



# Influence of Social Networking Sites On Social Competence Of Adolescents

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## Abstract

In this paper we are studying that how social networking sites influence the social competence of adolescents. Now days Social networking sites like facebook, what's app, instgram, snapchat, etc. has become a very powerful tool for communication. For adolescents social networking sites are their society to be socialize. Social competence is a ability to how you handle your social interaction with people. Social competence is a process to develop their social, emotional, intellectual and cognitive skills. Because of excess use of SNS effect adolescent's social competency positively and negatively. They always want to be online on these sites. In today's era for adolescent's socialization means have more and more friends whether they are known or not, on social networking sites, being online as much as possible, sharing their day to day update, photos and videos on social networking sites. Your activeness on the sites decides that you are socially active or not. Due to excess use of these sites to be socialize adolescent have lack of face to face communication.. They live their own world. Even they don't have a time to talk to their parents. They share their with their friend not to their parents Mostly adolescents are socially active on SNS but in face to face communication they feels hesitate. In this paper we explore significant difference in social competence of adolescents who are accessing social networking sites and other are not.

**Key words : Social Networking Sites, Social competence in Adolescent.**

## Introduction

“**Social competence** is the condition of possessing the social, emotional, and intellectual skills and behaviours needed to succeed as a member of society.”

Social competence refers to the social, emotional, and cognitive skills and behaviours that children need for successful social adaptation. Despite this simple definition, social competence is an elusive concept, because the skills and behaviours required for healthy social development vary with the age of the child and with the demands of particular situations. A socially competent preschool child behaves differently from a socially competent adolescent. Conversely, the same behaviours (e.g., aggression, shyness) have different implications for social adaptation depending on the age of the child and the particulars of the social context. [1]

**Socialization** is the lifelong process through which people learn the values and norms of a given society. *Socialization* is not the same as *socializing*. Socializing is to mix socially with others (i.e., family, friends, neighbours, co-workers), whereas socialization is a process that may include *socializing* as one element, but is a more complex, multi-faceted and formative set of interactive experiences. It is also an adaptive lifelong learning experience, because society is constantly changing, and because we may find ourselves in new situations—such as a new job with different norms and values, or in a different familial role—such as that of parent or caregiver to an older relative. [2]

**Internet** has consolidated as a very powerful tool for information, communication and entertainment that has modified the human behaviour by entering in its life. In digital era, easy and continuous access to internet provides tremendous opportunities to adolescents for education and entertainment, allowing them to connect their peers as well as with complete stranger from across the world. Adolescent use a verity of internet applications such as instant messaging, bulletin board, chat rooms and blogs to connect with their peers. [3]

Socialization is benefit of teen's social networking site use in light of just staying connected with friends and family. [4] The ability to share pictures and exchanging ideas and small talk via text messaging, blogs, profiles and status updates is the new-age "note passing" meaning that these methods have become ways to interject their identity. [5] Using social networking sites may appear non-social to caregivers and other adults due to lack of face to face contact however this has become teen's only means of socialization. Today, teens are among the first to have grown up entirely surrounded by SNS: so naturally, we would expect a change in how teens learn social devolvement skills. [6] If SNS is all teens are using socialize then, SNS must be a key tool in teen expressing their identity. Social media participation also can offer adolescents deeper benefits that extend into their view of self, community, and the world (a) opportunities for community engagement through raising money for charity and volunteering for local events, including political and philanthropic events, (b) enhancement of individual and collective creativity through development and sharing of artistic and musical endeavours, (c) growth of ideas from the creation of blogs, podcasts, videos, and gaming sites, (d) expansion of one's online connection through shared interests to include other from more diverse background, and (e) fostering of one's individual identity and unique social skills. [7] The internet and time spent on SNS weakness adolescent's existing relationship with families. This happen due to lack of time spent with family in the evening and weekends. Teens are spending their time on SNS instead of face to face time with family. This statement comes with many variables as it does not take into account the rules and knowledge of parents, nor does it take into consideration the family system already ; such as, foster homes, divorce, death of parents, living with other family member tec. These variables can play into a teen's time spend on SNS. [8]

The manner by which some teens may share their non-suicidal self-injury experiences online (i.e. pictures of non-suicidal self injury, comments promoting the behaviour) may lead to reinforcement of the behaviour for some teens when this material repeatedly accessed via SNS. Many non-suicidal self injury experience disclosed online contain detailed description of non-suicidal self injury that emphasize emotional pain and suffering without a recovery oriented message about prognosis. [9] The internet provides increasingly blurred boundaries between online and offline relationship. The interaction with online peer had several negative effects on daily life such as compromising the function of offline relationships and increasing the potential for internet addiction. [10] The misusing of facebook can lead to negative societal consequence such as social isolation, distrust in relationships identity, lack of social cohesion, facebook addiction and divorce. [11] High compulsive internet user experienced decreased quality in their offline relationships reported decreased commitment in their relationships and had more frequent conflicts with of their partners. [12] Furthermore, net addiction amongst adolescent has been related to psychological and intellectual problems which include anxiety, despair and loneliness. Excessive utilization of social media has shown negative effect on students physical, psychological as well a family fitness. Furthermore. immoderate utilization has additionally been related to sleep deprivation, insomnia and continual illnesses. [13]

**“Social media do not only impact our relationship with others. They also impact our relationship with ourselves and how we perceive the world around us.” [14]**

Compulsive internet user were lonelier more depressed and generally exhibited poorer social skills than non-compulsive internet user indicating that these negative characteristics were brought about by their overuse of the internet. [15] FOMO ( Fear of missing out) is the psychological mentality that individuals might be missing out on a social opportunity or situation. This mentality requires that they stay constantly connected with others and updates about what their friends are doing. [16] The need for these individuals to stay constantly connected with their peers has led to problematic smart phone use. A side effect to overusing a smart phone is decreased emotional self control which is defined by two processes : decreased cognitive reappraisal (inability to assess your mental or emotional state in different way) and increased emotional suppression (suppressing one's emotions often leads to a build up of pressure and stress) both of which leads to an inability to regulate emotions properly. [17] Most adolescent's come cross different levels of negative experiences through SNS the ferocity of online bullying is exacerbated some adolescents may be more exposed to develop at risk indicators of internet addiction than other while some may be experiencing other psychological symptoms and syndromes such as depression ADHD symptoms or aggression. [18]

## Research Methodology

The purpose of this study is to understand that how social networking sites influence social competence of adolescents. Research methodology is a systematic way to solve the research problem. Methodology is the system of methods followed by particular discipline.

## Research Design

**Selection of sample :** The sample for the study is 300 respondent. They are randomly selected from **Jhansi**. The age of respondent is 12-18 age group, boys and girls. We use **Social Competence Scale** Which is developed by **Dr. Latika Sharma** and **Dr. Punita Rani** for collecting data. The questionnaire method used for collecting data.

**Statistical Analysis :** To see the significant effect of social networking sites on social competence of adolescent. We use Anova as a statistical tools.

## Result and Discussion

1. The table no.1 show the significant effect of adolescents (boys and girls) on personal adequacy as a factor of social competence value of anova (f 0.32) show that there is a no significant effect of adolescents .

### Personal Adequacy

| SUMMARY |       |      |         |          |
|---------|-------|------|---------|----------|
| Groups  | Count | Sum  | Average | Variance |
| Boys    | 150   | 6521 | 43.47   | 30.10    |
| Girls   | 150   | 6471 | 43.14   | 21.33    |
|         |       |      |         |          |

| ANOVA               |         |     |       |      |
|---------------------|---------|-----|-------|------|
| Source of Variation | SS      | df  | MS    | F    |
| Between Groups      | 8.33    | 1   | 8.33  | 0.32 |
| Within Groups       | 7663.45 | 298 | 25.72 |      |
|                     |         |     |       |      |
| Total               | 7671.79 | 299 |       |      |

Required value for Anova at .01 level **3.86**

Required value for Anova at .05 level **6.70**

2. The table no.2 show the significant effect of adolescents (boys and girls) on interpersonal adequacy as a factor of social competence value of anova (f 9.08) show that there is significant effect of adolescent on interpersonal adequacy at .01 level .

### Interpersonal Adequacy

| SUMMARY |       |      |         |          |
|---------|-------|------|---------|----------|
| Groups  | Count | Sum  | Average | Variance |
| Boys    | 150   | 6825 | 45.50   | 44.43    |
| Girls   | 150   | 6500 | 43.33   | 33.12    |
|         |       |      |         |          |

| ANOVA               |          |     |        |      |
|---------------------|----------|-----|--------|------|
| Source of Variation | SS       | df  | MS     | F    |
| Between Groups      | 352.08   | 1   | 352.08 | 9.08 |
| Within Groups       | 11554.83 | 298 | 38.77  |      |
|                     |          |     |        |      |
| Total               | 11906.92 | 299 |        |      |

Required value for Anova at .01 level **3.86**

Required value for Anova at .05 level **6.70**

3. The table no.3 show the significant effect of adolescents on communication skill as a factor of social competence value of anova (f 4.20) show that there is significant effect of adolescents on communication skill at .05 level.

### Communication Skills

| SUMMARY |       |      |         |          |
|---------|-------|------|---------|----------|
| Groups  | Count | Sum  | Average | Variance |
| Boys    | 150   | 5176 | 34.51   | 31.88    |
| Girls   | 150   | 4995 | 33.30   | 20.09    |
|         |       |      |         |          |

| ANOVA               |         |     |        |      |
|---------------------|---------|-----|--------|------|
| Source of Variation | SS      | df  | MS     | F    |
| Between Groups      | 109.20  | 1   | 109.20 | 4.20 |
| Within Groups       | 7742.99 | 298 | 25.98  |      |
|                     |         |     |        |      |
| Total               | 7852.20 | 299 |        |      |
|                     |         |     |        |      |

Required value for Anova at .01 level **3.86**  
 Required value for Anova at .05 level **6.70**

4. The table no.4 show the significant effect of adolescents on social competence anova statistical applied result shows that there is a significant effect found of adolescents on social competency at .05 level (f 6.33). It is just down from .01 level required value (6.70). So we can say the hypothesis “**There will be no significant effect of social competency on boys and girl**” is rejected.

### Social Competence

| SUMMARY |       |       |         |          |
|---------|-------|-------|---------|----------|
| Groups  | Count | Sum   | Average | Variance |
| Boys    | 150   | 18522 | 123.48  | 197.08   |
| Girls   | 150   | 17966 | 119.77  | 128.61   |
|         |       |       |         |          |

| ANOVA               |          |     |         |      |
|---------------------|----------|-----|---------|------|
| Source of Variation | SS       | df  | MS      | F    |
| Between Groups      | 1030.45  | 1   | 1030.45 | 6.33 |
| Within Groups       | 48527.73 | 298 | 162.84  |      |
|                     |          |     |         |      |
| Total               | 49558.19 | 299 |         |      |
|                     |          |     |         |      |

Required value for Anova at .01 level **3.86**  
 Required value for Anova at .05 level **6.70**

## Conclusion

In the study we found that significant effect of adolescents on interpersonal adequacy and communication skills as a factor of social competence. It means that social networking sites influence adolescents social competence. As we all know that every technology has merits and demerits. Its totally up to you that in which direction we use technology ? SNS is a great social platform where you share your thoughts, innovative and creative ideas to the world. Bu we use it positively. Excess is always bad. excess use of internet negatively influence adolescent. Parents should aware what are their children doing on internet. Socially active on SNS is good but adolescent should also make relationship offline. Face to face interaction is equally important to online interaction. Face to face interaction make adolescent more confident and develop their communication skills. Family environment and healthy communication with your children play important role in effect of internet on adolescent. In my conclusion of study, communication gap between parents and their children and unhealthy relation of them big reason of their loneliness. Because of loneliness adolescents more active on SNS. They feel more comfortable there. They make own world on these sites. Their friends are more trustable for them compare to their parents. That's by they don't share their problem with their parents.

Social networking sites effect adolescent social competence in both aspect positive or negative. We use in a positive manner and have some limitation.

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