

The Role of social media in Enhancing Emotional Intelligence of Teachers in Universities - Case Study of the University of Relizane

دور وسائل التواصل الاجتماعي في تحسين الذكاء العاطفي للأساتذة الجامعيين

دراسة حالة جامعة غليزان

Dr. DJALLAM Karima ¹

¹University of Relizane - Relizane (Algeria), k.djallam@univ-relizane.dz

Received: 05/11/2022

Accepted: 28/12/2022

Published: 31/12/2022

Abstract

The current study aimed at investigating the role of social media in improving the emotional intelligence of the university teachers. Accordingly, an electronic questionnaire was launched to the teachers of the Faculty of Economics, Management and Commercial Sciences – University of Relizane using their professional emails. The gathered data were analyzed using the statistical program SPSS19. The findings revealed the positive impact of social media usage on all the four emotional intelligence skills identified within the Goleman model, which are: Self- awareness, self-management, social awareness and relationship management.

Keywords: Social Media, Web 2.0, Emotional intelligence, Teachers, University.

Jel Classification Codes: A200 ; M150.

ملخص:

هدفت الدراسة الحالية إلى محاولة تقصي دور وسائل التواصل الاجتماعي في تحسين الذكاء العاطفي للأساتذة الجامعيين. لبلوغ هذا الهدف تم تصميم استبيان إلكتروني وإطلاقه عبر الإيميل المهني لأساتذة كلية العلوم الاقتصادية، التجارية وعلوم التسيير على مستوى جامعة غليزان. تم تحليل بياناته باستخدام البرنامج الإحصائي SPSS19. كشفت نتائج الدراسة عن الأثر الإيجابي لاستخدام وسائل التواصل الاجتماعي على مهارات الذكاء العاطفي الأربع المحددة في نموذج جولمان ، وهي: الوعي الذاتي ، الإدارة الذاتية ، الوعي الاجتماعي ، وإدارة العلاقات.

كلمات مفتاحية: وسائل التواصل الاجتماعي، الويب 2.0، الذكاء العاطفي، الأساتذة، الجامعة.

تصنيفات JEL : A200 ; M150

INTRODUCTION:

The exploration of the notion of emotional intelligence can be counted as a considerable event in the fields both of personal development and of management theory in the last twenty years. Many researchers have indicated that it has the potential both for transforming individual people's life experience, their health, happiness and success, and for transforming the effectiveness of work organizations.

Social media appeared for the first time among university students in the United States of America, these platforms have spread to include all countries of the world without exception. As a result, it was very obvious to see the great joining to these social means by students and university teachers, especially since most universities today have begun to share various activities with students and teachers on social media. Here is the focal point of the study, which is to know how these social platforms affect teachers and their level of emotional intelligence.

Teachers interact with different people at work, but interactions with their students seem to be the most powerful in terms of evoking positive or negative emotions, as empirical studies have shown (Sutton & Wheatley, 2003); (Hagenauer, Hascher, & Volet, 2015). Understanding oneself and controlling feelings at the personal level or with society is no longer confined to the real world only, social media sites have provided new chances for teachers in order to have the full picture of their students, their views, their opinions and even their interests and daily life activities. Actually, they are sharing the same platforms where there is no longer an official suits for both of them, they will communicate and know more about each other. Recently, many studies are trying to determine the features of the relationship that can combine social media with teachers' social intelligence. In the same context, the current study comes to investigate the topic; it is also an attempt to determine the role of social media in improving the emotional intelligence of the teachers at RELIZANE University, Faculty of Economics, Commerce and Management. Accordingly, we can define the problem of our research as follow:

To what extent can social media usage enhance the emotional intelligence of teachers in the faculty of economics, management and commercial sciences, University of Relizane?

This study aims to achieve a number of goals; we may cite as bellow:

- Highlighting the relationship that combine social media and the emotional intelligence of the teacher.
- Trying to shed light on the importance of the emotional intelligence of universities teachers and how much it can affect their performance and outputs.
- Presenting the bright side of social media that can be used in enhancing considerably social aspects that the real world failed to achieve.

Research Questions:

To achieve the objectives of this study, the following research questions and null hypotheses test at the significance level of 0.05 which are formulated to guide the study:

- Do social media have a positive effect on how teachers of RELIZANE University, Faculty of Commerce read and recognize their own feelings (self-awareness)?

The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities - Case Study of the University of Relizane

- Do social media have a positive effect on how teachers of RELIZANE University, Faculty of Commerce control their own emotions, impulses and adapt to changing circumstances (self-management)?
- Do social media lead teachers of RELIZANE University, Faculty of Commerce to understand the feelings of their students (social-awareness)?
- Do social media lead teachers of RELIZANE University, Faculty of Commerce to inspire, influence and develop students while managing conflicts (Relationship management)?

Hypotheses of the Study

In order to answer the research questions, the following hypotheses are stated.

- Social media have negative effects on how teachers of Ahmed Zabana University, Faculty of Commerce read and recognize their own feelings (self-awareness).
- Social media have negative effects on how teachers of Ahmed Zabana University, Faculty of Commerce control their own emotions, impulses and adapt to changing circumstances (self-management).
- There is no relationship between teachers' use of social media in the university of Ahmed Zabana Relizane, Faculty of Commerce and the ability to understand effectively the students' feelings.
- There is no relationship between teachers' use of social media at the University of Ahmed Zabana Relizane, Faculty of Commerce and the inspiration, influence and development of the students.

1. Theoretical background

1.1. Social Media

The emergence of the Internet at the beginning of the nineties of the last century brought a great technological revolution, which led to the emergence of many tools that have become an integral part of our lives today. We mention social media in particular, due to the power of these social tools and the speed of their spread. Basically, it is a term that cannot be defined in isolation of web 2.0. It was originally coined by DiNucci (1999) through his article "Fragmented Future". He said: "the web will be understood not as screenfuls of text and graphics but as a transport mechanism, the ether through which interactivity happens." (DiNucci, 1999, p. 32). However, the concept of "Web 2.0" has been popularized by O'Reilly and Dougherty during a conference brainstorming session between O'Reilly and Media Live International in September 2005 (O'Reilly, 2007, p. 17). Kaplan & Haenlein (2010) defined it as "a platform whereby content and applications are no longer created and published by individuals, but instead are continuously modified by all users in a participatory and collaborative fashion". Moreover, Campbell et al (2011) stated the next: "It is much more to do with what people are doing with the technology than the technology itself, for rather than merely retrieving information, users are now creating and consuming it, and hence adding value to the websites that permit them to do so".

Based on the previous definitions we can conclude that the emergence of Web 2.0 with its distinctive features, including the interconnectivity, interactivity and the ability to generate content for users has provided the opportunity for the emergence and the evolution of social

media. In fact, there are some researchers who do not distinguish between the two terms because they are closely related to each other. (Safko & Brake, 2009, p. 3)

Social media is an umbrella term that refers to a set of tools, services and applications that allow people to interact with others using an electronic network (Berger & Thomas, 2014, p. 837). Kaplan and Haenlein (2010) defined it as a group of internet-based application that build on the ideological and technological foundations of web 2.0 and that allow the creation and exchange of user-generated content. (Kaplan & Haenlein, 2012, p. 103) .Almost the same idea is presented by (Fuller et al.2009) where the researchers focused in their definition on the interconnectivity between individuals and how much it has expanded through the internet what allow customers and businesses to collaborate on the internet. Social media enable customers to generate content and have social interactions online via social platforms (Hajli, 2013, p. 387). Another aspect was given by Drury (2008) when he described social media as an online resource that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news. Safko and Brake (2009) further considered social media as activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conversational media are Web-based applications that make it possible for one to create and easily transmit content in the form of words, pictures, videos, and audios. In brief, social media or web 2.0 technologies represent all the websites that allow both customers and organizations to share their content, to discuss, and to collaborate. Compared to traditional media, social media allow people to actively engage in a communication process not only as information receivers but also as message creators. The online applications are designed to facilitate information sharing, knowledge distribution, and opinion exchanges. (Chan-Olmsted, Cho, & Lee, 2013, p. 151).

1.2. Emotional Intelligence

The intelligence quotient (IQ) is a score derived from one of several different standardized tests to measure intelligence. It has been used to assess giftedness, and sometimes underpin recruitment. Many have argued that IQ, or conventional intelligence is too narrow; some people are academically brilliant yet socially and interpersonally inept (Yeung, 2009). Success does not automatically follow those who possess a high IQ rating (Serrat, 2009, p. 2) Daniel Goleman at the matter explaining:

“If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far” (1998)

Intelligence is much wider to be limited in academic areas. Actually it goes to something much broader. Yet, for so long, it has always been believed that success especially at the workplace depends on the level of intelligence quotient (IQ) as reflected in the academic achievements, exams passed, marks obtained, and so on. In other words, intellectual credentials are: doing well in school, holding an engineering degree or even an advanced computer degree, obtaining high scores in an IQ test. All these are instances of intelligence of the academic variety (Singh, 2006). But how smart is a person outside the classroom, faced with life’s difficult moments? As Goleman (1998) mentioned success depends on determination, self-confidence, self-control, the right vision, successful relationships with others, control over external and internal influences, etc. As a sight that people need a

The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities - Case Study of the University of Relizane

different kind of resourcefulness or what is called, emotional intelligence or emotional quotient (EQ), which is a different way of being smart..

According to the pioneering work of Salovey and Mayer (1990), emotional intelligence can be seen as "as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189). However subsequently, they have reformulated their own definition on 1997, stating that " Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth"(P.10)(Yusof, Ishak, Zahidi, Abidin, & Abu Bakar, 2014); the main point that researchers have developed is the different abilities that EI may consist of which are: self-awareness, self-management, social-awareness and relationship management.

1.2.1. Emotional Intelligence Skills

Goldman, 1998 set out a framework of emotional intelligence (EI) that reflects how an individual's potential for mastering the skills of Self-Awareness, Self-Management, Social Awareness, and Relationship Management, each skill has the connected competencies listed as bellow:(Serrat, 2009)(Alam & Ahmad, 2018)(Bradberry & Greaves, 2009)

Self-awareness: Indicates the ability to accurately perceive the individuals 'own emotions in the right time and understand tendencies across situations, the only way to genuinely understand his emotions is to spend enough time thinking through them to figure out where they come from and why they are there. Self- awareness is not about discovering deep, dark secrets or unconscious motivations, but, rather, it comes from developing a straightforward and honest understanding of what makes them tick. People high in self- awareness are remarkably clear in their understanding of what they do well, what motivates and satisfies them, and which people and situations push their buttons.

Self-management:

It is also referred to in some EI models as self-regulation, it explains one's ability to manage one's internal states, impulses and resources. It is the ability to use the awareness of emotions individuals to stay flexible and direct their behaviour positively. This means managing their emotional reactions to situations and people. The indicators that describe this capability are self-control, trustworthiness, conscientiousness, adaptability, and innovation(Yusof, Ishak, Zahidi, Abidin, & Abu Bakar, 2014)

Social-awareness:

The first two skills mentioned are personal, they are related to emotions of the self. The second two skills are social because they relate to understanding and working with the emotions of others. Social awareness is the ability to perceive and understand the social relationship and structures in which the person and those around him are operating, it involves being able to understand how other people are feeling and validating those feelings. In different words, social awareness refers to the ability to accurately pick up on emotions in other people and understand what is really going on with them. This often means perceiving what other people are thinking and feeling even if we do not feel the same way. It is easy to

get caught up in our own emotions and forget to consider the perspective of the other party. Social awareness ensures one to stay focused and absorb critical information.

Consequently, we can state that listening and observing are the most important elements of social awareness. To listen well and observe what is going on around, people have to stop doing many activities they like to do. It takes practice to really watch people as they interact with them and get a good sense of what they are thinking and feeling.

Relationship Management:

This skill often taps into the abilities in the first three emotional intelligence skills: self-awareness, self-management, and social awareness. Relationship management indicates to the ability to use the awareness of individuals' own emotions and those of others to manage interactions successfully. This ensures clear communication and effective handling of conflict. Relationship management is also the bond we build with others over time. People who manage relationships well are able to see the benefit of connecting with many different people, even those they are not fond of. Solid relationships are the result of how we understand people, how we treat them. It is about building and managing relationships and the ability to find common ground.

1.2.2. Teachers' Emotional Intelligence

In recent years, emotion in teachers' work has become a topic of much interest in educational research, researchers into teacher emotion have reached a consensus that emotions is at the heart of teaching and teacher's lives(Yin, Lee, Zhang, & Jin, 2013).

Barłózek (2013) has mentioned certain characteristics of an emotionally intelligent teacher which can be enumerated. Such a teacher devotes plenty of energy to creating an encouraging atmosphere in the classroom and takes into account the learners' feelings. He or she should be an expert at listening; additionally, they should pay attention to the learners' expectations. An effective teacher can be associated with devotion to learners, enthusiasm in the teaching process, a unique approach to their profession so as to be able to establish a harmonious relationship with their students. Obviously, interpersonal qualities count and adjectives such as: empathic, approachable, and relating to students as equals, can be mentioned as well.

Emotionally intelligent teachers are expected to teach in an effective way, as they are aware of personal and their students' strengths and weaknesses and have, therefore, the ability to adapt to classroom conditions. Due to the fact that they are aware of their strong and weak points (Bar-On, 2007). Teachers' affection and consideration toward students increase students' motivation level(Alam & Ahmad, 2018) . To fulfill the needs of diverse learners, teachers should be capable of building and nourishing relationships with their students. Passionate teacher-student relationships make students feel more secure and facilitate an increase in student productivity and learning outcomes.(Alam & Ahmad, 2018)

1.3. Social Media and Emotional Intelligence

Social media is a global phenomenon which has significantly altered the way people manage the relationship with themselves and with other people. The virtual interaction allows selective online self-presentation and social comparison which may influence the state of emotional intelligence (EI) of an individual.

In recent years, there have been many attempts by researchers to determine the impact of social media on emotional intelligence. Through the following, we will try to shed light on the

effects of using these social platforms on each of the emotional intelligence skills that was identified by Goleman model. (Rosmawati, n.d)

1.3.1. Influence of Social Media to the Self-Awareness: The reviewed empirical literatures on Social Media effects to self-awareness revolve around the construct of self-esteem. Social media can be considered as a mean of social comparison, According to the social comparison theory, self-esteem is heavily correlated with social comparison which occurs when an individual is aware of their competencies, the validity of their opinions, and about the relative social status by comparing the one's attitudes, beliefs, and behaviors with other's people.

1.3.2. Influence of Social Media to the Self-Management: The study of Wilcox & Stephen(2013) revealed that Social Media reduces the self-control, and this phenomenon is plausibly associated with the higher self-esteem. Social media may generate the feeling of social overload .This latter my defined as the feelings of high social demands such as to take care of Facebook friends, to entertain the Facebook friends, to address problems of Facebook friends, to be responsible to talk to Facebook friends. The increase number of friends and the perceived demand to comment to higher number of posts may lead to the social overload which stimulates the feeling of emotional exhaustion.(Maier, Laumer, & Eckhardt, 2012)

1.3.3. Influence of Social Media to the Social –Awareness: Positive effect of SM on the individual's social awareness is associated with the features of Social Media to connect with either new people or current acquaintances and to enable users surfing the thought of other people's which may lead to higher level of understanding towards other people's perspective..

1.3.4. Influence of Social Media to the Relationship Management: Zeitel-Bank & Tat (2014) argued that the use of SM influences not only the self-management, but also the quality of individual's social relationships. The study argued that social media grows unhealthy environment in which users will likely feel less sociable and not feeling normal. In addition, they also argued that the activities on social media influences individual's ability to think independently, and that individuals within social networks appear to be more exposed to peer pressure.

Moreover, social media activates individual's invidious emotions, with users, particularly, passive followers, mostly feel jealous towards other's happiness shown in the social media, including the stories of their leisure activities and ways of socialization. Further, this spread and ubiquitous existence of jealousy feeling is shown to weaken the life satisfaction of social media's users.

2. Research Design and Methodology

2.1. Study Population and Sample:

The population of the study consists all the teachers working in the faculty of economics, commerce and management at RELIZANE University; their number is approximately 112 teachers between permanent and temporary teachers in the academic year (2021-2022); their level in English varies between weak and moderate for the majority, for this reason we have designed an e-questionnaire that written both in Arabic and English language and sent it through their professional emails. Accordingly, the sample was chosen randomly, it includes 57 respondents from the four departments that the faculty has (First year department 35.1%;

economics department 38.6%; commerce department 12.3% and management department 14%).

2.2. Research Instrument

The e-questionnaire consisted of three main parts. Part one dealt with the general background of the teacher, related to gender, age, experience and the department that the teacher belongs to. However, the second part included items about social media use, this included the time spent on social media platforms, mentioning the preferred platform. Also, the teacher was asked to determine the reasons behind using social media, and to describe his relationship with his students via social media platforms. When it comes to the third part, its items were related to the dependent variables of the study. This part was initially divided into four subordinate sections, each one dealt with one of the emotional intelligence dimension (Self-awareness; Self-management; Social awareness and social relationships). A five point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree, was employed in order to measure items level of importance according to the respondents.

2.3. Statistical Methods

The researcher coded all gathered data, and processed by using the Statistical Package for Social Sciences (SPSS-V20). Consequently, (0.05) significance level has been used in testing hypotheses. However, to achieve the research objectives, the following descriptive statistical and analytical methods have been used:

- Frequencies and percentages to describe sample characteristics.
- Mean and standard deviation to determine how much respondents' answers are deviated from its mean.
- Simple regression has been used to examine the impact of the research independent variable dimensions on the dependent variable.
- Cronbach Alpha coefficient to verify the reliability and validity of the paragraphs of the questionnaire
- The importance of respondents' answers is based on the following equation:

$$\text{(Highest Value – Lowest Value) / Number of Levels of the Interval Length} \\ = (5-1) / 3 = 4/3 = 1.33$$

- The low degree (From 1 to 2.33)
- The medium degree (From 2.34 to 3.67)
- The high degree (From 3.68 to 5)

3. Study Results

After the statistical processing of the e-questionnaire data using the statistical program SPSS version 19, the most important results were cited as below:

3. 1. Reliability Test:

In this study, Cronbach Alpha is used for checking the reliability and internal consistency of the composite variables. The results in the table below show that alpha values for the five composite variables ranging from 0.660 to 0.852. The overall alpha coefficient values are at an acceptable level of > 0.6 (**0.924**). The reliability mentioned values reflect a satisfactory reliability values (taking into account that the maximum value that could be reached is 1.00) so a conclusion of a high reliability could be driven.

***The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities
- Case Study of the University of Relizane***

Table (01): Test of reliability

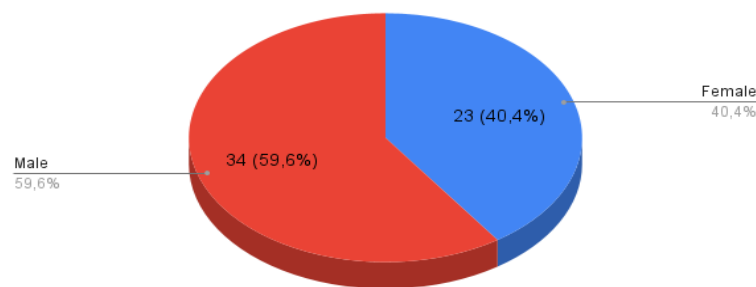
Variables	Alpha Cronbach's	N of items
Independent variable		
Social media use	0.720	5
Dependent variables		
Self- awareness	0.852	5
Self-management	0.660	4
Social awareness	0.805	5
Relationship management	0.805	4
All items		
0.924		

Source: Prepared by the author relying on SPSS outputs

3. 2. Characteristics of Study Sample

In this study, the researcher dealt with some of the demographic variables of the sample in terms of (Gender, age, years of experience) as shown in the figure of the study as follows:

Figure (01): Gender description

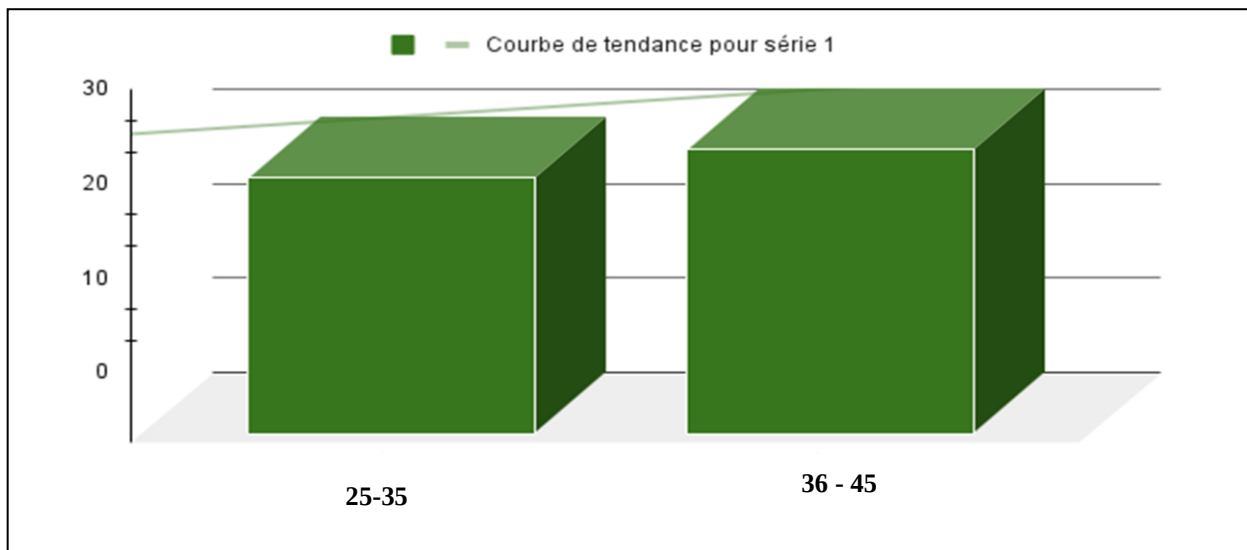


Source: Prepared by the author relying on SPSS outputs

Most participants in the e-questionnaire were of male gender which rate 59.6%. This latter is considered logical in giving the percentage of male teachers compared to females in the faculty, which is estimated at 66.17%.

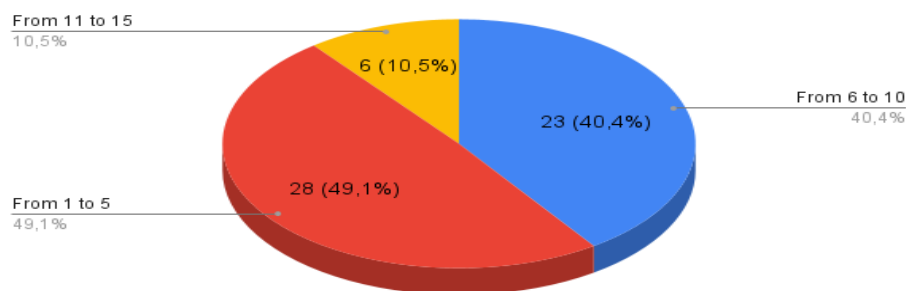
Figure (2) shed light on the participants' average age. It is noteworthy to point out that the eldest teachers' age in the faculty does not exceed the age of 45, what indicates to the youthful age to all faculty teachers, and makes it very useful for this study regarding to the fact that we are dealing with social media which is considered among the most modern variables that attract greatly youth attention and time.

Figure (02): Age description



Source: Prepared by the author

Figure (03): Teaching experience description



Source: Prepared by the author

Since we mentioned that our entire sample belongs to youth. Obviously, lack experience in their teaching career can be easily noticed. As a result, the experience of the most respondents confined between 1 to 5 years. Check figure (3)

3.3. Social media usage: The second part of the e-questionnaire aim was to determine teachers' degree of integration with different social media platforms in term of their activities or their presence. It also defines and determines the features of the relationships between teachers and students on these social websites.

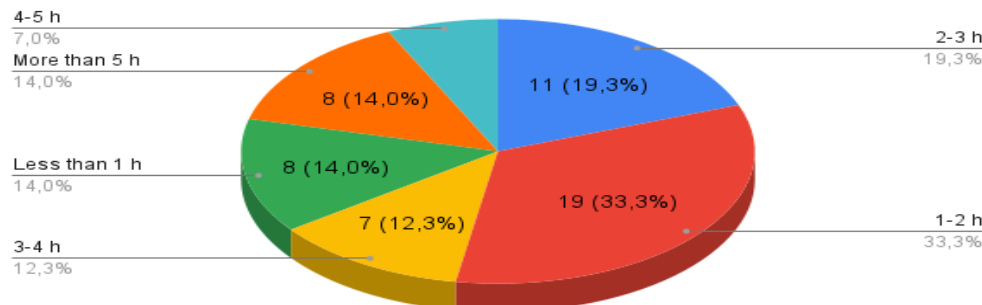
Figure (2.4) reveals how much time teachers spent on social media platforms. Surprisingly, the results show that what rated 33.3% of teachers spend between 1 – 2 hours per day on social websites, where 14% of them stay online more than 5 hours daily. A notable percentage indeed, that can create an equal virtual world to the real one.

Based on the fact that the questionnaire was sent mainly to the professional e-mail of the teachers, it is expected that all of them are members already of social media platforms,

The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities - Case Study of the University of Relizane

consequently the question was about the time they spent on social media rather than if they were members of those platforms or not.

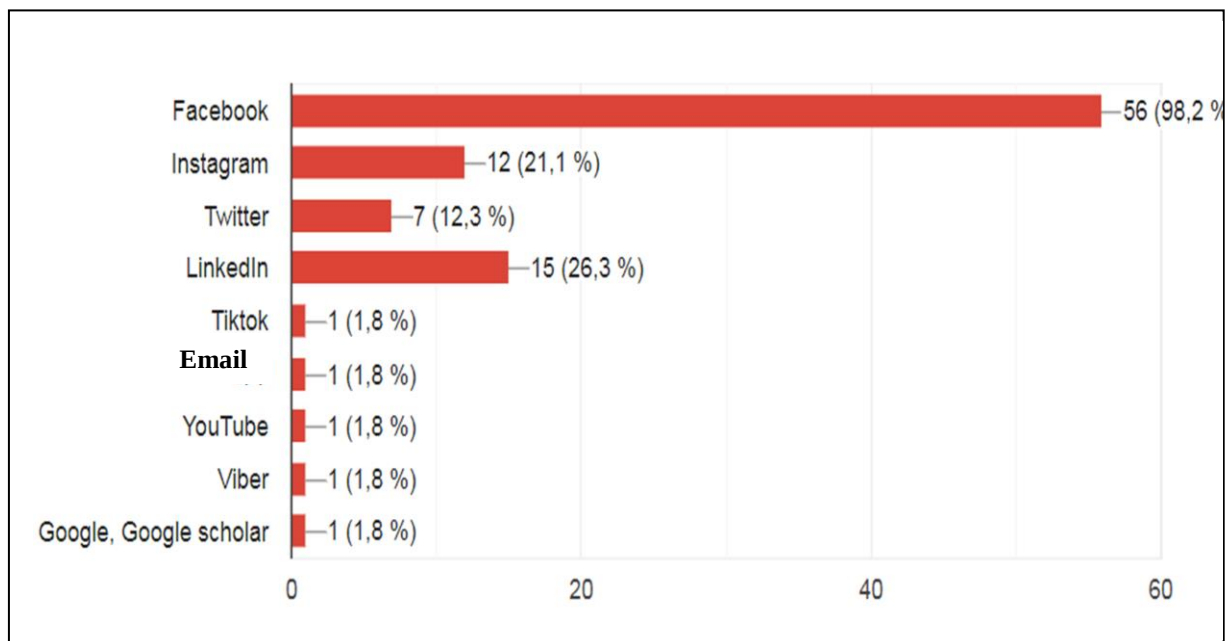
Figure (04): Average time spent on social media



Source: Prepared by the author

When it comes to the most known social media networks used by the faculty teachers, “Facebook” came in the first place by a rate of 98.2% as the highest percentage compared with “Instagram” or “ LinkedIn” as it shown In figure (04). This results basically due to Facebook groups that the university or the principal administration of the faculty has created. These groups have become similar to the teachers meeting room in university. They can discuss, interact, share and post things related to teaching. Accordingly, it is somehow compulsory for teachers to be parts of these groups in order to stay in touch with updates. Moreover, as we have seen the theoretical background, Facebook is the most used platform by Algerians for its great advantages especially the ease of use.

Figure (05): Most used social media platforms



Source: Prepared by the author

In order to ensure the reason behind using social media intensively by teachers, we have included an item related to the purposes why teachers are getting involved in these platforms; results are presented in the table below:

Table (02): Reasons of using social media by teachers

Answers
Accessing information related to scientific research
communication with students
communication with colleagues
Disseminating everything related to the pedagogical aspects of students
communication with friends and family
T provide information to others and to benefit as well
Communication with researchers in the scientific field
To be in touch with updates about conferences, seminars and scientific research in general
Following news
Entertainment
Others..

Source: Prepared by the author relying on SPSS outputs

After having a look on the ways of social media usage by teachers in a general sense, the next items are belonging to the section of the independent variable of our study is about determining the nature of relationship between teachers and students using social media platforms. The results are indicated in the table (2)

Table (03): items about the study independent variable

	Yes	No
Do you share educational posts on social media networks to your students?	80.7%	19.3%
Does your friend list on social media platforms include your students?	61.4%	38.6%
Do you share the same groups and pages on social media with your students?	63.2%	36.8%
Do you follow your student's posts on social media platform?	68.4%	31.6%
Do you communicate with your students on social media via messages?	70.2%	29.8%

Source: Prepared by the author relying on SPSS outputs

Table (3) shed light on the answers of teachers about how they interact with their students on social media platforms, accordingly, 80.7% of our sample used to share educational posts with their students, while 61.4% of them said that they have their students in their friend lists, what opens the doors for both of them either to interact and communicate or to help and guide, and this is what the fourth and fifth items results proved.

3.4. The dimension of self-awareness

The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities - Case Study of the University of Relizane

**Table (04):Means, standard deviations, importance for the items
of Self-awareness**

N	Items	Mean	Std. dev	Importance	Rank
01	Social media helped you to know which emotions you are feeling and why.	2.95	1.025	Moderate	3
02	Through social media you recognized how your feelings affect your performance in the classroom.	2.84	1.049	Moderate	4
03	Students' reviews on social media made you aware of your strength and weakness.	2.72	1.082	Moderate	5
04	Social media encouraged you to be decisive, and enabled you to make sound decisions despite uncertainties and pressures.	3.04	1.052	Moderate	2
05	You presented yourself on social media platforms with self-assurance; you have "presence"	3.09	1.123	Moderate	1

Means description (1 – 2.33 low, 2.34 – 3.67 moderate, 3.68 – 5 high)

Source: Prepared by the author relying on SPSS outputs

The table (4) indicates the values of means, standard deviation and the level of importance of answers for self-awareness items. Results shows that the item “You present yourself on social media platforms with self-assurance; you have "presence” is ranked the first by a mean 3.09, while the item “Students’ reviews on social media made you aware of your strength and weakness” has the lowest mean among the items as it is rated by a mean of 2.72.

3.5. The dimension of self-management

**Table (05):Means, standard deviations, importance for the items
of Self management**

N	Items	Mean	Std. dev	Importance	Rank
01	You manage your impulsive feelings and distressing emotions well in front of your students.	3.23	1.102	Moderate	4
02	You meet commitments and keep promises with your students on social media platforms.	3.70	0.981	High	1
03	You adapt your responses and tactics with students to fit fluid circumstances depending on what you notice on social media.	3.26	0.992	Moderate	3
04	You generate new ideas relying on the content posted on social media.	3.63	0.919	Moderate	2

Means description (1 – 2.33 low, 2.34 – 3.67 moderate, 3.68 – 5 high)

Source: Prepared by the author relying on SPSS outputs

The above table shows that the item “You meet commitments and keep promises with your students on social media platforms.” scored the highest mean that reached 3.70, while the first item “You manage your impulsive feelings and distressing emotions well in front of your students” scored the lowest with a mean of 3.23.

3.6. The dimension of social - awareness

Table (06): Means, standard deviations, importance for the items of Social- awareness

N	Items	Mean	Std. dev	Importance	Rank
01	Social media help you to be attentive to emotional cues and a good listener to your students	3.40	0.942	Moderate	4
02	You gladly offer appropriate assistance to your students and colleagues on social media	3.98	0.954	High	1
03	social media give you the chance to understand diverse views of your students and make you sensitive to group differences	3.53	0.908	Moderate	3
04	Social media can be considered as an opportunity which creates an environment where diverse people can thrive	3.75	0.931	High	2
05	Social media helps you to show sensitivity and understand others' perspectives.	3.12	0.946	Moderate	5

Means description (1 – 2.33 low, 2.34 – 3.67 moderate, 3.68 – 5 high)

Source: Prepared by the author relying on SPSS outputs

For the table (6) which indicates the values of means, and the standard deviation for social-awareness item; it is shown that the item of “You gladly offer appropriate assistance to your students and colleagues on social media”, has scored the highest mean that reached 3.98, while the item “Social media helped you to show sensitivity and understand others’ perspectives”, has scored the lowest and ranked the fifth among the other items.

3.7. The dimension of relationship management

Table (07): Means, standard deviations, importance for the items of relationship management

N	Items	Mean	Std. dev	Importance	Rank
01	Social media enhanced your skills of persuasion.	3.12	0.888	Moderate	4
02	You deal directly with students' problems that you notice on social media.	3.26	0.897	Moderate	2
03	You are using social media with your students to lead them as needed regardless of your position	3.18	1.037	Moderate	3
04	Social media showed me how to use complex strategies like indirect influence to guide students	3.40	0.961	Moderate	1

Means description (1 – 2.33 low, 2.34 – 3.67 moderate, 3.68 – 5 high)

Source: Prepared by the author relying on SPSS outputs

The results of the data obtained of the last dimension which is “Relationship management”, stated in the table (7), show that the item of “Social media showed me how to use complex strategies like indirect influence to guide students” ranked the first by a mean of 3.40, where the item “Social media enhanced your skills of persuasion” ranked the last by a mean of 3.12.

4. Testing Hypothesis

To test study hypothesis simple linear regressions was applied.

***The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities
- Case Study of the University of Relizane***

4.1. The First Hypothesis Test

H₀1: Social media have a negative effect on how teachers of –RELIZANE University, faculty of commerce- read and recognize their own feelings (self-awareness).

Table (08):Simple Linear Regressions Analysis for Testing Effect of Social Media use on Self-awareness

Independent variables	Model Summary		Anova		Standardized coefficients	T	sig
	R	R ²	F value	sig	β		
Social media use	0.446	0.199	13.637	0.001	0.446	3.639	0.001

Source: Prepared by the author relying on SPSS outputs

The results of the table (8) reveal the impact of the independent variable which is social media use on the dependent one which is self-awareness. Moreover, the table indicates the statistical relationship between variables, where the value of the correlation coefficient of the two variables reached 0.446. The coefficient of determination value ($R^2 = 0.223$), which means that the variation in (social media use) has explained (22.3%) of the variance in (self-awareness), as the analysis of variance shows that the value of (f) has reached (13.637) when Confidence level

(sig =0.000) and this confirms the significance of regression at ($\alpha \leq 0.05$) level.

Based on the above findings, we reject the null hypothesis and accept the alternative hypothesis, which states:

H₁1: Social media have positive effects on how teachers of RELIZANE University, faculty of commerce- read and recognize their own feelings (self-awareness).

4.2. The second Hypothesis Test

H₀2: Social media have negative effects on how teachers of RELIZANE University, faculty of commerce- control their own emotions, impulses and adapt to changing circumstances (self-management).

Table (09):Simple Linear Regressions Analysis for Testing Affect of social Media Use on Self-management

Independent variables	Model Summary		Anova		Standardized coefficients	T	sig
	R	R ²	F value	sig	β		
Social media use	0.483	0.233	16.715	0.000	0.483	4.088	0.000

Source: Prepared by the author relying on SPSS outputs

Results of table (9) show the effect of social media use on self-management. This is what the value of R has indicated (0.483), which means there is a positive relationship between the two variables. For the value of $R^2 = 0.2333$, this means that the variance in social media use has

explained 23.3% of the variance of self-management, all this is confirmed by the confidence level of F (sig =0.000).

Based on the above analysis, we reject the null hypothesis and accept the alternative hypothesis, which states:

H₁₂: Social media have positive effects on how teachers of RELIZANE University, faculty of commerce- control their own emotions, impulses and adapt to changing circumstances (self-management).

4.3. The third Hypothesis Test

H₀₃: There is no relationship between teachers' use of social media in RELIZANE University - faculty of commerce-and the ability to understand effectively the students' feelings.

Table (10):Simple Linear Regressions Analysis for Testing Affect of Social Media Use on Social - awareness

Independent variables	Model Summary		Anova		Standardized coefficients	T	sig
	R	R ²	F value	sig	β		
Social media use	0.531	0.282	21.585	0.000	0.531	4.646	0.000

Source: Prepared by the author relying on SPSS outputs

The Table (10) reveals the statistical significant effect of social media use on social-awareness variable. Regarding the value of $R^2 = 0.282$, which means 28.2% of the changes in social-awareness are explained by the changes in social media use. The results of the table also clarify the value of F (f= 21.585) at (sig=0.000). Therefore, the null hypothesis is rejected and we accept the alternative one.

H₁₃: There is a positive relationship between teachers' use of social media in RELIZANE University - faculty of commerce-and the ability to understand effectively the students' feelings.

4.4. The fourth Hypothesis Test

H₀₄: There is no relationship between teachers' use of social media in RELIZANE University - faculty of commerce- and the inspiration, influence and development of the students.

Table (11):Simple Linear Regressions Analysis for Testing Affect of Social Media Use on Relationship Management

Independent variables	Model Summary		Anova		Standardized coefficients	T	sig
	R	R ²	F value	sig	β		
Social media use	0.472	0.223	15.806	0.000	0.472	3.976	0.000

Source: Prepared by the author relying on SPSS outputs

The results of the table (11) show the effect of the independent variable represented by the social media use on the dependent variable represented in social relationship. The results indicate that there is a statistical relationship between them, so the correlation coefficient R

The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities - Case Study of the University of Relizane

between the two variables reached (0.472) and the determination coefficient R^2 attained (0.223), in the sense that 23.3% of the changes in social relationship are explained by social media use. This result confirms the calculated value of F , which amounted to (15.806), at the level of significance ($\alpha = 0.05$).

Based on the above analysis, the null hypothesis is rejected and we accept the alternative hypothesis, which states:

H₁₄: There is a positive relationship between teachers' use of social media in the RELIZANE University - faculty of commerce-and the inspiration, influence and development of the students.

5. Results Discussion

5.1. Discussion of the Descriptive Analysis

The study explored a number of significant results that may contribute to encourage either teachers or students to be involved in a virtual world that can lead to many positive results. For the current study, the discussion can start from the point of self- awareness dimension; results found out that teachers usually tend to prove themselves on social media platforms with self-assurance and confidence. Probably, this is due to the fact that the teachers' profile on social media reflects their social and professional position, especially as many of the sample members indicated that their friends' lists contain the students they teach; as a results, the teachers present themselves on social platforms with highly confidence.

In the same time, respondents stated that social media helped them to be decisive, and figure out what emotions they do feel because of the nature of the virtual space, where there is no eye contact, the teacher or the person in general feels more comfortable to express and to understand his feelings better. However, the statement that had the lowest approval among teachers is that social media lead to help them to discover their strength and weakness. Social media can be considered a window to countless opportunities for teachers as most of sample mentioned; many of them share the same groups and pages with their students, one of the most essential characteristics of social media is the interactivity, which means the ability to comment and to say whatever you want. The positive side of the virtual space is that teachers can listen to their students through comments and posts whether they was negative or positive.

Findings indicated that teachers tend to keep promises and commitments with their students, this idea had the highest approval among the tested sample, as a sign that there is a good and effective interaction between students and teachers. And this is why the majority of them said that they are trying to generate new ideas relying on social media feedback just for the purpose of enhancing their performance in the real classroom setting. Every teacher tries to show strength in front of his students though he knows some irritating facts about social media sites; this is what some of our sample pointed out to. Actually, managing their own feeling and emotions, no matter how annoying it is, will always be the greatest challenge for them.

Social media is a synthesis of two sub-terms, namely "media" and the "social aspect", the latter being the basis for the establishment of these social sites, as gathering a large number of people enhances and strengthens the social aspect, especially for those lonely and insecure

people. There are two different statements that get a notable appreciation among teaches. The first that they would gladly offer help for their students and the second is that social media can be considered as an opportunity for a creative environment. While the items that focused directly on trying to understand students' feelings and emotions had a moderate approval, opinions join one point, which is that the sample teachers do not afford such great importance to understand the feelings of their students. More than that, the trends of their use of social media are limited to trying to create a scientific atmosphere devoid of any attempt to understand the emotional side of the student.

For the items related to relationship management, all items had a moderate level of importance. However, it is noteworthy to indicate that teachers are making their efforts to guide students, supporting and listening to their various problems related to lessons. This concerns social platforms without being restricted to the actual classroom.

5.2. Discussion of the Result of the Study Hypotheses

Results related to the first hypothesis showed that social media have positive effects on how teachers of RELIZANE University -faculty of commerce- read and recognize their own feelings (self-awareness). This is mainly due to the freedom of expression that social media provide for all members, this would enhance self-confidence, and allow teachers to realize their own weaknesses and the things that hinder their path, as well as social media allows them to see the experiences of others and, thus understand theirs.

Discussing the second hypothesis that refers to the positive effects of social media usage on how teachers of RELIZANE University - faculty of commerce - control their own emotions, impulses and adapt to changing circumstances. We can notice that the coefficient of determination value ($R^2 = 0.223$), which means that the variation in (social media use) has explained (22.3%) of the variance in (self-management), This ration is considered relatively weak to medium, mainly because most of the professors in the faculty believe that the students' attitudes expressed on social media are incorrect and do not take them into account. Most of them have sufficient confidence in their ability to control themselves and their feelings in front of what they experience on social media.

The results of the third hypothesis indicate to the positive relationship between teachers' use of social media in RELIZANE University - faculty of commerce-and the ability to understand effectively the students' feelings. As we mentioned in the previous hypothesis, teachers of the faculty of commerce, always tries to predict students' behavior. It may not affect their own feeling toward themselves and stay always focused and confidante. Yet, they will take what they witnessed on Facebook while dealing with them. if one of the students shared dark posts again and again, in this case, the teacher will take his silent for example in the class seriously, they will be able to understand the reasons behind his behaviors, and then he may help him or will react with him in completely different way.

Regarding the last hypothesis, related to the positive relationship between teachers' use of social media in RELIZANE University - faculty of commerce-and the inspiration, influence and development of the students. Relying on the results, there is a positive relationship between the two variables, but it is kind of moderate. It is noteworthy to indicate that relationship management is a skill that connects all the three previous skills. Consequently, teachers may deal with students, with their problems, tries to create new strategies to help

The Role of Social Media in Enhancing Emotional Intelligence of Teachers in Universities - Case Study of the University of Relizane

them based on social media. Yet this is not enough, typically, because, either teachers or the majority of students, they are not ready enough to share everything in a honest way, and this is why relations between students and teachers on social media whether it was existed or not, still need be improved to reach that solid relations.

6. Conclusion

Throughout this study, we have highlighted the evidence of the relationship between social media use and the emotional intelligence of universities teachers. The positive results that we have revealed in the study reflect the positive affect of using social media on teacher's emotions. Here we are talking about all the four skills of emotional intelligence, which means teachers self and social awareness and teachers self and social management. It is worth to note that most of teachers of Relizane University do not engage correctly and effectively as it should be with their students on social media platforms. Besides, many of them still uses a pseudonym in order to join to these social platforms, to discuss or even to share content with their students. This is probably due to various reasons, the most prominent of which is the belief that says that social media were established for a personal purpose. The majority believes that their social appearance on the platforms affects their personal freedoms, which are supposed to always be kept away from students. However, no one can deny the great benefits of social media for teachers, especially when it comes to the understanding of their own feelings, as well as the feelings of their students, which will inevitably affect their attendance performance at the university.

Bibliography List:

- Alam, A., & Ahmad, M. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *Journal of asia business studies* , 12 (1), 31-43.
- Bar-On, R. (2007). How important is it to education people to be emotionally intelligent, and can it be done? In R. Bar-On, J. G. Maree, & M. J. Elias, *Educating People to be Emotionally Intelligent*. Westport: Praeger.
- Berger, H., & Thomas, C. (2014). SMEs: Social Media Marketing Performance. *International Conference on Knowledge Management in Organizations* (pp. 411-422). Netherlands: Springer Proceedings in Complexity.
- Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. San Diego: TalentSmart.
- Chan-Olmsted, S. M., Cho, M., & Lee, S. (2013). User Perceptions of Social Media: A Comparative Study of Perceived Characteristics and User Profiles by Social Media. *Online Journal of Communication and Media Technologies* , 3 (4), 149-178.
- DiNucci, D. (1999). Fragmented future. *Print Magazine* , 53 (4), 221-222.
- Hagenauer, G., Hascher, T., & Volet, S. E. (2015). Teacher emotions in the classroom: associations with student' engagement, classroom discipline and the interpersonal teacher - student relationship. *Eur J Psychol Educ* , 30 (1), 385- 403.
- Hajli, M. (2013). A study of the impact of social media on consumers. *international journal of market research* , 56 (3), 387-404.

- Kaplan, A., & Haenlein, M. (2012). Social media: back to the roots. *Journal of Systems and Information* , 14 (2), 101-104.
- Maier, C., Laumer, A., & Eckhardt, T. W. (2012). When Social Networking Turns to Social Overload: Explaining the Stress, Emotional Exhaustion, and Quitting Behavior from Social Network Sites' Users. in *ECIS 2012 Proceedings* .
- O'Reilly, T. (2007). What Is Web 2.0: Design Patterns and. *Communications & Strategies* , 65 (1), 1-13.
- Rosmawati, L. (n.d). The Influence of The Social Networking Site to The Emotional Intelligence: A Literature Review. PRESIDENT UNIVERSITY: MM-Tech Study Program.
- Safko, L., & Brake, K. D. (2009). *The Social Media Bible: Tactics, Tools, and Strategies for Business Success*. Hoboken: John Wiley & Sons, Inc.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and personality* , 9 (3), 185 -211.
- Serrat, O. (2009). Understanding and Developing Emotional intelligence. *Knowledge solutions* , 49, 1-9.
- Singh, D. (2006). *Emotional Intelligence at Work - A Professional guide* . London: Response Books/ Sage Publication.
- Sparrow, T., & Knight, A. (2006). *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*. San Francisco: Jossey-Bass imprint.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' Emotions and Teaching: A review of the literature and directions for future research. *Educational Psychology Review* , 15 (4), 327- 358.
- Yeung, R. (2009). *The New Rules Emontioanl Intelligence*. London: Marshall Cavendish Business.
- Yin, H. B., Lee, J. C., Zhang, Z. H., & Jin, Y. L. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teaching and teacher education* , 35, 137-145.
- Yusof, R., Ishak, N. M., Zahidi, A. M., Abidin, M. H., & Abu Bakar, A. Y. (2014). Identifying Emotional intelligence competencies among malaysian teacher educators. *Procedia - Social and Behavioral Sciences* , 159, 485 - 491.