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.