EMOTIONAL INTELLIGENCE: THE EFFECT ON SOCIAL MEDIA USE, GENDER, AND INTERPERSONAL VIOLENCE

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April 21, 2018

Introduction to Topic

➢ Emotional Intelligence (EI) is defined as the ability for one to understand their own behavior, as well as how their behavior impacts others (Salovey & Mayer, 1990)

➢ Academic and corporations are eager to learn of usefulness of EI.

➢ Technology is seen as a factor that has significantly effected the development of EI

➢ EI has been identified as a factor to decrease violence and substance abuse

➢ EI has conflictual findings when looking at gender differences and EI levels

Problem Statement

- The problem is as a society, the interpersonal and intrapersonal connections between humans have become superficial and are based on shallow and insincere relationships, which has been encouraged and reinforced by social media's abbreviated and disconnected methodology (Smith, Hewitt, & Skrbis, 2015).

- EI has been seen as a valuable skill set, there's an interest in what variables effect EI's development.

The examination of three variables were identified:

  -Social media use

  -Interpersonal violence

  -Gender

Purpose of Study

- The purpose of this quantitative study was to assess college students' social media use, socially undesirable behaviors and how familial educational exposure impacts gender differences in order to ascertain the impact on EI level.

- Examine obstacles or barriers that may effect the development of EI

- Assist in the further development of EI based on this knowledge

- Develop an understanding of EI's impact or relationship to specific variables

Literature Review

- ➢ The explosion of technology and cultural shift away from interpersonal and intrapersonal skills, limited connectedness (Seraj, 2012)

- ➢ Exploration of social media's influence of social cue ambiguity and it's impact on interpersonal interactions (Runions, 2013)

- ➢ EI has been correlated to inappropriate behaviors, including interpersonal violence (Ciucci & Baroncelli, 2014)

- ➢ Males with lower EI had higher incidence of self-harming behaviors (Brackett, Mayer & Warner, 2004)

- ➢ Conflictual findings regarding gender differences and EI levels (Lopez-Zafra & Gartzia, 2014; Petrides & Furnham, 2001)

Research Questions

➢ Research Question: What relationship exists, if any, between social media involvement and EI score in undergraduate students at a small private Midwestern university?

➢ Research question: What relationship exists, if any, between EI scores and participation in socially undesirable behaviors in undergraduate students at a small private Midwestern university?

➢ Research question: What relationship exists, if any, between gender, exposure to formal education, and EI scores in undergraduate students at a small private Midwestern university?

Significance of Study

➢ Enhance knowledge on how social media impacts one's EI development

➢ Examine potential factors that may contribute to socially undesirable behaviors

➢ Explore specific variables and its impact on gender differences

➢ Contribute to the existing body of literature on the topic of EI development

Research Design

➢ Cross-sectional quantitative research design

➢ 3 validated instruments were utilized to garner desired information

➢ Informed of the purpose of the study, and choice of participation

➢ Data was collected by a web-based survey

➢ Student Development Department coordinated email addresses for survey to be sent to students

➢ Incentives were offered to encourage participation

Participants

➢ Students were from a small Midwestern Christian University

➢ Generation Z

➢ Homogenous population – 82% identified as Caucasian

➢ 123 sophomore participants

➢ 83 Females and 39 males

Instruments Utilized

- The survey questions used will be from three different instruments that utilize Likert scales, the surveys include:

- Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) (Petrides & Furnham, 2006) that examines EI.

- Internet Addiction Test (IAT) (Young, 1998)

- Comprehensive Misconduct Inventory (CMI) (Paulhus, 2013)

- Basic demographic information will be collected regarding gender, age, and familial educational level

Findings for RQ1

Research Question 1: What relationship exists, if any, between social media involvement and EI score in undergraduate students at a small private Midwestern university?

➤ EI and social media use $p< .01$

➤ Regression for EI and social media $F (1,83) = 5.83, p<.05. \beta =-.253, t (83) = -2.348, p<.05.$

Correlations for RQ1		EIScore	NetAddiction
EIScore	Pearson Correlation	1	-.293**
	Sig. (2-tailed)		.002
	N	109	108
NetAddiction	Pearson Correlation	-.293**	1
	Sig. (2-tailed)	.002	
	N	108	119
**. Correlation is significant at the 0.01 level (2-tailed).			

Findings for RQ2

Research Question 2: What relationship exists, if any, between EI scores and participation in socially undesirable behaviors in undergraduate students at a small private Midwestern university?

➢ EI and socially undesirable behaviors, $p > .05$

➢ $F = (2,95) = 1.21, p > .05, R^2 = .025.$ and $\beta = .12, f(95) = 1.98, p > .05.$

ANOVA RQ2						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	962.84	2	481.42	1.21	.30[b]
	Residual	37737.16	95	397.23		
	Total	38700.00	97			
2	Regression	1407.42	3	469.14	1.18	.32[c]
	Residual	37292.58	94	396.73		
	Total	38700.00	97			
a. Dependent Variable: EIScore						
b. Predictors: (Constant), sociallyUndesirable_month_count, sociallyUndesirable_highschool_count						
c. Predictors: (Constant), sociallyUndesirable_month_count, sociallyUndesirable_highschool_count, Gender_Centered						

Findings for RQ3

Research question 3: What relationship exists, if any, between gender, exposure to formal education, and EI scores in undergraduate students at a small private Midwestern university?

➢ EI and gender, $p > .05$

➢ EI, gender and exposure to formal education, $F = (4,81) = 1.08, p. > .05$

➢ EI and father's educational attainment $p < .05$

ANOVA for RQ3						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1811.947	4	452.987	1.081	.371[b]
	Residual	33939.867	81	419.011		
	Total	35751.814	85			
a. Dependent Variable: TEIQ_Total_recodes						
b. Predictors: (Constant), EDUCsiblingsXgenderCent, EDUCmotherXgenderCent, EDUCfatherXgenderCent, Gender						

Conclusions

➤ EI and social media use have a statistically significant relationship

➤ EI and socially undesirable behaviors did not have a statistically significant relationship

➤ There was no statistically significant relationship between EI and gender

➤ EI, gender and educational attainment were not statistically significant

➤ Father's educational attainment and EI were statistically significant

Implications

➢ Use of self-reported instruments

➢ Reliability of instruments

➢ EI's development and the relationship to interpersonal violence

➢ Study conducted at a private Christian university

➢ Significantly homogenous population

➢ EI and social media use, ever increasing use

➢ EI and gender, what factors are the predictors?

Limitations

➢ Survey is based on self-report

➢ CMI instrument did not have a high reliability

➢ Use of Trait or Ability EI

➢ Population bias

  -Economic

  -Demographic

  -GPA

  -Christian University

Recommendations

- Examine effectiveness of self-reported instruments
- Include more diversity of environment and population
- Use of instruments with strong reliability scores
- Conduct research at a state university or community college
- Conduct further research to identify the tipping point with social media use and EI development
- Control factors that affect gender and EI development

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