

THE ROLE OF SIDEWAYS EMOTIONS ON EMOTIONAL EXPRESSIVITY, EMOTION REGULATION AND EMOTIONAL INTELLIGENCE AMONG ADULTS

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ABSTRACT

The purpose of this study was to determine the role of sideways emotions on emotional expressivity, emotion regulation, and emotional intelligence among adults. The present study was descriptive research based on a survey research design conducted in various colleges situated in different areas of Haripur, Post Graduate Degree College, Akhtar Nawaz Khan Degree College, and Government Girls Degree College, Haripur KPK. A convenient sampling ($N = 200$) from measures, i.e., the Emotional Expressivity Scale (Gross and John, 1997), the Emotional Regulation Questionnaire (Gross and John, 2003), and the Wong and Law Emotional Intelligence Construct (Wong and Law, 2002), was used for data collection. Statistical analysis was carried out with SPSS version 25. The results indicated that females used more emoticons as compared to males. The finding also indicated that people used positive emotion during communication. Female students were shown to be more emotionally intelligent as compared to male students. The finding has theoretical and applied significance in terms of the role of emotion on emotional expressivity, emotional regulation, and emotional intelligence among adults.

I. INTRODUCTION

The past decades of technological advancement have demonstrated a dramatic shift regarding how individuals communicate. While face-to-face interaction once dominated the communication landscape, we now live in a time of accelerating changes. Propelled by the ubiquity of portable electronic devices, modern interlocutors have the ability to share rapid and efficient computer-mediated messages. Emoticons are graphic symbols that use punctuation marks and letters to represent facial expressions to convey a person's mood, help provide context to a person's textual communication, and clarify a message that could otherwise possibly be misconstrued (Lyons, 2018). Research evidence showed that nascent symbols appear as cartoon-like representations; they serve a variety of important functions: emoticons affect positively, influence managing impressions, and supplement nonverbal (Cardinosa-Queriones, Alvaro, & Rosete, 2018; Vandergriff, 2013).

The present study aimed at investigating the role of sideways emotion in the prediction of emotional expressivity, emotional intelligence, and emotional regulation. Nowadays, the use of sideways emotion (emoticons) has increased greatly. People use smiles during their communication through Mobiles, Facebook, Twitter, Viber, Skype, and WhatsApp. Previous research indicated that people who used sideways emotions would be higher in emotional intelligence, emotional regulation, and emotional expressivity. Very few have been carried out to determine the relationship between these concepts/variables. So, the present research will be a valuable addition to the literature history. The study was conducted in the West on variables like emotion regulation and emotional

expression (Brandão et al., 2016; Manalai et al., 2012), emotional well-being (Zhang & Zheng, 2017; Lin & Qiu, 2012), emoticons, and emotions (Kim & Park, 2018; Sarkar, Shetty, & Humstoe, 2014). In Pakistan, the study was conducted on emoticons in computer-mediated communication (Jibril & Abdullah, 2013), but they lack the psychological element of using these sideways emotions. This study is unique in a way that the combination of the variables is different from previous studies. In the indigenous context, there was not such literary history that could identify the rate of emotions in the prediction of emotional expressivity, emotional intelligence, and emotional regulation among students in Pakistan, so the present research will be a valuable study to study the role of the sideways emotions among students of Pakistan.

The present research investigated the frequency of the use of emotions and which type of the emotions are mostly used by students in Pakistani culture, so research will be a useful addition to literature in history. The present study aimed to examine the effect of sideways emotions on emotional expressivity, emotional regulation, and emotional intelligence among students. Accordingly, it was hypothesized that 1). girls using sideways emotions will be significantly higher on emotional regulation, emotional expressivity, and emotional intelligence as compared to boys using sideways emotions. 2). Students using sideways emotions will significantly score more on emotional intelligence, emotional expressivity, and emotional regulation as compared to students not using sideways emotions.

II. METHOD

Participants

The present study was descriptive research based on survey research design. Participants were students (boys and girls) of various colleges located in different areas of Haripur, Post Graduate Degree College, Akhtar Nawaz Khan Degree College, and Government Girls Degree College, Haripur KPK. By using a purposive sampling technique, a simple size consisting of adults ($N = 200$) aged 16-25 years was obtained. Inclusion criteria were students of FA, FSc, BA, BSc, and BS Honors academic between the age range of 16 to 25. Students are 25 years old, and university students were excluded.

Table 1: Frequency and Percentage of Participants

Demographic Variables	Sub-Groups	<i>n</i>	%
Gender	Boys	100	50%
	Girls	100	50%
Education	FA/FSc	60	30%
	BA/BSc	60	30%
	BS Honors	80	40%
Age	16-22	100	50%
	23-25	100	50%
Emoticons	Emoticon Users	145	50.5%
	Emoticon Non-users	55	49.5%

Measures

The following measures were used for data collection. [1] The Emotional Expressivity Questionnaire was constructed to measure the emotional expression of a person. This scale was developed by Gross and John (1997). It consists of 16 items with three subscales, including negative expressivity, positive expressivity, and impulse strength. The scale is based on a 7-point Likert scale response format. The response categories ranged from 1 for strongly disagree to 7 for strongly agree. Maximum and minimum scores are ranged from 16 to 80. High scores represent high emotional expressivity, and low scores show a low sense of emotional expressivity. The items numbered 3, 8, and 9 are reverse scored while other items are positively worded. The reliability of the original scale was determined through alpha that was .86. Past research in a European context pointed out it was reliable and valid to quantify emotional expressivity (Gross & John, 1997). The Emotional Regulation Questionnaire was designed to measure the ability of a person to effectively respond to emotional experience. It was developed by Gross and John (2003). It consisted of 10 items. The construct has two subscales, including reappraisal and

suppression. The scale is based on a 7-point Likert response format and response categories ranging from 1 for strongly disagree to 7 for strongly agree. Scores range from 10 to 70 as minimum and maximum. All the items are positively worded. The test-retest reliability of the original scale is .79. The previous research in the European context confirmed that scale is valid and reliable to measure emotional regulation (Mauss et al., 2005). Wong and Law Emotional Intelligence Scale was constructed to assess the emotional intelligence of a person. It was established by Wong and Law (2002). It consisted of 16 items with 4 subscales naming self-emotion appraisal, emotion appraisal of others, use of emotion, and regulation of emotion included in the instrument. It is based on a 5-point Likert response format. The response categories ranged from 1 for strongly disagree to 5 for strongly agree. Minimum and maximum scores range from 16 to 80. All the items are positively worded. The alpha reliability of the original instrument is .86. The past research in the indigenous context found that it was reliable and had construct validity to measure emotional intelligence among adults (Bashir, 2014).

Procedure

The investigator personally proceeded towards participants to assemble the information. The researcher obtained formal written permission from concerned authorities of Post Graduate Degree College, Akhtar Nawaz Khan Degree College, and Government Girls Degree College for data collection. The participants were given detailed information regarding the nature, purpose, and importance of the present study. The participants were made sure that the information will remain confidential and only be used for study purposes. The participants were given the right to leave the study at any stage whenever they felt insecure. The organized guidelines were provided regarding the response of the scale. After the completion of the questionnaire, the researcher examined that to ensure either all the items were correctly responded to or not. The researcher requested the participants to complete the items left blank either consciously or unconsciously. The maximum time of 30 minutes was taken by each respondent to fill out the instrument. The response rate was 80 percent. The total of 250 questionnaires were distributed, out of which 200 were given back. The data was collected in the group setting. Finally, participants were thanked for non-mandatory participation in the study.

III. RESULTS

The present study aimed to examine the effect of depression on the prediction of seasonal affected disorder and winter depression among adults. The study also examined the effect of seasonal affected disorder on the prediction of winter depression among adults. For this purpose, data was collected through four scales and entered into SPSS-21. Psychometric properties of all the scales were computed. Pearson correlation was computed to study the association among variables. Linear regression analysis was applied to test the objectives. Finally, independent sample t-test was applied to examine the mean differences on study variables between male and female adults.

Table 2: Descriptive, Alpha Coefficients and Pearson Correlation in Study Variables

Variables	M	SD	α	Potential	Actual	Skewness	1	2	3	4	5
1. Emotional Intelligence	58.53	7.56	.81	16-80	37-78	-.11	-	.32***	.50***	-.18**	-.48***
2. Emotional Regulation	33.94	5.36	.87	10-70	49-47	-.27		-	.15*	.15*	-.37***
3. Emotional Expressivity	52.34	9.93	.87	16-112	32-69	-.20			-	.75***	.62***
4. Positive Emotional Expressivity	14.31	2.62	.79	8-56	9-20	-.46				-	-.30***
5. Negative Emotional Expressivity	17.25	3.40	.78	8-56	9-26	-.40					-

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 3: Mean, Standard Deviation and t-Values for Emoticons Users and Emoticon Non-users on Emotional Intelligence, Emotional Regulation, and Emotional Expressivity among Adults

Variables	Girls (100)		Boys (100)		t(198)	P	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Emotional Intelligence	58.53	7.53	41.63	4.84	11.12	.000	2.67
Emotional Regulation	33.85	8.35	22.17	3.74	11.45	.000	2.53
Emotional Expressivity	52.82	6.77	49.60	7.34	2.37	.018	.22
Positive Emotional Expressivity	14.54	2.48	12.97	2.98	3.16	.002	.57
Negative Emotional Expressivity	17.84	2.92	21.93	1.08	7.67	.000	1.87

* $p < .05$. ** $p < .01$. *** $p < .001$.

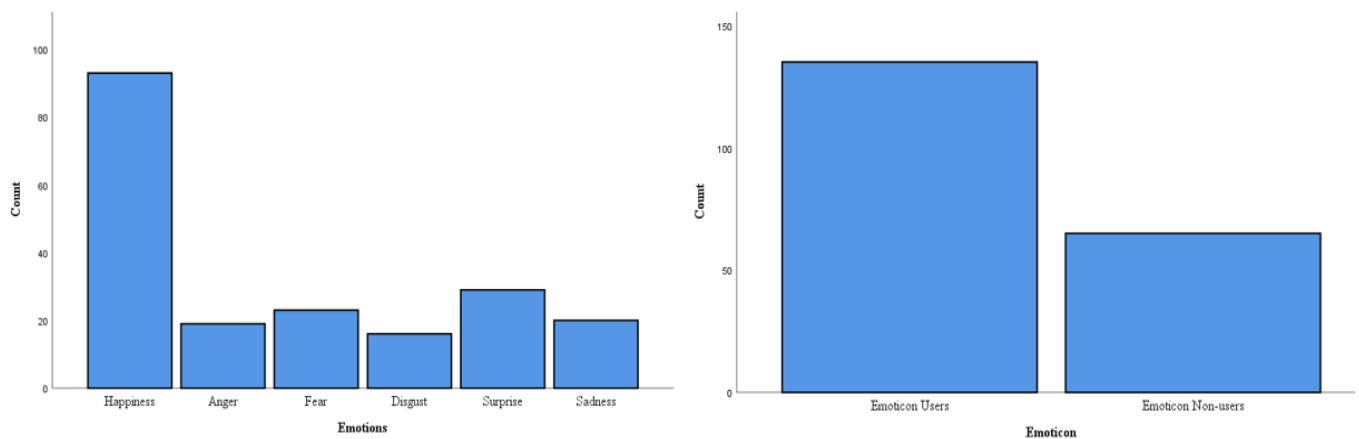
Figure 1: Experience of emotions and sideways emotion of User verses Non-users among Participants

Table 2 shows that all scales have greater than .70 alpha coefficients and thus are suitable to use in the present study. The values of skewness and kurtosis were less than ± 2 , therefore impeccable to ensure normality. Table 3 depicts the mean differences among emoticon users and non-users. Figure 1 shows Frequency-Graph. Depicting that the most prominently experienced emotion among adults is happiness. The least experienced emotion is disgust. It also depicts sideways emotions among users and non-users.

IV.DISCUSSION

The general objective of the study was to examine the relation among emotional expressivity, emotional regulation and emotional intelligence. In particular, it aimed to measure the role of sideways emotion on the predictor of emotional expressivity, emotional regulation, and emotional intelligence among young adults. The reliability of the scales was ensured (Kline, 2005). The values of skewness and kurtosis for all scales indicate that data is normally distributed (Fitrianto, & Chin, 2016).

It was hypothesized that "students using sideways emotions will significantly score more points on emotional intelligence, emotional expressivity, and emotional regulation as compared to students not using sideways emotions" was supported in this study. The current findings were consistent with previous research that shows when internet users are faced with pure text without emoticons, most people cannot perceive the correct emotion, attitude, and attention intents (Meng & Trudel, 2017). However, when emoticons are added in the same context, the recipient's perception of the messages starts to significantly change. Also, when opposite-meaning emoticons are used, the receiver shows an extreme difference in perceptions. Emoticons allow receivers to correctly understand the level and direction of emotion, attitude, and attention expression. These results prove that emoticons perform nonverbal communication functions (Trudel, Argo, & Meng, 2015). This hypothesis also has a theoretical background; the theory of the channel's expansion asserts that individuals can find how to enrich the communication expressed within the communication channel by putting in some nonverbal cues.

The third hypothesis is “Girls using sideways emotions will be significantly higher on emotional regulation, emotional expressivity, and emotional intelligence as compared to boys using sideways emotions.” supported in the present study. The findings were consistent with the previous research that revealed that women receive an education biased towards the emotional men are thought to minimize gender differences in emotional intelligence, certain emotions related to sadness, guilt, vulnerability, and fear (Barrett & Bliss-Moreau, 2009; Hall, 2012). In addition, women spend more time socially in contact with the emotional world (Shields, 2002) and are more preoccupied with maintaining the positive tone of their and others' emotions in order to prevent the deterioration of interpersonal relations and to construct satisfying social networks (Fischer et al., 2018). Research evidence showed that women are more emotionally intelligent because of better social skills and a high understanding of others emotions (Fischer, Kret, & Broekens, 2018). Consequently, women are sensitive to expressing their emotions; that's why they can decode others' emotions in a better way.

This study was to find out the effects of sideways emotions on emotional intelligence, emotional regulation, and emotional expressivity among adults in the Pakistani context. However, in spite of remarkable findings, there are certain limitations that must be considered for future research. The limitation is that a cross-sectional survey research design was used in the present study. Although it possesses high external validity, it has low internal validity, so directions in terms of causality cannot be determined. For future studies, longitudinal research should be conducted to capture individual differences dynamically that would yield better understanding of the association between these variables. Another limitation of the study is the collection of data from only one culture due to time shortage and limited resources. The future research must be based on cross-cultural context and also include other demographic differences in a global context. One highlighted limitation was social desirability issues. The participants may likely repose in socially desirable behavior. This requires careful handling of such social desirability-related issues to make findings sound in future research.

V. CONCLUSION

To investigate the role of sideways emotion on emotional expressivity, emotional regulation, and emotional intelligence among adults. The present study has identified that females used emoticons more than males through communication. The findings of the research are that the adults used sideways emotion more than others. Girls used more emoticons as compared to boys. People used positive emotion during communication. This study provides new insights about the use of sideways emoticons and the role of expressing emotions in young adults.

Disclosure Statement

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