of 59.6 and standard deviation of 17.8 for parental emotional availability, furthermore the wide range and standard deviation suggest that many of the participants perceived emotional support of parents, but a distinct number perceived bad emotional support of parents, even on emotional abuse levels.

The mean and standard deviation for the social media validation-seeking scores show a range between 6.00 and 29.00, with the mean being 18.1 and the standard deviation being 4.04. This indicates a moderate tendency for participants to seek validation on social media. The difference in scores shows that participants have different levels of dependence on the validation, feedback, and reassurance that social media provide.

Based on the standard deviation and mean of emotion regulation being 8.32 and 44.2, this demonstrates that the participants have a moderate level of emotional regulation in

The descriptive statistics demonstrate appropriate and adequate variability for all the key variables, which gives

reason to predict and explain behavior. The variability and the absence of missing data suggests reliability and certainly in the future analyses to be done to the data.

IV. DISCUSSION

➤ *Introduction*

In this chapter, the results of the study are discussed concerning the study's objectives and hypotheses. The study aimed to analyze the connection of parental emotional availability, social media validation-seeking behavior, and emotion regulation in young adults. This discussion analyzes and interprets the results of the descriptive statistics, the correlation, and the regression analyses, as well as incorporates the results to the existing theoretical frameworks and prior empirical studies. The results are analyzed to see the impact of parental emotional availability, and the role of online behavior and emotional functioning in young adults.

➤ *Discussion of Descriptive Findings*

The analyses suggested that parental emotional availability is perceived to a moderate to a great extent. This describes the emotional warmth and parental supportive behavior. The greater the standard deviation the greater the individual differences. Meaning, not all the participants viewed their parents as emotionally available to equal extents. The emotion regulation scores demonstrated moderate emotion regulation capacity, and this is typical in a young adult population that is navigating through academic pressures, career uncertainties, inter-personal relationships, and increasing independence. Young adulthood is characterized by emotional experimentation and the strengthening of the formation of an identity. This could explain the variability in the emotion regulation capacity. Since the average daily social media usage reported by participants was above the mean value of three hours, social media validation behaviour was evaluated as moderate. Young adults use digital platforms extensively as social validation sources by providing online approval, feedback, and relays. The noted variability indicates some participants use social media validation moderately while others use social media heavily.

➤ *Emotional Availability of Parents and Regulation of Emotions*

A notable finding within the study is the almost perfect correlation between emotional availability of parents and regulation of emotions. Correlation and regression results indicate that the perception of emotional availability of parents positively correlates with the regulation of emotions of young adults.

Parents that provide their children with emotionally responsive caregiving can foster emotional competence. Emotionally responsive parents provide their children the security needed to develop appropriate emotional exploration. This includes the identification of different emotions, understanding of different emotional states, and the use of adaptive coping strategies to manage and overcome emotional challenges. These skills are carried into adulthood and affect positive outcomes around stress management,

regulation and control of unpleasant emotions, and effective response to socio-emotional challenges within interpersonal relationships. The regression analysis illustrated how close the constructs of the study were to one another and how to what extent the study variables operated in relation to one another. For instance, the closeness in relation to the degree of variance in perceived parental emotional availability in relation to the study variables of emotion regulation. This finding supports H1, indicating that there is a significant relationship between parental emotional availability, and, in this case, study participants' emotion regulation.

➤ *Emotion Regulation and Social Media Validation-Seeking*

The study found a significant negative association between emotion regulation and the social media validation-seeking behavior of participants. This study demonstrated that participants with less developed emotion regulation skills were more likely to engage in social media seeking approval behaviors, and that, in contrast, participants with more developed emotion regulation skills demonstrated a lesser degree of this behavior.

This finding supports the notion that social media constitutes a substitute for people who have difficulty controlling their emotions. Because these people have difficulty managing their emotions internally, they may also engage in the external practice of using forms of social media that provide instant gratification, such as "likes," and comments, to deal with their self-esteem. The relationship between emotional regulation and social media use indicated that the relationship was more negative for people with more emotional regulation. This finding confirms H3 and indicates emotional regulation is a significant factor in the type of social media behaviors to stimulate and reinforce validation.

➤ *Parental Emotional Availability and Social Media Validation-Seeking*

An additional key finding of this research is the observation of the moderate negative correlation of parental emotional unavailability and Social Media Validation-Seeking Behaviour. Young Adults who perceived parents to be emotionally unavailable were more likely to validate themselves via social media. What this may demonstrate is that emotionally unfulfilled needs in the family context may push individuals to look for emotional positive reinforcement in other contexts. The absence of sustained emotional support from parents may foreshadow a reliance on Social Media as a source of prompt (but not genuine) emotional support as well as a social support network. Regression analysis demonstrated a significant predictor of parental emotional availability, which illustrates that the emotional experiences of the past, help shape online behaviours of individuals in the present. The results of this analysis validate Hypothesis H2 which argues that emotionally unavailability parents will result in children demonstrating SMVVB, thereby showcasing the influence and relevance of parental emotional availability in the present, technologically advanced world.

➤ *The Aggregated Impact of Parental Emotional Availability and Social Media Validation-Seeking on the Regulation of Emotions*

As a result of the analysis, a more complicated and intricate interrelationship has been established regarding the correlation among parental emotional availability, regulation of emotions and social media validation-seeking. The emotional availability of parents can be considered as a buffering factor whereby positive regulation of emotions is achieved and negative reinforcement through social media is suppressed. Young adults whose parents were emotionally supportive are able to keep their emotions in check without needing outside emotion-regulation support online. For people who see their parents as emotionally unavailable, regulation of emotions can be very challenging. In these cases, they have to turn to online sources for supportive feedback.

The current findings align with the study framework and Hypothesis H4, and support the study's aim of investigating the combination of early emotional contexts and technology and their effect on emotional development in young adults.

➤ *Findings Implications*

The findings of the study are significant for a number of reasons. In the first place, the results substantiate existing theories of emotional development that have posited the lasting impacts of parental emotional availability on child development. Furthermore, these results illustrate how early emotional contexts relate to current behaviors, such as the increasing phenomenon of social media validation-seeking.

The findings also illustrate the need for emotionally supportive parents if their children are to learn adaptive emotion regulation. Family emotional patterns and social media use are also important variables in mental health work with young adults and should be addressed to enhance emotional well-being.

V. CONCLUSION AND SUMMARY

The findings show a robust correlation between improved emotion regulation and increased parental emotional availability, indicating that emotionally supportive parenting lays the groundwork for the development of adaptive emotional coping mechanisms that last into young adulthood. Young adults may use social media to satisfy unfulfilled emotional needs and find validation, as seen by the correlation between increasing social media validation-seeking and poorer parental emotional availability.

Furthermore, social media validation-seeking was inversely correlated with emotion regulation, showing that those who have better emotional control are less likely to seek acceptance from others online, while those who have less emotion regulation are more likely to do so. Furthermore, in showing the interconnected and dynamic nature of these constructs, a Regression analysis showed that perceived parental emotional availability was predicted by both emotion regulation and social media recognition. Collectively, these

findings confirmed every hypothesis of each study, and illustrated its long term effects, emotional family background predicted young adult emotional functioning and digital behavior.

➤ *Limitations*

• *Diversity and Sample Size:*

The study used a convenience sample of 141 people from an area of limited geography, of similar socio-economic background, also constrains the generalization of these results. They may not be applicable as representative of the experiences of young people from a broader range of socio, economic, cultural and educational backgrounds.

• *Dependency on Self-Report Measures: Self-*

Questionnaires were used to gather report data, which are susceptible to biases including subjective judgments of parental emotional availability, errors in memory recall and social desirability. However, the participants may have exaggerated or minimized their responses and thus impact on the validity of the results.

• *Unmeasured Psychological and Environmental Factors:*

Questionnaires were used to gather report data, which are susceptible to biases including subjective judgments of parental emotional availability, errors in memory recall and social desirability. However, the participants may have exaggerated or minimized their responses and thus impact on the validity of the results.

• *Measurement of Social Media Behaviour in General:*

Search was taken as a general activity, not focused on any specific platform (Instagram, Facebook, TikTok...) or specific type of interaction (posting, commenting, just scrolling). Different types of search tasks and platforms will potentially have different psychological impacts.

• *Cultural and Contextual Restrictions:*

Different cultural contexts may have different views on the emotional availability and parenting practices in the world. Results may not be generalizable, especially across cultures with diverse technology use patterns or family customs.

➤ *Recommendations*

• *For Families and Parents:*

To improve young adults' internal emotion management and to help them withdraw some of their dependence on and validation by social media, families and parents should facilitate a family environment characterized by emotional responsiveness, warmth, and continual availability.

• *For Mental Health Professionals:*

Family emotional processes should be included in interventions for young adults who struggle with emotion regulation or excessive social media use. In addition, training in the use of adaptive coping skills, including emotional self-awareness and emotion regulation strategies should be incorporated.

- *For Teachers and Counselors:*

To provide young adults the skills they need to effectively manage stress and navigate online social contexts, teachers and counselors should implement programs that promote emotional intelligence, self-regulation, and good social media habits.

- *For Policy Makers and Community Programs:*

To enhance emotional well-being among young adults, policy makers and community programs should foster awareness campaigns on the importance of emotional literacy, parental emotional support, and healthy digital participation.

In summary, the study offers strong evidence that young adults' emotions and their desire for social validation are significantly influenced by their parents' emotional availability. Social media may work as a coping method for unfulfilled emotional demands, although emotion control acts as a protective element, lowering need on online validation. These results emphasize the value of creating nurturing family contexts, improving emotional intelligence, and encouraging healthy digital habits in young adults. They also have important theoretical, practical, and therapeutic ramifications.

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