

Role of Social Networking on attitude and emotional intelligence among college students studying abroad, Barcelona Spain

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Abstract

This study explores the influence of social media on the development of emotional intelligence and attitudes among college students studying abroad in Barcelona, Spain. Using a qualitative research design, data were collected through semi-structured interviews with 10 participants enrolled in a study abroad program. The study examines how platforms such as Instagram, TikTok, and Snapchat shape students' expectations, decision-making, and emotional responses before and during their international experience. Findings suggest that social media plays a dual role: it functions as a practical tool for navigating travel, social activities, and cultural experiences, while also contributing to idealized expectations and social comparison. Emotional intelligence emerged as a key factor in how students managed cultural adjustment, interpersonal relationships, and emotional challenges, particularly in relation to independence and self-reflection. While some participants experienced pressure from comparison and fear of missing out (FOMO), others demonstrated higher emotional regulation by using social media more pragmatically. Overall, the study highlights the complex interaction between digital media exposure, emotional intelligence, and attitude formation in shaping the study abroad experience, emphasizing the importance of individual differences in psychological and behavioral outcomes.

Keywords: Study abroad; social media; emotional intelligence; attitudes; intercultural experience; social comparison; qualitative research; Barcelona

Introduction

The transition to university life represents a critical period for the development of emotional intelligence and social attitudes, a process that is amplified when students choose to study abroad. In an increasingly globalized world, cities like Barcelona, Spain, serve as more than just academic hubs but "brands" that can shape students' expectations and identity (Wang et al., 2016). For college students navigating a new cultural landscape, the intersection of social networking and interpersonal development becomes a central focus of their experience. A vital component of these navigation skills lies in the students' emotional intelligence and the attitudes that they embody while moving forward in their lives.

Emotional intelligence is defined as the "ability or tendency to perceive, understand, regulate, and harness emotions adaptively in the self and in others," (Schutte et al. 2001). This aspect of

social psychology is viewed as one of the most important when considering an individual's personal happiness and social success. An increase in emotional intelligence can impact specific aspects of a person; a Nova Southeastern Study found that it would, "heighten their empathy, self-monitoring, social skills, cooperation, relationship ties, and marital satisfaction," (Schutte et al. 2001). As study abroad has previously been understood as an especially formative experience for young adults, it then follows that such an environment is one of the most permeable to increase emotional intelligence. In the study of Mehrad (2020) that explained that emotional intelligence is not treated as a new theory, but as a protective psychological resource that helps people deal with trauma and stress.

The study abroad environment, which tests and develops individuals' abilities in social and cultural acclimation, also serves as a consequential period for the formation of attitudes. Attitudes are defined by Princeton University as the "extent to

which people view something positively or negatively” (Tormala et al., 2025). When considering the attitudes that young adults develop during study abroad experiences, it is essential to emphasize the longevity of these psychological developments. A study at the University of Rhode Island examined this phenomenon, concluding that engagement with the social and cultural environments of studying abroad is “crucial to lay the seeds for the development of more open-minded attitudes” (Mu et al., 2022). Subsequently, the study found that these more open-minded attitudes can foster increased confidence in young adults, thereby encouraging further personal growth and achievement. Likewise, Mehrad et al. (2023), in their work on social psychology, consider how individuals’ thoughts, feelings, and behaviors are shaped by multiple contextual factors. Their findings suggest that variations in culture and society contribute to different psychological outcomes, which can enhance human understanding and improve communication across cultural contexts.

The following paper will explore the role of social networking in shaping the attitudes and emotional intelligence of students studying in Barcelona, examining how digital and physical spheres influence students’ ability to adapt, empathize, and thrive in a multicultural environment. By examining the impact of social networking on emotional intelligence and attitudes, conclusions about the overall psychological impacts of study abroad can be drawn.

Literature Review

The relationships between emotional intelligence, social networking, and students’ attitudes are increasingly important for understanding the experiences of college students studying abroad, particularly in large cities like Barcelona. Current literature suggests that EI plays a prominent role in shaping academic success, interpersonal relationships, and the ability to adapt to intercultural contexts. Social networking platforms simultaneously act as tools for connection.

Emotional intelligence (EI) is largely recognized as a central factor in student success and well-being. EI increases student learning outcomes by encouraging and improving emotional regulation, cognitive functioning, and social relationships, all of which contribute to academic effectiveness. Emotionally supportive learning environments combined with meaningful student-teacher relations reinforce these outcomes by increasing motivation and engagement (Shafait et al., 2021). This finding suggests that EI operates as both an individual ability and a socially embedded skill shaped by external environments. Additionally, educational institutions play a crucial role in encouraging EI, particularly in recent times, in shifting educational priorities that demand creativity, adaptability, and interpersonal awareness among students (Szorc & Kunat, 2019). These findings highlight how both institutional context and personal emotional competencies interact to influence student attitudes toward learning and global engagement.

Interpersonal relationships are another domain in which

emotional intelligence is critical. Individuals with higher EI exhibit stronger empathy, better self-regulation, and more effective social skills, all of which contribute to healthier and more cooperative relationships (Schutte et al., 2001). These capabilities are especially relevant in study abroad contexts, where students must navigate unfamiliar cultural and social environments. Social networking further amplifies this dynamic by increasing opportunities for interaction, enabling students to build connections across cultural boundaries. As a result, EI not only enhances face-to-face relationships but also shapes how students engage with others in digital spaces.

Study abroad experiences have been shown to enhance emotional and cultural intelligence significantly. Research analyzing student reflections from a semester-long exchange program noted that participants demonstrated growth in self-emotional stability and other aspects of EI, as well as stronger development in cultural intelligence (Tarchi & Surian, 2021). These improvements were linked to key learning outcomes, including communication, critical thinking, and cultural awareness. Additionally, the social dimension of emotional intelligence, specifically traits like empathy and social responsibility, is strongly correlated with students’ motivation to study abroad (Rodríguez Prieto, 2019). Students who are more emotionally attuned to others are also more likely to seek meaningful intercultural interactions, suggesting that EI not only develops during study abroad but also motivates participation in the first place.

Both individual and structural factors shape attitudes toward study abroad and intercultural engagement. Perceptions of a city’s characteristics—such as its culture, safety, and available opportunities—significantly influence students’ decisions and expectations regarding international experiences (Wang et al., 2016). In Barcelona, for example, the city’s global reputation and multicultural environment play an important role in shaping students’ attitudes both before and during their study abroad experience. Educational initiatives also contribute to the formation of these attitudes from an early stage in life. Structured learning experiences that emphasize identity development and interpersonal interaction can reduce prejudice and foster empathy from a young age, reinforcing the importance of early socialization in shaping later intercultural attitudes (Rodríguez Aparicio, 2019). This aligns with research suggesting that students who engage in intercultural and multilingual experiences demonstrate stronger civic engagement and global competence (Alfaro, 2013).

However, the development of emotional intelligence and attitudes during study abroad is not automatic or formalized right off the bat. Individual experiences vary widely, with some students demonstrating growth in intercultural competence. In contrast, others experience stagnation or regression depending on their level of engagement, and their willingness and ability to adapt (Mu et al., 2022). Active participation, like engaging with local communities and stepping outside one’s comfort zone, is essential for positive development, while passive or isolated

experiences can hinder progress. This variability underscores the importance of both offline and online interactions in shaping student outcomes.

Social media introduces an added layer of complexity to this process. Lower EI, along with social anxiety and fear of negative associations by peers, can lead to problematic social media use (Kircaburun et al., 2018). These platforms also make it easier for young and impressionable individuals, especially to compare themselves to others, negatively impacting on their self-esteem and attitudes toward themselves (Merchant, n.d.). Those with a higher EI are better prepared to handle these stressors and situations, as they can better regulate their emotions and interpret others' actions.

Social networking within cross-cultural experiences is also extremely nuanced. Social media use among study abroad students can produce highly variable effects and varying levels of adjustment (Gaitan-Aguilar et al., 2022). High levels of social interaction with fellow international students on these platforms can promote psychological well-being, while excessive social media use can hinder one's adjustment. Social networking, therefore, affects EI, attitudes, and identities in these multicultural environments.

Recent research indicates that studying abroad has strong potential to significantly influence attitude change and emotional development. Living outside one's familiar environment creates opportunities for self-reflection, independence, and meaningful social engagement, all of which contribute to greater adaptability and self-awareness (Deardorff, 2006). For example, a city such as Barcelona, with its multilingual population and strong global interconnectedness, fosters the development of diverse attitudes and emotional intelligence by exposing students to continuous intercultural interaction and communication.

Overall, the literature suggests that emotional intelligence, attitudes, and social networking play central roles in shaping the study abroad experience. Emotional intelligence supports students in navigating unfamiliar environments, managing interpersonal relationships, and building meaningful social connections. Because studying abroad involves academic, social, and cultural challenges, higher levels of emotional intelligence can help students adapt more effectively to these demands. Attitudes are continuously formed and reshaped through both internal psychological processes and external social and cultural influences. At the same time, social networking can serve as both a supportive and a potentially disruptive force, facilitating connection while also posing risks to emotional well-being. Taken together, these factors highlight the complexity of the study abroad experience and demonstrate how social psychological development is shaped across both online and offline contexts.

Methodology

This study employed a qualitative research design to explore

the role of social networking in shaping the attitudes and emotional intelligence of college students studying abroad in Barcelona, Spain. A qualitative approach was selected because it allows for a deeper understanding of participants' lived experiences, perceptions, and emotional responses while adapting to life in a foreign cultural environment. Since studying abroad often involves cultural adjustment, relationship-building, and emotional challenges, open-ended responses were considered the most appropriate method for capturing how social networking influences these processes (Creswell, 2014).

The participants in this study consisted of 10 college students currently enrolled in a study abroad program in Barcelona. Participants were selected using convenience sampling, meaning that students who were readily accessible and willing to participate were invited to take part in the study. All participants were enrolled during the same academic term. The study focused on one independent variable and two dependent variables. The independent variable was social networking, which included digital social media platforms such as Instagram, TikTok, WhatsApp, and Snapchat, as well as the broader influence of online social interaction. The dependent variables were attitude and emotional intelligence. In this study, attitude refers to students' expectations, perceptions, openness to new experiences, confidence, and overall mindset while abroad. Emotional intelligence refers to students' ability to recognize, understand, and manage emotions, demonstrate empathy, adapt to new challenges, and navigate interpersonal relationships in a cross-cultural environment.

The questionnaire consisted of open-ended questions designed to encourage participants to reflect on how social media influenced their expectations, emotions, and decisions during their study abroad experience. Students were asked whether social media shaped their preconceived attitudes about studying abroad and whether they relied on emotional intelligence to navigate unexpected positive or negative experiences. They were also asked whether they compared their experiences abroad to those of peers on social media, and if so, how such comparisons influenced their behavior, including travel decisions, social activities, and lifestyle choices. Finally, participants were asked whether social media increased their awareness of their own emotions and attitudes while abroad, and to explain their responses in detail.

Data Collection-Interview

Participant 1

The respondent explained that social media—particularly TikTok—shaped their expectations of studying abroad, leading them to anticipate a more relaxed, less academically focused experience with frequent opportunities for travel. Influenced by online content, they planned several trips in advance prior to arrival. However, they reported that they did not need to consciously rely on emotional intelligence to navigate

unexpected aspects of their experience.

Social media also played a significant role in shaping their decisions while abroad, as they frequently compared their experiences to those of friends and peers. Observing where others traveled influenced their own choices regarding future destinations, making social media an important factor in their travel decision-making process. At the same time, the respondent reflected that social media indirectly contributed to greater self-awareness, particularly during periods of solo travel. Being alone provided opportunities for reflection on personal growth and allowed them to consider how they had developed as an individual throughout their study abroad experience.

Participant 2

The respondent emphasized that social media strongly shaped their preconceived notions about studying abroad, noting that “abroad content” is highly prevalent online and widely discussed among peers. Exposure to posts and advice from others contributed to the formation of both positive and negative expectations prior to arrival. One area in which they reported relying on emotional intelligence was in navigating the language barrier. While social media often portrays language differences in a humorous or superficial manner, their actual experience required them to overcome discomfort and actively engage in conversations to improve their language skills—an aspect they felt was underrepresented in online content.

The respondent also noted that their expectations were significantly influenced by the extensive social media coverage of Barcelona. In terms of behavior, social media had a strong impact on their social life, particularly in decisions regarding nightlife and dining. Although it did not substantially influence their travel destinations, it heavily shaped their choices of bars, clubs, and restaurants, as many of these decisions were based on content viewed on platforms such as Instagram and TikTok by themselves or their peers.

However, the respondent did not feel that social media led them to directly compare their overall study abroad experience with others online. Instead, comparisons were more commonly made through in-person conversations with peers. When similarities did arise—for example, participation in widely shared activities such as trips to Morocco—they interpreted these experiences as common or “universal” rather than as points of comparison.

Finally, the respondent reported that social media did not significantly increase their awareness of their own emotions or attitudes while abroad. Rather than functioning as a reflective tool, it served primarily as a practical resource for discovering activities, restaurants, and nightlife options in unfamiliar cities. Overall, social media was perceived more as a guide for experiences than as a factor shaping emotional awareness or self-reflection.

Participant 3

The respondent explained that social media largely portrayed only the positive aspects of studying abroad, which contributed to an incomplete and idealized perception of what to expect. Upon arriving in Barcelona, he became more aware of the importance of situational awareness and personal safety—factors that had not been strongly emphasized in online representations of study abroad life. This required the use of emotional intelligence, particularly in social situations, as he needed to evaluate whether potential friendships were genuine and aligned with his values while also ensuring he remained in safe environments.

Social media also significantly influenced his travel decisions, as he often felt drawn to visit visually appealing locations and popular destinations recommended through online platforms. At times, this led him to prioritize experiences that were likely to appear attractive on social media rather than those he personally desired. However, midway through the semester, he recognized this pattern and made a conscious shift toward prioritizing his own interests over online trends, despite perceived social pressure to conform.

In terms of emotional awareness, the respondent did not feel that social media enhanced his understanding of his emotions or attitudes while abroad. Instead, he developed greater self-awareness through direct lived experience and by intentionally reducing his social media use. By focusing on being present in the moment rather than capturing idealized images for online sharing, he reported a more authentic and meaningful study abroad experience.

Participant 4

The respondent explained that social media often created a misleading, “picture-perfect” representation of studying abroad by emphasizing travel, flights, and exciting experiences while largely overlooking the more challenging aspects, such as fatigue and emotional or academic difficulties. As a result, they felt that the drawbacks of studying abroad were not sufficiently addressed prior to their arrival. This realization led them to become more mindful of their surroundings and the people they spent time with, as well as to prioritize their own interests rather than being overly influenced by external expectations. They also emphasized the importance of making the most of their time abroad, viewing it as a significant personal investment.

Additionally, the respondent noted that, particularly at the beginning of their experience, they frequently compared the places they visited with those of others, only to recognize that their experiences often differed significantly. Over time, they came to accept that each study abroad journey is unique and shaped by individual preferences, circumstances, and choices. This understanding reinforced the idea that there is no single “correct” way to experience studying abroad.

Participant 5

The respondent described how social media created a highly romanticized view of studying abroad, often highlighting enjoyable trips and aesthetically curated moments while overlooking the more stressful and challenging aspects of the experience. This “rose-colored glasses” perspective did not fully prepare her for the realities of living abroad, particularly the absence of familiar support systems. As a result, she had to rely more heavily on emotional regulation and self-care, navigating challenges independently in ways that differed from her usual coping strategies at home.

The participant also noted that social media sometimes prompted comparisons with others’ experiences, leading to feelings that she might not be having the “correct” or expected study abroad experience. Although she recognized that such comparisons were unhelpful—particularly given that studying abroad is a highly individual and formative experience—she still found them difficult to avoid entirely. However, she ultimately felt that social media did not significantly alter her emotional awareness while abroad compared to her life at home. Instead, it tended to evoke similar emotions of inadequacy and jealousy, but within the new context of her study abroad experience.

Participant 6

Social media exerted a pervasive influence on participants’ study abroad experiences, shaping both macro-level decisions and micro-level behaviors through processes of social learning, normative influence, and digital visibility. Platforms such as Instagram, TikTok, and Snapchat informed decisions about which destinations to visit by amplifying highly curated representations of places, often privileging locations perceived as aesthetically appealing or socially validated. This influence extended into daily life abroad, where participants relied on social media to identify trending restaurants, nightlife venues, and specific event promoters, thereby structuring their social and recreational activities.

For example, in Paris, several students reported attending Pacha Paris, a nightclub widely circulated on social media as a popular hub for international students. Similarly, in Barcelona, venues such as Opium Barcelona and Shôko Barcelona were frequently promoted through digital content and influencer networks, shaping both attendance patterns and perceptions of access to exclusive social spaces, including VIP areas.

In addition, social media contributed to the diffusion of context-specific fashion norms, as participants adapted their clothing choices to align with both local cultural expectations and online trends. In Morocco, for instance, students described wearing patterned headscarves and linen garments, reflecting a combination of cultural adaptation and aesthetics popularized through digital platforms.

Collectively, these findings suggest that social media functions as a powerful socio-digital infrastructure that guides

decision-making, reinforces collective behavioral patterns, and shapes identity expression throughout the study abroad experience.

Participant 7

The participant did not personally use social media during her study abroad experience; however, she was still exposed to its influence indirectly through peers and close friends who frequently shared posts and updates with her. This exposure occasionally prompted social comparison, as she reflected on experiences in which she did not participate. For instance, when peers traveled to Morocco, she expressed a sense of missing out and indicated a desire to have had the same opportunity. Her account suggests that even in the absence of direct engagement with digital platforms, social influence remains pervasive, operating through interpersonal communication and shared narratives. She further noted that such comparisons are a natural aspect of human behavior, reflecting the broader psychological tendency to evaluate one’s experiences relative to those of others.

Additionally, the participant emphasized that her living environment abroad significantly contributed to her personal development, particularly in relation to emotional intelligence. Residing in a suite-style setting with peers from diverse socioeconomic and cultural backgrounds required ongoing adaptation, communication, and perspective-taking. Ultimately, she concluded that studying abroad alongside a cohort largely composed of George Washington University students enhanced her emotional intelligence by fostering greater awareness, empathy, and interpersonal understanding.

Participant 8

The respondent explained that social media did not significantly shape her preconceived notions about studying abroad, as her expectations were more strongly influenced by friends, family, and her own prior travel experiences from a young age. Having already been exposed to different cultures and environments, she entered the experience with a more grounded perspective that was not heavily shaped by social media representations.

However, she noted that she frequently relied on emotional intelligence throughout her time abroad, particularly during solo travel. These moments required self-reflection, independence, and adaptability, although she attributed them more to her personality and prior experiences than to any influence from social media. While social media did not shape her initial expectations, she acknowledged that it did influence certain aspects of her behavior while abroad. She sometimes compared elements of her experience to those of others, particularly in relation to nightlife and travel destinations. Rather than viewing these comparisons negatively, she described them as a constructive influence that helped guide her toward enjoyable experiences, many of which she reflected on positively and

without regret. In this sense, social media functioned as a tool for discovering opportunities and engaging in shared cultural experiences.

In terms of emotional awareness, the respondent did not attribute increased self-awareness to social media use. Instead, she emphasized that her most meaningful moments of introspection occurred during periods of solitude, highlighting her independent disposition. Overall, her experience suggests that the impact of social media varies across individuals and is shaped by personal background, personality traits, and prior intercultural experiences.

Participant 9

The respondent explained that social media, particularly platforms such as TikTok and Instagram, shaped their preconceived notions of studying abroad, especially in a highly popular destination like Barcelona. Frequent exposure to posts and images of the city contributed to the formation of expectations regarding what their experience would be like prior to arrival.

While abroad, the respondent acknowledged that it was difficult to avoid comparing their experiences to those of others, even though they made a conscious effort to do so. For instance, seeing peers at the beach or engaging in social activities sometimes heightened their awareness of moments spent relaxing at home. Social media also influenced certain decisions, particularly in relation to selecting clubs and nightlife venues.

Despite these comparisons, the respondent reflected positively on their personal growth during the study abroad experience. They felt that increased independence enhanced their ability to manage emotions and responses more effectively. While social media may have contributed to occasional moments of comparison, they ultimately believed that their time abroad fostered greater emotional maturity and self-awareness.

Participant 10

The respondent explained that social media played a significant role in shaping her preconceived notions about studying abroad in Barcelona. Prior to arrival, she followed numerous Instagram accounts that provided recommendations for the city, as well as suggestions for day trips and weekend travel, which influenced her expectations of what her experience would entail.

While abroad, she frequently compared her experiences to those of others, particularly in relation to the trips she chose and how she explored the city. This often created a sense that she could always be doing or seeing more, which at times detracted from her ability to fully enjoy the present moment. However, the participant also noted a shift in her behavior over time. She became more intentional about reducing her social media use and focusing on being present, prioritizing her own experiences rather than continually measuring them against others. This conscious adjustment allowed her to better appreciate her time

abroad and engage more fully in her lived experience.

Limitations of the Study and Recommendations

There are several limitations to this study that should be considered when interpreting the findings or attempting to generalize them to broader populations, such as all students who study abroad, or when drawing causal conclusions. The interviews were conducted over a relatively short period of one week, with most taking place in a classroom setting on a single day (April 28, 2026). In addition, participation was limited, as most respondents were enrolled in IFSA's Social Psychology class in Barcelona, resulting in a narrow and non-representative sample of the wider study abroad student population.

Furthermore, the dual role of participants as both interviewees and analysts of the responses introduces the potential for bias in data interpretation. This overlap may have influenced how findings were summarized and evaluated, potentially limiting the objectivity of the conclusions drawn from the study.

To minimize these limitations and improve the generalizability of the findings to the broader population of students who study abroad, several methodological improvements could be made. The study could be conducted over a longer period of time to allow for a more diverse participant pool and a wider range of student experiences. Expanding the sample would enable the collection of more varied responses from students with different cultural, academic, and social backgrounds.

It is also important that future research includes participants who are not exclusively studying abroad in Barcelona, enrolled in the IFSA program, or taking a Social Psychology course. These shared contextual factors may significantly influence participants' experiences and, consequently, their responses. To develop a more comprehensive understanding of how emotional intelligence, attitudes, and social networking interact in study abroad contexts, it is essential to include students with more varied and independent lived experiences.

Summary of Findings

Data collected from the Barcelona cohort reveals a significant tension between social media as a functional tool and its role as a psychological influence. For many participants, platforms such as TikTok and Instagram serve as primary sources of expectation-building, constructing a highly curated and idealized narrative of life abroad. Given that Barcelona is one of the most frequently represented study abroad destinations on social media, students often arrive with a pre-formed "script" of what their experience should look like.

However, this digital curation contributes to a noticeable "reality gap," particularly in relation to the effort required to navigate everyday life in a new cultural environment. While social media humorously depicts aspects such as language differences and accents, it rarely prepares students for the real interpersonal effort, emotional adaptability, and social confidence required to

communicate effectively and build meaningful relationships—forms of interaction that are typically not highlighted online but are central to genuine cultural integration.

When this idealized digital narrative encounters the complexities of lived experience, students are often required to engage in emotional regulation and self-adaptation. The findings suggest that some students experience a sense of “FOMO,” feeling pressure to replicate widely circulated “universal experiences” such as popular day trips or nightlife venues frequently seen on TikTok and Instagram. In contrast, other students demonstrate stronger emotional appraisal skills, successfully distancing their self-worth from online portrayals and using social media more pragmatically as a tool for discovering activities rather than as a benchmark for personal success.

Overall, the study abroad experience in Barcelona highlights a digital paradox: while social media functions as a convenient guide for exploration and consumption, it can simultaneously obscure the emotional, interpersonal, and adaptive labor required for meaningful cultural immersion.

Conclusion

Overall, this study demonstrates that the study abroad experience is shaped by a complex interaction between social media exposure, emotional intelligence, and attitude development. Social media plays a dual role in students' experiences abroad, functioning both as a practical tool for navigation and decision-making, and as a source of idealized expectations that can influence behavior, comparison, and emotional responses. While platforms such as Instagram and TikTok provide valuable information about destinations, activities, and social opportunities, they also contribute to the formation of unrealistic or highly curated expectations of study abroad life.

At the same time, emotional intelligence emerges as a key factor in how students adapt to and interpret their experiences. Students with higher emotional awareness and regulation skills are better able to manage challenges such as cultural adjustment, language barriers, and social comparison, allowing them to engage more authentically with their environment. Attitudes toward studying abroad are similarly shaped through both internal reflection and external influences, evolving over time as students gain lived experience and distance themselves from initial expectations.

The findings also highlight that individual differences play a significant role in how social media is interpreted and utilized. While some students experience pressure from comparison and “FOMO,” others are able to use social media more pragmatically without allowing it to define their self-worth or experience. Ultimately, the study abroad experience in Barcelona reveals a dynamic and nuanced relationship between digital media and psychological development, illustrating how emotional intelligence and personal reflection mediate the impact of social media on attitudes and lived experiences abroad.

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