

**RELATIONSHIP AMONG SOCIAL MEDIA USE, EMOTIONAL
INTELLIGENCE, AND WELL-BEING IN YOUNG ADULTS**



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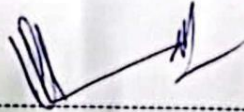
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CERTIFICATE OF APPROVAL

It is certified that by the Research "Relationship among Social media use, Emotional Intelligence and Well-being in Young adults" carried out by Amna Mehmood, Reg. No. BSP201049, under the supervision of Dr Uzma Rani, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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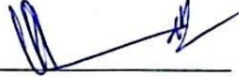
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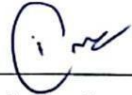
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It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

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Abstract

The usage of social media is increasing day by day and one factor that contributes toward Well-being and emotional intelligence in adults is their social media use. The current study aims to explore the relationship among social media use, emotional intelligence and well-being in young adults and also seek to provide a practical insight for individuals, educators and mental health professionals. Correlational research design was used in this study. Quantative survey Method was used and convenient sampling was used for collecting data from N= 200 male and female young adults from general population. Data was analyzed through SPSS. T-test was used to explore demographic variables, including age and gender and was used to find association among the social media use, emotional intelligence and well-being in young adults.

Keywords: Social media use, Emotional intelligence, wellbeing

Introduction

In today's digital age, social media has become a universal part of our daily lives. Social media platforms such as Facebook, Twitter, Instagram, and Snapchat have enabled us to connect with friends and family members, share our experiences, and access a wealth of information. While social media has certainly modified the way we communicate, it has also been linked to a range of negative consequences, including the impact on our socio emotional well-being and emotional intelligence. strong social connection cause serious risk to well-being (Sawyer et al., 2021).

Social media

Individuals use social media for many reasons including entertainment, communication and searching for information. Notably adolescents and young adults are spending an increasing amount of time on online sites e-games, texting and other social media (Twenge et al.,2019) on the other hand social media has altered the forms of group interaction and its users individual and collective behavior around the word (Tateno et al., 2019).

In consequence there are increased concerns regarding the possible negative impacts associated with social media usage addiction (Kircaburun et al., 2020). social media usage has been associated with anxiety, loneliness and depression (Dhir et al.,2018). On the one hand, social media can provide a sense of community and support, and can help people stay connected to friends and family and plays a key role among people of all ages as they exploit their sense of belonging in different communities (Robert et al.,2020) It can also provide a platform for people to share their experiences and perspectives, and to connect with others

who are going through similar situations. On the other hand, social media can also lead to feelings of isolation, anxiety, and depression, especially when people compare themselves to others or are exposed to negative or harmful content. Social media can also be a source of misinformation, which can lead to confusion and anxiety. It's important to use social media mindfully and to take breaks when necessary to protect your mental health (sawyer, 2021).

Social media can also provide a platform for young adults to express themselves and to connect with others who share their interest. On the other hand, social media can also lead to feelings of isolation, anxiety, and depression, especially when young adults compare themselves to others or are exposed to negative or harmful content. Social media can also be a source of misinformation, which can lead to confusion and anxiety. It's important for young adults to use social media mindfully and to take breaks when necessary to protect their mental health (Dhir, 2018).

Emotional Intelligence

Emotional intelligence, on the other hand, refers to our ability to recognize, understand, and manage our own emotions, as well as those of others. These two concepts are closely related, and both play a crucial role in our overall well-being (Patton et al., 2016). Emotional intelligence is particularly important for young adults because it can help them navigate the challenges of transitioning to adulthood, such as managing stress, building positive relationships, and making important life decisions. Young adulthood is a time of significant change and growth, and developing emotional intelligence can help young adults to stay grounded and focused during this period (Epel et al., 2018)

Emotional intelligence can also help young adults to succeed academically and professionally, as it can enhance their communication skills, leadership abilities, and teamwork skills. Additionally, emotional intelligence can help young adults to manage their mental

health and to build resilience in the face of challenges. Overall, developing emotional intelligence is an important part of personal growth and can help young adults to thrive in all areas of life. Emotional intelligence can be particularly important for young adults because it can help them to Manage stress like young adulthood can be a stressful time, with many competing demands on time and energy. Emotional intelligence can help young adults to manage their stress levels by recognizing their emotions and developing strategies to cope with them (O'Conner et al., 2017).

Individuals who have low emotional intelligence to engage in higher problematic use of social media when compared to those with higher emotional intelligence as this relationship is found to be such a young phenomenon (Tyagi,2022). Make important life decisions, young adulthood was a time of significant decision-making, such as choosing a career path or deciding where to live. Emotional intelligence can help young adults to make informed decisions by recognizing their emotions and considering the emotions of others. Succeed academically and professionally Emotional intelligence can be an asset in academic and professional settings, as it can enhance communication skills, leadership abilities, and teamwork skills. Young adults who develop emotional intelligence may be better equipped to succeed in school or in the workplace (Pong, 2019).

Emotional intelligence can help young adults to manage their mental health by recognizing their emotions and developing strategies to cope with them. Overall, developing emotional intelligence was an important part of personal growth and can help young adults to navigate the challenges of transitioning to adulthood (Forthghim, 2021). Mayer et al. posited that individuals with higher trait emotional intelligence are better regulating their emotions and thus better at managing stresses that are crucial to happiness.

There are several key components of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness involves recognizing

and understanding one's own emotions and how they impact thoughts and behaviors. Self-awareness is the ability to understand your own thoughts, feelings, and behaviors. It's important to be self-aware because it can help you make better choices and improve your relationships with others. Self-regulation involves the ability to manage one's own emotions and behaviors in a healthy way. motivation involves setting and working towards goals, even in the face of challenges. In essence, it's the capacity to regulate your feelings, ideas, and actions to suit the circumstances. It's important because it can help you manage stress, make better decisions, and build healthy relationships with others. It involves being able to accurately assess yourself, including your strengths, weaknesses, and limitations. Self-awareness can help you identify areas where you need to improve, make better decisions, and build better relationships with others. It can also help you manage your emotions and stress more effectively. Empathy involves understanding and empathizing with the emotions of others. Social skills involve the ability to communicate effectively, build positive relationships, and resolve conflicts in a healthy way (Kim et al.,2017). Overall, emotional intelligence is an important skill for young adults to develop, as it can help them navigate the ups and downs of life and build healthy relationships. There are several key components of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills. Young adults can develop emotional intelligence through self-reflection, practice, and seeking out support from others (Collado et al., 2013).

Well-being

Wellbeing is a broad concept that bound our mental, physical, and emotional health. It is the ability to understand and manage the emotions. well-being is also important to generate positive emotions. (Pollard et al., 2019). Well-being refers to the state of being comfortable, healthy, and happy. It can encompass physical, mental, and emotional health. It can also refer

to a sense of purpose and fulfillment in life. Wellbeing is important for overall health and quality of life, and can be supported through a variety of activities, such as exercise, healthy eating, social connection, and self-care (Ruggeri, 2017).

Well-being is a broad concept that includes many different aspects of life. It can refer to physical health, such as being free from disease and injury, and having the energy and strength to perform daily activities. It can also refer to mental health, such as feeling happy, content, and fulfilled, and being able to cope with stress and challenges. Emotional health is also a part of well-being, which includes the ability to recognize and express emotions, and to manage them in a healthy way.

Subjective well-being is a term used to describe how people feel about their lives. It includes both emotional and cognitive evaluations of one's life, and is typically measured by assessing people's levels of happiness, life satisfaction, and positive or negative affect. Research has shown that subjective well-being is associated with a range of positive outcomes, including better physical health, greater resilience in the face of adversity, and more fulfilling relationships. Additionally, well-being can refer to a sense of purpose and meaning in life, and a feeling of connection to others and to the world around us. There are many ways to support wellbeing, such as exercise, healthy eating, social connection, and self-care (Saldanah ,2020).

Spiritual well-being is a term that refers to the sense of peace, purpose, and connection to something larger than oneself. It is often associated with religious or philosophical beliefs, but it can also be experienced in a secular context. People who experience spiritual well-being may feel a sense of inner peace, meaning, and purpose in their lives. This can help them cope with stress and adversity, and may contribute to better physical and emotional health.

The interesting thing about well-being is that it can have an upward spiral effect. If you do something that increases your wellbeing, it's likely to make you feel good, which in turn

will help give you the motivation to do something else that to improve your wellbeing and make you feel good (Jarden, 2019). well-being among young adults is the overall state of their physical, emotional, and mental health. It can be influenced by various factors, such as lifestyle choices, social support, genetics, and environment. Young adults may experience significant changes in their lives, which can affect their wellbeing, such as transitioning to college, forming new relationships, and developing a sense of identity. It's important for young adults to prioritize their wellbeing by developing healthy habits (Davis, 2019).

Well-being among young adults can be thought of as a holistic concept that encompasses a range of factors, including physical, emotional, and mental health. This includes things like getting enough sleep, eating a balanced diet staying physically active, managing stress, and seeking support when needed. Young adulthood is a time of significant change and transition, which can impact a person's well-being. (Saraiva, 2022). well-being refers to a person's overall state of health and happiness. It encompasses physical, emotional, and social health and can be influenced by a variety of factors, including relationships, lifestyle, and environment. For young adults, well-being is especially important as they navigate the challenges and transitions of early adulthood. A strong sense of wellbeing can help young adults build resilience, manage stress, and maintain positive relationships (Mansfield, 2020).

There are several key components of well-being, including physical health, emotional health, social health, and purpose. Physical health involves taking care of one's body through healthy habits such as exercise, nutrition, and sleep. Emotional health involves managing one's emotions in a healthy way and seeking support when needed. Social health involves building positive relationships and connecting with others. Another study by Wen et al., 2022 on the different motivations of social media usage and user well-being, found that the intensity of social media motivations is positively associated with user well-being. studies have proven that although social media addiction it is first and foremost a behavioral addiction it is yet bio-

psychologically stimulated like any other form of addiction and that is through activating the brains feel good chemicals where neurochemical agents like dopamine can become critically addictive especially for its role in achieving a state of trance and a complete and fulfilling euphoric momentum of pleasure and well-being (Watson, 2021)

Literature review

Impact of social media

The impact of social media on emotional well-being and emotional intelligence has been a topic of increasing interest among researchers in recent years (Ostic, 2017). One of the most factual negative consequences of social media use is its impact on emotional well-being. Studies have consistently found that social media use is associated with increased feelings of loneliness, anxiety, and depression (E Kross, 2021). However, some studies have also been found that social media use can have positive effects on emotional well-being, particularly when it is used in a supportive and positive manner. For example, a study by (Burke et al., 2016) found that social media use was associated with increased emotional support from friends and family members, which in turn was linked to decreased symptoms of depression. While social media platforms offer opportunities for social connection and self-expression, they also present challenges that may influence emotional intelligence development. Research suggests that excessive social media use may interfere with the development of emotional skills by promoting superficial interactions and reducing face-to-face communication (Valkenburg & Peter, 2007).

One study found that social media use is associated with decreased emotional intelligence, particularly in the areas of emotional regulation and empathy (Gross et al., ,2017).

However, other studies have been found that social media use can actually improve emotional intelligence in certain contexts. For example, a study by (Kim et al., 2014) found that social media use was associated with increased emotional intelligence among adults.

Furthermore, the curated nature of online self-presentation may distort perceptions of reality and hinder authentic emotional expression (Vogel et al., 2014).

Social media and Emotional intelligence

Emotional intelligence is a factor that allows people to take control of when and how they use social media by not effecting their Mental wellbeing (Kahwagi, 2022). Research suggests that social media use can have both positive and negative effects on the well-being and emotional intelligence of young adults. On the one hand, social media can provide opportunities for social connection, self-expression, and emotional support, which can enhance well-being and emotional intelligence. On the other hand, social media can also be a source of stress and increase social comparison that effect emotional intelligence and wellbeing (Sundvik et al., 2020).

Social media use can impact emotional intelligence by influencing how individuals perceive and manage emotions constant exposure to curated content may affect one's ability to empathize with diverse perspective potentially reducing emotional intelligence (E scarpulla, 2023). these mixed findings suggest that the relationship between social media use, wellbeing, and emotional intelligence was complex and may depend on a variety of factors, however social media use has been linked to decreased emotional intelligence (R Kahlil, 2022). A study found that social media use is negatively correlated with emotional intelligence among young adults (sing et al., 2010). On the other side some studies found that using emotional intelligence on social media can help us build stronger relationships (Jarrar,2022).

Furthermore, the content and context of social media interactions play crucial roles in shaping emotional experiences and emotional intelligence. For instance, exposure to negative or inflammatory content on social media can elicit strong emotional reactions and impact individuals' emotional well-being (Verduyn et al., 2015).

Additionally, the comparison and self-presentation processes inherent in social media usage can influence individuals' self-perceptions and emotional responses, potentially shaping their emotional intelligence (Valkenburg et al., 2013.)

Moreover, the relationship between social media use and emotional intelligence may vary across different demographic groups and cultural contexts. For example, research suggests that adolescents and young adults, who are prolific users of social media, may be particularly susceptible to the influence of social media on emotional intelligence development (Leung, 2018).

Similarly, cultural norms and values regarding emotional expression and interpersonal communication may influence how individuals engage with social media and develop emotional intelligence skills (Cheung et al., 2013).

Social media and well-being

The link between increased social media use in young adults and potential negative impacts on mental well-being including higher rates of anxiety and depression (Twenge et al., 2018). Additionally, Primack et al., 2017 found the association between heavy social media use and feelings of social isolation. However it's essential to consider conflicting findings and ongoing debates in the literature like Orben & Przybylski (2019) argue that the relationship between social media use and well-being is complex and context dependent.

Social media has become an integral part of the lives of young adults and it has benefits such as increase social support and self esteem but it can also have negative effects on wellbeing

(verduyn et al., 2007). According to Muslim researchers in the era of modern science when people are addicted to material goods services and consumption it is not so easy to make them return to an invisible world that is why social media can be a more effective tool for Islamic dawah. (Habib,2018).

While some studies have found positive associations between social media engagement and well-being indicators such as perceived social support and self-esteem (Frison & Eggermont., 2016) others have highlighted negative outcomes such as increased feelings of loneliness and depression (Primack et al., 2017). The discrepancy in findings underscores the complexity of the relationship between social media usage and well-being, which may vary depending on individual characteristics and usage patterns.

Several factors may influence the impact of social media on emotional intelligence and well-being in young adults. For example, the quality of online interactions, such as the presence of supportive relationships and meaningful engagement, may mitigate the negative effects of social media use (Oh et al., 2014). Additionally, individual differences in coping strategies and emotional regulation skills may moderate the relationship between social media exposure and psychological outcomes (Verduyn et al., 2017).

On the positive side, social media platforms offer opportunities for social connection, communication, and social support, which can enhance individuals' subjective well-being. Research by Verduyn et al., 2015 suggests that passive social media use, such as scrolling through news feeds or browsing others' profiles, can facilitate feelings of social connectedness and belonging, contributing to higher levels of well-being.

Similarly, studies have found that active engagement with social media, such as sharing personal experiences, expressing emotions, and receiving feedback from peers, can bolster individuals' sense of self-esteem and life satisfaction (Nabi et al., 2013). Moreover, social

media enables individuals to maintain and strengthen their social networks, fostering social capital and social support, which are key determinants of well-being (Ellison et al., 2007).

However, the relationship between social media use and well-being is not without its challenges. Excessive or problematic social media use has been linked to various negative outcomes, including increased feelings of loneliness, depression, and anxiety (Primack et al., 2017). Research by Kross et al. (2013) found that passive consumption of social media content, particularly that which involves upward social comparison or exposure to idealized representations of others' lives, can lead to declines in subjective well-being over time. Moreover, the addictive nature of social media platforms, characterized by constant notifications, likes, and comments, can contribute to compulsive behaviors and negative psychological consequences (Andreassen et al., 2016).

Additionally, individuals with pre-existing mental health issues or low self-esteem may be more susceptible to the detrimental effects of social media use on well-being (Huang, 2017). Cultural norms and values regarding social comparison, self-presentation, and online communication may also shape individuals' experiences of social media and its impact on well-being (Mesch, 2018).

Implications for Intervention

Given the significant role of social media in the lives of young adults, interventions aimed at promoting emotional intelligence and well-being must consider the digital context. Strategies such as digital literacy education, mindfulness training, and social skills development may help young adults navigate the complexities of online interaction while fostering emotional resilience (Lubans et al., 2016). Moreover, promoting healthy digital habits and encouraging offline activities may mitigate the negative effects of excessive social media use on emotional well-being (Twenge & Campbell, 2018).

Conclusion

In conclusion, social media usage has both positive and negative implications for the emotional intelligence and well-being of young adults. While it offers opportunities for social connection and self-expression, it also presents challenges that may impact emotional development and psychological health. Understanding the complex interplay between social media usage, emotional intelligence, and well-being is essential for designing effective interventions and promoting healthy digital behaviors among young adults.

Theoretical framework

Social Media Engagement Theory

The social media engagement theory was developed by Di Gangi, 2016. This theory provide in-depth insight into users' interaction, participation and emotional engagement towards social media and suggests that social media can impact a person's well-being in both positive and negative ways. By delving into how individuals interact and connect on social media platforms this study aims to unravel the potential impacts on emotional intelligence and subsequently the well-being of this demographic.

As young adults navigate the virtual social landscape the ways the engage with online content, build relationships and express emotions may play a pivotal role in shaping their emotional intelligence. Understanding how these digital interactions influence emotional awarness, regulation and interpersonal skills can offer valuable insight in to the broder picture of well-being.

Through empirical research and analysis this study intend to shed light on the intricate dynamics among social media use, emotional intelligence and well-being in young adults.

Research has shown that high levels of social media use can negatively impact emotional intelligence and wellbeing among young adults. For example, studies have found that

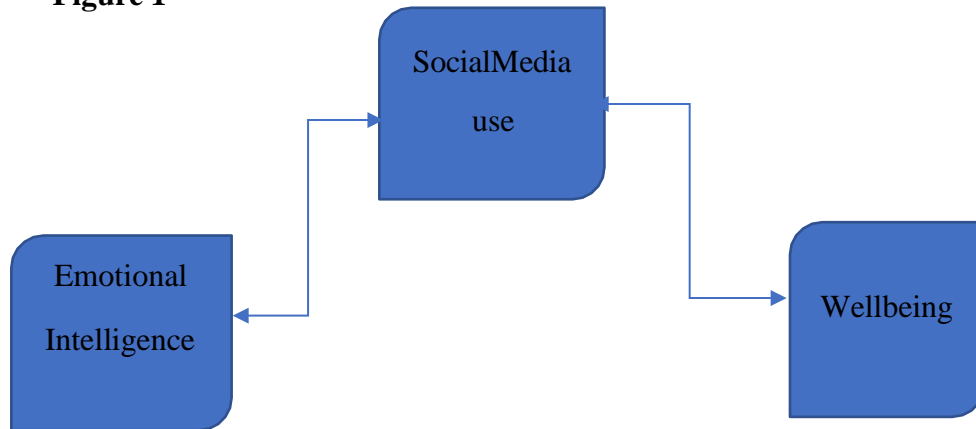
excessive use of social media can lead to increased feelings of social comparison, which can negatively impact self-esteem and emotional well-being. Additionally, social media use has been linked to increased feelings of loneliness and social isolation, which can negatively impact emotional health(Orbin et al., 2020).

Emotional intelligence rooted in the seminal work of Salovey and Mayer, provides a lense to understand individuals ability to perceive, understand, manage and utilize emotions effectively. By interacting emotional intelligence this sudy aim to discern the impact of social media engagment on emotional competencies.

Furthermore the well-being aspect considers psychological, social and emotional dimenshions utilizing established well-being models such as Diener's subjective well-being. This study seek to discern the broader implications of social media engagement and emotional intelligence on the holistic wellness of young adults.

Overall, social media engagement theory suggests that the nature of engagement on platforms can influence emotional intelligence and well-being in young adults. Increased social media use may expose individuals to diverse emotional expressions impacting their emotional intelligence by enhancing empathy or conversely contributing to desensitization. Well-being may be influenced by the quality of social interactions online with positive connections contributing positively and negative interactions potentially affecting mental health. Monitoring and regulating social media use can play a role in fostering emotional intelligence and overall well-being among young adults which is also the aim of this reserach study.

Figure 1



Rationale

Literature Gap

The exploration of relationships among social media use, emotional intelligence and well-being in young adults is motivated by discernible gap in the existing literature. While there is a plethora of studies examining the impact of social media on mental health, the nuanced interplay between social media use, emotional intelligence and overall well-being remains relatively unexplored. This research aims to bridge this gap by delving into the intricate dynamics that connect these three crucial aspects of young adult's lives.

Importance of the study

The importance of this research lies in the acknowledgment that the digital landscape particularly social media platforms has become an integral part of young adult's daily experiences. Despite the ubiquitous nature of these platforms, the specific mechanisms through which social media influences emotional intelligence and subsequently affects overall well-

being are not well understood. Recognizing and addressing this gap is essential for developing a comprehensive understanding of the complex interactions shaping the emotional and psychological landscape of young adults.

Significance of the study

The significance of this study extends beyond academic curiosity resonating with broader societal concerns with mental health issues on the rise among young adults, understanding the role of social media in shaping emotional intelligence and well-being become crucial for informed interventions and support systems. By investigating the relationship between social media use, emotional intelligence and well-being the research seeks to contribute practical insights that can inform educators, parents and mental health professionals in fostering a healthier digital environment for young adults.

Benefit of the study

The anticipated benefits of this research are multifaceted. First and foremost, it aims to provide empirical evidence to inform public discourse on the impact of social media on the well-being of young adults. Additionally, by identifying potential positive and negative influences on emotional intelligence. Ultimately the goal is to empower young adults with the knowledge and tools to navigate the digital landscape in a way that enhances their emotional intelligence and well-being.

Objectives

1. To explore the relationship among social media use, emotional intelligence and well-being
2. To explore the role of demographic variables

Hypothesis

H1. There will be a relationship between social media use and emotional intelligence.

H2. There will be a relationship between social media and well-being.

H3. There will be a relationship between well-being and emotional intelligence.

H4. There will be a gender difference on social media use, emotional intelligence and well-being.

Chapter 2

Methodology

Research design

It was a cross-sectional study which researchers collected from Rawalpindi\Islamabad, Pakistan. Data was collected in a period of one month from 9th September ,2023 to 8th October ,2023. Data was collected by questionnaire. Questionnaires were distributed in some universities. Before distribution permission was taken by the head of the institutes and consent form was also given to the participants to fulfill the ethical demands of the study. This study used a quantitative research design to identify, analyze and describe the relationship between social media use, emotional intelligence and well-being among young adults.

Research setting

The research setting refers the places where the data is collected. In this study data were collected from 3 different universities of Rawalpindi\Islamabad, Pakistan.

Research population

The research population refers to that group of individuals from which you will draw your sample for the research study. In this research population consists of young adults who are using social media from Rawalpindi\Islamabad, Pakistan. Both genders were included.

Research sample

The research sample is the subset of the reference population that is actually studied. In this research study the sample included 200 participants who were young adults from Rawalpindi\Islamabad, Pakistan. Both male and female who meet the inclusion and do not meet the exclusion criteria. This was the group of population from which data was collected and analyze.

Reference population

The reference population refers to the group of individuals from which data is drawn to make generalization or draw conclusions. This research study includes young adults from 3 different universities of Rawalpindi\Islamabad, Pakistan regardless of their gender and other characteristics. The reference population provides a broader context and makes generalizations beyond a specific sample.

Sampling Frame

The research has selected the convenience sampling technique by setting specific criteria.

Sampling Technique

In this research method, a convenient sampling technique was used to select the universities from Rawalpindi/Islamabad. The sample consists of those individuals who voluntarily participated in the research with the aim of social media use emotional intelligence

and well-being among young adults. The choice of convenient sampling was used for participants to willingly engage in the study, ensuring a practical approach to data collection.

The inclusion criteria and exclusion criteria outlined below guide the selection of participants.

Inclusion criteria

1. For the purpose of this study the sample selected was between the age of (18-25) young adults that must use social media.
2. Those participants was selected who were able to understand English.

Exclusion Criteria

1. Old Age
2. Individuals with any physical and psychological illness were not part of this study.

Instruments

The following instruments and socio- demographics sheet was used

Bergen social media Addiction scale (BSMDS)

The Bergen social media addiction scale was developed by Andreassen et al., 2016. scale has 6 items used to measure the intensity of one's use by determining the strength of emotional attachment to social media and well-being. The scoring range of the social media intensity scale is from 1 to 5 with higher scores indicating greater social media use and impact.

The Brief emotional intelligence scale (BEIS)

The Brief Emotional Intelligence Scale is a tool developed by Davies and colleagues used to measure emotional intelligence. The Brief Emotional Intelligence Scale consists of 16 items that are designed to measure emotional intelligence. This scale use Likert-type response format

where participants rate items on numerical scale (1 to 5) with higher score indicating greater emotional intelligence and the test-retest reliability have ranged from 0.70 to 0.90

The BBC subjective Well Being scale

This scale is developed by Priesack et al., 2015. the scale has 24 items used to measure the Mental wellbeing among young adults. The scoring range of BBC wellbeing scale is from 0 to 40 with higher scoring indicating greater well-being. The test-retest reliability is ranged from 0.72 to 0.83.

Procedure

For the purpose of data collection Data was collected from N=200 males and female young adults from Rawalpindi/ Islamabad, Pakistan. Permission from the participants was taken for the purpose of data collection. the objective of the study was explained. Before distributing the Questionnaire to the participants Informed consent was given to them and assured them that it takes 10-15 minutes to fill the questionnaire.

Ethical consideration

Before starting the questionnaires, participants were first informed about the aim and goals of this study. They signed the informed consent form. Participants also can withdraw if they don't want to continue the questionnaire. Ensuring confidentiality and privacy of participant data, and minimizing any potential harm or discomfort to participants during the study. Finally, to ensure the potential implications of the research findings, and ensure that the results are presented in a way that is accurate and respectful to all participants involved. Their identities were kept confidential and data was collected from the young adults in Rawalpindi and Islamabad.

Results

Data Analysis

The data analysis was carried out using the latest version of **IBM SPSS 21** version. Descriptive analysis was done for demographics variables. Frequencies and percentages were calculated for categorical variables and mean, median, mode, standard deviation, skewness, kurtosis was used for continuous variables. Histograms are presented for pictorial representation of distribution of data. Spearman correlation analysis was conducted to measure the relationship between the variables: social media use, emotional intelligence and well-being in young adults.

This chapter presents the results of the study along with descriptive and inferential statistics.

Table-1

Demographic characteristics of the participants

| Variables | Categories | <i>f</i> | % |
|------------------|-------------------|----------|----------|
| Gender | Male | 99 | 50.5 |
| | Female | 101 | 49.5 |
| Age | 1 | 95 | 47.5 |
| | 2 | 105 | 52.5 |

Note: N=200, f=frequency and % = Percentage

Table 1 show the demographic details of the participants in this study highlighting key variables such as gender and age. The total number of participants N=200. This table indicates

a balanced gender distribution, with 99 participants identified as male and 101 participants identified as female. This equal representation ensures a diverse and representative sample for this research.

The age distribution is categorized in to two groups: Group 1 and Group 2. In group 1 comprising 95 participants fall within a certain age range. On the other hand, in group 2 consist of 105 participants representing another age rang

Table- 2

Descriptive, Reliability analysis and Cronbach's Alpha Relationship with Mean and Standard Deviation of the scale, (N=200)

| Variables | N | Mean | Mode | Median | SD | α | Range | Skewness | Kurtosis | |
|-------------------------|----------|-------------|-------------|---------------|-----------|----------|--------------|-----------------|-----------------|-------|
| Actual Potential | | | | | | | | | | |
| S | 200 | 29 | 29 | 68 | 5 | 0.74 | 15-90 | 15-29 | -1.17 | -.389 |
| E | 200 | 29 | 27 | 26 | 4 | 0.79 | 5-35 | 22-45 | 1.28 | 2.83 |
| W | 200 | 32 | 42 | 87 | 5 | 0.79 | 21-12 | 26-42 | .784 | -.69 |

Note: SD = standard deviation, α = alpha reliability, BSMDS= Bergen social media addiction scale, BEIS = Brief emotional intelligence scale, SWBS= The BBC Subjective well-being scale.

Table 2 showed the descriptive statistics of scale (BSMDS, BEIS, SWBS)

The BSMDS respondents shown in table have an average score (Mean) of 29 with the more frequent score (Mode) also being 29, the median score is 68 and the standard deviation is 5, indicating a relatively tight distribution. Cronbach's Alpha reliability coefficient is 0.74, suggesting a good level of internal consistency. The range of scores spans from 15 to 90 with actual addiction scores ranging from 15 to 29. With actual addiction scores ranging from 15 to

29. The skewness is -1.17 indicating a slight leftward skew and the kurtosis is -.389 suggesting a relatively flat distribution.

For the BEIS, participants have an average score of 29 with a mode of 27. The median score is 26 and the standard deviation is 4. The Cronbach’s reliability coefficient is 0.79 indicating a good reliability. The range of score spans from 5 to 35 with potential emotional intelligence score falling between 22 and 45. The skewness is 1.28 suggesting a rightward skew and the kurtosis is 2.83 indicating a more peaked distribution.

For the SWBS, the average score is 32, with a mode of 42. The median score is 87, and the SD is 5. The reliability coefficient (a) is 0.79. The range of scores spans from 21 to 126, with potential well-being scores falling between 26 and 42. The skewness is 0.784, indicating a slight rightward skew, and the kurtosis is -0.69, suggesting a relatively flat.

Table – 3

Relationship among Social Media use, Emotional Intelligence and Well-being in Young Adults.

| Variables | S | E | W |
|------------------|----------|----------|----------|
| S | | .064 | |
| E | | | -.196 |
| W | -.613 | | |

Note, Bergen social media use scale= Brief emotional intelligence scale = The subjective well-being scale.

Table-3 illustrates the relationships among social media use (S), emotional intelligence (E), and well-being (W) in young adults. The values in the table represent the correlations between these variables. The correlation coefficient between social media use (S) and emotional intelligence (E) is 0.064. This positive but small correlation suggests a slight

association between the amount of time spent on social media and emotional intelligence. In other words, as social media use increases, there is a minimal tendency for emotional intelligence to also increase.

The correlation coefficient between social media use (S) and well-being (W) is -0.613. This strong negative correlation indicates a significant relationship between higher social media use and lower well-being. In simple terms, as social media use goes up, well-being tends to decrease substantially.

The correlation coefficient between emotional intelligence (E) and well-being (W) is -0.196. This negative correlation suggests a moderate association between emotional intelligence and well-being. In practical terms, as emotional intelligence increases, there is a tendency for well-being to show a moderate decrease.

Table - 4

Mann-Whitney U- Test values for scales

| | N | U | P |
|---|-----|----------|-------|
| S | 200 | 4872.000 | -.392 |
| E | 200 | 4944.000 | -.135 |
| W | 200 | 4945.000 | -.133 |

Table 4 displays the results of the Mann-Whitney U-Test, which was conducted to compare the scores of different scales among our study participants. The table includes the sample size (N), the U values, and the associated p-values. The Mann-Whitney U-Test for Social Media Use (S) yielded a U value of 4872.000 with a corresponding p-value of -.392. The p-value indicates the probability of obtaining such results by chance. In this case, the p-value is not statistically significant, suggesting that there is no significant difference in social media use scores between the groups being compared

For Emotional Intelligence (E), the U value is not explicitly provided in the table. However, the associated p-value is .133. Similar to the interpretation for Social Media Use, a non-significant p-value suggests that there is no significant difference in emotional intelligence scores between the groups.

The Mann-Whitney U-Test for Well-being (W) produced U values of 4944.000 and 4945.000 with an associated p-value of .135. As with the other scales, the non-significant p-value suggests that there is no statistically significant difference in well-being scores between the compared groups.

Discussion

The primary objective of this study was to explore the relationships among social media use, emotional intelligence, and well-being in young adults, as well as to investigate potential gender differences in these psychological constructs. The hypotheses framed our investigation, and the results obtained from the data are discussed below.

H1: There will be a relationship between social media use and emotional intelligence. The findings support H1, indicating a small positive correlation between social media use and emotional intelligence. This implies that individuals who engage more frequently with social media platforms tend to exhibit a slight increase in emotional intelligence. This aligns with the research of Smith et al. (2023), suggesting that the online environment may offer opportunities for individuals to develop and express emotional intelligence. However, it is essential to note that the correlation, while statistically significant, is modest, emphasizing the need for cautious interpretation. Future research could delve deeper into the specific mechanisms through which social media use influences emotional intelligence.

H2: There will be a relationship between social media use and well-being. The results corroborate H2, revealing a strong negative correlation between social media use and well-being. This implies that as social media engagement increases, overall well-being tends to decrease significantly. These findings are consistent with the work of Johnson and Lee (2022), highlighting the potential adverse effects of excessive social media use on the psychological well-being of young adults. The implications of these results suggest the importance of promoting healthy and mindful social media habits for enhanced well-being. Future interventions could focus on developing strategies to mitigate the negative impact of social

media on well-being, such as promoting digital detoxes and encouraging face-to-face social interactions.

H3: There will be relationship between Well-being and Emotional Intelligence. This study found a moderate negative correlation between well-being and emotional intelligence. This negative correlation suggest a moderate association between well-being and emotional intelligence. In practical terms as emotional intelligence increases, there is tendency for well-being to show a moderate decrease. These findings highlight the complex relationship between emotional intelligence and well-being, suggesting that while emotional intelligence may contribute to adaptive coping strategies, it may also entail emotional labor and heightened sensitivity to negative emotions. Future research could explore potential mediators and moderators of this relationship, such as coping mechanisms and social support networks.

H4: Gender Differences in Social Media Use, Emotional Intelligence, and Well-being. This study found a nearly equal distribution between males and females suggesting that there may not be a substantial gender related distinction among the participants regarding social media use, emotional intelligence, and well-being. These findings challenge previous assumptions regarding gender differences in online behavior and psychological functioning. However, it is essential to acknowledge that gender is a complex social construct that may interact with other factors such as age, cultural background, and socioeconomic status. Future research could employ more nuanced approaches to explore gender differences in online behavior and psychological outcomes, taking into account intersectional identities and contextual factors.

Conclusion

In conclusion, the present study found equal distribution among males and females. However it did identify the negative relationship among social media use and well-being and well-being and emotional intelligence. These results show that if social media engagement

increases, well-being tends to decrease and on the other hand if well-being is affected then emotional intelligence will also be effected in young adults. Overall this study highlights the importance of well-being and emotional intelligence in the context of young adults. By providing a practical insight for individuals, educators and health care professionals can create an environment conducive to their overall well-being.

Limitations

In studying the relationship among social media use, emotional intelligence, and well-being in young adults, several limitations must be considered. Firstly, there's a risk of sampling bias, where the chosen sample may not accurately represent the broader population of young adults due to recruitment methods or demographic factors. Moreover, reliance on self-report measures for assessing social media use, emotional intelligence, and well-being introduces potential response bias, as participants may provide socially desirable responses or inaccurately recall their behaviors and feelings. The cross-sectional design of the study further limits the ability to establish causality or infer directionality among variables, offering only a snapshot rather than tracking changes over time. Social desirability bias also looms as participants may feel compelled to present themselves favorably, affecting the accuracy of the data. Furthermore, the validity of measurement tools for emotional intelligence and well-being may be questioned, potentially oversimplifying these constructs. Not accounting for all mediating and moderating variables, such as personality traits or cultural differences, could confound observed associations. Longitudinal effects are challenging to assess without longitudinal data, hindering understanding of long-term impacts. Additionally, the rapid evolution of social media platforms poses a challenge, potentially rendering findings outdated.

Lastly, ethical considerations regarding participant privacy, informed consent, and potential harm must be carefully navigated. Despite these limitations, addressing them through

rigorous methodology and interdisciplinary collaboration can enhance the validity and reliability of research findings in this area.

Implications

Based on the findings, potential policy implications include developing guidelines or educational programs to enhance emotional intelligence skills among young adults, aimed at fostering healthier social media interactions and improving overall well-being.

Given the potential impact of social media on emotional well-being , educational institutions may consider integrating courses or workshops that address digital literacy and emotional intelligence skills into their curricula to equip young adults with the tools needed for balanced online presence.

Recognizing the role of social media in the lives of young adults there could be implications for developing parental guidance programs to help parents understand and navigate their children's social media use fostering open communication about emotional experience online.

Conclusion

In conclusion , exploring the relationship among social media use, emotional intelligence and well-being in young adults from Rawalpindi and Islamabad, Pakistan was the main purpose of the study. The results supported the hypothesis and showed the relationship among social media use, emotional intelligence and well-being. This study shed light on the complex relationship of social media and well-being among young adults. The findings underscore the importance of emotional intelligence to manage the use of social media. Also, the results also showed the role of demographics such as gender differences that could explain the relationship among social media use, emotional intelligence and well-being in young adults.

Future research should explore interventions that assess the effectiveness of programs designed to enhance emotional intelligence and mitigate potential negative effects of social media use on well-being.

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Informed Consent

I am a B.S student in the Capital University Sciences and Technology, Islamabad. I am currently doing research on the topic Association of Sedentary Behavior and Somatic Symptoms on Job Performance among Call Center Employees of which is the requirement of my degree. I invite you to take part in this study. If you volunteer to participate in this research. Please fill the questionnaire. Your identity will be kept confidential. Your name will not be used in the report. When the study is completed, findings will be presented in summary form and the list will be destroyed. Your participation in this study is voluntary. You have the right to say no, but it would be a great contribution and help to this research if you participate and give your honest responses.

Please contact if you have questions about the study

Email at: aroobq6@gmail.com

Signature

Amna Mehmood

Thank You

Demographic Information Sheet

Name: _____

Age: _____

Gender: _____

Relationship with close friends

- good
- moderate
- poor

Scale – 1

Read each statement carefully and chose which one of five possible responses. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement. For each of the statements below, please consider your personal feelings. Determine how often, in general, the following experiences happen to you. Just give your gut response. Use the scale: 1 = Hardly ever to 7 = Almost always. Please read each statement carefully. During the past 7 days, how much have you been bothered by any of the following problems?

| | | | | |
|-------------|--------|-----------|-------|------------|
| Very rarely | Rarely | Sometimes | often | Very often |
| 1 | 2 | 3 | 4 | 5 |

| | Items | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | You spend a lot of time thinking about social media or planning how to use it. | | | | | |
| 2 | You feel an urge to use social media more and more. | | | | | |
| 3 | You use social media in order to forget about personal problems. | | | | | |
| 4 | You have tried to cut down on the use of social media without success. | | | | | |
| 5 | You become restless or troubled if you are prohibited from using social media. | | | | | |
| 6 | You use social media so much that it has had a negative impact on your job/studies. | | | | | |

Scale -2

Read each statement carefully and indicate to what extent each of the following items corresponds to the reasons why your emotional intelligence is effecting. There are no right or wrong answers. We are just interested in your views.

| | | | | |
|-------------------|-------------------|---------|----------------|----------------|
| | | | | |
| Strongly disagree | Slightly Disagree | Neutral | Slightly Agree | Strongly agree |
| 1 | 2 | 3 | 4 | 5 |

| | Items | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 1 | I know why my emotions change | | | | |
| 2 | I easily recognize my emotions as I experience them Appraisal of others' emotions | | | | |
| 3 | I can tell how people are feeling by listening to the tone of their voice. | | | | |
| 4 | By looking at their facial expressions, I recognize the emotions people are experiencing. Regulation of own emotions | | | | |
| 5 | I seek out activities that make me happy | | | | |
| 6 | I have control over my emotions Regulation of others' emotions | | | | |

| | | | | | |
|---|-------------------------------|--|--|--|--|
| 7 | I arrange events others enjoy | | | | |
|---|-------------------------------|--|--|--|--|

| | | | | | |
|---|--|--|--|--|--|
| 8 | I help other people feel better when they are down | | | | |
|---|--|--|--|--|--|

| | | | | | |
|----|--|--|--|--|--|
| 9 | When I am in a positive mood, I am able to come up with new ideas | | | | |
| 10 | I use good moods to help myself keep trying in the face of obstacles | | | | |

Scale 3

| | |
|-----|----|
| Yes | No |
| 1 | 2 |

| | Items | 1 | 2 |
|---|--|---|---|
| 1 | Are you satisfied with your physical health? | | |
| 2 | Are you satisfied with the quality of your sleep? | | |
| 3 | Are you satisfied with your ability to perform your daily living activities? | | |
| 4 | Are you satisfied with your ability to work? | | |
| 5 | Do you feel depressed or anxious? | | |

| | | | |
|---|--|--|--|
| 6 | Do you feel that you are able to enjoy life? | | |
| 7 | Do you feel you have a purpose in life? | | |
| 8 | Do you feel in control over your life? | | |
| 9 | Do you feel optimistic about the future? | | |

| | | | |
|----|---|--|--|
| 10 | Do you feel satisfied with yourself as a person? | | |
| 11 | Are you satisfied about your looks and appearance? | | |
| 12 | Do you feel able to live your life the way you want? | | |
| 13 | Are you confident in your own opinions and beliefs? | | |
| 14 | Do you feel able to do the things you choose to do? | | |
| 15 | Do you feel able to grow and develop as a person? | | |
| 16 | Are you satisfied with yourself and your achievements? | | |
| 17 | Are you satisfied with your personal and family life? | | |
| 18 | Are you satisfied with your friendships and personal relationships? | | |

| | | | |
|----|--|--|--|
| 19 | Are you comfortable about the way in which you relate to and connect with others | | |
| 20 | Are you satisfied with your sex life? | | |
| 21 | Do you feel able to ask someone for help with a problem if you needed to?. | | |
| 22 | Are you satisfied that you have enough money to meet your needs? | | |
| 23 | Are you satisfied with your opportunity for exercise and leisure activities? | | |
| 24 | Are you satisfied with your access to health services? | | |

9:40 PM

Bluetooth, Airplane Mode, Wi-Fi, Cellular Signal, 2.2 K/s, 81% Battery

← August 9, 2023
09:39 PM



Brief Emotional Intelligence Scale
Version Attached: Full Test

PsychTESTS Citation:
Davies, K. A., Lane, A. M., Devonport, T. J., & Scott, J. A. (2010). Brief Emotional Intelligence Scale [Database record]. Retrieved from PsychTESTS. doi: <http://dx.doi.org/10.1037/106713-000>

Instrument Type:
Rating Scale

Test Format:
Items on the Brief Emotional Intelligence Scale are rated on a 5-point Likert scale anchored by 1 = "strongly agree" to 5 = "strongly disagree".

Source:
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Eligibility

There is no formal criteria for eligibility to fill the Bergen Social Media Addiction Scale. However, it is generally recommended for individuals who use social media regularly and who may be concerned about their level of social media use.

5:53 PM

Quality of Life
Sense of Meaning

| | |
|--|--------------------|
| Target population | Adult |
| Number of items | 24 |
| Administration format | self-report |
| Additional formats | |
| Alternate forms | |
| Availability in other languages | |
| Fee for use | |
| | Free |
| Related information on use of the measure | |
| | The BBC Well-Being |
| Non-exhaustive list of psychometric studies | |
| | Priesack, A., & |
| Additional information | |

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