

Social Media Usage and its Impact on the Emotional Competencies of Undergraduate Psychology Students

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ABSTRACT

The growing prevalence of social media has raised concerns about its impact on emotional competence, particularly among undergraduate psychology students who are developing essential emotional skills. This study examines the relationship between social media usage and emotional competence in this population. A sample of 192 undergraduate psychology students participated in this correlational study. Social media engagement was assessed using Bergen's Social Media Addiction Scale (BSMAS), while the Emotional Competence Scale measured various emotional abilities. Pearson's correlation analysis explored associations between these variables. Results indicate a weak to moderate negative correlation between social media usage and emotional competence. Increased social media engagement was linked to reduced depth of feeling, impaired emotional expression and regulation, lower ability to function with emotions, and difficulty coping with problem emotions. However, no significant relationship was observed between social media usage and the enhancement of positive relationships. These findings suggest that excessive social media engagement may hinder emotional processing and regulation. Given the implications for psychology students, interventions promoting mindful digital use and emotional self-regulation are recommended. Future research should explore moderating factors such as personality traits, gender, and content type to better understand this relationship and inform targeted interventions.

Keywords: Social media usage, Emotional competence, Psychology students, Correlation, Undergraduates.

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INTRODUCTION

In paper focus is on; media usage of undergraduate psychology students competence of psychology students at undergraduate level between the usage of social media platforms and emotional competence of individuals.

Social media as the name suggests is a form of media that is created, shared and collaborated on in a social setting, this is made possible with the help of digital technology. The variations in the types and contents of these media are endless, they can be classified as audio and visual media or on the basis of the industry they get the content from like, sports media, news media, etc. Another way to classify them would be on the basis format of content like, Blogs, vlogs, podcast, posts, videos, etc. Social media platforms can be used for various reasons by various people across genders, age groups and ethnicities. Platforms like LinkedIn are of a professional setup for networking with the people across

domains in regards to business, career and connections whereas application like Snapchat are to be connected to ones near and dear ones throughout, Pinterest is a platform for Creative inspiration and collaboration of ideas and aesthetics Along with applications like Facebook business and Instagram Business which are platforms for the advanced interaction of small and large businesses with the audience through direct mediation. YouTube is a platform that works with videographic content and the range of content on this platform is plenty.

Social media over the years has become an almost indispensable part of our lives for various reasons with not all of them being necessarily wrong or negative. Social media interaction is a boon as well a bane to the society like many other things therefore the right context, proper utilisation and consequences of abuse or overuse need to be known of before interacting with such resources and technology.

Social media usage has increased significantly over the decade and even the time devoted on social media has increased from 2 hr 11 min in 2019 (Review42.com) to 2 hr 31 min in 2023 (datareportal.com). However as per the *Journal of Social and Clinical Psychology*, it is advisable to use social media platforms



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for not more than 30 min to be updated and entertained without going through FOMO. FOMO is the abbreviation for, Fear of Missing Out. This term was tossed back in 2004 by Patrick J. McGinnis in the magazine of Harvard business school. This was brought out along with another term FOBO that was the Fear of Better Options under the article titled *McGinnis' Two FOs: Social Theory at HBS*. Social media platforms are highly inclusive hence losing an identity of self due to the admiration and influence of others.

As per the statistics of October 2022 (hootsuite.com) individuals under the age of 24 years seem to spend the most time on social media platforms as compared to any other age group. This age group is usually in there Bachelors or Masters Degrees or Freshers' in their respective industries.

Social Media Statistics

As per data of April 2023, out of the total population worldwide, around 4.80 billion that makes 59.9% of the world's population is present on social media. The lower round off of these numbers are expected as a single individual may have more than one social media accounts and multiple accounts across different platforms.

A constantly increasing change in rates of people joining social media platforms has been noted over the decades. There are 0.9% increase and 3.2% increase in the change of numbers of user on social media platforms that equates to 45+ million and 150+ million people, on quarterly and yearly basis respectively.

On an average, 2 hr 24 min are spent by individuals on social media platforms on daily basis. The reason behind the usage of social media may vary from person to person as suggested by the following data collected.

When it comes to student going to colleges, social media plays a crucial role in their lives in different aspects from personal to global. Talking about some of the major aspects that one deal with the involvement of social media platforms during this stage of life are:

Opportunities for networking and a career

Social media sites give college students a great chance to grow their professional network. Students can access job opportunities, network with professionals in their field of interest, and join groups' specific to their industry on websites like LinkedIn. They can increase their chances of landing internships and long-term employment by developing a strong online presence.

Personal Branding

College students need to be aware of their personal branding and online presence. Employers frequently look up social media profiles to learn more about potential candidates. Maintaining a positive and professional image across various platforms is crucial. To make a good impression, students should think

carefully before posting, participate in civil discussions, and emphasize their accomplishments and passions.

Sharing Information and Resources

For college students, social media platforms can be excellent sources of information and resources. To stay informed about market trends, academic articles, job openings, and educational resources, they can follow pertinent pages, groups, and influencers. Engaging with such material can advance their academic and personal development.

Academic Support and Collaboration

Students can work together and support one another academically through social media. To share notes, discuss coursework, and work on projects with classmates, they can form dedicated groups or join online study groups. For these uses, platforms like Facebook and Slack can be especially helpful.

As helpful as social media is to everyone especially students, overuse of anything after a point brings along unfavourable consequences and issues. Some of the ways in which social media being an incredible advancement in technology may cause troubles:

Social media has many advantages, but it can also be a significant source of distraction when it comes to time management. Students should manage their time wisely and exercise caution when using social media. They can stay focused on their academic obligations by using productivity apps or setting strict time limits.

Excessive social media use can have a negative effect on one's mental health by causing feelings of loneliness, anxiety, and inadequacy. College students should be cautious about how they use social media and take regular breaks from it.

Maintaining mental health requires participating in offline activities, making in-person connections with friends, and getting help when required.

Students should put their privacy and security on social media platforms as a top priority. They ought to check their privacy settings, refrain from disclosing private information online, and exercise caution when accepting friend requests or following unauthorized accounts. It's critical to be aware of potential risks and to guard against malicious or fraudulent online activity.

Emotional competence

The capacity to comprehend, control, and effectively express emotions is referred to as emotional competence. It entails being acutely aware of one's own emotions as well as being able to identify and understand the emotions of others. The following are some essential ideas about emotional competence:

Emotional competence starts with self-awareness, which entails identifying and comprehending one's own emotions, triggers,

and behavioural patterns. It involves being able to recognize and appropriately categorize emotions as they occur.

Emotional regulation means being emotionally competent means having the capacity to control and manage one's own emotions in positive and healthy ways. This includes having the capacity to manage stress, restrain impulses, and recover from failures.

Empathy: An important element of emotional competence is empathy. It entails having empathy for others, sharing their emotions, being able to see things from their perspective, and being supportive and compassionate.

Social skills: Effective social skills, such as communication, active listening, conflict resolution, and fostering positive relationships, are also part of emotional competence. It entails having the capacity to assertively and tactfully express one's emotions while taking into account the needs and feelings of others.

Emotional competence and emotional intelligence are closely related. Emotional intelligence is the capacity to recognize, comprehend, and regulate emotions in oneself as well as in others. It includes the aforementioned abilities and is crucial for both social and personal growth.

Gaining emotional intelligence can have a variety of positive effects, such as better communication, stronger decision-making abilities, and improved interpersonal relationships. It is a skill that can be acquired and improved through introspection, practice, and, if necessary, seeking assistance through coaching or therapy.

Emotional competence and psychology students

Emotional competence is particularly important for psychology students as they pursue a career in a field that involves understanding and supporting the emotions and well-being of others. Here are some key considerations regarding emotional competence in psychology students:

Self-reflection

Psychology students need to engage in regular self-reflection to develop a strong sense of self-awareness. This involves exploring their own emotions, biases, and triggers, as well as understanding how these factors may impact their interactions with clients or patients.

Empathy development

Developing empathy is crucial for psychology students. They must be able to understand and connect with the emotions and experiences of their clients, allowing them to provide effective support and therapeutic interventions. This requires practicing active listening, perspective-taking, and showing genuine care and concern.

Emotional regulation

Psychology students should learn to manage their own emotions effectively to ensure they can remain calm and focused in challenging or distressing situations. This allows them to provide a safe and supportive environment for their clients and prevents personal emotions from interfering with the therapeutic process.

Cultural sensitivity

Emotional competence in psychology students should extend to being culturally sensitive and aware. They should recognize and respect diverse emotional expressions, values, and beliefs, while avoiding the imposition of their own cultural biases on clients.

Boundaries and self-care

Emotional competence involves understanding personal boundaries and practicing self-care. Psychology students need to establish healthy boundaries with their clients to prevent emotional burnout or becoming overly involved. They should also prioritize their own well-being by engaging in activities that recharge and support their emotional resilience.

Effective communication

Strong communication skills are essential for psychology students to convey empathy, understanding, and support to their clients. They should be able to articulate complex psychological concepts in a clear and accessible manner, while also being receptive to client feedback and concerns.

Continued professional development

Emotional competence is a lifelong journey, and psychology students should prioritize ongoing professional development to enhance their emotional intelligence and therapeutic skills. This may involve participating in workshops, attending supervision sessions, or seeking mentorship from experienced professionals.

By developing emotional competence, psychology students can provide more effective and empathetic support to their clients, foster strong therapeutic relationships, and contribute positively to the field of psychology.

Social media algorithms and its effect on psychology students' feeds and mental health

Social media algorithms play a crucial role in the shaping of all the content that users see in their feeds. These algorithms are designed to prioritize and personalize content based on a user's preferences, past behavior, and engagement patterns. While this can enhance the user experience by providing relevant and interesting content, it can also have several effects on psychology students' feeds and mental health:

Echo chambers

Social media algorithms tend to display users content that is in sync with their existing beliefs and interests. This can give birth to echo chambers, where psychology students are exposed only to information and perspectives that reinforce their already existing views. While this can provide a sense of validation, it can also limit exposure to diverse perspectives and hinder critical thinking.

Comparison and self-esteem

Social media platforms usually emphasize sharing curated and highlight multiple reels of people's lives. This can further lead to social comparison, where psychology students compare their own lives, achievements, and appearance to those of others. Constant exposure to idealized representations on social media can contribute to feelings of in-adequacy, lower self-esteem, and even symptoms of anxiety and depression.

Fear of Missing Out (FOMO)

Social media algorithms are designed in a way to keep users engaged and spending more time on the platform. The Fear of Missing Out (FOMO) is a psychological phenomenon where

individuals feel anxious or distressed when they believe others are having rewarding experiences that they are not a part of. Constant exposure to others' social activities and accomplishments on social media can exacerbate FOMO among psychology students, leading to feelings of exclusion and dissatisfaction with their own lives.

Information overload and distraction

Social media platforms are filled with an overwhelming amount of information, including news, opinions, and entertainment. The constant stream of content can lead to information overload, making it challenging for psychology students to filter through the noise and focus on relevant and reliable information. Moreover, frequent notifications and the highly addictive

Nature of social media platforms can contribute to distraction and reduced productivity, affecting academic performance as well as overall well-being.

Cyberbullying and negative interactions

Social media algorithms cannot always prevent the occurrence of cyberbullying or negative interactions. Psychology students

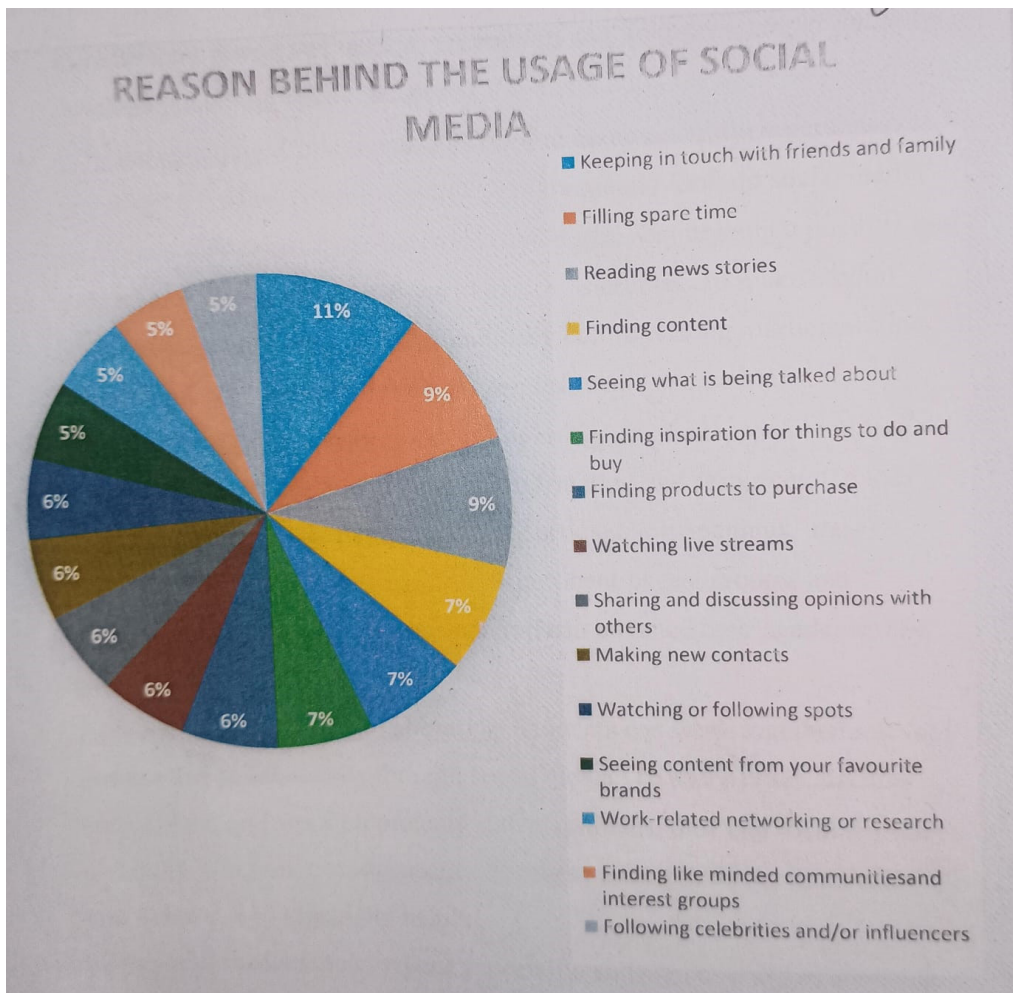


Figure 1: Social media and College Students.

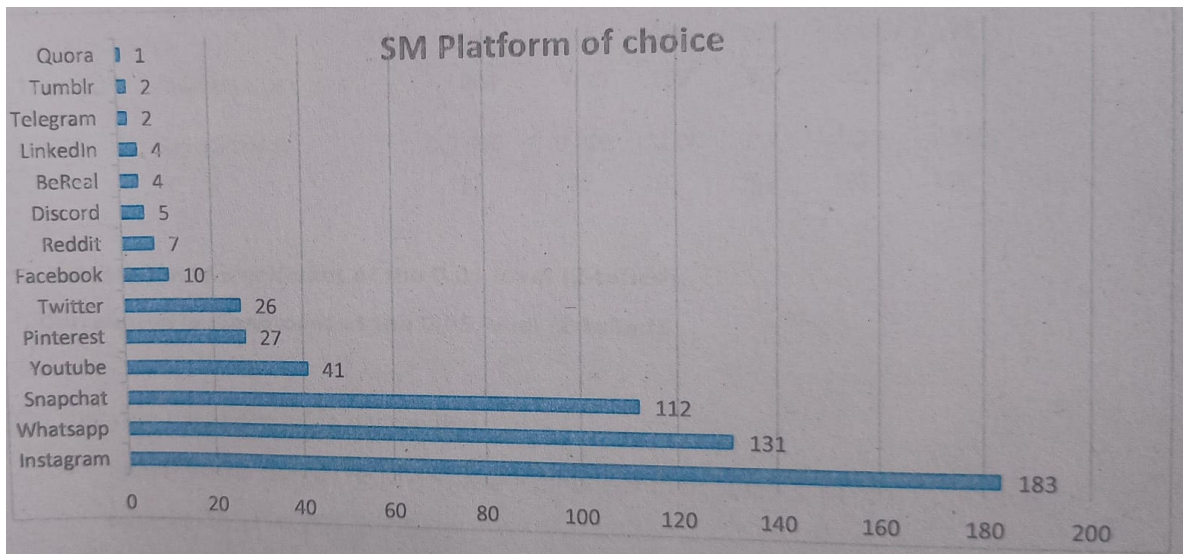


Figure 2: The bar chart shows that Instagram is the most preferred social media platform among respondents, followed by WhatsApp and Snapchat, while Quora, Tumblr, and Telegram are the least favored.

may encounter online harassment, trolling, or hate speech, which can have severe psychological impacts such as increased stress, anxiety, and depression. The algorithms may inadvertently amplify such content by prioritizing engagement metrics, further exacerbating the negative effects.

Given these potential effects, it is essential for psychology students to develop a healthy relationship with social media. This includes being mindful of the time spent on these platforms, curating their social media feeds to include diverse as well as positive content, and engaging in various offline activities and self-care practices that promote mental well-being. Additionally, educational institutions and mental health professionals can provide support and guidance on navigating the psychological challenges posed by social media algorithms.

REVIEW OF LITERATURE

This pie chart represents the Social media and College Students. The motivations range from staying in touch with friends and family, filling spare time, and reading news stories to networking, following celebrities, and discovering new content. The diversity in reasons highlights the multifaceted role of social media in daily life (Figure 1).

This bar chart illustrates the preferred social media platforms among respondents. Instagram emerges as the most popular choice, followed by WhatsApp and Snapchat, while platforms like Quora, Tumblr, and Telegram have the least users (Figure 2).

Shabir G *et al.*, 2014, the aim of the study was to investigate the effects of social media on young people, including how they are impacted by it in context to political awareness, religious beliefs, academic learning, trend adoption, participation in sports, and other aspects of social life. A sample of 300 young people from the aforementioned Bahawalpur youth population was chosen using

a non-random selection technique. The sample was drawn from both the male and female youth population of Bahawalpur City. The study focuses on an examination of youth's use of social media networking. Facebook, Twitter, Skype, YouTube and MySpace are the social media platforms that the research tool refers to. There are 31 close-ended questions along with two questions are open-ended, questions in the survey. This researcher approached 300 children with the survey. The questionnaire receives active responses from each participant. The questionnaire has a very high return average of 97 percent.

Nesi J 2020, young people's life nowadays revolves entirely around digital techs.

Many children are provided with exposure to screens from an early age; in the US, children under the age of two spend an average of 42 min a day using screens (Shabir G *et al.*, 2014). Most of the young population is thoroughly engrossed in the world of cellphones, laptops, and social media by the time they reach youth. According to recent centrally representative figures, 95% of teens between 13 and 18 years have access to smartphones, and around 88% have a desktop or laptop. In 2018, 45% of US teens reported that they used the internet "almost constantly," which was a hike from 24% only three years earlier. New media's widespread use has produced a complicated world that parents, medical professionals, young people, and legislators must manage. In fact, while this media environment has made a number of hazards and concerns for youth's mental health, it has also offered noteworthy advantages and opportunities.

Alonzo R *et al.*, 2021, Applications for social media are used by young people more and more. The relationship between dynamic virtual entertainment utilization, rest quality, and normal emotional wellness results (uneasiness, despondency, and mental trouble) among youngsters is totally assessed in this efficient audit

of the writing. We looked for observational studies that looked at this connection in young people (ages 16 to 25) in MEDLINE, PsychINFO, EMBASE, and Scopus. The inclusion criteria were satisfied by 36 cross-sectional studies and 6 prospective cohort studies. Significant correlations between excessive social media usage and bad mental health outcomes ($n=33$), poor sleep quality ($n=24$), and negative mental health ($n=16$) were discovered in cross-sectional studies. Frequent social media usage was linked to both poor mental health ($n=6$) and poor sleep outcomes ($n=5$) in longitudinal studies. As indicated by a few explorations, unfortunate rest quality intervene the connection between high school online entertainment use and poor psychological wellness results. By and large, the examination introduced relates youth's unfortunate rest quality and poor emotional well-being to unnecessary use of virtual entertainment. The directionality and seriousness of inordinate web-based entertainment use's connections with unfortunate rest quality and negative impacts for psychological wellness request extra exploration given the general wellbeing meaning of rest issues.

Jaoude E. A *et al.*, 2020, 1) There is a dose-response relationship, and the effects appear to be greatest in girls, according to this review paper. Proof from an assortment of cross-sectional, longitudinal, and observational examinations joins cell phone and virtual entertainment use to an expansion in mental pain, self-hurting conduct, and suicidality among youth. 2) Through friendly correlation and destructive cooperation's, for example, cyberbullying, online entertainment can influence teenagers' self-discernments and relational associations. In addition, content on social media frequently normalizes and even encourages young people to self-harm and take their own lives. 3) Young people frequently use smartphones and multitask with media, resulting in chronic lack of sleep and negative effects on cognitive control, academic achievement, and social and emotional functioning. 4) Clinicians and young people's families can work together to reduce the risks of using smartphones and social media. 5) Social policy initiatives and public awareness campaigns that support supportive family and school settings that encourage resilience are necessary for young people to successfully manage the challenges of adolescence in today's society. These efforts can include education and problem-solving in the real world.

Bates A *et al.*, 2020, Youth who identify themselves as Lesbian Gay Bisexual Transgender Queer Plus (LGBTQ+) have everyday access to a larger socio-cultural conversation through social media, which may have effects on the formation of their narrative identities. This study aimed to comprehend the lived experiences of 11 LGBTQ+ undergraduates (age range=19-23) creating narrative identities in the cultural context of social media and the function of social media within this process through in-depth narrative interviews. An interpretive, unique analysis of personal tales was used to analyse the interviews. The four common story motifs were then identified through comparison

and contrast of these encounters. LGBTQ+ kids now have easy contact to safe places online and offline, enabling for them a more secure identity development, as highlighted in stories about the merging of safe spaces. Social media is referred to in narratives of external identity synchronization as a medium used by LGBTQ+ adolescents to find identities that connect with their current sense of self. The diverse and context-dependent identity markers that teenagers use to identify themselves are encapsulated in narratives of multiple context-based identities. As highly distinct members of a larger group, LGBTQ+ kids describe themselves in narratives of individuality and liberty. These findings emphasise the intricate role social media plays in the formation of LGBTQ+ young identities. Within, the repercussions are examined.

Biernesser C *et al.*, 2020, Nowadays, among teenagers and young people, suicide is the second most common cause of death. The novel and rapidly developing study issue of social media's impact on juvenile suicide risk or reduction must be addressed by a wide range of mental health care providers. In order to provide an update after the most recent systematic reviews on this issue finished their literature searches, the search was limited to the period from June 2014 to September 2019. Using the Mixed Methods Appraisal Tool (MMAT), quality was evaluated. There were a total of 38 articles that were qualified, and 24 of those that received good ratings were included in the narrative review. Eight papers focused on DSH prevention, whereas 19 examined DSH risk. The vast majority of publications covered cross-sectional quantitative or qualitative research. Opportunities for hazards and benefits were investigated, and possible implications of social media usage for young subgroups that may be more at risk for suicide were taken into consideration.

Nathiya D *et al.*, 2020, The COVID-19 epidemic had a tremendous effect on humanity. A large portion of the youth population in India is experiencing psychological resilience as a result of social isolation, contact transmission, and the economic crisis. Through social media channels, a cross-sectional research of young Indian individuals between the ages of 15 and 30 was undertaken. The survey instrument included four COVID-19 stressor questions, demographic data, a psychological effect evaluation using the Depression, Anxiety, and Stress-21 scale, and demographic data. 474 of the 684 respondents from red confinement zones finished the research. Overall, 37.36% of teens reported moderate-to-severe stress, 30.89% reported anxiety, and 24.63% reported depression. In terms of mental health outcomes, women were more likely to be married (Odds Ratio [OR]=2.76, 95% Confidence Interval [CI]: 1.70-4.46), live in a rural location (Odds Ratio [OR]=2.89, 95% CI: 1.74-4.78), and have a postgraduate

Table 1: The variables of this study.

Dependent Variable	Independent Variable
Social Media Usage	Psychology students
Emotional Competence	

degree (Odds Ratio [OR]=1.49, 95% CI: 0.74-3.36). Physical ailment, changes in everyday living, and economic pressures have all been demonstrated to positively predict mental health issues. Conclusion: Regardless of educational level, our findings showed the need for psychological intervention targeting youngsters living in rural regions, especially women.

Abdulsalam A and Alhothali A, 2022, By enabling people globally to connect instantaneously, openly, and often, social media platforms have revolutionised traditional communication techniques. Social media is used by people to communicate their opinions, struggles, and personal narratives. Social media is rife with negative emotions that convey misery, death fantasies, and self-harm, especially among younger generations. As a result, utilising social media to spot suicidal thinking will enable timely intervention that will ultimately deter others from self-harm and suicide and stop the spread of suicidal ideation on social media. The identification of suicidal ideation and behaviours via social media has been the subject of several researches. This study provides a detailed overview of ongoing research on the detection of suicidal thoughts on social media using machine learning algorithms. This evaluation of 24 papers exploring the viability of using social media for detecting suicidal thoughts is meant to encourage more study in the area and will be a useful tool for anyone doing suicidal text categorization research.

Coppersmith G *et al.*, 2015, Although suicide is a significant and rising concern, there is a severe dearth of up-to-date information that may be used to make educated judgements and evaluate prevention options. To determine if it is feasible to use publicly accessible data to deliver more up-to-date information, we analyse it. We investigate measurable indicators of attempted suicide and suicidal ideation using social media data. Our data comprises of Twitter users who have tried suicide, neurotypical controls who are age- and gender-matched, and users who are clinically depressed who are also similarly matched. We automatically isolate such users using basic language modelling approaches, then look at the measurable signals that enable them

to operate while connecting them to thoughts about suicide that have been proven through psychometric testing. We then offer several directions for future epidemiological research using these scalable classifiers along with open government data and public social media data. Although we take great effort to preserve the privacy of the consumers, all of this study uses publicly available data.

Ramírez-Cifuentes D *et al.*, 2020, This essay sought to outline a method for evaluating the suicide risk of Spanish-tongue social media users. In order to build machine learning models that can identify users who are at danger, we set out to investigate behavioural, correlational, and multimodal data that was taken from several social networks. Data of 252 users that had been interpreted by physicians was used to assess our strategies. We established two control groups-users who use words associated with suicide (the targeted control group) and randomly selected individuals (the general control group)-to assess the efficacy of our models. The figure of friends ($p=0.04$) and median tweet length ($p=0.04$) between the suicidal ideation risk set and the focused control set were substantially different at a 95% CI. Focused control users had more friends on average (median 578.5) than users who were at danger (median 372.0). Similar to this, focused control users' median tweets were longer (16 words) than those of suicidal ideation risk users (13 words).

Berryman C *et al.*, 2017, Recently, numerous parents, activists, and decision-makers have expressed concerns regarding the potential negative effects of social media use. Using social media may lead to negative mental health outcomes like suicidality, loneliness, and less empathy, according to some research. Different examinations have either shown no proof of harm or have proposed that specific individuals might profit from utilizing online entertainment. The present correlational review took a gander at 467 youngsters' utilization of web-based entertainment, how significant it is a major part of their life, and whether they had a penchant for vaguebooking, which is the act of offering unclear yet disturbing sounding comments to stand out. Among

Table 2: The 2 questionnaires that were worked with in order to do this study.

Name of the Scale	Author	Year	Used for	Number of items
Bergen Social Media Addiction Scale	Andreassen	2005	Level Of Social Media Usage/Addiction	6
Emotional Competence Scale	Dr. Harish C.Sharma Dr.Rajeev L. Bharadwaj	1995	Level Of Emotional Competence In An Individual	30

Table 3: Item scoring.

Item	Score
Very rarely	1
Rarely	2
Sometimes	3
Often	4
Very Often	5

Table 4: Obtained Coefficient of reliability maybe enumerated as under.

Method	Emotional Competencies					Total EC
	A ADF	B AECE	C AFE	D ACPE	E EPE	
Test-retest (21 interval days)	0.78	0.85	0.87	0.75	0.90	0.74
Split-half	0.71	0.79	0.82	0.77	0.81	0.76

the outcomes considered were suicidal ideation, feelings of loneliness, social anxiety, and less empathy. According to the findings, using social media did not indicate worse mental health outcomes. Notwithstanding, the way that dubious booking was connected to considerations of self destruction recommends that this specific way of behaving might be an indication of additional difficult issues. With the exception of vague booking, the majority of the study's findings suggest that concerns regarding social media use may be unfounded.

Lin L. Y *et al.*, 2016, Social Media (SM) use among young people in the United States is rising, but its connection to mental health is still unknown. A nationally representative sample of young adults was used in this study to investigate the connection between SM use and depression. We polled 1,787 people between the ages of 19 and 32 regarding the relationship between SM use and depression. Participants were found through random dialing and address-based sampling. The Pew Internet Research Questionnaire global frequency score, daily time spent on SM, and self-reported weekly visits were used to measure SM use. Depression was measured with the Patient-Reported Outcomes Measurement Information System (PROMIS) Depression Scale Short Form. With test loads, chi-square tests and requested strategic relapses were run. 57.5 percent of the sample was White, and 50.3% of it was female. After adjusting for all variables, participants in the highest quartile of daily SM time spent had a significantly higher risk of depression (AOR=1.66, 95% CI=1.14–2.42) than those in the lowest quartile. Compared to those in the lowest quartile, those in the highest quartile of SM site visits per week and those with a higher global frequency score both had significantly higher odds of depression (AOR=2.74, 95% CI=1.86-4.04; AOR=3.05; 95 percent CI=2.03-4.59, respectively). All correlations between independent factors and depression showed strong linear dose-response trends. The results stood up to every sensitivity test.

Ilakkuvan V *et al.*, 2019, Young adults frequently utilize social media, and each site has a unique demographic, feature set, and purpose. Based on the websites they visit most frequently and in what combinations, this study classified young adults into groups and compared their health risk factors and habits. Based on the frequency of use of 10 sites from a national sample of young adults between the ages of 18 and 24 ($n=1,062$), latent profile models were created. The association between class membership and the use of Alcohol, Tobacco, and Other Drugs (ATOD), as

well as depressive and anxious symptoms, was investigated using bivariate analyses and multivariable regressions. Five categories were found by the best model: Low Users (7.9%), High Users (63.1%), Professional Users (10.1%), Creative Users (11.5%), Mainstream Users (7.4%), and High Users (High Use of Vine and Tumblr). In terms of ATOD use and depression symptoms, classes varied greatly. When compared to High Users, Creative Users had a higher likelihood of using the majority of drugs and a lower likelihood of experiencing depressive symptoms, Mainstream Users had a higher likelihood of using drugs for social purposes (such as alcohol and hookah), Professional Users had a higher likelihood of using alcohol, cigarettes, and cigars, and Low Users had a higher likelihood of using other drugs (such as cocaine and heroin).

Primack B. A *et al.*, 2021 Social media use and depression have been shown to have cross-sectional relationships in the past, but their temporal and directional associations have not been documented. Participants between the ages of 18 and 30 were chosen in 2018 in accordance with their U.S. Census characteristics, which included age, sex, race, education, household income, and geography. Based on a list of the top 10 social media networks, which account for >95% of social media use, participants self-reported their use of social media. Using the 9-Item Patient Health Questionnaire, depression was evaluated. Nine pertinent sociodemographic factors were evaluated in total. At the baseline and 6-month follow-up, all measures were evaluated. 95 (9.6%) of the 990 participants who were not depressed at the beginning of the study developed depression by the end of the study. For each level of social media use, there was a significant linear association ($p < 0.001$) between baseline social media use and the onset of depression in multivariable analyses conducted in 2020 that controlled for all covariates and included survey weights. Contrasted and those in the most reduced quartile, members in the most noteworthy quartile of benchmark online entertainment use had altogether expanded chances of creating melancholy (AOR=2.77, 95% CI=1.38, 5.56). Be that as it may, there was no relationship between the presence of pattern melancholy and expanding web-based entertainment use at follow-up (OR=1.04, 95% CI=0.78, 1.38). All sensitivity analyses did not affect the results.

Chinyere O. T *et al.*, 2022, This study looked into how students majoring in electrical and electronic technology's emotional intelligence levels influenced their academic motivation and

study habits. One traditional university and one technological university both participated in the study. The information for the study was gathered through the use of a questionnaire that elicited data on the students' level of academic motivation, emotional intelligence capacity, and attitude toward studying. Cohen's d, the mean, standard deviation, and single- and multiple-regression analysis were used to examine the data. In the meantime, the T-test and an analysis of variance were used to test hypotheses. The study's findings showed that students at traditional universities and one technological institution have high levels of emotional intelligence, academic drive, and a positive attitude toward learning. In two colleges, there is a weak correlation between students' emotional intelligence skill level and effect size. The level of academic enthusiasm and study habits of the respondents were shown to be considerably and favorably correlated with the emotional intelligence under investigation.

Rosales-Pérez. A. M *et al.*, 2021 Emotional Intelligence (EI) and Personality Traits (PTs), according to studies on financial behavior, account for a large portion of bias in financial activities. The goal of this study is to determine which areas of university students' EI and PTs in finance require more training in order to

prevent financial behavior bias. To this goal, the Trait Emotional Intelligence Questionnaire (TEIQue) and Big Five Inventory questionnaires were used to compare the EI and PT levels of a sample of university finance students and financial industry experts. The aspects of EI and PTs in which students underperform relative to professionals were then discovered, and the effects that this underperformance has on students' financial behavior were established. According to the findings, students need to improve their empathy, emotion control, self-motivation, stress management, optimism, and self-esteem skills. Additionally, PTs are linked to extraversion, openness, mindfulness, and friendliness. Due to this shortfall, students are more prone to exhibit biases in their financial behavior, such as loss aversion, endowment, optimism, and risk tolerance. These findings imply that institutions should be conscious of offering comprehensive EI and PT training to students who qualify as financial aid so they can successfully address their professional future.

Morales-Rodríguez F. M *et al.*, 2019, The major goal of the current study is to examine how Spanish university students' levels of self-efficacy and anxiety, coping mechanisms, and emotional intelligence relate to one another. The design of this

Table 5: Correlation using Pearson's correlation were drawn.

		Correlations						
		BSMAS	ADF	AECE	AFE	ACDE	EPE	Total EC
BSMAS	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	192						
ADF	Pearson Correlation	-.305**	1					
	Sig. (2-tailed)	0.000						
	N	192	192					
AECE	Pearson Correlation	-.178*	.566**	1				
	Sig. (2-tailed)	0.013	0.000					
	N	192	192	192				
AFE	Pearson Correlation	-.261**	.544**	.567**	1			
	Sig. (2-tailed)	0.000	0.000	0.000				
	N	192	192	192	192			
ACDE	Pearson Correlation	-.219**	.636**	.564**	.658**	1		
	Sig. (2-tailed)	0.002	0.000	0.000	0.000			
	N	192	192	192	192	192		
EPE	Pearson Correlation	-0.066	.252**	.279**	.420**	.470**	1	
	Sig. (2-tailed)	0.361	0.000	0.000	0.000	0.000		
	N	192	192	192	192	192	192	
Total EC	Pearson Correlation	-.264**	.768**	.759**	.827**	.859**	.648**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000		
	N	192	192	192	192	192	192	192

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

* Correlation is significant at the 0.05 level (2-tailed).

study is cross-sectional. 258 college students were selected for the sample from three different academic disciplines. We led expressive, bivariate and multivariate relapse investigations. A significant bivariate analysis revealed a significant negative correlation between self-efficacy and both trait and state anxiety ($r=0.340$ and 0.466 , respectively). Self-efficacy was also found to be directly correlated with the emotional intelligence dimensions of emotional clarity ($r=0.397$) and repair mood ($r=0.347$), as well as the coping strategies of problem-solving ($r=0.312$), emotional expression ($r=0.133$), cognitive restructuring ($r=0.195$), social withdrawal ($r=0.103$), and coping with a situation ($r=0.33$). Anxiety, problem-solving, emotional expressiveness, social retreat, and emotional clarity were found to be strongly correlated with the dependent variable in a multivariate regression study, which predicted 39% of the variance in levels of overall perceived self-efficacy. Taking everything into account, this article progresses information on the components that influence college undergraduates' impression of their overall self-viability.

Trigueros R *et al.*, 2020, A significant turning point in young people's lives occurs as they transition academically to university. However, researches to date have concentrated on student behavior in the context of the classroom rather than on potential effects on their way of life. The goal of this study is to examine the impact of students' emotional intelligence on their resilience, academic stress, test anxiety, and eating habits related to the Mediterranean diet while they are in college. 733 male and 614 female students from the University of Almeria, ranging in age from 19 to 27, participated in this study. To describe the causal connections between the variables, a structural equation model was created. The findings indicated that emotional intelligence significantly predicted resilience. In turn, resilience was a poor predictor of test anxiety and academic stress. Finally, the Mediterranean diet was found to be a poor predictor of test anxiety and academic stress. In summary, the findings of this study have demonstrated that academic transfer to a university and grading pressure might result in unfavorable effects on food consumption.

Sarrionandia A *et al.*, 2018, The relationship between emotional intelligence and resilience, both of which are negatively correlated with perceived stress, is supported by the research already in existence. However, there is limited proof of the simultaneous association between these psychological characteristics from cross-cultural and/or cross-national studies. This study's goal was to fill that gap in the literature by investigating the relationships among emotional intelligence, resilience, and perceived stress in a cross-country setting. The study included a sample of 696 undergraduate students from two American colleges and the Basque Country (an autonomous region in northern Spain). The implications of emotional intelligence and resilience that may affect students' perceptions of stress were investigated using structural equation modeling. The findings showed that both American and Basque students, resilience served as a mediating

variable and served as a negative predictor of felt stress. The results imply that college students with higher levels of emotional intelligence and resilience have lower levels of perceived stress. Therefore, raising students' emotional intelligence and resilience may help them avoid experiencing perceived stress in higher education. In particular, it is underlined that intervention programs that strengthen both EI and resilience may be useful in lowering perceived stress. Implications and possibilities for future study are also mentioned.

Zhoc, K.C.H *et al.*, 2020, Numerous research have investigated the part that emotions play in student engagement. However, little is known about the connections between Emotional Intelligence (EI) and other important learning outcomes in higher education. This study looked at the relationship between EI and student engagement and how these two factors together predict important learning outcomes in higher education, such as the students' GPA, general results, and happiness with the university experience, in order to close this gap. 560 first-year students from 10 faculties at a university in Hong Kong participated in the study, which utilized a prospective longitudinal design. Before and after the first year of the students' university studies, respectively, the data were gathered. The measurement and proposed models were put to the test using structural equation modeling. According to the findings, EI significantly influenced important learning outcomes (such as GPA, general learning outcomes, and students' satisfaction with the university) through the various dimensions of student involvement. Additionally, the model provided explanations for 16%, 44%, and 38%, respectively, of the students' GPA, general learning outcomes, and level of satisfaction with their university experience. This study offers factual proof of the beneficial impact of EI on students' top performance in a higher education setting. The findings' implications are examined.

Mohamed S. A. E. F 2019, Success in nursing profession is significantly influenced by emotional intelligence and self-esteem. For the purpose of monitoring students' progress and ensuring that they receive appropriate nursing skills training, it is critical to evaluate the students' emotional intelligence and self-esteem levels. Investigating emotional intelligence and self-esteem in nursing students was the goal. This study employed a descriptive cross-sectional design. Setting The study was conducted at Kafrelsheikh University in Egypt's nursing faculty. Using basic random sampling, 400 nursing students were chosen at random from a range of academic levels. Tools Along with a sociodemographic and academic data sheet, the Schutte Emotional Intelligence Scale and Cooper-Smith Self-Esteem Inventory were used to gather the data. The findings revealed that the majority of the studied pupils had low to moderate levels of self-esteem problems and that more than half had moderate levels of emotional intelligence. Among nursing students, there was a strong correlation between emotional intelligence and self-esteem. The current study suggests assessing students'

emotional intelligence and self-esteem prior to admission to the nursing faculty and incorporating emotional intelligence into nursing curricula.

Jahan S.S *et al.*, 2022, Few studies have been done with dentistry students, despite the fact that many have been done to explain the role of emotional intelligence in academic success and stress management in various academic fields. The purpose of this scoping study was to determine how stress and academic performance among dentistry students are influenced by emotional intelligence. Using MeSh keywords, all English-language publications from 2001 and 2020 were found. For empirical research, a wide range of academic databases including Pubmed, Pubmed Central, EMBASE, Web of Science, EBSCO-Host, Cochrane, PROSPERO, and ARU.

E-library was thoroughly searched. The inclusion and exclusion criteria for 1,359 publications were determined using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) standards. After that, these works were further assessed by removing duplicates, looking through the full texts, and rating the abstracts. 24 publications were evaluated critically as part of this review.

The information obtained from publications about EI, academic success, and stress variables was evaluated using the narrative analysis method. The review discovered that EI had a bigger effect on dental students' academic progress over the course of their clinical years. EI may also be a crucial tool for managing stress and unfavorable feelings. It has been demonstrated that higher EI scores are linked to improved performance in organizational and leadership skills, which are crucial for job progression. In summary, the evaluation recommended including EI instruction within the dental curriculum. Additionally, EI ought to be considered as a criterion of admission for dentistry education. Few studies have been done with dentistry students, despite the fact that many have been done to explain the role of emotional intelligence in academic success and stress management in various academic fields.

The purpose of this scoping study was to determine how stress and academic performance among dentistry students are influenced by emotional intelligence. Using MeSh keywords, all English-language publications from 2001 and 2020 were found. For empirical research, a wide range of academic databases including Pubmed, Pubmed Central, EMBASE, Web of Science, EBSCO-Host, Cochrane, PROSPERO, and ARUE-library were thoroughly searched.

Vidal C *et al.*, 2020, Throughout the course of recent many years, there have been ascends in young adult gloom and self-destructive way of behaving that concur with the presentation of online entertainment (SM) (stages that permit contact by means of computerized media), which are vigorously utilized among teens. The purpose of this scoping review was to investigate the links

between SM use, specifically Social Networking Sites (SNS), and adolescent depression and suicidality. Through topical examination of the examinations viable, four vital subjects in SM use arose: the quantity and quality of SM use, the social aspects of SM use, and the admission of mental health symptoms. For this field of study, it would be beneficial to use longitudinal designs, objective and timely assessments of SM use, research on the mechanisms underlying the link between SM use and depression and suicidality, and clinical population research to guide therapeutic treatment.

Vermeulen A. *et al.*, 2018, Although social media gives teenagers new ways to manage their emotions, little is known about how they use various platforms. By examining whether and how adolescents use various social media platforms (Facebook, Instagram, Snapchat, Twitter, Tumblr, YouTube, 9Gag, and blogs) for sharing emotions and how technical, social, and contextual factors affect these practices, this study contributes to the literature on emotion regulation and the affordances of technologies. 22 teenagers between the ages of 14 and 18 who had in-depth interviews revealed that they express their feelings on a variety of these platforms. Although the various platforms offer comparable features, the social norms on each one are obviously distinct and have an impact on how teens behave online. If feelings are communicated at all, they are typically conveyed in positive ways on Facebook updates, Instagram, and Snapchat. On the other side, while for various reasons, Twitter and Messenger are also used for conveying unfavorable feelings.

Vincent, E. A, 2016 Considering that college is sometimes a time of transition, college students may struggle to feel a connection to their peers on college campuses. The widespread use of social media, however, presents fresh and more easily available chances to promote social bonds. The current paper examines student use of social media on college campuses and offers suggestions for college counselors on how to help their clients use social media as a tool to improve sense of belonging on campus. These suggestions are highlighted through a case narrative.

Marino C *et al.*, 2020, 1. Teenagers have a "way of being" that requires constant online presence and social media connections. Notwithstanding, only a couple of exploration have inspected the synchronous commitments of social climate and feeling guideline to dangerous online entertainment use. For specific clients, utilizing online entertainment can turn into "dangerous." The ongoing review set off on a mission to research (I) the effect of companions (i.e., their virtual entertainment utilization and gathering standards via web-based entertainment use) and (ii) the effect of profound guideline issues thus called "e-movements" on young people's dangerous virtual entertainment use. Italian optional schools were the subject of a cross-sectional examination. 761 youngsters (44.5% female; 15.49 years, Mage; An online survey was given to them (SDage=1.03). The use of social media by friends was found to be related to both the frequency of use

and the problematic use of social media, and social norms were found to be directly related to problematic use of social media. Emotion regulation issues have been linked to problematic social media use, both directly and indirectly, due to the frequent use of e-motions and their facilitation. The significance of both peer influence and emotion control in this circumstance is supported by these findings. Social norms and emotion control ought to be taken into consideration when developing preventative programs that address problematic social media use by teenagers.

Singh, M. M *et al.*, 2017, Today's Indian youth heavily rely on social media. Young people have been completely captivated by the excessive use of social media. Social media use among young people has grown to the point where none of them can imagine life without it. Enslavement is presently a consequence of youngsters' reliance via virtual entertainment. It has been laid out through various exploration that exorbitant utilization of virtual entertainment adversely affects Indian youthful. Concurrently, social media has some positive effects on the lives of young people. This study centers around the key objectives that youngsters have while utilizing online entertainment, and a work has been made to decide how long youngsters spend riding informal communication destinations. This study focuses on the main findings as well as the benefits and drawbacks of using social media with young people. The review's discoveries show that unnecessary utilization of online entertainment can prompt habit in youngsters.

Garrett. R. *et al.*, 2016, College understudies' absence of rest is a critical wellbeing concern, especially for green beans during their most memorable quarter or semester of study. Few studies have examined the ways in which students' ability to sleep is affected by social media technologies. This study expects to examine the relationship between web-based entertainment use and rest effectiveness among first-year school rookies. We explicitly examined the likelihood that adjustments of Twitter use across season of day and work day would be connected with self-detailed rest quality. We conducted a research of first-year college students who used Twitter ($N=197$) between October and December of 2015. We gathered tweets from students, classified the content of the tweets based on various emotional states, and administered sleep quality evaluations on a weekly basis. Tweeting more frequently on weekday evenings was linked to higher sleep quality ($r=0.191$, $s.e.=0.097$); tweeting more frequently on weekday late nights was linked to poorer sleep quality ($r=0.937$, $s.e.=0.352$). Lower sleep quality was linked to tweets during the weekday that were identified as being connected to the emotion of fear ($=0.302$, $SE=0.131$). The findings imply that students' use of social media and sleep quality are related. The outcomes can be used to guide future initiatives to enhance slumber among college students

Graham. S *et al.*, 2021, Concerns about social media's potential negative effects on mental health and wellbeing have grown along with the rise of social media use. The current study's main objective

was to determine whether restricting social media use results in improved wellbeing. Examining the potential link between sleep quality and the association between social media use and wellbeing was a secondary goal. Participants in the current study totaled 132, with half of them restricting their use of Facebook, Instagram, and Snapchat for one week. Email screen shots of how much time they had spent using Facebook, Instagram, and Snapchat were requested from participants. Getting away from online entertainment brought about a minor improvement in prosperity contrasted with a benchmark group that didn't limit their utilization of the stage. This improvement appears to be at least partially attributed to changes in sleep quality.

Ostic D *et al.*, 2021, As social media usage has grown, so have concerns about its potential effects on users' mental health. The significant objective of this article is to make sense of what virtual entertainment use means for mental wellbeing. It builds on contributions from other domains in the literature to provide a more comprehensive assessment of the issue by taking into account a number of mediators, such as social isolation, smartphone addiction, and different types of social capital (such as bonding social capital and bridging social capital). The expressed speculations are tried through a quantitative investigation of 940 Mexican web-based entertainment clients utilizing primary condition displaying (SEM). The outcomes show a by and large certain backhanded impact of web-based entertainment use on mental prosperity, for the most part in view of the advantages of social capital structure and holding. The empirical model has 45.1% explanatory power. The exact information and careful measurable examination introduced in this work uncover the concurrence of both positive and adverse consequences, crossing over the holes in the current writing.

Tyagi T and Meena. S, 2022, Online Social Networking (OSN) has been a commonplace form of communication during the past 20 years. The major goal of this study is to ascertain the association between online social networking and emotional intelligence and mental health, respectively. As part of a multi-variate analysis, Pearson's correlation coefficient is used to evaluate the relationship between OSN, emotional intelligence, and mental health. OSN and mental health have a negative correlation of 0.133, and OSN and emotional intelligence have a negative correlation of 0.198, suggesting that using OSN excessively is bad for both. According to the study, younger kids practice OSN more frequently than older kids do, which results in their having lesser emotional intelligence. However, older female teenagers have more frequently suffered from mental health issues. According to the results of the current study, there is a considerable connection between emotional intelligence, mental health, and online social networking.

METHODOLOGY

Aim

To assess and analyse the relationship between social media usage and emotional competence of psychology students on the undergraduate level using Bergen's social media addiction scale and emotional competence scale

Objectives

Social media usage of undergraduate psychology students

Emotional competence of psychology students at undergraduate level

Relations between the usage of social media platforms and emotional competence of individuals.

Hypothesis

There is a negatively inverse relationship between the usage of social media and emotional competence of psychology students at undergraduate level.

There is a negatively inverse relationship between the different components of emotional competence and social media usage

Sample size

A total of 192 participants from the psychology department at Amity University, Noida. The age range of the population was 18-23 (young adults), students who were enrolled in undergraduate degrees in the field of psychology.

Variables

This table outlines the key variables analyzed in the study. The dependent variables include Social Media Usage and Emotional Competence, while the independent variable is Psychology Students as the study population (Table 1).

Statistics

The Questionnaires used in the study to assess social media addiction and emotional competence, including the Bergen Social Media Addiction Scale (Andreassen, 2005) and the Emotional Competence Scale (Sharma & Bharadwaj, 1995) (Table 2).

The statistical methods used in order to compute the obtained data was the Pearson's method of correlation and later the significance on 2-tailed test at levels 0.01 and 0.05 were observed.

The formula used for the analysis is as follows:

Scoring

Bergen's social media addiction scale

Reliability

The test-retest reliability for the BSMAS total mark was acceptable, with Pearson's correlation coefficient of 0.75 at the

mean days of the break of 21 9+/-1.9. The paired *t*-test showed the BSMAS total score was significantly lower at the retest (Mean-/+SD=12.90-/+5.74) than the baseline (15.03-/+5.86)

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Where,

r = Pearson Correlation Coefficient

x_i = x variable samples

y_i = y variable sample

\bar{x} = mean of values in x variable

\bar{y} = mean of values in y variable

Validity

The correlation coefficients between the BSMAS, the SAPS and the four 4 subscales of SUMS. The BSMAS had a significant positive relation with the SAPS ($r=0.86, p<0.001$) and four factors of the SUMS ($r=0.39-0.57, p<0.001$), indicating good convergent validity of the BSMAS.

Emotional competence scale

Reliability

The reliability of the scale has been derived by employing two methods, viz., test-retest *q* and split-half method. The obtained coefficient of reliability may be enumerated as under:

Table 3 displays the reliability coefficients of different emotional competencies using two methods: Test-retest and Split-half. The competencies, labeled ADF, AECE, AFE, ACPE, and EPE, have varying reliability values, with total Emotional Competence (EC) also reported (Table 4).

Validity

The validity of this scale has been determined with factor A and C of 16 personality factor questionnaire and found to be 0.64 and 0.69 respectively.

Item scoring

Scoring of these 5 alternatives follow a system of 1, 2, 3, 4 and 5 from upper to lower end. The addition of item scores horizontally will provide scores of the competencies from A, B, C, D and E separately.

This table presents the scoring system for the frequency of social media usage or emotional competence responses. The scale ranges from 1 (Very Rarely) to 5 (Very Often), with intermediate values assigned to "Rarely," "Sometimes," and "Often" (Table 3).

RESULTS AND INTERPRETATION

Table 4 displays Pearson correlation coefficients between social media usage and various emotional competence dimensions, indicating the strength and significance of relationships. Significance levels are marked as $p < 0.01$ (**) for highly significant correlations and $p < 0.05$ (*) for moderately significant correlations. The sample size for the study is $N = 192$ (Table 5).

On studying the table, we see that:

Social media usage (BSMAS) and Emotional Competence (Total EC) have correlation of -0.264 , $p < 0.01$.

Social media usage (BSMAS) and Adequate Depth of Feeling (ADF) have a correlation of -0.305 , $p < 0.01$.

Social media usage (BSMAS) and Adequate Expression and Control of Emotion (AECE) have a correlation of -0.178 , $p < 0.05$.

Social media usage (BSMAS) and Ability to Function with Emotion (AFE) have a correlation of have a correlation of -0.261 , $p < 0.01$.

Social Media usage (BSMAS) and Ability to Cope with problem Emotions (ACDE) have a correlation of have a correlation of -0.219 , $p < 0.01$.

Social Media usage (BSMAS) and Enhancement of Positive relation (EPE) have a correlation of have a correlation of -0.066 that is not significant.

Analysis

On the basis of the data collected and analysis done, the above results were obtained. It is very clear that correlations range from -0.305 to -0.066 which interprets that there is a weak to moderate correlation between the variables. The study on psychology students to see their level of emotional competence in relation to their usage of social media indicated the following:

The observed negative correlation between social media usage and emotional competence aligns with previous research findings that have highlighted the potential risks of excessive social media engagement. The constant exposure to curated content, social comparisons and online social interactions may contribute to emotional distress, reduced self-esteem, and decreased emotional regulation skills. The negative correlation also raises important questions about the underlying mechanisms driving this relationship. It is possible that the addictive nature of social media usage displaces time and attention that could otherwise be devoted to face-to-face interactions and activities that foster emotional growth and well-being. Additionally, the constant exposure to online social interactions and the pressure to present an idealized version of oneself may hinder individuals' ability to develop authentic emotional connections and understand their own emotional states.

The observed negative correlation between social media usage and adequate depth of feeling supports previous research suggesting that excessive social media engagement may have detrimental effects on individuals' emotional experiences. The negative correlation raises important questions about the underlying mechanisms driving this relationship. It is plausible that the highly stimulating and fast-paced nature of social media platforms encourages shallow and superficial engagement with emotions, thereby impeding individuals' capacity to delve into their feelings at a profound level. Moreover, this study highlights a significant negative correlation between social media usage and individuals' ability to experience emotions at an adequate depth. The findings underscore the potential impact of excessive.

The observed negative correlation between social media usage and adequate expression and control of emotion aligns with previous research, indicating that excessive social media engagement may have detrimental effects on individuals' emotional well-being. The constant exposure to a wide range of emotions, along with the pressure to present an idealized image and seek validation from others, may impact individuals' ability to authentically express their emotions. Additionally, the addictive nature of social media usage may divert individuals' attention and energy away from cultivating healthy emotional expression and regulation skills in offline contexts. The negative correlation raises important questions about the underlying mechanisms influencing this relationship. It is plausible that the superficial nature of online interactions and the constant stream of information on social media platforms may hinder individuals' ability to engage in deep emotional expression and regulate their emotions effectively. This study highlights a significant negative correlation between social media usage and individuals' ability to adequately express and control their emotions.

The observed negative correlation between social media usage and the ability to function with emotion aligns with previous research, emphasizing the potential adverse effects of excessive social media engagement on emotional functioning. The constant exposure to curated content, social comparisons and online interactions may contribute to emotional distress, reduced emotional resilience, and difficulties in adapting to emotional challenges. The negative correlation raises important questions about the underlying mechanisms driving this relationship. It is plausible that the addictive nature of social media usage diverts individuals' attention and resources away from developing effective emotional regulation and problem-solving skills.

The results of our study highlight the potential negative impact of social media usage on emotional coping mechanisms. Consistent with previous research, we found that higher levels of social media engagement were negatively associated with the ability to cope with problem emotions. This may be due to the fact that social media platforms offer a highly curated and filtered representation of reality, leading to distorted perceptions of self and others,

which may contribute to increased anxiety, depression, and other emotional difficulties. The negative correlation between social media usage and the ability to cope with problem emotions raises important questions about the underlying mechanisms driving this relationship. Our study provides evidence for a negative association between social media usage and the ability to cope with problem emotions. These findings underscore the potential negative impact of excessive social media engagement on individuals' emotional coping mechanisms. The study highlights the need for further research to understand the complex relationship between social media usage and emotional well-being.

The non-significant correlation between social media usage and the enhancement of positive relationships challenges the assumption that social media platforms inherently contribute to the improvement of interpersonal connections. While previous research has suggested both positive and negative effects of social media on relationships, our findings indicate that social media usage, as measured by the BSMAS, may not be directly linked to the enhancement of positive relationships, as measured by the EPE scale. While the findings suggest that social media usage may not have a significant association with positive relationship enhancement, it is important to consider various contextual factors and individual differences that may influence this relationship. Further research is needed to gain a comprehensive understanding of the complex dynamics between social media usage and positive relationship enhancement.

After learning from the interpretation of the data collected, we can confidently say that even though the correlation is weak they hold some significance and with the AI and social media algorithms at play the level of emotional competence is affected. This study opens gates to plenty of further studies in order to study the relation between humans on the virtual mode as well as the role of the constantly evolving technology driven lives, for both the better and worse.

LIMITATIONS

The male female ratio was not equal; the number of female participants was much higher.

Social desirability bias may have been present as the entire population was from the same department and shared various social circles amongst themselves.

Question order bias could be present as the recollection of information may have the participants understand the question in a rather dominant or recent event than general or usual context.

SUGGESTIONS

Based on the correlations observed between social media usage and various aspects of emotional well-being, it is crucial to develop strategies to promote a healthy relationship with social

media platforms. Here are some suggestions for mitigating the potential negative effects of excessive social media usage:

Promote Digital Well-being Awareness

Increase awareness about the potential impact of social media on emotional well-being and provide education on healthy social media habits. This can include information campaigns, workshops, and resources that emphasize the importance of balance and mindful engagement with social media.

Encourage Digital Detoxes

Encourage individuals to take regular breaks from social media and engage in offline activities that promote emotional well-being, such as spending time with loved ones, pursuing hobbies, practicing mindfulness, and engaging in physical exercise. Setting aside designated periods for social media-free activities can help individuals regain a sense of balance and reduce the potential negative effects of excessive usage.

Foster Emotional Competence

Place greater emphasis on emotional intelligence and competence in educational curricula and programs. Provide training and resources that enable individuals to develop essential emotional skills, such as recognizing and understanding emotions, regulating emotional responses, and effectively coping with challenging emotions. This can enhance individuals' ability to navigate social media platforms in a healthy and resilient manner.

Encourage Face-to-Face Interaction

Promote offline social connections by emphasizing the importance of face-to-face interactions and fostering real-life relationships. Encourage individuals to engage in meaningful conversations, participate in community activities, and build strong support networks outside of social media platforms. This can help counterbalance the potential negative effects of social media on interpersonal relationships.

Encourage Mindful Social Media Usage

Encourage individuals to be mindful of their social media usage patterns and motivations. Promote self-reflection and self-awareness regarding the emotional impact of social media interactions. Encourage individuals to critically evaluate the content they consume and actively engage in positive and supportive online communities that contribute to emotional well-being.

Digital Citizenship Education

Integrate digital citizenship education into school curricula and community programs. Teach individuals, especially young people, about responsible and ethical online behavior, including respectful communication, privacy protection, and the importance of maintaining a healthy balance between

online and offline activities. Empowering individuals to become responsible digital citizens can contribute to healthier social media engagement.

Supportive Online Environments

Foster supportive online communities that prioritize empathy, kindness, and positive interactions. Encourage the development of platforms that promote well-being and provide resources for emotional support. Implement features that enable users to manage their social media experience effectively, such as filtering content, controlling notifications, and setting time limits for usage.

Further Research and Policy Development

Continue conducting research to deepen our understanding of the complex relationship between social media usage and emotional well-being. Policymakers should collaborate with researchers, mental health professionals, and social media companies to develop evidence-based guidelines and policies that promote healthy social media usage and protect individuals from potential harm.

It is important to recognize that social media platforms can also have positive effects, such as fostering connections, raising awareness, and providing support. The goal should be to create a balanced approach that maximizes the benefits of social media while minimizing the potential negative impacts on emotional well-being. By implementing these mitigation strategies, individuals can navigate the digital landscape more effectively and foster healthier relationships with social media platforms.

CONCLUSION

The results of the correlation analysis indicate a complex relationship between social media usage and various aspects of emotional well-being. While some correlations were found to be significant, others were not, highlighting the nuanced nature of this association. The findings suggest that higher levels of social media usage, as measured by the BSMAS, are associated with lower levels of emotional competence, inadequate depth of feeling, reduced ability to function with emotion, and difficulty coping with problem emotions. However, no significant correlation was observed between social media usage and the enhancement of positive relationships.

These results underscore the need for individuals to be mindful of their social media habits and the potential impact on their emotional well-being. Excessive social media usage may contribute to emotional challenges and hinder the development of effective coping mechanisms. It is important to recognize the limitations of relying heavily on social media for emotional support and to seek out offline interactions and activities that foster positive relationships and emotional well-being.

While the correlations observed in this study provide valuable insights, it is essential to acknowledge that correlation does not

imply causation. Further research is needed to better understand the underlying mechanisms and to establish a causal relationship between social media usage and emotional well-being. Additionally, exploring the potential moderating factors, such as age, gender, and individual differences, can provide a more comprehensive understanding of this relationship.

The findings suggest that promoting healthy social media habits and emotional well-being should be a priority. Educating individuals about the potential effects of excessive social media usage, fostering emotional competence, encouraging offline interactions, and developing supportive online environments are crucial steps toward mitigating the potential negative impact of social media on emotional well-being. By adopting a balanced approach to social media usage and implementing targeted interventions, individuals can navigate the digital landscape in a way that promotes their emotional well-being and overall quality of life.

In conclusion, both the hypotheses;

There is a negatively inverse relationship between the usage of social media and emotional competence of psychology students at undergraduate level.

There is a negatively inverse relationship between the different components of emotional competence and social media usage

Stand corrected.

All the objectives of the study were fulfilled and the aim was achieved.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper. No financial or personal relationships with any individuals or organizations have influenced the work presented in this study.

ABBREVIATIONS

FOMO: Fear Of Missing Out; **FOBO:** Fear of Better Options; **BSMAS:** Bergen Social Media Addiction Scale; **EC:** Emotional Competence; **ADF:** Adequate Depth of Feeling; **AECE:** Adequate Expression and Control of Emotion; **AFE:** Ability to Function with Emotion; **ACDE:** Ability to Cope with Problem Emotions; **EPE:** Enhancement of Positive Relation; **LGBTQ+:** Lesbian Gay Bisexual Transgender Queer Plus; **ATOD:** Alcohol, Tobacco, and

Other Drugs; SM: Social Media; OSN: Online Social Networking; SNS: Social Networking Sites.

SUMMARY

This research article investigates the relationship between social media usage and emotional competence among undergraduate psychology students. Using the Bergen's Social Media Addiction Scale (BSMAS) and the Emotional Competence Scale (ECS), the study examines a sample of 192 students from Amity University, Noida. The findings indicate a weak to moderate negative correlation between social media usage and various components of emotional competence, including depth of feeling, expression and control of emotion, ability to function with emotion, and coping with problem emotions. The study suggests that excessive social media engagement may have potential risks for the emotional well-being of psychology students and calls for further research and targeted interventions. The article discusses limitations, remedies, and implications for future research, emphasizing the need for a nuanced understanding of the complex dynamics between social media, emotional competence, and mental health.

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APPENDIX**BSMAS vs EC****BSMAS vs COMPONENTS OF EC****Questionnaire**

The total raw scores Bergen's Social Media Addiction Scale in comparison to the total raw score of Emotional Competence Scale

Sl. No.	BSMAS	Total EC			
1	6	112	36	14	77
2	18	74	37	18	114
3	22	68	38	19	106
4	18	84	39	26	93
5	18	81	40	12	129
6	18	100	41	15	96
7	13	83	42	18	90
8	12	120	43	25	99
9	9	78	44	14	78
10	21	93	45	19	83
11	18	69	46	19	79
12	15	103	47	18	107
13	19	93	48	10	111
14	17	80	49	17	80
15	20	89	50	26	66
16	16	91	51	21	84
17	27	129	52	20	88
18	15	83	53	12	86
19	7	80	54	13	87
20	14	103	55	13	77
21	12	80	56	22	85
22	15	88	57	17	89
23	15	95	58	23	89
24	16	98	59	23	79
25	14	62	60	17	86
26	18	94	61	15	89
27	22	74	62	19	62
28	19	117	63	22	103
29	14	91	64	23	106
30	10	73	65	25	76
31	18	78	66	23	89
32	11	83	67	21	59
33	21	99	68	25	76
34	13	119	69	9	76
35	8	104	70	22	89
			71	16	92

72	20	86	113	8	99
73	11	109	114	23	96
74	13	102	115	19	108
75	25	92	116	20	102
76	17	77	117	14	79
77	14	98	118	16	88
78	18	100	119	25	94
79	20	104	120	15	101
80	19	67	121	22	100
81	20	92	122	16	102
82	21	92	123	15	92
83	25	70	124	18	105
84	17	39	125	17	80
85	26	65	126	12	96
86	28	50	127	15	103
87	21	95	128	17	91
88	18	82	129	21	81
89	14	95	130	17	81
90	14	92	131	15	87
91	10	103	132	14	91
92	12	95	133	29	82
93	17	95	134	13	87
94	17	112	135	21	84
95	25	81	136	17	86
96	17	79	137	17	82
97	23	63	138	13	100
98	14	79	139	14	101
99	19	93	140	17	97
100	21	85	141	14	103
101	13	118	142	15	102
102	25	87	143	19	89
103	23	72	144	20	90
104	17	60	145	12	88
105	27	91	146	13	91
106	17	110	147	11	97
107	16	100	148	17	73
108	14	126	149	24	90
109	20	78	150	17	111
110	17	116	151	22	75
111	24	82	152	15	96
112	21	73	153	19	71

154	14	102
155	21	81
156	11	99
157	18	97
158	20	93
159	19	90
160	15	106
161	10	94
162	17	109
163	9	105
164	16	100
165	13	110
166	16	95
167	17	83
168	17	105
169	16	103
170	12	105
171	18	106
172	10	98
173	17	87
174	8	106
175	11	82
176	11	92
177	16	115
178	8	116
179	11	87
180	21	114
181	14	91
182	15	92
183	17	97
184	17	94
185	12	72
186	21	100
187	18	89
188	15	64
189	18	87
190	16	95
191	18	88
192	18	82

The total raw scores Bergen’s Social Media Addiction Scale in comparison to the total raw score of different components of Emotional Competence Scale.

Sl. No.	BSMAS	ADF	AECE	AFE	ACDE	EPE
1	6	27	19	20	23	23
2	18	11	15	15	16	17
3	22	11	13	12	17	15
4	18	16	17	16	17	18
5	18	15	20	16	18	12
6	18	22	21	18	20	19
7	13	18	14	18	15	18
8	12	23	17	27	26	27
9	9	17	16	15	15	15
10	21	18	17	20	15	23
11	18	10	12	15	16	16
12	15	18	19	22	22	22
13	19	19	19	17	19	19
14	17	20	15	14	19	12
15	20	16	19	19	18	17
16	16	15	19	22	20	15
17	27	22	25	28	25	29
18	15	17	18	17	16	15
19	7	13	17	12	15	23
20	14	18	23	18	20	24
21	12	15	14	14	17	20
22	15	16	14	12	20	26
23	15	18	14	15	22	26
24	16	20	24	18	18	18
25	14	12	13	12	12	13
26	18	17	19	16	21	21
27	22	7	9	15	15	28
28	19	18	27	23	25	24
29	14	16	18	18	19	20
30	10	10	14	19	11	19
31	18	15	15	15	17	16
32	11	17	14	17	16	19
33	21	17	21	18	20	23
34	13	20	22	24	26	27
35	8	17	21	27	16	23
36	14	8	13	17	16	23
37	18	22	25	21	23	23
38	19	22	21	24	20	19
39	26	7	16	20	22	28
40	12	22	29	23	27	28

41	15	14	18	25	24	15	85	26	12	13	11	10	19
42	18	18	18	14	15	25	86	28	9	12	10	11	8
43	25	14	24	18	19	24	87	21	15	20	15	22	23
44	14	14	16	13	15	20	88	18	12	16	17	14	23
45	19	12	21	15	15	20	89	14	16	21	15	24	19
46	19	15	19	13	18	14	90	14	14	18	17	20	23
47	18	17	23	22	21	24	91	10	22	22	18	23	18
48	10	21	24	20	23	23	92	12	19	18	16	19	23
49	17	16	17	14	15	18	93	17	20	22	15	20	18
50	26	10	11	14	12	19	94	17	20	24	22	23	23
51	21	19	15	16	17	17	95	25	14	18	17	15	17
52	20	16	20	19	17	16	96	17	13	15	15	15	21
53	12	16	15	17	15	23	97	23	10	15	9	12	17
54	13	18	18	19	18	14	98	14	12	18	11	17	21
55	13	11	18	14	13	21	99	19	19	19	17	20	18
56	22	12	17	18	14	24	100	21	13	17	17	20	18
57	17	16	16	17	16	24	101	13	23	21	23	23	28
58	23	14	17	18	17	23	102	25	15	17	16	19	20
59	23	14	22	12	18	13	103	23	11	11	15	15	20
60	17	9	15	17	16	29	104	17	10	16	10	12	12
61	15	15	21	18	19	16	105	27	18	15	17	22	19
62	19	12	14	12	10	14	106	17	24	22	23	23	18
63	22	15	17	21	24	26	107	16	17	23	17	20	23
64	23	18	17	21	24	26	108	14	17	30	30	25	24
65	25	13	15	13	17	18	109	20	9	20	17	13	19
66	23	14	20	18	15	22	110	17	23	23	20	24	26
67	21	12	14	9	9	15	111	24	15	16	11	18	22
68	25	19	18	14	12	13	112	21	13	17	11	14	18
69	9	16	14	14	15	17	113	8	16	21	21	21	20
70	22	21	17	15	17	19	114	23	17	20	17	18	24
71	16	15	19	19	19	20	115	19	18	24	22	21	23
72	20	14	19	16	16	21	116	20	20	19	20	21	22
73	11	18	19	24	19	29	117	14	13	18	16	16	16
74	13	20	20	20	21	21	118	16	13	21	17	20	17
75	25	15	16	18	19	24	119	25	15	23	13	18	25
76	17	11	16	13	15	22	120	15	20	18	23	22	18
77	14	18	22	20	19	19	121	22	16	21	21	17	25
78	18	14	16	24	22	24	122	16	19	19	17	21	26
79	20	20	20	20	21	23	123	15	16	21	18	17	20
80	19	14	17	13	12	11	124	18	18	19	23	21	24
81	20	17	17	19	17	22	125	17	13	17	15	16	19
82	21	16	22	21	19	14	126	12	18	18	20	19	21
83	25	14	12	15	15	14	127	15	18	20	21	20	24
84	17	6	9	7	7	10	128	17	17	15	16	18	25

129	21	13	13	13	18	24
130	17	13	14	16	19	19
131	15	18	25	19	11	14
132	14	20	19	14	17	21
133	29	13	19	15	12	23
134	13	16	17	16	17	21
135	21	12	20	12	17	23
136	17	15	15	18	15	23
137	17	14	15	16	16	21
138	13	18	18	25	19	20
139	14	19	21	19	21	21
140	17	15	19	19	21	23
141	14	19	21	19	20	24
142	15	19	21	19	20	23
143	19	12	14	22	18	23
144	20	19	16	17	19	19
145	12	12	17	19	18	22
146	13	14	20	17	17	23
147	11	18	18	17	21	23
148	17	17	12	12	16	16
149	24	17	16	21	17	19
150	17	21	22	23	20	25
151	22	9	13	19	16	18
152	15	19	20	21	16	20
153	19	13	16	15	14	13
154	14	16	21	18	24	23
155	21	16	18	15	16	16
156	11	18	19	22	20	20
157	18	19	17	20	21	20
158	20	18	16	18	21	20
159	19	18	22	18	14	18
160	15	20	21	19	22	24
161	10	18	18	17	20	21
162	17	21	20	20	24	24
163	9	23	22	21	21	18
164	16	17	23	20	21	19
165	13	22	24	24	24	16
166	16	18	20	24	21	12
167	17	14	18	15	19	17
168	17	17	25	20	20	23
169	16	17	23	22	23	18
170	12	20	20	21	23	21
171	18	19	21	23	20	23
172	10	18	17	22	17	24

173	17	15	19	16	17	20
174	8	20	20	19	23	24
175	11	10	19	19	14	20
176	11	19	18	19	17	19
177	16	23	22	23	24	23
178	8	22	23	23	21	27
179	11	15	19	19	18	16
180	21	22	24	22	21	25
181	14	19	17	18	18	19
182	15	16	17	17	21	21
183	17	17	20	19	19	22
184	17	18	16	19	21	20
185	12	12	16	17	17	10
186	21	19	20	17	20	24
187	18	17	16	17	18	21
188	15	14	13	11	15	11
189	18	19	17	19	15	17
190	16	18	17	20	20	20
191	18	19	18	14	19	18
192	18	15	21	16	14	16