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Effects of Parasocial Relationships on Adolescents Emotional Interpersonal Abilities

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Introduction

Technology advancement has resulted in social media sites and other online streaming applications that people worldwide can utilize to get information and interact with celebrities. Moreover, in the present society, individuals continuously associate through online media. Therefore, this type of relationship created can result in a parasocial relationship which is almost similar to face-to-face associations. Dibble et al. (2016) defined a parasocial relationship as a one-sided interaction between the media celebrities and the audience. This relationship always appears among the adolescent population, but it can happen to other populations as well. Furthermore, these interactions are also referred to as quasi-relationship because they are critical uneven among the producer and the audience of the online interaction. The interactions create a relationship that is developed because of the investment of the audience n the relationship while the media figure is unconscious of the person's existence.

When parasocial relationships are formed, certain factors need to be considered, for instance, identification and interest. Furthermore, adolescents are involved in parasocial interaction with media figures to comfort their development changes and deal with the variations occurring in their lives. The parasocial relationship is always another method of communication association utilized to attain something by the use of the creation of those interactions. However, this relationship development can, on the other hand, results in erosion in the social organization and cause social significance. The purpose of this paper is to evaluate the effects of parasocial relationships on adolescents' emotional, interpersonal abilities. This paper will evaluate several pieces of literature through a qualitative study and discover the gap in the research. Therefore, the qualitative questionnaires will be developed in google forms. Several students will participate

in the study from Dormans High School and fill the forms. The answers will then be evaluated and found that the majority connected with their favorite media figure among the three hundred and sixteen students who participated in the study. Similarly, they also view their favorite media as themselves; this indicates that parasocial relationships and interaction significantly affect adolescents' emotional, interpersonal abilities.

Justification

The current world has advanced technologically and people can access news and information across the world. Similarly, through technology, people have also improved their interactions and can engage with people around the globe. Researchers in communications and media psychology has examined parasocial interactions for several years, a common view is observed among high school students. Nevertheless, student's parasocial interaction with celebrities is usually a method of influencing their growing changes and dealing with the variations occurring in their lives. Therefore, these establishments can result in corrosion in social interconnection hence leading to the social penalty. The proposal will be guided by the research question: how does interaction in a personal relationship with media celebrities impact adolescents' emotional, interpersonal abilities? Also, the study will focus on the consequences of parasocial relationship development and the effects on interpersonal communication.

Advancement in technology has resulted in many individuals being engaged in several online media platforms. Therefore, the different relations with the media can affect relationships. Furthermore, social media has emerged into being pervasive among the adolescent. Bond (2016) claimed that a typical American adolescent child spends more than an hour every day using social media and 24% have stated that they interact with it frequently. The parasocial relationship can make individuals feel like they relate to each other similarly to face-to-face

communication. Similarly, adolescents' parasocial associations with the recognized figures are usually a means of reducing their growth variations and dealing with the changes in their lives.

Moreover, the topic is important to be studied because the parasocial relationship is considered as one-sided. Therefore, it can easily influence an individual's development, function and maintenance. Daniels (2021) emphasized that adolescents can be affected by parasocial interaction because social media has added another view to the dynamic as infrequently the celebrities will relate with the person, which prolongs their impression that they have an engagement in their lives. Therefore, this will result in changes in the emotional, interpersonal abilities among adolescents. Furthermore, adolescents' feelings with the media celebrities become different from what they have with their friends face-to-face.

Despite more research conducted to understand the effects of parasocial relationships on adolescents' emotional, interpersonal abilities, several limitations have been found concerning the exact strength of every interaction not considered and the access to engagement which did not have sufficient reactions. Therefore, the study proposes to answer the research question by utilizing social media use among high school students because of their diversity. Besides, this population will help investigate adolescent engagement in parasocial interactions that impact their growth. Adolescents have continuously interacted with social media at their critical development stage because of the high number of social media sites. Which helps create parasocial relationships and outline the personification of individuality and attachment. The anticipated sample size comprises three hundred and sixty students attending the Southern California GHC high school because of its diversity.

The theory used in contextualizing the study is a social cognitive theory because it explains the influence of people's experiences, activities and ecological factors on individuals'

behaviors. The theory is appropriate for the study because it shows how the factors that influence an individual's behavior development indicate how parasocial relationships may influence adolescents' behavior and social support. Therefore, since behaviors are learned willingly or unwillingly, adolescents need appropriate celebrities to develop good emotional and interpersonal abilities. Also, because many adolescents' relationships spend their time on social media, the theory will indicate how prominent figures influence their emotional interaction abilities to motivate them to change their behavior. The study is qualitative in nature, exploring parasocial relationship effects on adolescents' emotional abilities and using observational data interpreted subjectively.

Literature Review

Individuals interact in many different ways and thus, the relationships created influence their emotional, interpersonal abilities. With the emergence of social media, internet utilization on social connectivity as observed in parasocial relationships has gradually become common in society. Yuan et al. (2019) posit that parasocial interactions are particularly predominant in the social network landscape. Also, the same authors defined parasocial relationship as a single-sided association that one individual spread their expressive energy, attention and time. At the same time, the other person who is the persona is entirely not aware of the other party's existence. These interactions are always prevalent with celebrities such as television stars. Organizations have realized the effects of parasocial interactions on influencing adolescents' abilities; therefore, they have used the association in their marketing procedures (Yuan et al., 2019). This makes parasocial interactions a promotion tool because fashion celebrities influence adolescents' emotional abilities. By providing fame, trendy, and attraction attributes that inspire parasocial relationships. Furthermore, an optimistic interaction is observed among parasocial

associations and client's equity (Yuan et al., 2019). Therefore, the association between fashion web personality advocating attributes and parasocial interaction is influenced differently through brand love.

Gleason et al. (2017) researched parasocial relationships and association with early adolescents and found out that fictional social interactions are improbable in intervening face-to-face relationships; they are essential in social growth. Social growth comprises individuals having the capacity to control their emotional abilities. Therefore, the differences in the parasocial relationship among the gender support the concept that teenagers visualize the association they require, whether democratic or hierarchical and probably the interaction to gender variations in growth objectives (Gleason et al., 2017). The concentration of the investigation also explained that these parasocial interactions resulted in influencing how they communicate with their peers.

Dibble et al. (2016) explain the idea of parasocial interaction (PSI) and parasocial relationship (PSR). In this case concentration was on deception of an actual connection being developed. At the same time operation encouraged by perpetrators to arouse a positive reaction from the spectators. Also, parasocial associations are intended; nevertheless, when a person participates in it, the context developed provides imagination (Dibble et al., 2016). Parasocial relationships increase social networks refuting denial and authorize people model their selection, producing a vicarious reaction. Besides, the persona is categorized as an exploiter benefiting from the inspiration they have over most individuals to emulate a shadow of familiarity with the spectators.

Additionally, they can accommodate several changed functions in a person's life, making themselves suitable (Dibble et al., 2016). The spectators are placed together as preserving real

identity that is ostensibly corresponding to that of the media celebrities. People will consider online conditions and follow them to reflect real ones; however, immediately they adapt, the spectators will remain to be faithful. Therefore, parasocial interaction has not fully freed the society of interpersonal association, but they have progressively combined into the matrix of social events.

Another peer-reviewed article by Bond (2020) concentrated on how the parasocial relationship is influenced and developed as well as how parasocial contact decreases prejudice. The author emphasized that parasocial interaction is the foundation of prejudice decrease because of the experience it creates on arbitrated outgroups. The heterosexual members watched imaginary television series for ten weeks representing outgroups who were gay and their characteristic was emphasized. Bond (2020) stated that parasocial interaction with the outgroup participants was raised substantially irrespective of the situations based on the investigation. Nevertheless, the author added that white members and those that conveyed a robust pretest bias had the highest rise.

Similarly, prejudice is an unsubstantiated and adverse presumption towards individuals of a group. Therefore, it can have robust inspiration on how individuals behave and relate with others, especially those not the same. This can occur without an individual realizing they are acting on bias. Consequently, Bond (2020) found that the outgroup participants' prejudice reduced momentously with time. However, the ingroup individuals involved in intergroup interaction did not result in prejudice decrease more than parasocial interaction with outgroup participants.

The audience always likes celebrities because they create a positive emotional atmosphere. However, Cohen et al. (2021) researched how liking and PSR strength relate to

forecasting the societal inspiration of celebrity's sexual pestering claims. Therefore, Cohen et al. emphasized that likeability and parasocial interaction are usually together; individuals can aversion the television personality attached to and be detached from the celebrity they love. To investigate the interaction of liking and parasocial relationships, Cohen et al. (2021) examined reactions to media figures making sexual pestering accusations towards Harvey Weinstein. Members were allocated forms in filling whether they like or dislike. Individuals who had more likes for the media figure had more chances of believing the claims and presenting a higher readiness to describe individual sexual harassment practices. Therefore, the effect of likability was decreased as parasocial relationship increased hence media figure dislike can be informed.

Individuals and media figures have different interaction perceptions. People are created to make social interactions; therefore, media did not emerge through evolution. Thus, the audience will view the media personality as interacting with them in real social conditions. Nevertheless, the media personality, on the other hand, has a different interaction perspective because they are aware the relation is imagination. Still, the perception will result in responding to the conditions as it is real. Research conducted by Riles & Adams (2020) stated that parasocial experiences are founded by ego because creating a connection with media figures and devoting energies to realizing what they do and what occurs to them is the main motive of utilizing the media. The authors explained that ego could influence an individual's motivation abilities because it significantly affects interpersonal associations. Interpersonal perception is created in the parasocial interaction framework illustrating more matches between interpersonal and parasocial relations.

Research performed by Kurtin et al. (2018) concentrated on the growth of PSI and examined the association among communication, intimacy in a relationship and liking of media

figures. Therefore, the authors extended this research to how YouTube influences parasocial relationships. YouTube is among the common media sources that adolescents use because it allows them to become prominent and express their emotions and perception about life by creating videos. Also, Kurtin et al. (2018) stated that YouTube had established the same interaction as presented in other social media sites. Moreover, this research is supported by Rihl & Wegener (2019) by arguing that people can upload videos on their YouTube channels, subscribe to and comment on other individuals' channels hence interacting as they do on face-to-face interactions. Providing a chance for people to produce their content can enhance adolescent individuals' abilities and make them have a virtual community platform.

The parasocial relationship has significant impacts and limits young individuals on the existing information, encouraging their political views. Stehr et al. (2015) found that the existing spectacle of parasocial leadership viewpoint is founded on individuals' insights and occurs if individuals assign specific attributes to media figures. Because of parasocial interaction and provide a steady inspiration of the media celebrity on individuals views and attitudes. Another study by Cohen& Holbert (2018) supported the idea of parasocial relationships influencing politics. It examined parasocial interaction to envisage the support of political leaders and elected members and found that parasocial political relationship has a significant effect on individuals political views because it provides them with partisan acquittance, support for their policies and increases the following.

The study conducted by Bond (2016) found that there is substantial positive interaction between contact with media figures on social media and strengths of the parasocial relationship. Adolescents that had practiced social relations with their favorite celebrities on tweeter and they got reactions had robust parasocial relationships than those with no relations. Also, Erickson et

al. (2018) concentrated on developing a model of adolescent romantic parasocial attachment. The authors stated that interactions with celebrities deliver a platform for teenagers to discover and express their romantic and stimulating characters. This parasocial romance experience can then affect their lives.

Hu (2016) examined the impacts of celebrity scandals on PSR, contact and breakup. These scandals can result in having an adverse influence on the parasocial relationship with the celebrity. Adolescents become so attached to celebrities hence creating a strong parasocial relationship. However, the strong parasocial relationship results in a more parasocial breakup to individuals when the actor is involved in a scandal. Ellithorpe & Brookes (2018) noted that experiencing spoilers and confidence in fan models enhances pleasure and reduces parasocial breakup suffering after the movie series has ended. Nevertheless, some adolescents fear spoilers because they can be stigmatized.

The parasocial relationship has progressively become appropriate as media figures continue to grow in fame, particularly social media. The media figures also influence many adolescents in their social life because they are always present in social media and television. For instance, one-way adolescents are involved in parasocial interaction is when they tweet or discuss a media celebrity with friends. Therefore, previous research has focused on parasocial connection, collaboration and division and their influences on individuals' behavior and social interaction. Also, they have explained how adolescents are affected by having a romantic parasocial relationship with celebrities. Nevertheless, all the literature has created a foundation for exploring parasocial relationships on adolescent emotional, interpersonal abilities.

Adolescents individuals have significant challenges in managing their behaviors because of the influence of media celebrities. While the internet has resulted in the emergence of social

media, most adolescents spend most of their time online and interacting with other media figures and interacting on Twitter and commenting on YouTube. therefore, social media provides an intimate glimpse into media celebrity lives that enhance adolescents' feelings of connectedness to those figThereforese parasocial relationships are robust, influencing emotional abilities as they are inspired to do what the celebrities are doing.

Also, through the literature, the study is supported because individuals can establish socioemotional bonds with the media figures, inspiring attitudes and behaviors and interpersonal abilities. Nonetheless, the parasocial relationship can also negatively influence adolescent romantic life because, based on literature, parasocial interaction and parasocial relationships significantly impact an individual's future life.

Hypothesis/ Research Question and Methods

The main aim of this study is to realize the effects of parasocial relationships on adolescents' emotional, interpersonal abilities, at the same time observing communication, relationship and expressive strength. Qualitative research is essential because the data collected will be based on participants' views and ideas. Hence, the data is reliant on an individual's observation and personal experiences based on the topic. Qualitative surveys will be used in this qualitative study to handle the components that comprise parasocial interactions and examine the associations to thoughtful parts of styles using emotional and connection dependence. Furthermore, using google form questionnaires is vital in examining parasocial relationships because of the changing features that affect associating para socially. Hence the survey provides every component to be observed distinctly and compiled together.

Sample Population

The study participants comprised the students who attended a diverse public high school referred to as Dorman High School. The school is selected because of its diversity of students. Nevertheless, most adolescents individuals are in high school hence providing a chance of getting the best results. The diversity of the school comprises academically and ethnically varied students with more than two thousand. Moreover, the school is situated in the middle-income region, making the participants have income diversity and a broad sectional in the admission of students.

Moreover, the diversity feature will provide the participants with a good representation of many other institutions situated in the region. Blaikie (2018) claimed that having a diverse sample size mirrors the diversity of individuals' culture and situations by considering race, gender and age. Nonetheless, lack of diversity in study participants can lead to solemn ethical and research consequences such as stopping other populations from experiencing the benefits of research outcomes.

To collect data, google forms were developed and the students would fill the questionnaires online by filling the forms. Therefore, since two brothers are in Dorman High School, they will recruit several students to answer the online questionnaire. Nevertheless, to ensure personal information for students is not captured, the form will be submitted anonymously. 316 students participated in the study and the participants comprised of both genders. Males' students were 30% and females 70% and almost all races in the school were included in the sample size.

Measure

Since the participants were required to fill the google forms online. The demographic information was already captured. Members had to answer the questions according to their participation online and on social networking sites to recognize their capability to be involved in PSI. In the first part of the questionnaire, four questions were asked, including how many hours do you use on media, including social media, streaming sites, and television in one day? Then how many hours do you use on traditional media channels, including TV v.s phone? Name the type of social media you are present on? And finally, it is to report their favorite media figure that they look up to. While parasocial relationship always begins with a person viewing the media figure as their favorite person and would probably do as their favorite celebrity informs them.

Similarly, another questionnaire will be divided based on interaction, communication, relationship and emotions to answer the research question. Moreover, since the questionnaires were open-ended questions, they were dispersed to participants through Google forms. They were to answer the question on their own time to avoid pressures and bias throughout the term. The responses were prepared and data examined to identify the effects.

Data Analysis and Conclusion

After the students filled the questionnaires, the data was then examined to realize the effects of parasocial interaction on adolescent emotional abilities. Also, with social networking sites offering interceded social interactions to facilitate the parasocial relationship, the results obtained from student engagement indicate that adolescents' interpersonal capabilities are affected by the unidirectional relations.

Findings

Based on the results presented, most students (75%) spend more than two hours using media in one day, such as social media and streaming sites. Nevertheless, most students did not spend much time on traditional media channels such as television I within a day. 20% of the students spend between 1-5 minutes on television and 50% spend an average of 30 minutes on television. Moreover, on favorite media figures, individuals who participated reported having more than ten favorite media figures. The most frequently reported were Kevin Gates (3%), Remi Badder (2%) and Cassper Nyovest (4%).

Similarly, only 24% of the students reported the favorite media figures in the top four celebrities mentioned. Besides, all the favorite media figures were non-fictional celebrities. All participants were on at least one social media site, with Instagram having 90% of participants, twitter 40% of students, WhatsApp 30% and Snapchat 10 percent. The majority of the participants, 72%, were following their media figures on social media channels and used at least one social media channel.

Table 1: how time is spent on media channels per day

A small fraction is used on my phone/ computer	2%
I spend most of my time on phone/computer	58%
All of my time is used on my phone/computer	23%
Almost half of the time is used on computer/phone	17%

Also, based on interaction, 43.8% of the participants indicated they view their favorite media figure to be attractive, and 50% reported that when their favorite media figure is interviewed, they seem to recognize the type of things they want to know. Similarly, on emotional abilities, 75% of participants reported that they view their favorite media celebrity to be similar to themselves, and 62.5 % to feel connected to their favorite media celebrities.

The research question focused on how the interaction in a personal relationship with media celebrities impacts adolescents' emotional, interpersonal abilities? Therefore, the question is answered in different ways. For example, the personal relationship between celebrities and adolescents is indicated when they follow the media figure on different social media sites. Also, it can be viewed based on how adolescents spend their time on media channels per day, especially when the media figure is present. Similarly, this will influence how the adolescent perceives the media figure as themselves and how they connect to the media figure. This makes them talk with friends the same way as the celebrities do as well as interact with other people in society.

Discussion and Conclusion

Different theories are developed to understand how individuals' behaviors are developed as well as how they can be tamed early for them to have healthy behaviors. Therefore, while adolescents are always in the active stage of development, they can easily learn communication and interaction behaviors. Social cognitive theory indicates that social setting, reasoning and behavior are always in a continuous interaction because individuals learn to adjust to the situations through several processes such as the creation of prospects and social influences. Nevertheless, Lim et al. (2020) claimed that social cognitive theory is explained as the stimulus of people's experiences, the activities of other individuals and the ecological conditions on

people's health behaviors. Therefore, the theory offers chances for social support through imparting expectations, observational learning, and another underpinning to attain behavior change.

Moreover, based on the study, social interaction and parasocial interaction indicate following a social cognitive method in explaining people reasoning events. Consequently, there are different psychological procedures in parasocial relationships and physical interactions. Nonetheless, the parasocial relationship does not follow the procedures of a normal long-term association. Although the findings indicate that the adolescents connect to their favorite media figure, the individuals continue to be strangers with the media celebrities, which will progressively disappear in a distinctive social interaction. Cohen et al. (2021) emphasized that most parasocial relationships accomplish the requirements of common social interaction; however, they possibly recompense insecurity.

Also, based on the findings, adolescents feel they are more connected to celebrities and view them as themselves; this results in increased attachment. Furthermore, considering that attachment is viewed as one-sided relations, the individuals' emotional abilities will be affected, impacting social interaction when dealing with others. Nevertheless, individuals experiencing anxiety from distinctive interactions may get relief in the lives of media figures steadily being available. Besides, since the media figure is viewed as a friend, what they do can aggravate emotional reactions from the adolescents making them suffer from undesirable feelings. The theory supports that parasocial interaction can significantly affect students' behavior, including communication because they will imitate their favorite media figures through observation. Adolescents can learn through observation, whereby they can watch and see the results of others doing certain behaviors.

The parasocial relationship is present in high school students and thus influences interpersonal abilities. Social networking sites to communicate irradiates the impact of parasocial relationships and interactions on adolescent emotional, interpersonal abilities. Many adolescents considered their favorite media figures to be natural and thus are not perfect. Therefore, this makes the high school students trust and follow them because they are aware that celebrities are genuine individuals, motivating them to be involved in a parasocial relationship online. Gleason et al. (2017) stated that this understanding makes adolescents' students relate to accomplishing a friendship like a role. The adolescent population is passing through significant variations in their life and high school environment; therefore, these relations appear to be a standard element of adolescent growth and an outcome of dealing with self securities and the probability of denial. Therefore, the harmful impacts of emotional, interpersonal abilities are not entirely as destructive as indicated by other authors that do not consider adolescents.

Notwithstanding the restrictions in the intensity of every person association, the study adds critical information concerning the creation of parasocial relationships among the adolescents in Dorman High School. Adolescents are not the same as adults, but they are also affected by parasocial interactions, which influence their relational connectivity. Therefore, with the advancement in social media, individuals need to know that substantial involvement in online associations can help to be less reliant on it as a device. Moreover, the study has exposed adolescents who depend on these associations to stop the adverse effects of friendship, increasing the sensation that the media celebrity is a genuine individual they are looking upon in the media channels.

The relationship makes adolescents feel they recognize the media figures and adjust to the sense of allegiance by following them steadily on several social media channels.

Nevertheless, these associations do not fill the real gap in friendship when depending on it for connection, such as when evading loneliness can lead to more loneliness because the effects are not fulfilled. Therefore, this indicates that despite the parasocial relationship regulating high school students' growth, it also damages the interpersonal relationship in evading the quest for connection to individuals in their lives.

The study's implication is founded by demonstrating the intricacy of parasocial relationships in high school students' lives. Therefore, while involvement in a parasocial relationship is over an element of growth, the range to the engaged and cause of interaction is subjective to the person, enhancing the differences of viewpoints on the problem. Furthermore, involvement is different because the want for connection always leads to the need for more wants; parasocial relationship is recurring in nature and thus cannot entirely satisfy individuals leading to a shortage in emotional, interpersonal abilities, including developing in-person connections.

Conclusively, the study confirms that emotional, interpersonal abilities are affected by parasocial interaction. Despite parasocial interaction leading to adolescents evading in-person association, the behaviors are considered a method of dealing with growth variations and thus not entirely harmful because of their prescriptive nature. Also, with the increasing development of social networking sites, being part of the parasocial relationship is becoming easier because many individuals are connected with media celebrities. Similarly, recognizing parasocial relationships will help individuals view the effects and reassess the methods they can interact with media figures.

The study had limitations because it was not random as Dorman High School students view nearly several other schools. Therefore, the answers could be affected by environmental

and demographic regions as participants in the area's closeness would feel more vulnerable to peer pressure and hence manipulate the revelation of answers. Nonetheless, peer pressure is a normal challenge and the five-point Likert scale and unidentified nature of the questionnaire helped stop this.

Conclusion

The study delivers a foundation for presenting the intricacy of parasocial interaction and relationships in adolescents' lives. Adolescents' individuals are in the critical development stage of their life; therefore, proper considerations need to be taken before the interactions affect their emotional abilities adversely. Nevertheless, adolescent involvement in parasocial interactions is part of their growth stage. Thus the more their engagement and motives for associations are independent to the person, will extend outlooks on the problem. Parasocial interaction always occurs as an addiction because as the adolescents' students are involved with the craving for interaction with their favorite media figure, they will have more wish to relate with the others. Therefore, since parasocial interaction is recurring and the adolescents cannot get satisfied, they will have a scarcity of emotional, interpersonal ability such as developing in-person connections. Although the parasocial relationship cannot replace the face-to-face interactions in their essentialness, they still are critical to social development.

Furthermore, adolescents always have different preferences in their favorite media figure, hence varying emotional and interpersonal abilities. Besides, the adolescent themselves select the type of relationship they require, whether it is hierarchical or egalitarian. Still, the connections among them can influence the teenager behavior or when the celebrity is found in a scandal, they tend to be heartbroken or follow what the celebrities do.

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