PEER ATTACHMENT AND ONLINE NETWORKING TO ENHANCE EMOTIONAL WELL-BEING DURING COVID-19 PANDEMIC AMONG ADOLESCENTS: LITERATURE REVIEW ARTICLE

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Abstract: Nowadays, the topic of emotional intelligence is receiving the most attention in both academic and non-academic settings, especially during the Covid-19 pandemic. Researchers and parents are looking for a way to improve emotional intelligence in adolescents. Improving emotional intelligence is like a pathway to greater mental health and well-being. Environmental impulses such as communication with peers in real life and in the case of online networking satisfying a sense of belonging are key factors to improve emotional intelligence. Today, the internet has become a vital factor in all aspects of people's lifestyles and networking has become more popular among adolescents to organize their contacts by giving and receiving feedback and enhancing and facilitating community during covid19 lockdown. Aim of this article is a litreture review that tried to focus more on the role of online networking to enhance emotional well-being during Covid-19 pandemic. The research method is litreture review.

Keywords: Peer attachment, online networking, emotional well-being, covid-19, adolescents.

INTRODUCTION

The World Health Organization (WHO) identified a novel coronavirus (SARS-CoV-2) in late 2019 in a cluster of pneumonia cases in Wuhan, China (WHO, 2020) that had spread globally and infected over 3 million people. Aside from serious health issues, the disease has had a significant psychological impact on the population. The extent and nature of an

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epidemic's psychological impact on individuals can vary greatly depending on the level of exposure. According to studies, all pandemics like the Covid19 pandemic make disturb adolescents emotional regulation and direct and indirect social connection could enhance the ability of emotional intelligence in all attachment types.

Previously, the psychological effects of the SARS virus were studied by interviewing 4231 people from 17 cities in China. One of the most common emotion regulation strategies is cognitive reappraisal, in which emotion-triggering experiences or stimuli are reinterpreted to dampen their effects. Thus, it was an open question that is pandemics affect emotional wellbeing among people? Whether and how some people are different in regulating their emotional responses to the pandemic? And, it is an open question that is pandemics affect emotional well-being among people.

Emotional Intelligence is a theoretical construct that represents the ability at perceiving. The mixed model of emotional intelligence by Golman (1986) can guide research on the use of emotional regulation strategies that lead to fewer negative emotions in response to stressors and improve emotional well-being in response to a pandemic that gravely challenges both mental well-being. Assimilating, understanding, and managing emotions" to better guide one's mind and behavior. The theory of emotional intelligence views emotion as an evolved signal system, where each emotion denotes a particular relationship within oneself or with the outside world (Mayer, Salovey & Caruso, 2004). But according to the literature, emotional intelligence is a system of handling one's emotions in a kind of effective harmony but barely affected by crisis.

Nowadays the issue of emotional intelligence is catching most of the attention in both academic and non-academic areas. Improving emotional intelligence is like a pathway to increasing mental health. Have Having knowledge about emotional intelligence (EI) at a young age, could contribute to better emotional adaptation. According to studies, environmental impulses such as communication with parents, peers, and social media are key factors to train emotional intelligence and social media have an important role in this way.

The question of "how social is social" is changing as the internet becomes a more pervasive technology. Studies of the internet find differences between social activities and pure entertainment. Studies of social interaction online like Facebook claims around 350 million users and most of them also have their entire social circles on the site.

We are interested in indirect communication in this study, which consists of interactions on the website between the focal user and another friend (including actions such as photo tagging), in which one friend directly identifies another. Pinboard messages and posts are excellent predictors of relationship strength (Gilbert et al., 2009). According to recent research, users interact with only a small subset of their friend network, even as their overall network grows larger. Users also keep their large, diverse networks alive through passive forms of website use, such as following their friends' status updates or public conversations with others (Burke et al., 2010). The gap of this study is to fill up the empty part of a study about all variables of peer attachments, online networking, and emotional wellbeing during covid 19 pandemic.

Adolescents develop autonomy through their relationships in the family and demand to spend more time with peers and outside of the home. During adolescence, individuals extend their social interactions to include peers. Therefore, peers may have an important role in influencing adolescents' emotional ability. Research in Iran (Ghasemi et al., 2019) showed that adolescents, who reported positive peer attachments, in general, showed higher emotional health and conversely lower psychopathic symptoms such as emotional distress. Therefore, peers may have a significant impact on adolescents' emotional ability. Adolescents who reported positive peer attachments tended to have higher emotional intelligence (Gallego et al., 2021). Therefore, adolescents who have high emotional intelligence are more empathetic and have better abilities to understand others' needs and feelings. In summary, the establishment of positive attachment with peers can enhance adolescents' emotional intelligence and makes them more able to adapt their emotions to different situations.

Taken together, more care is given to public mental health to assist people through this challenging time by most psychologists. Scholars are faced with the gap of enough study about the ways to protect adolescents' mental health during times of quarantine. Therefore, researchers start to upgrade their knowledge to improve adolescents' mental health during this suffering time. The objective of this literature review is to gather all studies that show the effects of peer attachment and online networking to enhance emotional well-being during the pandemic covid-19. In the next stage, the reports of all studies have been written.

Rayyan (2016) software (26) was used to screen articles in preparation for a knowledge synthesis study as a suitable checklist for judging and controlling study quality. Several databases were searched using the Rayyan software to find potentially relevant articles published in a time limit of covid19 lockdown duration from , Google Scholar, Science Direct, Web of Science and PubMed. The keywords or search terms were: 1) "peer attachment*" 2) "emotional intelligence*" OR "emotional development*" OR"emotional health*" OR "emotional socialization*" OR "emotional management*" OR "emotional regulation*" 3) "online networking*" and 4) "adolesents*". To retrieve a large amount of data, they were all placed within titles and abstracts. The articles were evaluated critically if: (1) the research questions and objectives were clearly stated, 2) the sample was representative of the study population, 3) the research procedures were adequate, 4) the results were adequately discussed, and 5) the results presented were consistent with the study's objectives.

FINDING

EMOTIONAL INTELLIGENCE

The ability to recognize and label feelings and emotions in oneself and others and the capability to use emotional information to guide think and behavior is called emotional intelligence (EI) (Goleman, 2008). People with high emotional intelligence. Indeed, the ability to manage emotion could facilitate healthy and adaptive psychosocial and emotional functioning and greater mental health during a crisis situation. (Campos et al. 1994).

 There are three main models of emotional intelligence: the ability model, the trait model, and the mixed model. The ability model, advanced by Peter Salovey and John Mayer (1990), which have defined emotional intelligence as a form of general intelligence and learnable ability that consisted of four factors, such as the ability to perceive accurately, appraise and express emotion, access and/or generate feelings when they facilitate thought, understand emotion, regulate emotions to promote emotional and intellectual growth. Another definition which is presented by Petrides and Furnham (2001) is that emotional intelligence is a kind of personality ''trait'' that is related to typical performance. As a final model, a mixed model which is described by Goleman (1998) is a mixture of both ability and trait EI. Goleman's emotional intelligence framework in summarized has two aspects of personal competence which are included (self-awareness, self-regulation,

and self-motivation) and social factors contain (social competence, social
awareness, and social skills) (Mousavi, A., & Juhari, R. ,2019).

COVID-19 AND EMOTIONAL INTELLIGENCE

In a study by Lades et al. (2020) that examined children's
homeschooling and collected information on COVID-19, emotional
experience was ranked the lowest of all activities. A study by Lades et al.
(2020) that examined homeschooling children and obtaining information about
COVID-19 was ranked the lowest of all activities in terms of emotional
experience. Besides, according to a study by Breaux et al., (2021), among 238
adolescents (132 males; ages (15–17) adolescents regulation abilities were at-
risk for experiencing COVID-19.

According to research by Schlack et al., (2020) on children and
adolescents mental health in the first weeks of the COVID-19 pandemic in
Germany, symptoms of anxiety and depression as well as a reduced quality of
life have been seen among them. However, the findings of several studies also
show that many families coped with the time during the containment measures
mostly well. In the event of possible pandemics or waves of the COVID-19
pandemic, the needs of adolescents and their families during the containment
measures should be given greater consideration. According to Sabina
Kapetanovic et al.,(2020) using the data of 1767 (50.2% female and 49.8
male) adolescents in Sweden, during the COVID-19 outbreak, as well as
reported changes in everyday life, adolescent girls were likely to report
negative changes in their psychosocial functioning during the COVID-19
outbreak but not for boys. Besides, Persich et al.,(2021), in a study on 89 in
the USA was initially designed to test the effectiveness of an emotional
intelligence training program versus a non-emotion-focused placebo program.
As result, online training In emotional intelligence appears to be effective at
sustaining critical aspects of mental health during a subsequent real-life crisis.

According to a study by the results of a study by Mubashir Majid
Baba, (2020) on a total sample of 683 faculty members in Indian universities
regarding their emotional intelligence during COVID-19 and to study the
impact of demographic variables on their emotional intelligence revealed that
the faculty members of the sample universities perceived their emotional
intelligence during COVID-19 at an above-average level and are fairly
satisfied with their level of emotional intelligence. In addition, the study by
Lades et al. (2020) examines how people experience the activities,

interactions, and attitudes of their lives during the pandemic. The sample (N = 604) was studied in Ireland on March 25, 2020, after the closure of schools and nonessential businesses. The variance in emotional well-being within an individual and how people spend their time was examined. This showed that most time was spent at home (74%), while time spent outdoors (8%) was associated with significantly increased positive affect and decreased negative emotions. Sports activities, walking, gardening, hobbies, and caring for children were the activities associated with the greatest affective benefits. These findings highlight activities that may play a protective role in relation to well-being during the pandemic, the importance of setting limits for exposure to COVID-19-related media coverage, and the need for greater educational support to facilitate home-schooling during this challenging period.

Breaux et al. (2021) studied 238 adolescents, 132 of whom were normal male adolescents aged 15-17, and 118 of whom were ADHD male adolescents. The study's findings revealed that from before COVID-19 to spring 2020, adolescents experienced an increase in depression, anxiety, sluggish cognitive pace, inattention, and oppositional/defiant symptoms; however, with the exception of inattention, these symptoms decreased from spring to summer 2020. Furthermore, youth with ADHD were more likely to experience increases in inattentive, hyperactive/impulsive, and oppositional/defiant symptoms than youth without ADHD. Adolescents who have lower COVID -19 emotions.

Emotion regulation skills were at higher risk for an increase in all mental health symptoms compared to youth with better COVID -19 emotion regulation skills. In addition, lower family income was associated with an increase in inattention, but higher family income was associated with an increase in oppositional/defiant symptoms. In summary, the early observed increase in mental health symptoms among adolescents during the COVID -19 pandemic did not persist, on average, after the stay-at-home order was lifted, whereas negative mental health was observed among ADHD adolescents. Thus, the pandemic failed to cause new mental health problems but did exacerbate existing symptoms.

Therefore, emotional intelligence appears to be an ability that could vary in a crisis situation and is effective at sustaining critical aspects of mental health during a subsequent real-life crisis.

Networking

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Nowadays, the internet has become an essential component in life since could navigate and influence all aspects of human life from operational activities to leisure activities, transformations, and spread information and offers an area to interact with others (Lin et al., 2020). Social network by affording social support provides health benefits and positive emotion for users (Lin et al., (2020). Studies found that the need to belong and sociability is positively related to joining social media and relationships via SNS are cognitively effective as maintain high levels of trust (Yuan, 2020). An online social networking application such as Facebook allows users to present themselves in an online profile, make "friends" who can post comments on each other's pages, and view each other's profiles. The quality of communication over social media is a potential factor to build strong, emotionally intense relationships (Huang et al., 2021). Online networking tools allow individuals to stay in touch with a social network after physically disconnecting from it. Individuals with better social cognitive skills have larger personal networks and increase the support group, the sympathy group, which provides emotional support (Huang et al., 2021). Accordingly, online friendships or direct social contact and social relevance have health benefits on social integration (Huang et al., 2021). Therefore; Facebook friendships are associated with physical and psychological health benefits via perceptions of social support.

Studies have shown that the use of social media can be effective at building high-quality friendships and have an overall positive impact on well-being (Garbett, D., & Thomas, L. 2020). According to research, people ends to be more with existing friends rather than with strangers (Garbett, D., & Thomas, L. 2020) while another research on online communities assumed that individuals using these systems to connect with others outside their pre-existing social group or location, liberating them to form communities around shared interests, as opposed to shared geography (Laura Scaife , 2017) but both groups agrees that interaction via social media could enhance essential aspects of personality.

Emotions can be passed via social networks and online interactions and have long-term effects and emotion management (Zagenczyk et al., 2021). As Shao et al., (2021) suggest that emotional contagion occurs online even in absence of non-verbal interactions, and using Facebook and Twitter is corresponding to greater happiness and emotional expression. As Catalano and Hawkins (1996) studied, peers can reinforce their emotional and social

bonding as well as their attachment to their online learning program, which leads them to be motivated to accept and implement norms and values of social agents (Han and Johnson,2013).

Online networking and Emotional intelligence

The COVID-19 pandemic has dramatically changed the general population's life worldwide. Sharing emotion is a human need that under specific conditions, such as covid19 lockdown will achieve via online communicating emotional experiences with others. People may spend more time on social media because of policies like "work at home". Digital technologies, such as smartphones are useful in regulating affective states including emotions and moods (Wadley et al., 2020).

The study by Hidalgo et al., (2015), among (n = 540) in a blog social network site showed that people could share their emotions via [a] blog social network site (Live Journal), therefore providing emotional support, empathy, and admiration. Garcia et al., (2016), studied the changes in emotional states via online interaction among three independent studies including 207 participants (110 female). The tendency of participants to take part in the discussion increases with positive arousal. And participant's emotional arousal significantly decreased during the positive online discussion. Waterloo et al., (2018), examined the emotions (i.e. sadness, anger, disappointment, worry, joy, and pride) across four different social media platforms (WhatsApp, Facebook, Twitter, and Instagram) among 1201 young Dutch users (15–25 years), found that positive expressions were generally perceived as more appropriate than negative expressions across all platforms. According to the study by Yang et al., (2020), among 3159 people aged 18 years old from 32 provinces and regions in China fund that sharing timely, accurate, and positive COVID-19 information, reducing excessive discussions on COVID-19, and promoting caring online interactions rather than being judgmental, might positively associate with the general public's psychological well-being. Additionally, the relationships between social media activities and psychological well-being varied at different emotion-regulation strategy levels. Adopting the cognitive reappraisal strategy might allay the adverse relationships between certain social media activities and mental health indicators. These findings expanded the knowledge of how social media activities can be associated with a human being's mental health and how it can interact with emotion-regulation strategies during the COVID-19 pandemic.

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The study by Ruosi Shao et al., (2021), examined how pandemic-related
emotional exhaustion enacts intrapersonal, interpersonal, and hyperpersonal
emotional regulation strategies, and then evaluates the effectiveness of these
strategies, with a particular interest in understanding the role of hyperpersonal-
level regulation or social media-based regulation among 538 Chinese internet
users from Hubei Province, with the sample with an average age of 35 (SD
10.65, range 18-78) years, and a majority were married (n=369, 68.6%)
during the COVID-19 outbreak in China. found that intrapersonal-level and
interpersonal-level emotional regulation strategies were positively associated
with individuals' outcome reappraisal. Besides, emotions result from an
individual's interaction with the environment and consist of sets of complex
and synchronized component responses (Hidalgo et al., 2015). These
responses may consist of physiological adjustments, feelings, and motor
expressions to act in one way or another which, emotional valence plays an
important role in the sharing and diffusion of emotional messages
disseminated through online social networks (Hidalgo et al., (2015).

Peer attachment and Emotional intelligence

Emotional intelligence (EI) is the set of skills that enables a person to
understand himself or herself in relation to others, thereby increasing the
likelihood of success in life (Bar-On, 1997). It is influenced by the external
social environment during the socialization process to organize and control
both thinking and feeling with the goal of making better judgments and
decisions. A "peer group" refers to a small, relatively intimate group of peers
who interact regularly (Brown, 1990). The peer group in the mid-teens is
considered the reference group that influences attitudes, behaviors, life goals,
courses of action, and behavioral norms (Bangash, 2016). Studies show that
children who successfully interact with peers are well on their way to fitting in
and achieving psychologically appropriate outcomes. Relationships with peers
are considered more intense, close, and influential than those formed in
childhood (Bangash, 2016).

According to a study by Chin Hooi Soh et al. (2014) among 1,577
Malaysian adolescent students on the effects of peer attachment on online
networking motives, stronger peer attachment influences networking for social
interaction. The result of Lin et al.'s (2019) study among 200 preschool
children with disabilities and 301 children without disabilities at an average
age of 6.13 years showed that children with disabilities interact and

communicate more with peers to regulate their emotions than their normally developed peers. Shokrolahzadeh et al. (2017) found that peer attachment has a positive and significant impact on emotional intelligence in a study of 3553 adolescents aged 16–18 years in Tehran. In addition, Arshad Khan Bangash et al. (2016) investigated the relationship between emotional intelligence and the social factors that influence the environment of a peer group. two male and one female public high schools in Pakistan data were collected by from 234 students, and the outcomes display a important association between peer group environment and emotional intelligence. Mutual cooperation, regular interaction, sharing, and respect for each other's opinions are all positively associated with emotional intelligence in a peer group setting. Therefore, peers should be made aware of their role and interaction with adolescents to achieve better outcomes in terms of balanced emotional intelligence.

Online Networking as a moderator of the relationship between Peer Attachment and Emotional intelligence

Interpersonal relationships are a basic human need, and with the proliferation of technology, these relationships have often moved online via social media platforms. Peer relationships are most commonly found in the form of friendships, which can have many adaptive properties and have been associated with higher life satisfaction (Sappington, 2020). In a study by Scissors and colleagues (2016), more intimate conversations to maintain relationships are beneficial to a student's well-being. Social media use provides opportunities to enhance peer interaction and improve relationships but may also lead individuals with inadequate in-person support systems to prefer social interaction online (Scissors, 2016). People may prefer online social interactions because they believe they feel safer, more confident, and more comfortable online than in face-to-face interactions (Caplan, 2007). Although this preference for online interactions may mitigate the lack of offline social support, it may be characterized by poor self-regulation of Internet use that is associated with psychosocial problems (Caplan, 2007). As social media platforms become increasingly integrated into peer relationships, it is important to understand how reliance on and preference for online interactions may impact emotional regulation.

DISCUSSIONS

In line with the development of technical methods of communiqué, there is a growth in peer relations being sustained and/or generated using social media platforms.

Given the significance of peer relationships on adolesents' psychosocial development, it is vital to comprehend how this modern shift in communications may affect adolesents' emotion and their relationships (Sappington et al., 2020). According to the study by Sappington (2020) among 442 undergraduate students in the USA (18.79 % Male; 58.3% Female; 64.8% White) which filled up online measurements. Online social interaction meaningfully was related with the quality of peer relationships. Results suggest that individuals who are socially anxious may use social media as a substitute for face-to-face peer relationships.

Studies reported positive and negative relationships between internet use and adolescents' emotional health but the case of emotional intelligence especially when the internet is used for communication shows more positive aspects. Early and middle adolescence is characterized by "imaginative audience behavior" and tends to overestimate others watching and evaluating. In this regard, interpersonal feedback on friend networking and peer acceptance could affect the development of adolescents' social self-esteem because they're more likely to give feedback on the self. Studies found a relationship between network size and perceived social and emotional well-being. Since the first dimension of social capital is the willingness to support the community, social networks and software applications like Facebook may provide additional opportunities to interact with a wide range of people and maintain relationship cheaply and easily. So participants use it to keep in touch with old friends and to maintain relationships. Facebook also provided a way to keep in touch with high school friends and acquaintances. As more Facebook friends perceive themselves to have a broad social network, so they perceive themselves to have potential social support, regardless of the actual support provided. So the number of Facebook friends will indirectly affect psychological health. In conclusion according to studies, engagement with Facebook by bridging social capital is correlated with greater emotional health and overall well-being. As human is sociable and needs to be in contact with others–nowadays communication has some difficulty and in case of positive effects of communication on mental health so using social media like Facebook has a positive effect on human emotional health, especially during the pandemic Covid-19.

In conclousion , this is a literature review that screened all existing article that examines peer attachment and online networking to enhance emotional welll-being during covid19 pandemic among adolescents. The Covid-19 pandemic characterizes an extraordinary hazard to mental health in high, middle, and low-income countries. Moreover, to flattening the curve of viral transmission, priority needs to be given to the prevention of mental disorders (e.g. major depressive disorder, PTSD, as well as suicide). Therefore, collecting and screening existing articles is a great help to do this important issue.

As a limited number of articles were found to accurately measure three variables of peer attachment, online networking, and emotional well-being in relation to each other among covid-19 pandemic adolescents.Therefore,study about all this three variables are highly recommended.

A study about the role of peer attachments and online networking on adolescents' emotional well-being is highly recommended after covid19 duration to see the importance of indirect communication as an alternative among adolescents during times that impossible to make direct communication

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