

A Review of an Empirical Study on the Effects of Social Media on Emotional Intelligence and Self-Esteem

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Abstract— the last ten years have seen a massive increase in the use of social media, and these platforms' influence has had some lasting effects on users. People's self-esteem has decreased as a result of the upward comparisons they make on social networking sites. Surveys and interviews with 150 students from the Institute of Business Management were conducted in order to test the hypothesis. This study was restricted to IoBM students, and Facebook the most widely used social networking site was used to represent social media. To examine the relationship between social media and self-esteem, SPSS statistics were used to apply a correlation and regression model to the data. The main conclusions indicate that 88% of Facebook users make social comparisons, with upward comparisons accounting for 98% of these comparisons. Additional research demonstrates that social media use and self-esteem are strongly correlated. People's self-esteem declines as their use of social media increases. A daily hour spent on Facebook causes a person's self-esteem score to drop by 5.574 points.

Keywords— *Empirical Study, Effects of Social Media, Emotional Intelligence, Self-Esteem, SPSS Statistics.*

INTRODUCTION

At the beginning of the twenty-first century, societal global social networking sites. Afterwards, these websites have developed into an essential portion of people's life, particularly those of young people. Plenty of teenagers are establishing connections and fostering relationships using social media, particularly Facebook worldwide, exchange and acquire knowledge and data, and create more robust people with stronger social lives and personalities (Boyd, 2007). Young people utilise social networking sites, according to Mitchell (2002), to engage in online connections that are casual and romantic. People's shifting behaviours have shown that social media has numerous detrimental effects on people. Social networking sites facilitate the creation of social comparisons, which worsen psychological suffering and thus reduce people's sense of total self-worth (Chen & Lee, 2013). Many scholars and observers think that people's use of social networking sites has led to a decline in their sense of self-worth and personal development. The connection between self-esteem (SE) and emotional intelligence (EI). As a result, we offer theories as well as the research that has been done on this relationship thus far. Second, we provide an overview of the research we conducted to examine this relationship. Finally, we offer a perspective on the need for training and intervention to raise EI since it affects a person's degree of SE. Self-esteem, as noted by Páez, Zubieta, Mayordomo, Jiménez, and Ruiz (2004), relates to an individual's self-perception serves as the basis for the valuation element of the self-concept, or the overall assessment that a person has of themselves. Furthermore, Self-esteem is the personal sense of worth and respect that an individual has for themselves. yourself. The term "collective self-esteem" describes a person's perspective on social groups that he or she is a member of. Research has indicated that those with strong self-esteem Higher self-esteem makes one more resilient to adversity (Ancer, Meza, Pompa, Torres & Landero, 2011; Martyn-Nemeth, Gulanick, Penckofel, Velsor-Friedrich, & Bryant, 2009), display additional adaptable behaviour (more diligence and tenacity in the workplace) and report higher mental increased life satisfaction, health, and well-being (more positive affect and less negative affect) (Aggar, 2008), less anxiety (Stinson, Logel, Zanna, Holmes, Cameron,

Wood, & Spencer, 2008), depression and shyness (Kernis, Granneman, & Mathis, 1991, Ronaldson & Cameron, 2011). Maarit (2010). High self-esteem people frequently credit internal factors for accomplishments and external factors for failures. They exhibit a range of defence mechanisms when confronted with unfavourable information about themselves, including: a) challenging the veracity and accuracy of the material; b) placing little trust in the information's source; c) paying scant attention to the matter at hand; and d) rationalising the unfavourable aspects in terms of outside factors. On the other hand, those who have poor self-esteem are more likely to take criticism or unfavourable facts about themselves (Crocker & Wolfe, 2001). Similarly, self-worth serves a purpose since it is a reliable gauge of social approval and a feeling of inclusion. Individuals with greater EI are more self-aware and socially acceptable, happier with their lives and as individuals who possess self-awareness, emotion control, and self-motivation, relationship management, and social awareness (identifying others' emotions) are more prosperous in their social and professional lives. However, EI refers to perception, and expressing feelings, incorporating feelings into awareness, comprehension, and evaluating emotion and, lastly, regulating emotion reflectively. Also, elevated EI is observed in people who are adept in stress management or impulsive control. Despite research showing a connection between social media addiction and emotional intelligence level, there aren't many studies in Turkey on this subject, and there studies for the same kind of sample group don't exist. Undergraduates studying communication are a vital sample group due to their background in media literacy and interpersonal communication as well as social media usage. According to the study's assumptions, interpersonal skills, intrapersonal skills, flexibility (adjusting to novel circumstances), impulsive control and stress tolerance overall mood (joy and optimism) at Bar-On's EI parameter are associated with SMA. This study's primary objective is to show how EI affects SMA and the predictor connections between these two variables. It was looked into how in Social media use patterns and demographic factors also have an impact on SMA in addition to EI.

LITERATURE REVIEW

In the last ten years, social networking site usage has greatly expanded worldwide. With over a billion users globally, Facebook is the most popular social networking site (Facebook, 2012). Facebook has not only provided a forum for opinion expression and a means of sharing information and experiences, but it has also shortened distances by increasing people's sense of connectedness and assisting them in establishing and preserving new relationships. Ellison and Boyd (2007). One important aspect of Facebook is that it allows friends and the general public to examine and comment on a user's personal profile, passing judgement and providing feedback so that the user is aware of what others think about his personal life (Muisse et al., 2009; Boyd & Ellison, 2007). People's self-esteem is greatly impacted by the opinions and feedback of others, whether they be friends or members of the public. According to Heatherton and Polivy (1991), the nature of self-esteem can be either stable or fluid; that is, while it may take some individuals time to develop, for others it may vary in response to everyday events and trends. Negative comments, however decreases people's self-esteem, while positive feedback raises the regard in the highest possible way (Valkenburg et al., 2006). Researchers have determined some of the primary advantages and social networking sites' benefits. For instance, Facebook provides People feel more independent and confident when they have a sense of identity and independence. persons and lifts their spirits in trying times (Nyagah, Stephen and Muema, 2015). Additionally, it supports introverted and bashful students, who struggle with to strike up a discussion, to increase social capital by lowering the amount of limitations on communication and provides a space to foster good and solid ties to others (Ellison, Steinfield, & Lampe, 2007). According to Amichai, Hamburger, and Vinitzky (2010), a lot of introverts develop social networking platforms to establish partnerships since often they find challenges in face-to-face interactions. Most people obtain affiliations in order to satisfy their demands for affiliation, driven by a basic instinct that compels individuals to interact with others self-referenced comparative analyses with others (Schachter, 1959). These Numerous social networking sites elicit affiliation requirements. Festinger stated in 1954 that a lot of people are influenced

by these social networking sites to self-evaluations and social comparisons with others based on roles in society, social classes, attractiveness, popularity, and accumulation of riches plus other social gatherings.

On social networking sites, people compare things in two ways: comparisons both upward and downward. The comparison is the earlier one. between a person and those who are better than him and have favourable characteristics, whereas the latter one indicates a comparison between a single and those who were less competent than him and had undesirable qualities (Wills, 1981; Wood (1989). According to Lockwood and Kunda (1997), upward social People can find inspiration in comparisons since they can concentrate on mimicking the comparable targets' demeanour and outlook However, it has also been shown that those who see upward comparisons experience feelings of inferiority and low self-evaluation (Morse & Gergen, 1970). Because of this, people's self-esteem is typically negatively impacted by these upward comparisons (Vogel, Rose, Roberts, and Eckles, 2014). Numerous researchers have drawn the conclusion that excessive Facebook use contributes to sadness and a decline in personal prosperity (Feinstein et al., 2013). According to Kross et al. (2013), the majority of people use Facebook to combat loneliness rather than for their emotions or moods. However, this leads to a decrease in life satisfaction.

Edge and Chou (2012) found that individuals who use Facebook often have very strong conviction that users they don't know well offline, such as other users, are living a far more prosperous, joyful, and healthy life than they did. These presumptions depression in persons who are depressed about other people's life. As stated anxiety, despair, mental illnesses, and low self-esteem to Panic (2014) are all probably outcomes of social media, particularly Facebook. According to Chen and Lee (2013), Facebook use is closely associated with psychological discomfort of people, which consequently lowers the self-regard for individuals. Additionally, Facebook has led to a rise in cyberbullying. On Facebook, rumours could circulate with ease, and offensive images of Individuals could be posted without permission. Depression, anxiety, and Cyberbullying can lead to low self-esteem, which is one of its symptoms (Moreno & Kolb (2012). Contrary to what some studies say, they often assert that it is only the internet, which impacts people's self-esteem rather than their social in particular social networking sites (Valkenburg, Peter, and Schouten, 2006). Ellison et al. (2007) discovered that children who have poor self-esteem discover Facebook is more advantageous to those who have a high sense of self-worth. Facebook use has led to persons with low self-esteem having more social capital compared to those who have a high sense of self (Tazghini & Siedlecki, 2013).

EMOTIONAL INTELLIGENCE

Since they released a paper in 1990 that featured the initial use of the term emotional intelligence (EI), Salovey and Mayer are regarded as the forerunners in the field. According to Salovey and Mayer (1990, p. 189), it was described as "the ability to monitor the feelings and emotions of himself/herself and others, to discriminate between them and use this information for the guidance of their own thinking and action." However, this concept has gained a lot of traction since Daniel Goleman's 1995 book "Emotional Intelligence." The concept sparked by this work has piqued the interest of scientists, leading to a plethora of studies and their application in several psychology domains (education, labour, health, lab settings, etc.). Two lines of definition and research in emotional intelligence have resulted from all the contributions made by researchers: a) To begin with, the ability model views emotional intelligence as a true intelligence that involves the adaptive use of emotions to enable problem-solving and effective environmental adaptation (Mayer & Salovey, 1997). Second, mixed or personality models that emphasise consistent behavioural characteristics or variables, such motivation, well-being, or interpersonal interaction skills (Bar-On, 2000; Goleman, 1995). We will be concentrating on the model proposed by Mayer and Salovey (1997) throughout this chapter. EI is conceptualised in this paradigm as a hierarchical structure made up of four fundamental skills: Emotional perception is the capacity to accurately perceive, assess, and express emotions; emotional facilitation is the capacity to access and/or generate feelings that support thought; emotional understanding is the capacity to comprehend emotions, to have emotional knowledge, and to articulate emotions; and emotional regulation is the capacity to control one's own and other people's emotions in order to foster

intellectual and emotional development. These skills range from the most fundamental psychological processes to the most sophisticated ones. These four skills are related, so having a solid emotional understanding is essential for effective emotional regulation, and having a right emotional perception is vital for a good emotional understanding. However, this isn't always the case. Some people have excellent emotional perception skills, but occasionally they struggle with comprehension and emotional control. Over the past ten years, there has been a substantial expansion in EI research. Data from samples of adults, adolescents, and children show that there are several characteristics that are related to EI scores. People's demographic characteristics or personal traits can be linked to their EI. Previous research has found that males have higher trait EI while females have weaker stress management, despite the higher adaptability. Furthermore, it was found that EI and academic and professional performance are related. Numerous research have revealed a negative correlation between emotional intelligence (EI) and depression and anxiety and a good correlation between EI and problem-solving skills, wellbeing, and life satisfaction. Stress reduction and optimism are positively correlated with an individual's emotional intelligence (EI). Self-presentation and social connection drive many social media users. In addition to lacking some emotional and social abilities, people who use smartphones frequently also have a tendency to look for social support. Self-awareness, low self-esteem, and emotional intelligence are the factors that predict social media use, and people who do not use Facebook have better interpersonal connection management than people who use Facebook and Instagram. The correlation between higher perceived stress and subsequently greater depressed symptoms and the increased usage of social media by those with lower EI as a coping mechanism for stress and real-life issues is explained. A study carried out in Turkey revealed that enhancing people's perceptions in the public eye as a means of encouraging people to use Social media and social media usage have a moderating impact on SMA and EI. Another study has demonstrated the connection between poor social media use and problematic online gaming and emotional intelligence (EI).

METHODOLOGY

(i) Data- For this study, primary data were gathered. The sample participants completed questionnaires that included some basic inquiries regarding their use of an attachment to social networking sites. The questionnaires were disseminated. Additionally, several interviews were carried out to find out how people interpret the profiles of others and whether they draw analogies. To determine the participants' degree of self-esteem in addition, the Rosenberg self-esteem measure (Rosenberg, 1965) was employed. A questionnaire can be found in Appendix 1 at the conclusion of the report. The respondents' degree of satisfaction was gauged using a likert scale with a range of 1-4.

(ii) Variables- People's use of social media is the study's independent variable. With millions of new users joining Facebook every year over the last ten years, computer-mediated communication has become "one of the most trafficked sites in the world" (Facebook, 2011a). People's self-esteem, which is impacted by social functions, is the dependent variable. According to Heatherton and Polivy (1991), self-esteem is both solid and malleable; it evolves and shifts throughout time and is influenced by everyday experiences.

(iii) Inclusion criteria- Since children utilise social networking sites more than adults do, this study will focus on children, regardless of gender, who are between the ages of 18 and 25. Finding the impact of Facebook usage on self-esteem would be the primary goal of the study, rather than confounding it with additional social networking sites.

(iv) Sampling Techniques- Convenience sampling will be used because the research is non-probabilistic and because of geographical restrictions. With a 95% confidence level and an 8-point confidence interval, 150 children between the ages of 18 and 25 were chosen as the sample. The questionnaires were handed to them to complete.

(v) Statistical Model-

- Regression study between Facebook usage and
- self-esteem; comparison of means

- correlation between Facebook usage and self-esteem

RESULTS

(i) Descriptive Analysis- Sample of 150 students from IoBM was selected based on the confidence level of 95% and confidence interval of 8. In order to test the hypothesis each respondent was given a questionnaire which tested their self-esteem and enquired the amount of time they spent on Facebook.

Time spent on facebook	Mean	N	Std. Deviation
less than half an hour	25.2500	32	2.67606
1-3 hours	16.7358	53	1.07687
3-5 hours	12.1951	41	1.32702
more than 5 hours	8.2500	24	2.11105
Total	15.9533	150	5.93967

Table 1- Self-esteem Summary Report

The summary of the data is mentioned below in table 1. According to the survey the people who spend less than half an hour daily on Facebook have a mean score of 25.25 for self-esteem; people who spend 1-3 hours daily on Facebook have a mean score of 16.7358 for self-esteem; people who spend 3-5 hours daily on Facebook have a mean score of 12.1951 for self-esteem; people who spend more than 5 hours daily on Facebook have a mean score of 8.25 for self-esteem.

(ii) Inferential Analysis- Correlation test was applied to the data mentioned in table 1 to find out whether there is any relationship between self-esteem and time spent on Facebook. The results of the correlation test are summarized in table 2.

		Time spent on facebook	Self-esteem
Time spent on facebook	Pearson Correlation	1	-.933**
	Sig. (2-tailed)		.000
	N	150	150
Self-esteem	Pearson Correlation	-.933**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2- Correlations

From the result of the correlation test it can be concluded that there is a negative relationship between the two variables. Increase in the time spent on Facebook would result in the decrease of the self-esteem of an individual. It can also be concluded that there is a statistically significant correlation between social media usage and self-esteem as the sig value shown in table 7 is less than 0.05. After applying the correlation test the next step was to apply linear regression analysis to predict the value of the dependent variable (self-esteem) with the help of the predictor variable (time spent on Facebook).

DISCUSSION

The first section of the questionnaire enquired how frequently Facebook is used by each respondent on a daily basis, the reason behind the usage and whether these respondents make comparisons with others on Facebook or not. The second section of the questionnaire measured the self-esteem of each individual. After the questionnaires were collected certain interviews were conducted and people were asked the reason for

which they use Facebook and whether they make social comparisons on Facebook or not. According to the results approximately 88% people engage in making social comparisons on Facebook and out of the 88%, 98% of the comparisons are upward social comparisons. It has been observed that upward comparisons make people feel inferior and have negative evaluations of themselves (Morse & Gergen, 1970). These upward comparisons in most of the cases have a negative effect on the self-esteem of people (Vogel, Rose, Roberts and Eckles, 2014). The answers of the respondents suggested that every individual between the age of 18 and 25 uses Facebook and most of the people use Facebook to build new relationships, remain informed regarding the major events in the world and fulfill their affiliation needs. Numerous studies have proved that social networking sites are used by teenagers to make strong and healthy relationships with their peers (Ellison, Steinfield, & Lampe, 2007). The results of the questionnaire were compiled and analyzed. The findings of this research suggest that there is a strong relationship between social media usage and self-esteem of individuals. Both of these variables are negatively associated as shown in table 2. Increase in social media usage would cause the self-esteem of people to decrease. Time spent on Facebook could be used to predict the self-esteem of individuals. One hour spent on Facebook daily results in a 5.574 decrease in the self-esteem score of an individual.

This research clearly shows the negative impact of Facebook on the self-esteem of individuals. Self-esteem is the mixture of two variables; the self-respect of individuals and their self-confidence (Branden, 1969). As people spend more time on Facebook, they visit other people's profiles and they start envying certain individuals who they think are superior or better-off than them. Walther and colleagues argue that most people use Facebook to know what is going on in other people's lives and judge others on the basis of the cues found on the profiles of these people (Walther, Van Der Heide, Kim, Westerman, & Tong, 2008). These individuals make upward comparisons with others. As a result they start feeling inferior, less privileged and ungrateful. These negative feelings have a direct impact on the self-esteem of individuals. Social comparisons made using social networking sites such as Facebook makes the people feel worse about their lives and promotes negative well-being of individuals (Steers, Wickham, & Acitelli, 2014). As a result people end up having low self-evaluations.

CONCLUSION

People's self-esteem is significantly impacted by social media. Students communicate and obtain information from these social networking sites and establishing and maintaining connections. However, most individuals ultimately comparing oneself to others, both upward and downward. The ascending People feel less confident and envious of others' lives when they compare theirs to theirs. Begrudging and resentful for their abundance. Consequently, the self-worth of such Individuals suffer detrimental effects. The use of social media is rapidly expanding in nearly all of the nations on earth. Consequently, it is hard to retain personnel. In particular, students who regularly use Facebook outside of social extended period of time in the media. Teachers and parents ought to be involved in the process. Here, by offering guidance to pupils on self-worth, self-awareness, and self-actualization and assurance in oneself. Along with restricting access, parents should supervise these websites with their kids and also help them become more conscious of Facebook's adverse consequences.

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