

Media Psychology and Emotional Intelligence: Panacea for Social Vices

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Abstract

The rapid and changing technological advancement is worrisome and has prompted reactions, from enthusiasm to cynicism – putting the society in a dilemma. In recent times, the news trending on our media and Social-Media platforms has been that of negativity and social vices such as suicide, pornography and gangsterism, etc. The rate at which the youths in our society and even adults, embrace these vices calls for alarm. The study examined Media Psychology and Emotional Intelligence as a panacea for social vices. Descriptive survey research design was used, while questionnaire was used in collecting data. The sample consists of two hundred (200) respondents from the sampled areas in Obio/Akpor Local Government Area of Rivers State. The questionnaire consists of forty (40) items each was completed by the respondents. The research shows that Media Psychology, Self-Awareness, Self-Management, Social-Awareness and Relationship Management have impact on social vices. Beta values showed that Media Psychology has more effect than Emotional intelligence on social vices. As technology changes our lives, and Educational Technologists interact and handle educational/digital tools, we are compelled to change our world view, which is a challenge to humans. Media psychology and emotional intelligence is the response to this dilemma.

Key Words: *Media Psychology, Emotional Intelligence, Social Vices, Educational Technologist.*

Introduction

Human existence is that of interaction and exchange of ideas as no individual member of a society can survive in isolation. These interactions can come in form of family relationships, education, socialization, association, entertainment, relaxation, music, etc. Therefore, wherever there is interaction and exchange of information, communication, ideas and perception, etc., there is the likelihood of conflicting issues, perception and conflicting emotions. The need for media psychology and emotional intelligence becomes imperative

especially to an Educational Technologist who is saddled with the responsibility of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

likes of them. The reason being the increased availability of different media technologies and as such these technologies affect the individual members of the society. Media has become one of the principal and influential part of human lives. Television, internet, radio, mobile phones, newspapers and magazines, etc. have bombarded members of the society with lots of

contents. The influence of media is such that it dictates and directs human behavior – fashion, diet, reading, culture, association, social interactions, attitude and perceptions, etc.

Media psychology emphasizes on the relationships between media and human behavior as it relates to individuals and the entire society. It can be used to determine the effects of media on members of the society; and their perceptions of certain media elements. It can also be used to determine what can be changed in media to give a wholesome, and pleasant/appropriate experience (Media Psychology Careers 2020)20.

Emotional intelligence in the views of Medina (2019)21 is an individual's ability to manage self and relationships. Managing self has to do with understanding and managing emotions (feelings, passions, sentiments, reactions, excitements, etc.). Media psychology and emotional intelligence help individuals communicate better with other individuals across any and every form of media. It helps them to manage their emotions and that of other members of the society they interact with through any form of media platform.

Cherry (2020)9 in citing Homans (1958) in his social exchange theory is of the opinion that social behavior is the result of an exchange process that tends to minimize costs and maximize benefits. People tend to strike a balance between the potential benefits and risks of social relationships. When the risks outweigh the rewards, they terminate that relationship. The relationship between media and the society is like the two faces of a coin. You cannot separate one from the other. In recent times one wonders if the society actually weigh the risk factors of all forms of media and if the media considers the influence it has over the society

before dishing out some harmful information and the likes of it. People tend to believe everything they see and hear from media and social media, without weighing the information.

Emotional intelligence according to the minds tool content team (2020)22 is the ability to understand and manage one's emotions and those of the people one interacts with. To this end, one can agree that there is always a social exchange of interactions with media and the society which affect their emotions negatively or positively. The inability to manage these social exchanges of interactions have affected or negatively impacted the emotions of the individuals in the society. Funny enough, it is humans that pilot what happens in the media and also create/develop these media contents (Content Creators/Developers as well as Educational Technologists). People with a high degree of emotional intelligence know what they feel, what their emotions mean, and how these emotions can affect other people. In the views of Shashkevich (2019)27, new research finds that people can regulate the way they are influenced by others' emotions and this is possible with emotional intelligence and media psychology.

Literature Review

Concept of Media Psychology

Media psychology cuts across various disciplines such as educational technology, sociology, communications, media studies, education, computer and information sciences, business management and marketing, etc. According to Rutledge (2019)25, media psychology has no consensus definition, rather it seeks to understand the interaction among individuals in the society and technology in order to make sense out of it. In the views of Boring-Bray

(2020)7, media psychology pays attention to how human behavior interacts with both media and technology. Elson (2017)10 says it describes and explains human behavior, cognition, and affect with regards to the use and effects of media and technology. It aims to help us make decisions and go about our lives in the most positive and productive way possible. As people interact with media in various ways across various platforms such as consumers, distributors, and producers of all kinds of information: video, text, sound, visual images etc., media psychology encompasses the integration of media technology into life in countless ways. It helps in the understanding of technology such as virtual environments like gaming, business and marketing communications, or community development in social media, to translating educational materials for technology. It evaluates the interactive process of the system, including the technology developer, content producer, content perceptions, and user response.

Media psychology is a system that puts into consideration the synergy between people's interaction and media technologies in the current cultural context. It is a mutual, influential and continuous circle of feedbacks between users and the producers. This is so because the media is not separate from the society. Human experiences are dependent on its current social, political and technological environment. Media technologies are powerful and pervading. Permeating everything from education, healthcare, science, business, advocacy, and public policy to entertainment. Media psychology therefore help us to understand the implications of technology to the society and become accountable for the contents we develop and create in order to develop better technologies. It uncovers

how media affect our sensory and intellectual processes, including how media arouses specific behaviors in individuals, groups and global societies.

Importance of Media Psychology

Almost every type of media has some psychological and emotional effects on the society. Some types of media such as newscasts reporting violent events to a large extent negatively affect most individuals in the society, especially the youth. Therefore, media psychology is important in the following ways:

1. It helps to minimize the negative impact of media on the society, making it less stressful.
2. It helps to create positive media experiences, making media contents, presentations and reporting more enjoyable.
3. It helps to create powerful and positive advertisements/commercials to keep the economy thriving.
4. It helps people adjust to the rapidly growing technological world. Helping us to understand the fact that every form of

Relationship management: ability to discern, develop and sustain good relationships, communicate clearly, inspire and influence others, work well in a team and manage conflicts

Importance of Emotional Intelligence

The importance and benefits of emotional intelligence are enormous in terms of personal and professional success. It is very important to individuals at all levels. Stressing on the importance of emotional intelligence, Bar-On (2010)⁴ stated that emotional intelligence should be considered an integral part of positive psychology. Emotionally intelligent individuals are able to better communicate with other people across all media platforms. Infographic (2017)¹⁶ noted that Learners with higher levels of emotional intelligence are able to better manage themselves and relate to others around them. It has become a fundamental skill in many vocations.

- (a) It can support/sustain the advancement towards academic and professional success.
- (b) It helps to improve relationships.
- (c) It helps to boost communication skills.
- (d) Using it as a social media marketing strategy can be impactful and help to reach more people.
- (e) It helps to develop and build improved self-motivation.

Importance of Media Psychology and Emotional Intelligence to Educational Technologist

Media psychology and emotional intelligence is particularly of great importance to an Educational Technologist in this era. Taking a detailed, critical, creative and innovative scrutiny on the recent definition of educational technology (Kurt 2017)¹⁸, as the study and ethical practice of facilitating learning and improving performance by creating, using and

managing appropriate technological processes and resources. An Educational Technologist is a life-long learner (student) and a student is one who studies. Therefore, an Educational Technologist is one who is saddled with the responsibility of engaging in thorough, creative and innovative study; while abiding by the ethical rules of the practices in the profession; so as to facilitate learning, improve learners' behavior and performance; by creating, utilizing and handling technological tools in the best appropriate ways which will add value to, and make a positive mark/impact in the society.

As enshrined in The ISTE Standard for Students (Zook 2017)³⁰, Educational Technologists as a life-long learners/students in this context are required to explore every creative and innovative avenue using media psychology and emotional intelligence to bring a positive change in society as it relates to media contents since they are required by their profession to create, use and manage appropriate technological processes and resources. Therefore, the knowledge and application of Media Psychology and Emotional Intelligence will enable Educational Technologist become the following:

- (a) **Empowered Learners:** This requires them to take active part in their profession and achieve competency. In order to achieve competency in their profession, educational technologist should show that they understand the fundamental principles of modern technology and how to utilize it to solve societal problems in the media contents they create virtually and physically.
- (b) **Digital Citizen:** Proper knowledge and application of media psychology and emotional intelligence will help Educational Technologist

become good digital citizens. It will help them understand the rights and responsibilities that go along creating and using modern technology. It will also help them to create and dish out morally, ethically and legally safe contents online. It will also help them to understand that their online contents have effects on the global society.

(c) Knowledge Constructor: Proper knowledge and application of media psychology and emotional intelligence will enable Educational Technologist understand and contextualize information online. It will help them create and dish out online contents that are free from ambiguity, misconception and misinformation. This will save them the stress of having to make explanation and trying to correct any form of misinformation of contents which has already been released online.

(d) Innovative Designer: It will enable Educational Technologist to understand the basics of problem-solving as it relates to whatever content they are designing or creating. It will also enable Educational Technologists to learn solution design, this means that they will have to diagnose problems, prescribe solutions, and make those solutions with digital tools.

(e) Computational Thinker: Since media psychology seeks to understand the interaction among individuals in the society and technology in order to make sense out of it, Educational Technologists must be able to create and employ strategies for solving problems that use technology. They are

required to become familiar with data collection, data analysis, algorithmic thinking, and data representation. Breaking problems down into component parts, gives Educational Technologists better understanding of a specific issue in order to create ethical, creative and innovative online contents.

(f) Creative Communicator: Media Psychology and Emotional Intelligence enables Educational Technologist to express themselves clearly and concisely through digital media while putting into consideration the psychology and emotions of others who receive their contents through various digital platforms. This will enable them to utilize media to its fullest potential and create contents which portray originality and professionalism.

(g) Global Collaborator: Media Psychology and Emotional Intelligence will help Educational Technologist understand how their perspectives are different from other professionals in the workforce and work together with them to achieve a common goal. It will enable them to effectively communicate and collaborate locally and globally; thereby broadening their horizons and work constructively in teams to achieve mutual interest while maintaining a positive outlook. By so doing, they will be able to incorporate their knowledge of digital tools to create innovative solutions to different issues, both online and offline.

Effects of Media on the Society

Media survival depends on arresting and holding the attendance/attention of the audience by delivering technology and content that viewers want. This brings about anxiety over the impact of media on individuals and society. For instance, the portrayals of violence, suicide, gangsterism, pornography, consumer manipulation, information overload on the media calls for concern and urgent intervention. Therefore, the effects of media on the society may possibly be psychological or emotional.

Psychological Effects of Media on the Society

Kasteler, (2010)¹⁷ noted that media has lots of influence on our shopping, relationships and education. This implies that media is loaded with lots of benefits as observed by Mo (2019)²³, such as interactive learning, easy and fast access to information, improved communication among people of different and varying cultures, etc. However recurrent use of them on the long run can lead to depression and isolation. Barr (2019)⁶ opines that reliance on media can have a detrimental effect on one's mental health in the following ways:

- (a) **Sleep Disorder:** having enough sleep is paramount to healthy living. Regular use of phones and mobile devices keeps the brain on high alert, suppressing the release of the hormone that help us feel tired. This can lead to sleep disorder.
- (b) **Low Self-esteem:** people who place their happiness and self-worth on other people's view of them on the media and social media platforms such as Facebook and Instagram have the tendency to develop low self-esteem and self-doubt, thereby losing their self-confidence.

(c) **Isolation:** humans are social animals that value interactions, healthy associations and connections. However, being accustomed to media technological platform will deny one the opportunity of experiencing real human relationship, personal communication. Hence the tendency to become isolated even in a crowd.

(d) **Addiction:** individuals can get addicted to media technology and abandon other important aspects of their lives.

(e) **Violence:** frequent exposure to violent sites and videos on media has a tendency to encourage violence among people. Social networks can anchor a flow of generally undesirable and psychological emotions such as anger, resentment, sadness, unhappiness which can lead the society to chaos.

Emotional Effects of Media on the Society

The use of media is seen as a double-edged sword having both positive and negative impacts on the society. Examining the positive impact of the media on the youth, Abdelkader and Elnakeeb (2017)¹ writes thus: "Media use improves strategic thinking, investigating skills, and creativity. It makes learning a more fun experience and helps sitting in one place for a period of time which may be beneficial for some degree of hyperactive adolescents. It also maintains eye-hand-mental coordination, improves engineering skills, builds positive attitudes towards life obstacles as they learn they can be overcome, facilitates social networking and global interconnectedness. In addition, it improves cognitive thinking and multitask mastering social media enhances crisis

intervention work in violent neighborhoods when coupled with close, trusting relationships with youth. Furthermore, the social media use is related to an increase in cognitive and affective empathy over time. Specifically, adolescents' social media use improved both their ability to understand (cognitive empathy) and share the feelings of their peers (affective empathy)."

Considering the other side of media Wirth and Schramm (2005)²⁹ opined that emotional pictures in the news evoke more feelings in viewers. Violence scene arouse emotional reactions in viewers that may range from nervousness and grief in natural disasters to anger and disgust to contempt in scenes with deliberate violence as in the violation of human rights. Gould (2020)¹² noted that the media gives the opportunity for indirect transmission of suicide contamination, the route by which one suicide becomes a persuasive model for successive suicides. Media can affect the society negatively in the following ways:

(a) **Lack of real-life skills:** so much dependence on media has weakened the real-life skills of the youths and individuals in the society and take them away from reality.

(b) **Fake life:** individuals whose activities and lives are directed by media and social media live in falsehood and fantasies. They have the tendency to spread false information and always having a feeling of insecurity.

(c) **Low interpersonal interactions:** obsession with media decreases interpersonal interactions and outdoor activities. Thereby creating

individualistic tendencies and a feeling of isolation.

(d) **Increased level of anxiety:** exposure to violent games on media has the tendency to increase the anxiety level of individuals in the society especially the youth. It also has the ability to distract them from meaningful social/worthwhile activities and interactions.

(e) **Depression:** media obsession also has the tendency to cause addiction, alter eating and sleeping habits and lead to depression.

(f) **Emotional stress:** pornography and nudity has reached an alarming rate on social media. These pornographic and nude sites cause psychological and emotional stress to users. It has the tendency to ignite sexual/amoral feelings which can lead to rape and indecent dressing. This in turn leads to moral decadent in the society.

(g) **Suicide:** Reporting and rendering of suicidal behavior in the media may have potentially negative influences and facilitate suicidal acts by people exposed to such stimuli (Hawton and Williams 2003)¹⁴. This is usually the case when the suicide victims are celebrities. Martin (1998)¹⁹ therefore suggests a collaborative approach by professionals and the media in promoting a negative attitude toward suicide without increasing stigma towards those with mental health problems.

Engelberg and Sjöberg (2004)¹¹ carried out research on Internet Use, Social Skills and Adjustment where they investigated the extent to which inter-personal skills, personality and emotional intelligence were related to the extent of usage of internet as measured with the Internet Addiction Scale, on a sample of undergraduates. Use of the Internet was related to loneliness and adherence to idiosyncratic values (strong effects), and also to poorer balance between work and leisure and emotional intelligence (weaker effects). Big Five personality dimensions were also included in the study. No link was found between personality and usage of the Internet. Results of the study suggest that frequent users tend to be lonely, to have deviant values, and to some extent to lack the emotional and social skills characteristic of high Emotional Intelligence.

Agwi and Ogwueleka (2018)² carried out a descriptive survey on the Impact of social media on Students' Academic Performance to assess the impact of social media sites on student academic performance in Samuel Adegboyega University. Four research questions and three hypotheses guided the study. The population used as sample were students from Samuel Adegboyega University in Edo state. A validated questionnaire with 0.96 reliability was used for data collection. Frequency counts, percentage and mean were the quantitative statistics used. The inferential statistics was applied to assess the significance of the hypothesis. Analysis of Variance (ANOVA) was the technique of estimation and the F statistic was used to determine whether the hypotheses were significant at 0.05. The result shows that there is significant relationship between time spent on social media sites and academic works. It also revealed that the nature of social media activities which the student engages in does not

have any significant impact on the student academic performance. In addition, the study also shows that the gender of the student has no impact on the usage and activities of social media.

Umar and Idris (2018)²⁸ researched on the Influence of social media on Psychosocial Behavior and Academic Performance of Secondary School Students in Batagarawa Local Government, Katsina State, Nigeria. Two research hypotheses were formulated for the study, and descriptive survey research design was employed. The target population consists of four secondary schools purposively selected out of the seven public schools and 306 SSII students were randomly selected for the study. Researcher-made validated questionnaire and academic performance test in English Language was used for data collection. Collected data was analyzed using descriptive statistics of mean and standard deviation. Null hypotheses were subjected to t-test of independent samples. The study found among others that, social media usage has negative influence on psychosocial behavior and academic performance. It therefore recommended that parents, teachers, educational psychologists should pay more attention to their student's attitude on these platforms and also educate them on time management as not to waste too much of their time chatting, they should concentrate on their studies.

Arrivillaga, Rey and Extremera (2021)³ researched on a mediated path from emotional intelligence to problematic social media use in adolescents: The serial mediation of perceived stress and depressive symptoms. The study aimed at contributing to prior scientific literature by testing a model that considers low emotional intelligence as a vulnerability factor, perceived stress and depressive symptoms as

affective and cognitive responses to conflicting situations, and PSMU as a maladaptive coping mechanism. In the study, 2068 Spanish adolescents (46.2% male, 53.8% female) within the ages of 12 and 19 ($M = 14.61$, $SD = 1.62$) completed self-report measures of the above-mentioned constructs. Results indicated that (a) perceived stress was a significant mediator in the association between EI and PSMU, (b) depressive symptoms were a significant mediator in this link, and (c) a significant serial mediation model was supported, in which lower EI predicted higher perceived stress, which contributed to higher levels of depressive symptoms, thus resulting in higher PSMU. These results provide important empirical evidence suggesting promising pathways towards preventing PSMU in adolescents, such as EI training, teaching stress-reduction techniques and focusing on reducing depressive symptoms.

Grabczynski (2018)¹³ carried out a study on Emotional Intelligence: The effect on social media use, interpersonal violence, and gender. The study which was conducted at a small private Christian university, where an online survey was administered to 123 sophomores, investigated the relationship between Emotional Intelligence (EI), social media use, interpersonal violence and gender. It used a cross-sectional quantitative design that utilized three established instruments to garner the results which were the Trait Emotional Intelligence Questionnaire-Short Form, Internet Addiction Test and the Comprehensive Misconduct Inventory. It also utilized correlational methods, as well as multiple regressions to determine relationships between the variables. Results indicated that there was a negative correlation between EI and social media use. There was no statistically significant relationship between EI and interpersonal

violence. There was a statistically significant relationship between EI, social media use, and higher levels of family's educational attainment, specific to father's educational attainment and EI. In addition, there was no statistically significant relationship between EI and gender alone. This study has implications for further understanding of the relationship between EI and social media, additionally what other variables may affect EI.

Barbuto and Story (2010)⁵ researched on Antecedents of Emotional Intelligence: An Empirical Study. The study examined the relationships between emotional intelligence, locus of control, and mental boundaries. Three hundred and eighty-two county employees were sampled using a cross-sectional survey design. The results indicated internal locus of control and thin mental boundaries are positively related to emotional intelligence. A hierarchical regression revealed that internal locus of control and thin mental boundaries together explained 18% of the variance in emotional intelligence for this population.

Bryant and Malone (2015)⁸ carried out an empirical study of emotional intelligence and stress in college students. They examined the relationship between emotional intelligence and stress. Consistent with their hypothesis, they found a significant relationship between one dimension of emotional intelligence (use of emotions) and stress. They also found that age and gender impacted emotional intelligence and stress.

Prasadini and Dhanapala (2013)²⁴ carried out research on the leadership styles and emotional intelligence of managerial level employees in telecommunication industry in Sri Lanka with an attempt to identify the relationship between leadership styles and emotional intelligence.

The study was conducted on the non-contrived setting in telecommunication industry. A structured questionnaire was developed and modified to gather information. Universal sampling technique was applied to select the sample and it was 95 executive level employees attached to one of the leading telecommunication organizations in Sri Lanka. Lewin (1939)'s three leadership styles: Authoritarian, Participative and Delegative,

authoritarian leadership style and delegative leadership style. The study further revealed that there is no significance different of the level of Emotional intelligence among female leaders and male leaders.

Statement of the Problem

In recent times, the news trending on our media and Social-Media platforms has been that of negativity and social vices such as suicide, pornography and gangsterism, etc. The rate at which the youths in our society and even adults, embrace these vices calls for alarm. The tendency to become isolated, individualistic, get-rich-quick syndrome, 'blow overnight', fantasies and fake life, etc., can be traced to absence of media psychology, poor emotional intelligence, negative influence and effects of media and social media (music, videos, internet and web, cartoons, entertainment, etc.). Finding solutions to these problems using media psychology and emotional intelligence is the purpose of this study.

Aim and Objectives of the study

The study investigated how media psychology and emotional intelligence can be used to cut-down social vices. Specifically, the study sought to:

were used as the base in leadership style. Daniel Goleman (1998)'s mixed model was used in order to identify the level of emotional intelligence of leaders having different leadership styles. The impact of gender on emotional intelligence was also analyzed. The statistical results of the study revealed that Emotional intelligence, of Leaders having participative leadership style is greater than leaders with

1. Examine how Media Psychology impact social vices.
2. Investigate how Emotional Intelligence impact social vices.

Research Questions

The following research questions guided the study:

1. Does Media Psychology impact social vices?
2. Does Emotional Intelligence impact social vices?

Hypotheses

The following null hypotheses formulated guided the study. They were tested at 0.05 level of significant.

1. There is no significant impact of Media Psychology on social vices.
2. There is no significant impact of Emotional Intelligence on social vices.

Methods

The study focused on using Media psychology and emotional intelligence which is the independent variable to curb social vices which is the dependent variable. The descriptive survey research design, which is used to

investigate a condition or to learn the status of something to show pattern of distribution of the items of the population was used in this study. The target population comprise of the undergraduate student's resident in Obio/Akpor LGA of Port Harcourt, Rivers State. The information gathered was used to answer questions on media psychology and emotional intelligence: panacea for social vices.

The stratified random sampling was used to draw out 200 respondents from the residents of individual does not affect in anyway the selection of any other individuals. Two hundred (200) residents were then selected by random sampling and used for the study as sample.

The instrument used for the study was questionnaire on **media psychology and emotional intelligence: panacea for social vices. (MPEIPSOV)**. It was constructed and structured by the researcher in the format of strongly agreed, agreed, disagreed, and strongly disagreed. Likert-4-point type used for measuring survey questions, ranged from minimum scale number 1 (strongly disagree) to maximum scale number 4 (strongly agree). The questionnaire items were designed in such a way that each respondent would freely respond according to his or her personal opinion by simply ticking (v) in the appropriate box provided. The face and content validation of the questionnaire instrument were ensured by the researcher's supervisors and an expert in the field of Measurement and Evaluation after which the items were subjected to a reliability construct using Cronbach Alpha. The coefficient of the reliability was found to be 0.75, which implies internal consistency.

Results

Research Question 1: Does Media Psychology impact social vices?

Obio/Akpor L.G.A, Rivers State. The sampling technique used in this study is the simple random sampling in which all the residents in the sample area have the equal chances of being selected. Random sampling refers to the method or procedure of selection of a sample in such a way that all the individuals in a defined population have equal and independent chances of being selected. This indicates that the selection of one

Data Analysis was descriptive statistics using mean and standard deviation for the research questions while multiple regression analysis, using the statistical program SPSS is used for the hypotheses. The mean was computed by multiplying the frequencies of the responses under such category by the assigned nominal value and dividing the sum of the product by the number of respondents to the particular item. The following response formula was applied: $\bar{X} = \frac{\sum FX}{\sum F}$, Where \bar{X} = mean, $\sum F$ = Number of respondents. \sum = Summation. X = Nominal value.

The cut off was calculated by adding the nominal value of the weights (which gave total of 10) divided by the number of opinion option (i.e.,4).

$$\text{Number of scaling items} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

When the mean is greater than 2.5, it implies that majority agreed to the item statement in the questionnaire, but if the mean is less than 2.5, it indicates that majority of respondents disagreed with the particular statement item referred to in the instrument.

Table 1

S/N	Items statements	Mean (\bar{X})	SD	DECISION
1	Media psychology cuts across various disciplines such as sociology, communications, media studies, education, computer and information sciences, business management and marketing, etc.	3.65	0.48	Accepted
2	Media psychology pays attention to how human behavior interacts with both media and technology.	3.55	0.49	Accepted
3	Media is not separate from the society	3.20	0.68	Accepted
4	Human experiences are dependent on its current social, political and technological environment.	3.30	0.64	Accepted
5	Media psychology helps us to understand the implications of technology to the society and become accountable for the contents we develop and create in order to develop better technologies.	3.25	0.62	Accepted
6	Some types of media such as newscasts reporting violent events to a large extent negatively affect most individuals in the society, especially the youth.	3.20	0.87	Accepted
7	Media Psychology helps to minimize the negative impact of media on the society, making it less stressful.	3.10	0.54	Accepted
8	Media Psychology helps people adjust to the rapidly growing technological world.	3.35	0.57	Accepted
9	Media Psychology helps us to understand that every form of technology is not always a harmless information tool.	3.30	0.56	Accepted
10	Technology affects us in different ways, media psychology helps to mitigate the effects of media technology.	3.40	0.49	Accepted
	Average	3.33	0.594	

Based on the result in table 1 above, the average mean for all the items is 3.33 with standards deviation of 0.594. This is more than 2.50 cut off point; hence the respondents agree Media Psychology impacts social vices.

Research Question 2: Does Emotional Intelligence impact social vices?

Table 2

S/N	Items statements	MEAN(\bar{X})	SD	DECISION
Self-Awareness				
11	I am aware of things that upset me on any form of media	3.55	0.49	Accepted
12	I am aware that not all media contents are harmful	3.60	0.49	Accepted
13	I resort to my media platform to find solace whenever I am unhappy	2.55	0.92	Accepted

14	I am aware of how I respond to others on my media platform	3.40	0.49	Accepted
15	The media has affected me positively	3.30	0.72	Accepted
Average		3.28	0.622	
Self-Management				
16	I engage on worthwhile and positive activities on my media platform	3.40	0.80	Accepted
17	I take criticisms on my media platform personally	2.45	1.03	Rejected
18	I react to and respond to every information on media	1.60	0.74	Rejected
19	I always demonstrate positive mood on my media platform	2.70	0.78	Accepted
20	I meditate about the things that upset me on media	2.65	0.91	Accepted
Average		2.56	0.852	
Social-Awareness				
21	I identify the way people respond on media	3.00	0.55	Accepted
22	I am aware of things that upset others on media	2.70	1.01	Accepted

23	I understand other people's non-verbal cues (tone of voice, dispositions, smileys, etc.) on media	2.80	0.60	Accepted
24	I can use the media to tell others what I do	3.70	0.46	Accepted
25	I engage others on worthwhile and positive activities on media platform	3.45	0.59	Accepted
Average		3.13	0.642	
Relationship Management				
26	I create a positive, friendly atmosphere for others on any media platform	3.35	0.57	Accepted
27	My friends, family and acquaintances find it difficult to interact with me on media	2.00	0.71	Rejected
28	I see it as a disturbance when people call me on phone	1.95	0.81	Rejected
29	I respond to others with courtesy on my social media platform	3.40	0.58	Accepted
30	I courteously return other people's calls and text messages	3.45	0.49	Accepted
Average		2.83	0.632	

Grand Average	2.95	0.687	
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Based on the result in table 2 above, the grand average mean for all the items is 2.95 with standards deviation of 0.687. This is more than 2.50 cut off point; hence the respondents agree that Emotional Intelligence have impact on social vices.

Hypotheses

Hypotheses Testing Hypotheses of the study have been tested by using multiple regression analysis, using the statistical program SPSS.

1. There is no significant impact of Media Psychology on social vices
2. There is no significant impact of Emotional Intelligence on social vices.

Table 3: Results of multiple regression analysis for media psychology and emotional intelligence: panacea for social vices.

S / N	Variables	B	Beta	T	Sig	R ₂	F	Sig	
1	Media psychology	0.491	0.371	5.061	0.000	0.956	833.192	0.05	
2	Emotional Intelligence	Self-Awareness	-1.209	-0.493	-6.487				0.000
		Self-Management	0.971	0.534	6.394				0.000
		Social-Awareness	-0.107	-0.043	-0.898				0.370
		Relationship Management	1.490	0.607	8.856	0.000			

Table 3 showed that the proposed model appears valid as the value of F was (833.192) with a level of significance (0.05). The results showed that Media Psychology and Emotional intelligence have statistically non-significant impact on social vices. Beta values showed that Media Psychology has more impact than Emotional intelligence on social vices. The explanatory power has reached to 95.6%.

DISCUSSIONS

Impact of Media Psychology on social vices.

Table 1 showed that the mean Media Psychology was 3.33 while the standards deviation of Media Psychology is 0.594. The respondents agreed with item questions 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 with the means of 3.65, 3.55, 3.20, 3.30, 3.25, 3.20, 3.10, 3.35, 3.30 and

3.40. It means that the respondents agree that Media Psychology has impact on social vices. This result gives credence to Engelberg and Sjöberg (2004)¹¹ who reported that frequent media users tend to be lonely and have deviant values. It also agrees with Agwi and Ogwueleka (2018)² that there is significant relationship between time spent on social media sites and academic works, as negative media sites affect

learners' academic work negatively. It therefore gives credence to the study of Umar and Idris (2018)²⁸ who found among others that, social media usage has negative influence on psychosocial behavior and academic performance. Supporting their recommendation that parents, teachers, and educational psychologists should pay more attention to their student's attitude on social media platforms and also educate them on time management in order not to waste too much of their time chatting, they should concentrate on their studies; this study therefore recommends media psychology as a tool to assist students to positively utilize social media platforms in order to enhance their behavior and academic performance.

Impact of Emotional Intelligence on social vices.

Based on the result in table 2 above, the grand average mean of Emotional Intelligence was 2.95 with standards deviation of 0.687 which means that Emotional Intelligence has impact on social vices. Hence the respondents agreed that Self-Awareness has impact on social vices with a mean of 3.28 and standard deviation of 0.622 (Respondents agreed with item questions 11, 12, 13, 14 and 15 with the means of 3.55, 3.60, 2.55, 3.40 and 3.30). Self-Management was also agreed by respondents to affect social vices with mean of 2.56 with S.D of 0.852 (item questions 16, 19 and 20 with the means of 3.40, 2.70, 2.65 was agreed by respondents while the respondents disagreed with item questions 17 and 18 with mean of 2.45 and 1.60). Social-Awareness was also agreed by respondents to affect social vices with mean of 3.13 with S.D of 0.642 (Respondents agreed with item questions 21, 22, 23, 24 and 25 with the means of 3.00, 2.70, 2.80, 3.70 and 3.45). Relationship Management was also agreed by respondents to

affect social vices with mean of 2.83 with S.D of 0.632 (item questions 26, 29 and 30 with the means of 3.35, 3.40, 3.45 was agreed by respondents while the respondents disagreed with item questions 27 and 28 with mean of 2.00 and 1.95).

Table 3 showed that the proposed model appears valid as the value of F was (833.192) with a level of significance (0.05). The results showed that Media Psychology, Self-Awareness, Self-Management, and Relationship Management have statistically no significant effect on social vices while Social-Awareness have significant effect on social vices. Beta values showed that Media Psychology has more effect than Emotional intelligence on social vices. The explanatory power has reached to 95.6%. This study strongly supports the study of Arrivillaga, Rey and Extremera (2021)³ who suggested Emotional Intelligence training among others as a promising pathway towards preventing Problematic Social Media Use in adolescents. This study suggests media psychology among others as one of the variables that may affect emotional intelligence as the study of Grabczynski (2018)¹³ seek further understanding of the relationship between EI and social media and what other variables may affect emotional intelligence. Barbutto and Story (2010)⁵ reported that internal locus of control and thin mental boundaries are positively related to emotional intelligence; Bryant and Malone (2015)⁸ found that age and gender impacted emotional intelligence and stress, while Prasadini and Dhanapala (2013)²⁴ revealed that emotional intelligence of leaders having participative leadership style is greater than leaders with authoritarian leadership style and delegative leadership style. This study therefore complements their studies in the sense that emotional intelligence is vital in any

form of human social interaction, handling stress and in taking up any form of leadership position.

Conclusion

The findings of this study provide support in respect of media psychology and emotional intelligence: panacea for social vices. The study provides useful feedback on the significance of media psychology and emotional intelligence to curb some of the vices faced in our society due to the influx of technology and technological tools. Since technology and all forms of media technology has come to stay, all and sundry (teachers, educational technologists, psychologists, curriculum planners, medics, parents and all educational stake holders) in the society should embrace and incorporate the study and teaching of media psychology and emotional intelligence in order to preserve the lives of our future leaders and everyone in the society; so that we can make the best out of technology and not the other way round.

Recommendations

From the results of the study, the following recommendations are suggested:

1. Curriculum planners should incorporate media psychology and emotional intelligence as a stand-alone subject or course of study at every level of education to specifically educate our learners on the effects of media technology and how to handle or cope with them.
2. The Government through their relevant agencies should thoroughly censor media and social media contents before they are being released to the general public.
3. The general public should be sensitized on the effects of technology and pornography should be strongly rejected by all and

sundry. Also, serious punishment and sanctions should be meted on violators.

4. Sanity and the sacredness of human life and emotions should be upheld in the society as moral decadence is becoming the order of the day through our media platforms.
5. Media reporters should be mindful of how they tag and report sensitive information on every media platform.
6. Teachers should teach and sensitize the learners on how to make the most out of every form of technology.
7. Educational technologists should create learning and educational contents that play down on pornography, violence and irresponsibility.
8. Celebrities should be made to pioneer the course of promoting positive outlooks on the media as most of the youth take after them. They should be made to be responsible for their actions and act responsibly. Serious and stringent sanctions should be placed on any celebrity that encourage nudity and irresponsibility on any media platform.
9. Parents should rise up to the challenge and monitor the activities of their children and wards on social media and the use of technological devices.
10. There is need to train and retrain professionals and media experts to help address the menace wrong use of social media is causing in our society. Also, Counsellors and everyone that has a part to play in education should rise up to the challenge to bring back sanity in the society and preserve modesty, decorum and dignity and the destinies of our young ones.

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