

Review Paper

A Critical Study Of Various Influences Using Social Media, Emotional Intelligence, And Mindfulness On Modern Youth

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Abstract

Mindfulness-based activities for children and young adults are becoming more popular. The study looks at the empirical evidence that shows how mindfulness-based activities can help students learn better and support their mental, physical, and social growth. There needs to be a way for youth to deal with the stress and pressure of living in today's fast-paced and social media world. Youths are more dependent on social media, which has accelerated the pace of technological change. There is no secret that social media has brought with it both obstacles and opportunities. A growing body of evidence suggests that some types of social media interactions may have an impact on the mental health of youths. Social media addiction has become a major public health issue. New research suggests that social media has both negative and positive influences on mindfulness and might lead to feelings of emotional exhaustion; mindfulness may be one way to do this. The effects of universal mindfulness programmed in schools and other platforms are discussed, and directions for future research are given. In this review, we will focus on the effect of social media on youth mental health and emotional intelligence.

Keywords: Adolescents, Emotional Intelligence, Enhancement, Mindfulness, Program Implementation.

1. Introduction

Facebook and other social media sites have transformed the way people communicate, connect, and socialize throughout the globe. This cannot be contested. People from all around the globe may now communicate with one another in real-time, regardless of where they are physically located. For-profit and non-profit organizations may make use of them as a means of communicating with their target audiences [1,2]. Addiction to social media has become increasingly common among younger users despite the positive effects it has on society [3]. Nowadays, it's not uncommon to see individuals checking their social media accounts while walking or performing any other activity while looking down at their mobile devices. Addiction

to social media has recently been a topic of increased public concern due to research showing that those who cannot stop using social media face major health and mental health difficulties. Social media has also become an issue in literature, attracting the interest of researchers across a range of disciplines [4]. Still, there is a dearth of data on the consequences of social media addiction. Furthermore, there is a lack of study on the influence of social media on the workplace. Emotional weariness may be caused by social media addiction, according to the researchers. When it comes to social media research, there has been a lack of attention paid to certain outcomes. The primary outcome metric used is mindfulness.

Constant attention to the present moment is an essential component of mindfulness. Mindfulness involves open and responsive attention as well as an awareness both of one's inner condition as well as the environment around them [5]. According to Brown and colleagues (2007) [6], mindfulness is both a state of awareness and a characteristic, in that some people are more likely to be in a state of mindfulness than others. Biological studies imply that greater levels of trait mindfulness are linked to differences in brain activity during emotional processing [7]. Better mental health, improved relationship happiness, and more effective pain management may all be attributed to increased levels of mindfulness. Greater mindfulness, for example, has been linked to higher levels of good affect, lower levels of negative affect, and higher levels of life satisfaction [8-11]. When treatments like meditation training promote awareness, well-being also tends to rise. Higher levels of mindfulness seem to be linked to better emotional functioning, which is defined as emotional intelligence [12-14]. An emotional intelligence model consists of emotional talents or competencies (such as the ability to perceive, interpret and manage emotions successfully in oneself and others) that are grouped. Recognizing emotional signals is an important part of being able to perceive emotion [15,16].

Applying knowledge of emotional complexity and subtlety is essential to comprehending emotion. Being able to control one's emotions is an important part of emotional management. Emotional harnessing is the act of employing emotions for other purposes, such as using a pleasant mood to spur creativity. Emotional intelligence, according to Mayer et al. (2004), should be seen as a kind of cognitive intelligence [17]. Alternatively, dispositional or trait functioning has been proposed by several researchers and theorists to understand and explain emotional intelligence [18,19]. Even though the emotional intelligence literature has portrayed ability and trait functioning concepts of emotional intelligence as mutually incompatible alternatives, they may be complementing aspects of adaptive emotional functioning [20,21]. Both trait and ability measures of emotional intelligence have been shown to relate to favorable outcomes, including measures of subjective well-being like happiness and contentment. The relationship between emotional intelligence and mindfulness may be explained by the fundamental features of mindfulness [22-29]. As Brown et al. (2007) [6], mindfulness promotes "the ability to self-regulate" by providing "clarity and vividness to present experience and encouraging closer, moment-to-moment sensory engagement with life" and "enhances self-

regulated functioning". Mindfulness, according to Koole (2009), aids in the development of emotional control [30]. Emotional intelligence is a set of skills that may be developed via the practice of mindfulness.

People who practice mindfulness may be more able to recognize their own emotions, as well as those of others, and better able to control their emotions. Individuals should be able to better grasp their own and others' emotions because of the non-evaluative nature of mindfulness. The ability to control one's emotions, which is a key component of emotional intelligence, is inherent in the practice of mindfulness. Finally, being aware of one's present state of mind might help one harness emotions more effectively. One of the methods via which mindfulness might bring about beneficial consequences is the cultivation of emotional intelligence. Both mindfulness and emotional intelligence have a positive effect on subjective well-being. Emotional intelligence may lead to higher well-being, and mindfulness can aid in the development of emotional intelligence. Young people's lives have been transformed by the prevalence of social media. There is no secret that social media has brought with it both obstacles and opportunities. A growing body of evidence suggests that some types of social media interactions may have an impact on the mental health of young people. Youth, parents, health care professionals, and legislators all must negotiate an environment that is becoming more complicated due to the widespread use of digital media. This media landscape has created a slew of new problems and risks for the mental health of children and adolescents, but it has also opened a slew of new opportunities and advantages.

2. Impacts of Social Media

A social network is one of the most convenient methods for people to engage with one other remotely nowadays, allowing for all kinds of mediated communication: one person to another, one person to a group, and groups to another. It is not simply the exchange of information or ideas that occur when a user communicates with other users on social networks. Several actions are also taken in response to communication between users or between a user and a group. Social media sites like Facebook and Twitter are used by millions of individuals every day for anything from meeting new people to set up appointments to finding the information they need. In the minds of today's youth, social media is a tool that allows them to carry out the social activities that are already a part of who they are in their everyday lives in two different places at once. Interests, needs, resources, domains of influence, and social status all play a role in the formation of social networks. In addition to political, cultural and other sorts of communication networks are available. Understanding the characteristics of online interactions between people of various ages and socioeconomic groupings is made feasible via the study of social networks. User cyber socialization leads to a change in their life attitudes, a shift in their value-semantic view of reality, and a rise in new interests and priorities in life. People's mental health seems to be

adversely affected by the widespread use of digital gadgets such as cellphones and the Internet in modern culture.

Rapid industrialization and civilization have enhanced the material and human lives, but smartphones and the internet are expanding, and the spirit of people is sliding into addiction without them even realizing what is happening. The Internet addiction rate in 2014 is the greatest among teenagers and young adults aged 19 and under, the National Statistical Office revealed in a recent study on internet addiction. According to Kwon (2017), teenagers' emotional intelligence and self-esteem may be affected by internet addiction, smartphone addiction, sports activities, and reading. Reading did not affect emotional intelligence, according to a regression study that looked at how much time people spend online, on their phones, and participating in sports. Self-esteem was shown to be affected by internet use, smartphone use, and participation in sports, but reading had no effect. Research on reading and emotional intelligence, reading, and self-esteem is needed in the future [31].

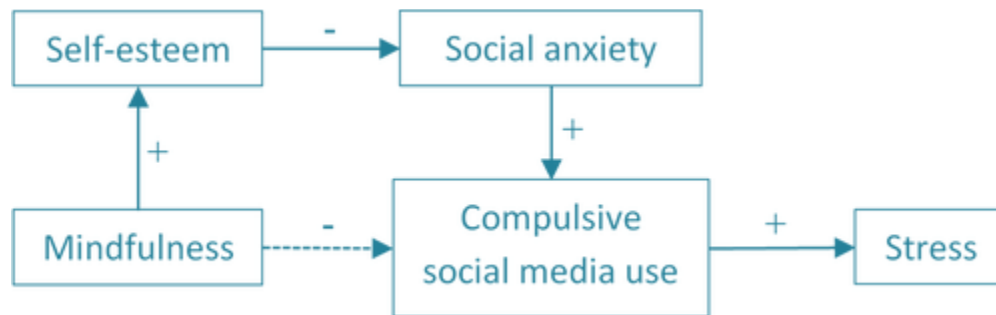


Figure 1. Effects of social media

3. Influence of Mindfulness

Researchers in the educational psychology profession are interested in examining students' emotional intelligence since it has been shown that students who are more engaged in their education are more likely to succeed [32-35]. Young individuals who can focus and stay focused for extended periods, as well as those who can control their urges to talk or move, are typically recognized, and rewarded [36]. Youngsters who are restless and impulsive, as well as those who suffer from attention deficit and hyperactivity disorder (ADHD), are all contributing to the shift in this paradigm. It has been suggested by Pagès and Reé (2008) that today's people are bombarded with a wide range of stimuli, including daily engagement with screens, particularly the internet [37]. Tablets, laptops, video games, and mobile phones, all of which demand constant attention, may be to blame for this overstimulation. It is also attributed to the culture of instant gratification and a lack of tolerance for disappointment, according to several other writers [38]. Instead of trying to figure out what's causing this, psychologists and educators should focus on teaching students to pay attention and control their impulses. To help young people learn how to develop this form of mindfulness, many initiatives have been launched. Mindfulness has been demonstrated to promote stress

perception, resilience, curiosity/exploration, and gratitude, and these four variables (stress perception, depressive symptoms, anxiety, and depression) have a positive link with mindfulness [39]. In other interventions, it has been shown that implementing such programs with young adolescent students can lead to improvements in areas like sustained attention, academic performance, reduced anxiety, reduced aggression, reduced symptoms of ADHD, reduced burnout, and improved levels of motivation for the task or engagement. These are a few of the most typical instances of progress. Many of the benefits of using mindfulness methods may be attributed to gains in EI and EI-related components and competencies. The development of EI's implicit cognitive skills, according to some studies, is dependent on paying attention [40-43].

4. Emotional Intelligence (EI)

There are two ways to think about emotions: as an internal event that stimulates human action and as an external event that affects how to behave according to the environment [44]. According to Sternberg (2013), intelligence may be defined in terms of one's capacity to adapt to their environment [45]. A person's capacity to recognize, interpret, control, or communicate these emotions in an adaptable manner would be classified as EI. As a result, emotional intelligence (EI) provides a framework for understanding how emotions are sensed, managed, and communicated effectively [46]. Considering Petrides et al. (2007)'s trait model, which argues that EI is based on certain personality qualities that can be examined, we now have a better idea of how to measure EI [47]. Emotional self-efficacy may be described as a constellation of emotion-related self-perceptions and dispositions at the lower levels of personality hierarchies, according to a suggested trait model of EI. Furthermore, it has been shown that the design and execution of programs may improve EI subcomponents if they follow suitable quality criteria. It's important to note that SEL programs don't necessarily focus just on enhancing emotional intelligence (EI), but also on other associated skills like mindfulness[48].

Table 1. Dimensions of Mindfulness-Based Emotional Intelligence and their definitions

Dimension	Definition
The external focus on managing others' emotions	<ul style="list-style-type: none"> ▪ The ability to control one's own and other people's rage, aggression, and tension ▪ Reducing emotional conflict ▪ Communicating in a manner that elicits minimum negative responses from others.
Using emotion as information	<ul style="list-style-type: none"> ▪ Identifying emotions ▪ Understanding the consequence of emotions on cognition, health, etc. ▪ Understanding the appraisals that activate different

	<p>emotions</p> <ul style="list-style-type: none"> ▪ Understanding how emotions progress over time
Identifying others' emotions	<ul style="list-style-type: none"> ▪ Accurately interpreting the emotions of people by their facial expressions, tone of voice, and other nonverbal cues.
Undermining fusion (i.e., undermining the power of unhelpful thoughts and emotions to act as a barrier to effective actions)	<ul style="list-style-type: none"> ▪ Seeing the emotionally charged thoughts about life is not equivalent to life. ▪ Being able to be mindful of the moment to experience (others internal or external)
Expressing emotions internal focus	<ul style="list-style-type: none"> ▪ Accurate sending emotions to others
Undermining self-concept emotions (understanding the power of unhelpful self-concept to act as a barrier to effective actions)	<ul style="list-style-type: none"> ▪ Recognizing that self-evaluations are not a description of the essence ▪ Contacting the observer self, finding a safe place to accept negative emotions, doubt, and unpleasant inner experiences ▪ Escaping the perceived need to defend self-esteem

5. Connection between EI and Mindfulness

Training in mindfulness practices may help people better understand their emotional states, according to Brown and Ryan (2003) [5]. Furthermore, mindfulness training has been shown to have a direct correlation with attention, clarity, and emotional healing aspects, as well as emotional regulation [49,50]. Additionally, Davidson has studied excellent Buddhist monks to show the fundamental relevance of a person's attentional capacity and their ability to regulate their emotional states, both of which he's closely linked. According to Davidson's research, practicing mindfulness leads to improved emotional profiles that are both more pleasant and more adaptable [51]. According to Schoeberlein (2012), teachers' sensitivity to student needs increases, when mindfulness practices, are used, as does their emotional balance, and stress management improves, their connections improve, and the classroom atmosphere improves [52]. Meditation may help students improve their academic performance, their ability to pay attention and concentrate, and their ability to participate in the classroom. Emotional learning and relaxation techniques are included as well. In addition, it promotes a holistic approach to health. Using an EI and mindfulness intervention program, such as that used by, may provide several advantages. Additionally, there is a greater ability to control one's emotions, as well as a greater ability to accept one's peers. This advantage to EI and improvement of certain of its components has yet to be determined in terms of the underlying mechanism. According to Ramos and colleagues (2009), exposure to negative emotions helps one become acclimated to them in the context of mindfulness

training [53]. People who practice mindfulness, as advocated by Vallejo (2006), may be able to rewire their automatic behavior in reaction to stressful or upsetting experiences [54]. According to Holen and Halvor (2007), the practice of complete awareness may help us become more resilient in the face of adversity while simultaneously lowering our anxiety, worry, and anxieties [55]. Emotional self-regulation requires more procedures like this than ever before.

6. Emotional intelligence and Social -mediated problematic behaviors

Self-report surveys and rating scales may be used to gauge one's trait of emotional intelligence (EI). There are four parts to this construct according to Petrides et., al (2001) which include emotionality, sociability, self-regulation, and wellness (such as impulse control) (e.g., optimism) [19]. Adolescents' emotional intelligence (EI) and associated skills grow and mature with time and experience, making it a significant protective factor against a variety of health and behavioral disorders. Having greater trait EI is anticipated to be associated with lower usage of these activities, given that problematic online activity use is linked to real-life social connectivity and impulse control deficiencies. For others, technology-mediated problematic behaviors are undoubtedly unhealthy coping mechanisms for dealing with everyday stressors or an escape from mentally distressing experiences. Low trait EI in adolescents increases their likelihood of developing excessive online activity as a means of coping and escaping from the realities of daily life. Existing research has shown the protective effect of high trait EI against problematic smartphones, online gaming, and internet usage in general. high trait EI. Emotional Intelligence was anticipated to have a negative correlation with PSMU and POG because of this.

7. Mindfulness for Biopsychosocial Spiritual Health

An increase in the ability of at-risk adolescents to regulate their reactions to stress may help them acquire "basic abilities that will support a variety of beneficial emotional, behavioral and academic outcomes," Mendelson and co-authors write in the journal *Pediatrics*, the so-called third wave of treatment techniques includes mindfulness-based activities such as therapies, philosophies, and support for development and healing[56,57]. Sleep disorders in youths who had previously been treated for drug misuse were studied by Bootzin and Stevens (2005) [58], who used a multimodal approach. The research found that individuals who attended at least four sessions demonstrated better sleep, which has a significant impact on their physical, social, and emotional well-being. According to Flook et al. (2010), third and fourth-grade pupils' executive functioning improved after completing a mindfulness-based program [59]. Students' social and emotional, cognitive, and academic development may be improved by introducing mindfulness-based activities in primary school.

In children with learning issues, mindfulness meditation has been demonstrated to decrease anxiety, boost social skills, and improve academic achievement [60]. Mindfulness meditation aims to alleviate stress, promote self-understanding and acceptance, and prevent negative

self-evaluations (i.e., cognitive interference). However, despite the study's encouraging outcomes, the study's methodological flaws make any inferences about the association between mindfulness meditation, anxiety, academic achievement, and social skills difficult to draw. According to Kabat-Zinn(1994), mindfulness practice may increase one's sense of trust and connection with others, as well as one's ability to perceive stressful situations as challenges rather than threats [61]. Enhanced capacity to observe thoughts and emotions objectively and avoid impulsive reactions may be a contributing factor. Mindfulness training helps children and teens develop character traits such as more creativity, more prosocial behavior, better mental health, and improved connections with their peers.

➤ **Feasibility of School-Based Mindfulness**

Stress reduction programs in the school curriculum have been linked to improved academic performance, self-esteem, mood, focus, and behavior issues, according to a study by Napoli et al. (2005) [62]. In Ritchhart and Perkins (2000), "for decades, educational philosophers, policymakers and practitioners have lamented the mindlessness of schools and their propensity to inhibit innovation, curiosity, and excitement while promoting passivity and shallow learning," they said mindfulness, in contrast to mindlessness, is a mental state that promotes greater creativity, adaptability, information usage, and memory retention [63]. In addition to improving students' mental and physical health, mindfulness training in schools has the potential to alter how and what pupils learn in a meaningful manner. There were no studies that identified any negative impacts on children and teens who were exposed to mindfulness-based therapies, according to Burke (2010), who conducted a review of the most recent research on the topic [64]. Mindfulness meditation has been used in schools since 1973 to help students become more independent in the classroom and minimize exam anxiety.

According to Semple et al. (2010), MBCT-C was enthusiastically adopted by a group of inner-city minority youngsters who were generally difficult to approach. MBCT-C was found to be beneficial by research participants in both the home and school settings[65]. A mindfulness-based program does not have to take a long time to implement. Practicing mindfulness for 10 to 15 minutes every day or a few times per week has been shown to improve student performance and provide a more serene learning space [66]. Mindfulness meditation has been shown to reduce anxiety and sadness in persons who practice it consistently. This supports what it has to offer to students and schools and shows that it may be beneficial to students and schools alike [67].

8. Universal treatment and prevention programs

There are universal vulnerabilities in children and youth that may be addressed via mindfulness-based preventative programs rather than focusing on individual issues. Instead of focusing on pathology, it is a strength-based strategy. The platform would be involved in a

universal mindfulness program. This leads to less stigmatization and labeling than would be the case if pupils were taken out for a specific program [68].

Table 2. Summary of treatment of social media influences on youth and mindfulness in school/ university platforms

Author's Name	Study	Reference
Mendelson et al. (2010)	Rather than looking at symptoms or problems, Mendelson et al. (2010) advocate for a program that focuses on increasing capacity in children and youth. Mindfulness strategies for pupils may be used at every school level by educating students to reflect on their thoughts (i.e., the student, the classroom, and the school).	[56]
L. Hayes et al. (2010)	Research conducted in 2010 by L. Hayes et al. (2010) examined treatment programs for teenage depression and discovered improvements were not sustained at follow-up when universal prevention/intervention programs were applied in the school setting. Despite this, several of the studies assessed had methodological flaws, one of which was the use of self-report questionnaires meant to measure clinical progress with nonclinical individuals in the study.	[69]
Farrell and Barrett (2007)	According to Farrell and Barrett (2007), school-age children who participated in a universal preventive program had lower rates of anxiety and depression. Universal programs, according to Farrell and Barrett, are a good approach to social-emotional development since they concentrate on improving the abilities of all children, regardless of their socioeconomic background.	[70]

Conclusion

Scientific thinking in youths might be badly or favorably altered because of false knowledge or disinformation that is spread via social networks. Studies have shown that students who are more adept at attending with awareness are more alert, less anxious, better able to regulate their impulses, and more likely to achieve academically. Emotional well-being levels will also improve. The short-term interventions in the classroom may help students develop their mindfulness skills by emphasizing the importance of the emotional components of learning, as well as the need of being present in the moment. It's been established that EI and mindfulness go parallelly, so focusing on both could help us improve them even more.

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