

## Positive Psychology Traits as Predictors of Successfully Engaging People Through Social Media

Shanelle J. Wilkins, Elizabeth J. Krumrei-Mancuso\*, and Steven V. Rouse\*  
Department of Psychology, Pepperdine University

**ABSTRACT.** The purpose of the present study was to determine whether a relationship exists between individuals' character strengths and the amount of success they have engaging people on social media. We used the Values in Action Character Strengths Assessment (Peterson & Seligman, 2004) to measure positive psychology traits of young adults and gathered objective data to assess their levels of social media engagement on Instagram. We hypothesized that the key positive psychology traits of appreciation of beauty and excellence, creativity, and social intelligence would predict success in social media engagement. Regression analyses indicated that only social intelligence was a predictor of higher levels of social media engagement ( $\beta = .38, p < .001$ ). This means that individuals who possessed more social intelligence received more likes, comments, and follows on their social media accounts. We also conducted additional exploratory analyses on the remaining 21 positive psychology traits to supplement our hypothesis-guided analyses. As an exploratory study, replication of this study is necessary and it would be useful to expand this research to additional populations.

**Keywords:** positive psychology traits, social media engagement, social intelligence, VIA character strengths assessment, creativity, appreciation of beauty

In this age of technology, social media has become more than just a habit people participate in every once in a while or just a way of connecting with others. Social media has become a means of self-expression, a lifestyle, and even an occupation. This is seen especially in the past decade, as social media has rapidly increased in usage with the development of photo and video sharing platforms such as Instagram (Hruska & Maresova, 2020). Millions of individuals use platforms such as Instagram to upload photos and videos, as well as like, comment, share, follow, and engage with other people's content (Li & Xie, 2020). Nowadays, many people focus on, and are successful at, engaging with audiences that extend far beyond their personal friends and family members. With this plethora of information about others widely accessible, social scientists have taken interest in this phenomenon, and use social media platforms to make connections to various aspects

of psychology, assess personality (Cooper et al., 2020), and answer questions about who uses social media (Ruths & Pfeffer, 2014; Sigala & Chalkiti, 2015). Among some questions that remain are, who are the people that become successful at engaging audiences through social media? Can psychology constructs, specifically positive psychology traits, predict who achieves social media engagement?

### Social Media Engagement

On social media, engagement is defined as participation from followers through liking, sharing, and commenting on content (Khan, 2017). According to Khan (2017), this differs from social media use alone because social media use can be passive and consumptive, meaning that the user simply observes content, but does not like, comment on, or share any posts. Social media engagement, on the other hand, is participatory. This distinction is important, considering the many methods in which people occupy social media.

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH

Much of the existing literature on social media engagement was researched in regard to companies and brands (Carlson et al., 2019; Hallock et al., 2019) and how they obtain customer engagement. Additionally, there is a plethora of research that suggests negative outcomes associated with excessive social media engagement and use, however, there is also research that suggests positive outcomes of social media engagement and well being. For example, Wright et al., (2020) found that although higher levels of social media use amongst college-aged students were associated with outcomes such as loneliness and depression, some young SNS users identified positive outcomes of social media such as “social integration and perceived peer support” (Wright et al., 2020, p. 19). The personalities of the individuals able to retrieve engagement on social media in such a way are a fascinating area of interest, but there is limited research specifically connecting personality traits to social media engagement. However, there is literature focused on personality traits and social media use.

#### Personality Traits and Social Media Use

Research of social media led to many predictions about psychology, specifically assessment of personality (Cooper et al., 2020). Much of this literature uses the metrics of the psychological test, the Big Five which measures the personality traits of extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience (John & Pervin, 1990). Significant findings of literature using the Big Five model and social media have concluded that extroverts tend to be more avid social media users than introverts (Brooks, 2015; Gil de Zúñiga et al., 2017; Hughes et al., 2012), that those with high levels of neuroticism are more likely to socially interact via the internet (Amichai-Hamburger et al., 2004; Correa et al., 2010), that differential use of internet services were related to interaction between extraversion and neuroticism (Amichai-Hamburger & Ben-Artzi, 2004), and that conscientiousness and openness to experience are positively correlated to social media use (Özgüven & Mucan, 2013). Although a growing body of literature exists regarding personality traits and social media, few have incorporated measures of personality traits unrelated to the Big Five. To expand upon the growing body of literature, we decided to incorporate positive psychology traits through the Values in Action (VIA) Character Strengths Assessment (Peterson & Seligman, 2004).

#### Positive Psychology Traits

Positive psychology traits originate from positive psychology, a subdiscipline of psychology that highlights an individual's strengths and values that support life satisfaction and flourishing (Seligman & Csikszentmihalyi, 2002). Positive psychology traits are a group of 24 character strengths that make up six classes of virtues. The 24 positive psychology traits are appreciation of beauty and excellence, creativity, social intelligence, bravery, love, prudence, teamwork, creativity, curiosity, fairness, forgiveness, gratitude, hope, humor, perseverance, judgement, kindness, leadership, love of learning, humility, perspective, self-regulation, spirituality, and zest.

Positive psychology traits have proven to be valuable measures of character due to their multidimensional method of measuring strengths, virtues, and life satisfaction (Bachik et al., 2020). Additionally, there is a positive correlation between life satisfaction and social media; those who are satisfied with their lives are more likely to use social media (Özgüven & Mucan, 2013). Because positive psychology traits are centered around life satisfaction, exploring positive psychology traits in relation to social media gives more insight as to which personality traits are possessed by those who use social media most, but additionally, garner the most social media engagement. Of the 24 positive psychology traits listed above, we predicted that creativity, appreciation of beauty and excellence, and social intelligence would be associated with higher levels of social media engagement specifically on Instagram, as its visual focus produces high social media engagement (Li & Xie, 2020).

#### Creativity

Seligman & Peterson (2004) defined the positive psychology trait of creativity as “originality and adaptiveness” and mentioned that a creative individual generates ideas or behaviors that are novel, adaptive, and generate long-lasting effects. In terms of social media, creativity is incredibly transferable on social media platforms (Peppler & Solomou, 2011), and the top brands who used the most creativity in their marketing strategies had higher levels of engagement on social media (Ashley & Tuten, 2014). With that said, we believed that individuals with high levels of creativity as a positive psychology trait would also garner the most social media engagement.

#### Appreciation of Beauty and Excellence

Appreciation of beauty and excellence is defined as the awareness and the ability to “take pleasure in

the existence of goodness in the physical and social worlds” (Peterson & Seligman, 2004). Appreciation of beauty and excellence alone is one of the least studied character strengths because it is often studied in conjunction with its other character strengths classified under the virtue transcendence. In relation to social media, a study found that inspirational posts contained “appreciation of beauty and excellence elicitors” and that transcendent individuals were most likely to engage with such posts (Dale et al., 2019). Instagram’s highly visual and engaging nature (Li & Xie, 2020) serves as a platform where appreciation of beauty and excellence elicitors are exhibited. Therefore, those with high levels of appreciation of beauty and excellence may also possess high levels of social media engagement.

### **Social Intelligence**

Lastly, social intelligence consists of social awareness (i.e., what people sense about others; Peterson & Seligman, 2004). Socially intelligent individuals think abstractly, recognize similarities and differences, and notice relationships and patterns in social interactions. They know how the social world works and are able to strategically shape the outcome of social interactions (Beheshtifar & Roasaei, 2012). With respect to social media, Stone and Woodcock (2014) found that social intelligence leads to better understanding of their customers’ likes, interests, and customer engagement and that social intelligence strategies can be used effectively for social media engagement. Considering that socially intelligent individuals are generally successful at engaging others (Stone & Woodcock, 2014), we believed that the positive psychology trait social intelligence would yield high levels of social media engagement.

### **Our Study**

Prior research regarding social media engagement has focused on companies and brands. Likewise, existing research on personality and social media has focused on social media use. The goal of our study was to expand on the topic of personality and social media by studying the relationship between positive psychology traits and social media engagement. We hypothesized that there would be a relationship between positive psychology traits and social media engagement, predicting that creativity, appreciation of beauty and excellence, and social intelligence would yield the highest levels of social media engagement. In addition to our hypothesis-guided analyses, we conducted exploratory analyses of the remaining 21 positive psychology traits. In this study, we made

use of objective social media data through screenshots of follows, likes, and comments on Instagram. The study findings may help to explain who garners the most social media engagement, and may have important implications for those who hope to gain a larger social media following or social scientists who seek to assess personality through social media.

## **Method**

### **Participants**

The sample consisted of 138 undergraduate students aged 18 to 33. The sample primarily consisted of first-year students (54.3%). Also included were sophomores (21%), juniors (13%), and seniors (11.6%). The sample was 65.2% women and 34.8% men. Students in the sample identified as White or European American (57.2%), Asian (22.5%), Black or African American (6.5%), Multiracial (5.7%), Latinx (2.2%), Hispanic (1.4%), Filipino (0.7%), Asian/Native Hawaiian/Pacific Islander (0.7%), and Sub Continental (0.7%).

### **Measures**

We created an original Social Media Engagement Survey on Qualtrics to measure levels of social media engagement on Instagram. The first item of the survey asked how many followers participants had on their social media accounts, and asked for a screenshot depicting the number of followers. Subsequent items asked participants how many likes and comments they received on their first, second, and third most recent photos and videos uploaded more than 24 hours ago and subsequently asked for screenshot evidence of their answers. The final item asked participants to provide an estimate of the amount of time spent weekly on the social media platforms Instagram, Facebook, Twitter, Snapchat, and YouTube. The Social Media Engagement Survey consists of 8 items and yielded a Chronbach’s alpha reliability estimate of .78. To compute this reliability estimate, the number of followers, likes, and comments on all photos and videos were entered into SPSS.

We used the online version of the VIA Adult Instruments Character Strength Assessments (Peterson & Seligman, 2004) to measure positive psychology traits. We made use of the following subscales for this research: Appreciation of Beauty and Excellence (5 items,  $\alpha = .85$ ), Creativity (5 items,  $\alpha = .88$ ), and Social Intelligence (5 items,  $\alpha = .76$ ; Peterson & Seligman, 2004). Finally, we included four demographic questions to assess gender, age, year in college, and race.

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH

### Procedure

We followed APA ethical guidelines in our study and obtained IRB approval. An a priori power analysis indicated that 84 participants were needed to have 80% power to detect a medium-sized effect with a 0.5 criterion of significance. Participants with Instagram accounts were recruited using a university research participation portal. Participants signed an informed consent form prior to participating and completed the measures online. Participants referred to their Instagram accounts while taking the Social Media Engagement Survey, including uploading pictures of requested information from their Instagram accounts as objective data. Upon completion of the Social Media Engagement Survey, participants were given a link to complete the VIA Adult Instruments Character Strength Assessment. We received their results from the VIA website.

### Results

#### Descriptive Statistics

Descriptive statistics, reliability and correlations between positive psychology traits and social media engagement are shown in Table 1. The positive psychology trait appreciation of beauty and excellence had a mean of 3.90 and a standard deviation of 0.68. Creativity had a mean of 3.63 and a standard deviation of 0.72. Social intelligence had a mean of 3.91 and a standard deviation of 0.63. Lastly, the engagement scale had a mean of 825.2 and a standard deviation of 489.82. Scores of the Social Media Engagement Survey were computed by entering all of the follows, likes, and comments from their videos and pictures into SPSS.

#### Hypothesis-Guided Analysis

Our hypothesis-guided analyses can be found in Table 2. First, we evaluated the need to include control variables. An initial correlation was conducted between our demographic variables such as age, gender, amount of followers, amount of time spent on social media and our social media engagement score. Age and gender are included in our analyses as control variables because there were strong correlations between these two variables and the social media engagement score. Both age ( $\beta = -.240, p = .004$ ) and gender ( $\beta = -.210, p = .011$ ) were significantly related to levels of social media engagement. With that being said, the results show that younger individuals and women showed higher levels of social media engagement ( $\beta = 2324.7, p = .000$ ). Other demographic characteristics and amount of time spent on social media were unrelated to social media engagement.

We made use of a hierarchical regression to determine whether the positive psychology traits of appreciation of beauty and excellence, creativity, and social intelligence were predictive of higher levels of social media engagement (see Table 1). In Step 1, we entered age and gender. In Step 2, we entered appreciation of beauty and excellence, creativity, and social intelligence. The model was statistically significant,  $F(5,137) = 8.52, p < .001, R^2 = .13$ . These three positive psychology traits accounted for 13% of the variance in social media engagement. The change of .24  $R^2$  in values was also statistically significant,  $F(3,132) = 7.41, p < .001$ , indicating that including the positive psychology traits improved the prediction of social media engagement over and above the prediction based on age and gender alone. In the final model,

**TABLE 1**

**Descriptive Statistics, Reliability, and Correlations Between Positive Psychology Traits, Appreciation of Beauty and Excellence, Creativity, and Social Intelligence as Well as the Social Engagement Score**

Scale	<i>M</i>	<i>SD</i>	<i>a</i>	Appreciation of beauty and excellence	Creativity	Social intelligence
Appreciation of beauty and excellence	3.90	0.68	.85	–		
Creativity	3.63	0.72	.88	.37**	–	
Social intelligence	3.91	0.63	.90	.36**	.42**	–
Social Engagement score	825.16	489.82	.78	.12	.10	.38**

Note. \*\* $p < .01$ .

**TABLE 2**

**Hierarchical Regression of Age, Gender, Appreciation of Beauty, Creativity, and Social Intelligence Predicting Social Media Engagement**

	$R^2$	<i>df</i>	<i>F</i>	<i>p</i>	$\beta$
Step 1	.12	(2, 137)	8.9	<.001	–
Age	–	–	–	.004	–.24
Gender	–	–	–	.011	–.21
Step 2	.13	(5, 137)	8.52	.009	
Appreciation of beauty	–	–	–	.463	–.06
Creativity	–	–	–	.844	–.02
Social intelligence	–	–	–	<.001	.38

Note. Gender was coded with "0" representing women and "1" representing men.

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH

social intelligence was the only positive psychology trait to significantly predict levels of social media engagement ( $\beta = .38, p < .001$ ).

### Exploratory Analyses

We also conducted exploratory Pearson ( $r$ ) correlations between all of the positive psychology traits of the VIA and Social Media Engagement scale as shown in Table 3. Due to this study being unique in exploring positive psychology traits in relation to social media, we would like to supplement our hypothesis-guided analysis with correlates for other positive psychology traits. Seven positive psychology traits were statistically significant at the .01 level (2-tailed): love ( $r = .22, p < .01$ ), curiosity ( $r = .23, p < .01$ ), forgiveness ( $r = .26, p < .01$ ), humor ( $r = .30, p < .01$ ), kindness ( $r = .24, p < .01$ ), social intelligence ( $r = .38, p < .01$ ), and zest ( $r = .26, p < .01$ ). Two positive psychology traits were also significant at the .05 level: gratitude ( $r = .21, p < .05$ ) and leadership ( $r = .20, p < .05$ ). The remaining 15 traits, including appreciation of beauty ( $r = .12, p = .17$ ) and creativity ( $r = .10, p = .23$ ) were not statistically significant. Of all correlations, social intelligence had the highest correlation with social media engagement ( $r = .38, p < .01$ ).

### Discussion

Our study sought to determine whether a relationship exists between particular positive psychology traits and social media engagement. We hypothesized that appreciation of beauty and excellence, creativity, and social intelligence would predict higher levels of social media engagement. Our hypotheses were partially supported.

Our hypothesis-guided analyses indicated that age and gender were correlated with social media engagement, demonstrating that younger individuals and that women experienced higher levels of social media engagement than men. However, it is important to note that most individuals in this study identified as women (65.7 %) and were first-year students (54.3 %). Positive psychology traits accounted for a small, additional 13% of the variance in social media engagement, after accounting for age and gender. Only one of our predicted positive psychology traits was significantly correlated with social media engagement. Neither creativity nor appreciation of beauty yielded statistical significance, but social intelligence yielded the highest statistical significance among all 24 positive psychology traits. This indicates that individuals who scored higher on

social intelligence were more likely to have more likes, comments, and followers on their Instagram account, and implies that those who are socially aware can garner social media engagement. This may also imply that social intelligence may be one of the best predictors of social media engagement on Instagram.

Due to the fact that most personality related analyses on social media have included the Big Five model, our study brings about a new perspective by examining the relationship between positive psychology traits and social media engagement. However, to supplement the hypothesis-driven analyses, we presented the correlates for other strengths, which might generate future hypothesis-driven analyses for others. To our surprise, the

**TABLE 3**

#### Correlations Between Positive Psychology Traits and Social Media Engagement

Positive Psychology Traits	Correlation with social media engagement (Pearson $r$ )	Sig. (2-tailed)
Appreciation of beauty and excellence	.12	.17
Creativity	.10	.23
Social intelligence	.38**	<.001
Bravery	.08	.36
Love	.22**	.009
Prudence	-.06	.50
Teamwork	.14	.10
Creativity	.10	.23
Curiosity	.23**	.007
Fairness	.11	.20
Forgiveness	.26**	.002
Gratitude	.25*	.01
Hope	.12	.16
Humor	.26**	.002
Perseverance	.02	.87
Judgement	.01	.89
Kindness	.24**	.005
Leadership	.20*	.01
Love of learning	-.08	.38
Humility	-.05	.55
Perspective	.13	.13
Self-regulation	.03	.70
Spirituality	.10	.20
Zest	.26**	.002

Note. \*  $p < .05$ . \*\*  $p < .01$ .

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH

positive psychology traits love, curiosity, forgiveness, humor, kindness, zest, gratitude, and leadership all yielded statistical significance along with social intelligence. With this stated, we can infer that these positive psychology traits might be associated with social media engagement on Instagram.

Limitations of this study may include possible order effects due to the order in which the surveys were administered. The Social Media Engagement Survey was administered first, and there is a possibility that the information reported for numbers of likes, follows, or comments might have led to participants rating themselves on the VIA Scale (Peterson & Seligman, 2004) according to what they reported on the Social Media Engagement Survey. Another limitation is that we considered elements of social media engagement such as the number of likes, comments, and followers altogether as a comprehensive measure of social media engagement. It is possible that if each of these elements were tested separately with each of the positive psychology traits, the study may have yielded different results. In addition, the number of followers may not be the best measure of social media engagement. For example, a large following may not necessarily guarantee high levels of social media engagement in terms of follower participation through liking and commenting on content. Those who choose to study this topic further may want to consider excluding followers as a measure of social media engagement. Other limitations include a smaller sample size and uneven proportions of gender, which may affect generalizability. Therefore, as an initial, exploratory study, replication is needed. It would be interesting to expand this research to examine more diverse populations and other locations, as well as other demographics. Additionally, more positive psychology traits should be examined in relation to social media engagement and more social media platforms should be included.

Although a growing body of literature exists on social media use, this constitutes the first study we are aware of to examine predictors of individuals' ability to garner other people's engagement on social media. Another strength of this study includes that objective data were gathered regarding participants' social media engagement in addition to the self-report measure.

This study has implications for individuals who are interested in who gathers social media engagement on Instagram and what personality traits they possess. It also has important implications for social

scientists who are concerned with personality in relation to social media, and those who are interested in the VIA Character Strengths Assessment and its applicability to social media. Overall, due to the opportunities for future research, positive psychology traits and social media engagement are fascinating notions of study.

## References

- Amichai-Hamburger, Y., & Ben-Artzi, E. (2000). The relationship between extraversion, neuroticism, and the different uses of the internet. *Computers in Human Behavior*, 16(4), 441–449. [https://doi.org/10.1016/S0747-5632\(00\)00017-0](https://doi.org/10.1016/S0747-5632(00)00017-0)
- Amichai-Hamburger, Y., Wainapel, G., & Fox, S. (2004). 'On the internet no one knows I'm an introvert': Extraversion, neuroticism, and internet interaction. *Cyberpsychology & Behavior*, 5(2), 125–128. <https://doi.org/10.1089/109493102753770507>
- Ashley, C., & Tuten, T. (2015). Creative strategies in social media marketing. *Psychology and Marketing*, 32(1), 15–27. <https://doi.org/10.1002/mar.20761>
- Bachik, A. M. K., Carey, G., & Craighead, W. E. (2020). VIA character strengths among U.S. college students and their associations with happiness, well-being, resiliency, academic success and psychopathology. *The Journal of Positive Psychology*. <https://doi.org/10.1080/17439760.2020.1752785>
- Beheshtifar, M., & Roasaei, F. (2012). Role of social intelligence in organizational leadership. *European Journal of Social Science*, 28(2), 200–206. <http://www.europeanjournalofsocialsciences.com/>
- Brooks, P. (2015). Does your personality trait affect behavior on social media. *Faculty Curated Undergraduate Works*. [https://scholarworks.arcadia.edu/undergrad\\_works/25](https://scholarworks.arcadia.edu/undergrad_works/25)
- Carlson, J., Gudergan, S. P., Gelhard, C., & Rahman, M. M. (2019). Customer engagement with brands in social media platforms: Configurations, equifinality, and sharing. *European Journal of Marketing*, 53(9). <https://doi.org/10.1108/EJM-10-2017-0741>
- Cooper, A. B., Blake, A. B., Pauletti, R. E., Cooper, P. J., Sherman, R. A., & Lee, D. I. (2020). Personality assessment through the situational and behavioral features of Instagram photos. *European Journal of Psychological Assessment*, 36(6), <http://dx.doi.org/10.1027/1015-5759/a000596>
- Dale, K., Raney, A., Ji, Q., Janicke-Bowles, K., Baldwin, J. T., Wang, C., & Oliver, M. B. (2020). Self-transcendent emotions and social media: Exploring the content and consumers of inspirational Facebook posts. *New Media and Society*, 22(3), 507–527. <https://doi.org/10.1177/1461444819865720>
- Gil de Zúñiga, H. G., Diehl, T., Huber, B., & Liu, J. (2017). Personality traits and social media use in 20 countries: How personality relates to frequency of social media use, social media news use, and social media use for social interaction. *Cyberpsychology, Behavior, and Social Networking*, 20(9), 540–552. <https://doi.org/10.1089/cyber.2017.0295>
- Hallock, W., Roggeveen, A. L., Crittenden, V. (2019). Firm level perspectives on social media engagement: An exploratory study. *Qualitative Market Research*, 22(2). <https://doi.org/10.1108/QMR-01-2017-0025>
- Hruska, J., & Maresova, P. (2020). Use of social media platforms among adults in the United States—Behavior on social media. *Sociological Abstracts*, 10(1). <https://doi.org/10.3390/soc10010027>
- Hughes, D. J., Rowe, M., Batey, M., & Lee, A. (2012). A tale of two sites: Twitter vs. Facebook and the personality predictors of social media usage. *Computers in Human Behavior*, 28(2), 561–569. <https://doi.org/10.1016/j.chb.2011.11.001>
- John, O., Pervin, L. (1990). The Big Five Trait Taxonomy: History, measurement, and theoretical perspectives. In O. P. John & S. Srivastava (Eds.) *Handbook of personality: Theory and research* (pp. 102–137). The Guilford Press.
- Khan, M. L. (2017). Social media engagement: What motivates user participation and consumption on YouTube? *Computers in Human Behavior*, 66, 236–247. <https://doi.org/10.1016/j.chb.2016.09.024>
- Li, Y., & Xie, Y. (2020). Is a picture worth a thousand words? An empirical study of image content and social media. *Journal of Marketing Research*, 57(1), 1–19. <https://doi.org/10.1177/0022243719881113>
- Özgüven, N., & Mucan, B. (2013). The relationship between personality traits and social media use. *Social Behavior and Personality*, 41(3), 517–528. <https://doi.org/10.2224/sbp.2013.41.3.517>
- Peppler, K. A., & Solomou, M. (2011). Building creativity: Collaborative learning

SUMMER 2021


PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH


- and creativity in social media environments. *On the Horizon*, 19(1). <https://doi.org/10.1108/10748121111107672>
- Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.
- Ruths, D., & Pfeffer, J. (2014). Social media for large studies of behavior. *Science*, 346(6213), 1063–1064. <https://doi.org/10.1126/science.346.6213.1063>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology—An Introduction. *American Psychologist*, 55(1), 5–14. <http://dx.doi.org/10.1037/0003-066X.55.1.5>
- Sigala, M., & Chalkiti, K. (2015). Knowledge management, social media, and employee creativity. *International Journal of Hospitality Management*, 45, 44–58. <https://doi.org/10.1016/j.ijhm.2014.11.003>
- Stone, M., & Woodcock, N. (2013). Social intelligence in customer engagement. *Journal of Strategic Marketing*, 21(5), 394–401.

<https://doi.org/10.1080/0965254X.2013.801613>

Wright, R. R., Schaeffer, C., Mullins, R., & Evans, A. (2020). Comparison of student health and well-being profiles and social media use. *Psi Chi Journal of Psychological Research*, 22(1). <http://dx.doi.org/10.24839/2325-7342.JN25.1.14>

*Author Note.* Shanelle Wilkins  <https://orcid.org/0000-0002-0704-7878>

Elizabeth J. Krumrei-Mancuso  <https://orcid.org/0000-0001-6151-7845>

Steven V. Rouse  <https://orcid.org/0000-0002-1080-5502>

Correspondence concerning this article should be addressed to Shanelle Wilkins, Department of Psychology, Pepperdine University, Malibu, CA 90263.  
Email: [shanelle.wilkins@pepperdine.edu](mailto:shanelle.wilkins@pepperdine.edu)

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH





## BALL STATE UNIVERSITY

Teachers College  
Department of Educational  
Psychology

# Find your **career.**

Eight graduate degree programs and four certificates in **Educational Psychology**

### PhD in Educational Psychology

Engage in the science of learning. Prepare for a career where you can use your knowledge of human learning and development to help shape the school environment and public policy. Core program areas include learning, motivation, and research design.

### MS or MA in Educational Psychology\*

Broaden your ability to apply psychological principles to a variety of professional contexts or prepare for your future doctorate in social science.

### MS in Quantitative Psychology\*

Do you like numbers, statistics, and social science? Prepare for a career in research, assessment, and data analysis. Develop proficiency in advanced statistical techniques, measurement theory, and data analytics.

### PhD in School Psychology (five-year program)

Prepare for a career as a licensed psychologist. Gain competencies in health service psychology to work in schools, private practice, or hospital settings. Accredited by the American Psychological Association (APA)\*\* and approved by the National Association of School Psychologists (NASP). Scientist-practitioner model with advocacy elements. Specializations available.

### MA/EdS in School Psychology (three-year program)

Be immersed in community engaged, real-world field experiences and intervention opportunities in our scientist-practitioner-advocate program. Leads to licensure as a school psychologist. Approved by NASP and the National Council for Accreditation of Teacher Education (NCATE).

### MA in School Counseling (two-year program)

Be a leader and advocate for educational equity for all students in PK-12 schools. Leads to licensure as a school counselor. The program adheres to the



Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and is nationally recognized by The Education Trust as a Transforming School Counseling program.

### Certificates

High Ability/Gifted Studies,\* Human Development and Learning,\* Identity and Leadership Development for Counselors,\* Neuropsychology\*

Graduate assistantships and tuition waivers are available.

## bsu.edu/edpsy

\*Online programs are available.

\*\*Questions related to the PhD in school psychology's accreditation status should be directed to the Office of Program Consultation and Accreditation, American Psychological Association, 750 First St. NE, Washington, D.C. 20002; (202) 336-5979; [apaaccred@apa.org](mailto:apaaccred@apa.org); or [apa.org/ed/accreditation](http://apa.org/ed/accreditation).

Ball State University practices equal opportunity in education and employment and is strongly and actively committed to diversity within its community. Ball State wants its programs and services to be accessible to all people. For information about access and accommodations, please call the Office of Disability Services at 765-285-5293; go through Relay Indiana for deaf or hard-of-hearing individuals ([relayindiana.com](http://relayindiana.com) or 877-446-8772); or visit [bsu.edu/disabilityservices](http://bsu.edu/disabilityservices). 582418-18 mc

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH



# PARTNER IN Research

Our M.A. and Ph.D. students collaborate with expert faculty to discover new knowledge in cognitive, engineering and social psychology. Experience the value of high-quality labs and low tuition.



All About Discovery!™  
**Department of Psychology**  
[psychology.nmsu.edu](http://psychology.nmsu.edu)

ADVERTISEMENT

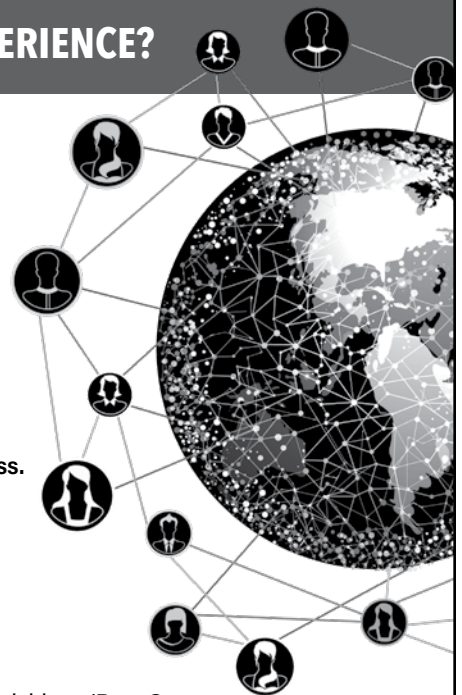
## LOOKING FOR COLLABORATIVE RESEARCH EXPERIENCE?

### Join the Psi Chi CROWD!

Students and faculty within the United States and beyond are invited to participate in the CROWD, which is Psi Chi's annual, guided cross-cultural research project. Specific benefits of joining the CROWD include

- a reduced burden of having to solicit large numbers of participants,
- increased diversity of student samples,
- accessible materials and protocols for participating researchers, and
- a convenient platform to engage students in the scientific research process.

Contributing to the CROWD provides unique data collection and publication experiences that can be used to strengthen any student's CV.

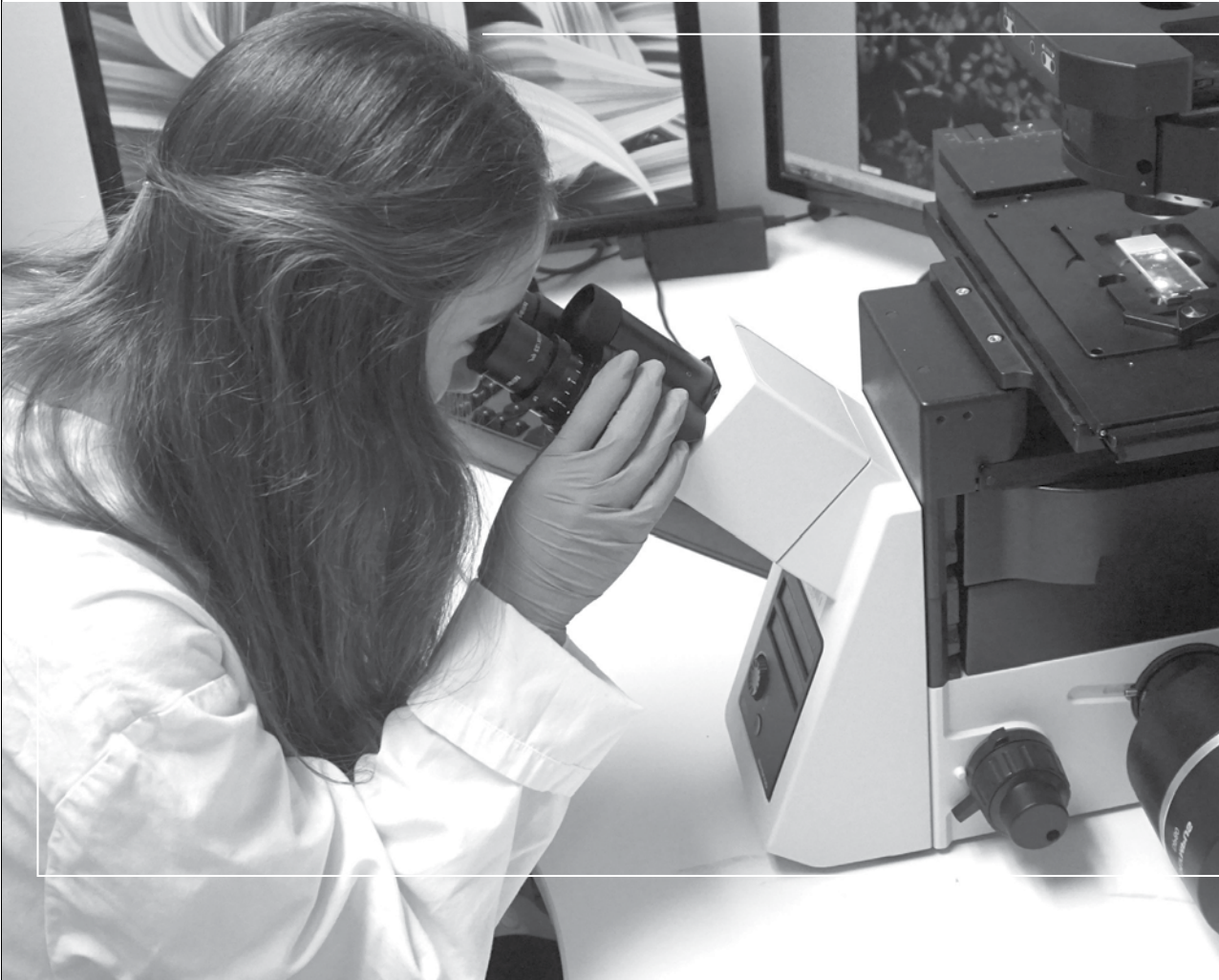


SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH



For more information, visit [https://www.psichi.org/Res\\_Opps](https://www.psichi.org/Res_Opps)  
or contact the NICE Chair at [nicechair@psichi.org](mailto:nicechair@psichi.org)



# Earn Your Master of Science in Experimental Psychology

where comprehensive skills in scientific inquiry and research  
methodology will give you that NSU edge.

*nova.edu/dra*

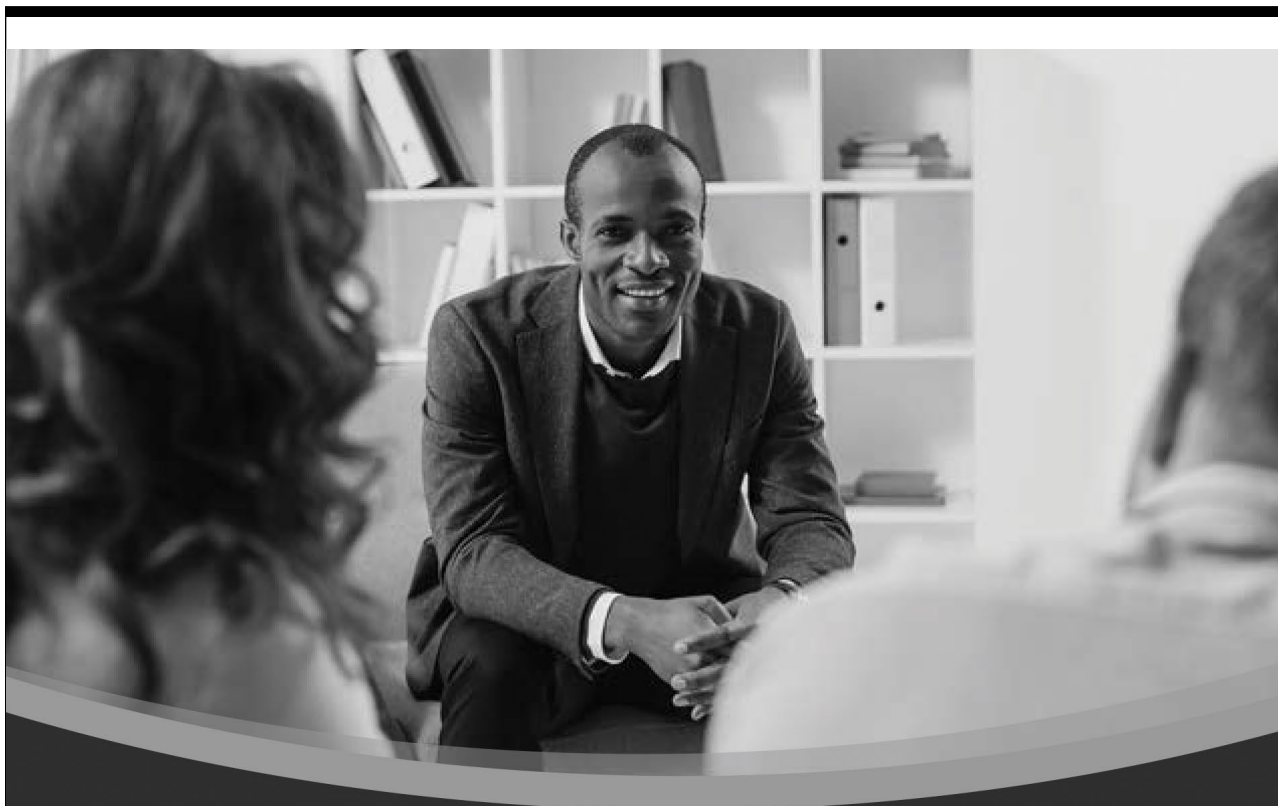
College of Psychology  
NOVA SOUTHEASTERN UNIVERSITY

**NSU**  
Florida

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University. ■ Nova Southeastern University admits students of any race, color, sexual orientation, gender, gender identity, military service, veteran status, and national or ethnic origin. 05-041-20RNK

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH



Alliant International University  
California School  
of Professional Psychology

# Your Career in Psychology Starts Here

## Choose your path:

- Clinical Psychologists • Marriage and Family Therapists • Clinical Counselors
- Organizational Psychologists • Organizational Behavior Psychologists • Organizational Development Psychologists • Psychopharmacologists

SUMMER 2021

PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH

[psichi.alliant.edu](http://psichi.alliant.edu)



# Find Your Next Job in Psychology

Thousands of psychology-related jobs are waiting for you on Psi Chi's unique Career Center.

## WHAT NEW OPPORTUNITIES WILL YOU UNCOVER?

Create an account so that you can manage your resumé, receive email alerts when relevant positions are submitted, and ask our experts your career questions. As a special membership benefit, all career center features are totally free to our job seekers. View and apply to as many jobs as you desire.

### GET STARTED AT

<http://jobs.psichi.org>



SUMMER 2021  
PSI CHI  
JOURNAL OF  
PSYCHOLOGICAL  
RESEARCH

## Publish Your Research in *Psi Chi Journal*

Undergraduate, graduate, and faculty submissions are welcome year round. Only one author (either first author or coauthor) is required to be a Psi Chi member. All submissions are free. Reasons to submit include

- a unique, doctoral-level, peer-review process
- indexing in PsycINFO, EBSCO, and Crossref databases
- free access of all articles at [psichi.org](http://psichi.org)
- our efficient online submissions portal

View Submission Guidelines and submit your research at [www.psichi.org/?page=JN\\_Submissions](http://www.psichi.org/?page=JN_Submissions)

---

## Become a Journal Reviewer

Doctoral-level faculty in psychology and related fields who are passionate about educating others on conducting and reporting quality empirical research are invited become reviewers for *Psi Chi Journal*. Our editorial team is uniquely dedicated to mentorship and promoting professional development of our authors—Please join us!

To become a reviewer, visit [www.psichi.org/page/JN\\_BecomeAREviewer](http://www.psichi.org/page/JN_BecomeAREviewer)

---

## Resources for Student Research

Looking for solid examples of student manuscripts and educational editorials about conducting psychological research? Download as many free articles to share in your classrooms as you would like.

Search past issues, or articles by subject area or author at [www.psichi.org/journal\\_past](http://www.psichi.org/journal_past)

---

## Add Our Journal to Your Library

Ask your librarian to store *Psi Chi Journal* issues in a database at your local institution. Librarians may also email to request notifications when new issues are released.

Contact [PsiChiJournal@psichi.org](mailto:PsiChiJournal@psichi.org) for more information.



Register an account:  
<http://pcj.msubmit.net/cgi-bin/main.plex>

