JOURNAL OF A New Approach in Teaching and Learning
Research Center of Knowledge-based Businesses & Resource Management Studies
https://www.jnael.ir
Volume 1, Issue 3, Autumn 2025, Pages 61 to 70
eISSN: 3150-4078
Original Article (Quantitative)

The Role of Emotional Intelligence in the Relationship between Social Media Use and Academic Adjustment among Eleventh-Grade Students

Mohtaram Rajabi [1], Talebali Pourshariech [2], Sara Alizadeh [3]

1. M.A. in Psychology, Department of Psychology, Farvardin Institute of Higher Education, Qaem Shahr, Iran.
2. PhD in Psychology, Lincoln University, Malaysia.
3. Department of Psychology, Behshahr Branch, Islamic Azad University, Behshahr, Iran.

Receive:
13 July 2025
Revise:
19 August 2025
Accept:
24 October 2025

Keywords:
Social Media Use, Emotional Intelligence, Academic Adjustment, Eleventh-Grade Students, Sari

Abstract

The present study aimed to examine the role of emotional intelligence in the relationship between social media use and academic adjustment among eleventh-grade students in Sari. In terms of its objective, the study was applied in nature, and in terms of methodology, it employed a descriptive correlational design. The statistical population consisted of all eleventh-grade students in Sari during the 2024–2025 academic year. The sample size was determined based on the Krejcie and Morgan table and selected using multistage cluster random sampling.The data collection instruments included the Social Media Use Questionnaire developed by Li et al. (2005), the Schutte Emotional Intelligence Scale developed by Schutte et al. (1998), and the Sinha and Singh Academic Adjustment Inventory (1993). The data were analyzed using descriptive statistics and inferential statistical methods, including Pearson's correlation coefficient, regression analysis, and mediation analysis to examine the mediating role of emotional intelligence, using SPSS version 21.The findings showed a significant negative relationship between social media use and academic adjustment. A significant negative relationship was also found between social media use and emotional intelligence, whereas emotional intelligence was positively and significantly associated with academic adjustment. The results of the analyses indicated that emotional intelligence played a significant mediating role in the relationship between social media use and academic adjustment. Specifically, higher levels of emotional intelligence could explain part of the negative effect of excessive social media use on academic adjustment. Therefore, strengthening emotional intelligence skills among students may help reduce the adverse consequences of inappropriate social media use and promote their academic adjustment.

Please cite this article as (APA): Rajabi, M., Pourshariech, T. & Alizadeh, S. (2025). The Role of Emotional Intelligence in the Relationship between Social Media Use and Academic Adjustment among Eleventh-Grade Students. *New Approach in Teaching and Learning*, *1*(3), 61-70.

https://doi.org/10.22034/jnael.2025.251144

Authors retain the copyright and full publishing rights.
Published by Research Center of Resource Management Studies and Knowledge-Based Business. This article is an open access article licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0)

Publisher: Research Center of Resource Management Studies and Knowledge-Based Business

Corresponding Author: Talebali Pourshariech | **Email:** dr.pourshariech@gmail.com