Annotated Bibliography

Piccerillo, Lidia, Alessia Tescione, Alice Iannaccone, and Simone Digennaro. "Alpha Generation's Social Media Use: Sociocultural Influences and Emotional Intelligence." International Journal of Adolescence and Youth, vol. 30, no. 1, 2025, p. 2454992. Taylor & Francis Online, https://doi.org/10.1080/02673843.2025.2454992

This article explores whether the use of social media increases the risk of getting addicted to it, leads to greater internalization of sociocultural influences, and affects emotional intelligence. The targeted group of the study was generation Alpha, and the participants were Italian middle school students. The authors draw on online sources and the results from their own experiment, to back up and validate their findings. One of which, among other important findings, was that they found an inverse relationship between emotional intelligence and time spent online. I found the study to be persuasive and quite liked that there was primary research done to provide current and accurate statistics. The study was published in January 2025; it is both timely and relevant. This source is valuable to my research because it provides recent experimental evidence I can reference to show the mental impact of heavy social media use. It also offers great insight into the social media's effect on preadolescences and their emotional intelligence as they conducted and documented a test for that during the study.

Piccerillo, Lidia, and Simone Digennaro. "Adolescent Social Media Use and Emotional Intelligence: A Systematic Review." Adolescent Research Review, vol. 10, no. 2, 2025, pp. 201–18. Springer, https://doi.org/10.1007/s40894-024-00245-z

This is an earlier research paper done by Piccerillo and Digennaro. In this paper they review 25 studies that specifically related to how social media usage can affect one's emotional development. They examined the presence of social media in adolescents' lives and were able to find correlations between its presence and a person's: self-esteem, emotion regulation and empathy. They found that low self-esteem and poor emotion regulation were found to be a common occurrence with those who had "dysfunctional social media use". Additionally, is important to note that teens that were cited as having "dysfunction social media use" had a negative association with emotional intelligence. Granted the review does highlight that higher initial emotional intelligence can also be a "preventative factor" problematic social media usage. The study focuses specifically on adolescence and helps set the stage for their later, broader work on Generation Alpha. Even though it's slightly older, it's still highly relevant to my research and gives me strong, updated evidence. I'll be able to use this review of the 25 articles to gain a condensed understanding of the downsides associated with social media usage and it correlation to lower and higher emotional intelligence.

O'Reilly, Michelle, Nisha Kiyimba, and David Levine. "Promoting a Digital Ethics of Care: A Digital Cognitive Interruption to Facilitate U.K. Adolescents' Empathy in Online Spaces." *Journal of Children and Media*, vol. 19, no. 2, 2024, pp. 307–326. Taylor & Francis Online, https://doi.org/10.1080/17482798.2024.2411417

This article provides insight into the effects of social media, and the fast-paced interactions it encourages, on a person's ability to empathize. The authors talk about the monotony of constantly consuming media through a screen and how it creates a disconnect between

the user and the person on the other side. Their study, done on adolescents ages 11–18, showed that while many of them are able to empathize in person without much difficulty, they tend to become colder and harsher when their interaction is filtered through a screen. Since the authors carried out their own research and backed up their claims with plenty of reputable sources, I see this as both a reliable and useful source for my paper. What stood out to me most was their point about how someone's morals can shift when they're online, simply because the screen puts distance between them and the other person. The article also offers a possible way to help reduce the desensitization that comes with the rapid pace of social media interactions, which I found especially interesting and something I'd like to include in my paper.

Carson, Valerie, and Nicholas Kuzik. "The Association between Parent–Child Technology Interference and Cognitive and Social–Emotional Development in Preschool-Aged Children." *Child: Care, Health & Development*, vol. 47, no. 4, 2021, pp. 477–83. https://doi.org/10.1111/cch.12859.

This article is about the effects technology has on parents' interaction with their children, specifically how technology has been found to inhibit different social interactions the parents make with their children. The research was conducted in Canada in 2019 with over 100 families participating. The children that were monitored were between the ages of 3-5 and the main things being monitored were technology interference/interruptions, cognitive outcomes, and social-emotional outcomes. The outcome of this study found that smartphones were very disruptive when parents were interacting with their children, and that there was a noticeable negative correlation between how often technology interfered

with interactions and one's ability to suppress impulsive responses and regulate one's own emotions. This argument is on the older side making it less reliable, but I do find the research they did to be relevant to my topic, it shows how there is a correlation between a child's ability to interact and socialize that can be directly correlated to technology.

John, Aesha, and Samantha Bates. "Barriers and Facilitators: The Contrasting Roles of Media and Technology in Social–Emotional Learning." *Social and Emotional Learning: Research, Practice, and Policy*, vol. 3, 2024, 100022. Elsevier, https://doi.org/10.1016/j.sel.2023.100022.

This perspectives paper investigates the advantages and disadvantages that media and technology provide to the social-emotional learning (SEL) of youth (ages 0–12). It examines the effects that different media outlets can have on children. For example, it notes a noticeable increase in aggression, negative emotionality, and emotional reactivity in children ages 3–5 whose daily TV screen time exceeded five hours. The paper also highlights media that positively influence SEL; certain TV shows and games designed specifically to target and improve children's social-emotional skills are shown to be effective while still keeping children engaged. As a secondary analysis, the paper reviews only well-developed, scholarly articles, with the earliest study cited from 2015. While I will not gain any primary sources from this article, the condensed and organized information it provides will be very helpful in developing my analysis of how online media affects the development of emotional intelligence in youth.

Research Proposal

Impacts of Social Media on the Socio-Emotional Development of Youth

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Research Proposal

My topic is about how social media shapes the socio-emotional development of younger generations. This is important to me because social media has become exponentially more present in the lives of our youth. Growing up, I was strictly against the use of social media until around junior year of high school, when I finally caved in and downloaded Snapchat and TikTok. I have noticed distinct differences between my personal experience and that of my siblings. Specifically, my youngest sister, who is currently 12 years old, experienced a noticeable change in personality when she got her first smartphone at the start of middle school and immediately began using social media. As an older brother, I'm worried about the effects social media can have on her mental health, because from my current understanding, based on different news sources and articles, there seems to be an increasingly negative association between the socio-emotional development of youth and the use of social media. It warrants the attention of others because my youngest sister is just one of millions of kids who experience their first interactions with social media every year. This deserves attention because these kids are the next generation, and the way they develop now will affect not just their own mental health but also the kind of world we're all going to live in.

For my primary research, I'll be using posts from communities on Reddit, which are classified as "subreddits," specifically r/SeriousConversation, r/EmotionalIntelligence, and r/ProductivityCafe. I have already gathered multiple posts ready to be coded for my data analysis. In all of the subreddits I've listed, users are not restricted to text-based submissions, but posts that stray from this format are few and far between. Each post on

Reddit has three different forms of interaction: up/down votes, which are a simple way to show support or dislike for a post with the press of a button; comments, which allow users to interact with the post by expressing opinions or answering a question the OP (original poster) asked; and awards. Awards are rarely used in the subreddits I've listed, and they are generally aesthetic unless a user gains enough interaction to join the Contributor Program, where they can cash out these awards for monetary compensation. Aside from that, the rules of each subreddit are pretty similar: no hate speech or political debate—basically, just discuss what the subreddit was made to discuss. If you don't follow that simple rule, the moderators will likely remove your post.

My secondary research is made up of three studies and two article analysis papers. I currently find that these articles will be sufficient to support my research, as the studies I've included provide me with different ways of understanding the use of social media, or online media in general. The only type of article I currently lack is one that investigates how different social media platforms can affect people's socio-emotional development differently. Factors such as screen time, personal interactions, speed of interaction, and reliance can play a big role in how social media impacts one's socio-emotional development. From gaining this understanding, I'll be able to look for things like what I've referenced and connect them to either positive or negative development. It's also interesting to note that Reddit in its own right is a form of social media and, from my understanding, helps generations of people connect and interact with others of similar nature in an easy and respectful manner. So, considering how different styles of social media can affect development will be key in my research.

To further explore and answer my proposed research question, I'll begin by reading through different discussion posts with high user interaction and analyzing the comments. Then, after deciding which comments relate most to my paper, I'll attempt to code them to allow for easy recall and incorporation into my writing. Lastly, I'll make sure the resources I've listed in my annotated bibliography can support or challenge different arguments I might discuss throughout my paper.

The goal of my research paper is to discuss the effects different forms of social media can have on the socio-emotional development of our youth. This is mainly due to my concerns over my little sister and how her preadolescent development may be affected by fast-paced media like TikTok, YouTube Shorts, or Instagram Reels. Granted, I doubt I'll have much effect, seeing as I'm a thousand miles away from my family in NJ, but I still care for them, and I know that being aware of and understanding possible side effects can be just as important as actually preventing them.