

Internet Use in the Context of Senior School Children' Social Expertise

Ms. Amritpal kaur

Guru Kashi University, Talwandi Sabo

ABSTRACT

In the twenty-first century, internet usage is pervasive in all aspects of life. The internet's accomplishments in the realm of education are equally noteworthy. Although the internet is preferred for education, excessive non-essential internet use is a source of concern for kids, parents, schools, and communities. Excessive non-essential internet use has been linked by several researchers to a variety of psychiatric illnesses, negative health impacts, declining scholastic attainment, and decreased social skills. A person must have social skills or competences that will enable him to be a better adjusted member of society. This will assist him in maintaining mental health, tranquilly, and success in his life. The purpose of this work is to investigate secondary school students' Internet usage in connection to their social competency. The study's sample consists of 1000 randomly selected secondary school students from Jalandhar's rural and urban districts in equal proportion. The researchers used two self-created and standardised scales to collect data: the Internet Usage Scale by Saini S. and Kaur P. (2017) and the Social Competence Scale by Sharma and Shukla (1992) Males use the internet much more than females, and urban students use the internet significantly more than rural pupils, according to the findings. Furthermore, the data show that there is a substantial difference in social competency scores between secondary school pupils who use the internet in low, high, and moderate amounts. However, the social competency ratings of students from different subgroups generated by the interaction effect of Internet usage levels, gender, and location show no significant differences. In terms of the association between internet usage and social competency, the two variables were shown to have a strong negative relationship.

Key Words: Internet Usage, Social Competence, Secondary School Students

I. INTRODUCTION

The twenty-first century has bestowed upon us the gift of globalisation, in which the whole globe has become a single global entity. And the internet is acting as a cord that binds us all together. The internet's quick inventions, discoveries, and adaptations are gaining popularity and appreciation among people of all ages, including newborns, children, teenagers, young children, and even the elderly. Some experts believe that internet smart phones are the new age babysitters, and that the internet also helps to minimise loneliness among the elderly. Although the internet has many advantages, undue reliance on it is a source of concern for human civilization. The internet is preferred for school education, however there are also documented detrimental impacts. Excessive usage of the Internet has been linked to issues with daily routines, school performance, and family relationships [1]. We can communicate with individuals in other countries over the internet, yet we are

clueless of the feelings and emotions of the person sitting next to us. In today's current technology-oriented society, it's vital to be technologically competent, but it's far more important to be socially competent, because man is a social animal who cannot exist alone. Competence in social situations The capacity to perform successfully and responsibly in a variety of social contexts is sometimes referred to as social competence. Social competence is a multifaceted notion that encompasses social, emotional, cognitive, and behavioural qualities that are required for successful social adaption. [1]. Because life can only be lived with the aid of others, it is critical for a person to acquire social abilities that will enable him to fit into society and contribute to its progress. Adolescents are at a critical juncture in their lives. They must be familiar with the social standards, social ideals, social skills, and social duties that are required of them, since the nation's destiny rests in their hands. And if our youth become enslaved by addictions of any type, whether drugs or technology, our nation's future will be jeopardised. As a result, it is critical to educate teenagers, parents, teachers, and the general public on the negative consequences of excessive non-essential internet use. As a result, the current work focuses on the relationship between Internet usage and secondary school students' social competency.

1.1 Literature Review

Anita [2] conducted a research to examine the impact of Internet usage on social competence, emotional maturity, and general well-being among teenagers from various residential backgrounds, genders, academic streams, and Internet access frequency. The data was gathered from 496 randomly selected internet users in their adolescent years. The study's findings revealed that Metropolitan and Non-metropolitan Internet user adolescents scored similarly on Social Competence; the mean score of Male Internet user adolescents did not differ significantly from the mean score of Female Internet user adolescents on Social Competence, indicating that Male and Female Internet user adolescents scored similarly on Social Competence; and regular, moderate, and infrequent Internet user adolescents scored similarly on Social Competence. It was discovered that the frequency of internet connection had no effect on the social competence of internet users teens.

YaldaUhls [3] did an experiment with 105 sixth-grade pupils in southern California. 51 pupils were forced to live together without ever looking at a smart phone, television, or other digital screen, while 55 others were permitted to use their electronic gadgets as they normally would. After five days, both groups were shown photographs and films portraying people's diverse feelings. It was shown that pupils who were not permitted to use electronic devices improved greatly in their ability to interpret other people's facial expressions and nonverbal indications of mood. As a result, it is possible to conclude that digital gadgets such as cell phones, televisions, and tablets are undermining face-to-face social skills and rendering children emotionally dull.

Zad&Mami[4] conducted a research on to "Investigate the Relationship between Internet Addiction and Social Skills& High School Students' Achievements". The research included 320 kids, 150 girls and 170 boys, from Kermanshah City's two districts, who were chosen by cluster sampling. The Internet Addiction Test (IAT) and The Inventory of Social Skills (TISS) were used to collect data. The study's findings revealed that Online addiction predicts social skills and educational accomplishment in a substantial way, with higher scores for internet addiction predicting worse social skills and educational achievement. As a result, the findings suggest that unrestricted internet use has a catastrophic 14 negative impact on social skills, communication, and educational attainment. Another finding of this study revealed that there is no significant difference in internet addiction between girls and boys, implying that all genders have the same amount of addiction.

Gapsiso and Wilson [5] studied the Impact of Internet on teenager's face to face communication on a sample of 132 secondary school students. According to the study, using the internet has an influence on face-to-face contact between teenagers and their friends, as well as weakening the links that bind them to their families and friends. Teenagers' usage of the internet has lowered the amount of time they spend communicating with their friends and family in person. Furthermore, Internet use has significantly diminished youngsters' desire for face-to-face connection with their family and friends. Teenagers said they prefer Internet communication because it brings them closer to their friends, allows them to meet new people, and provides them with endless access to the world while keeping their privacy.

Saini S. And Kaur P. [6] studied the relationship between Internet Usage and Family Environment of the secondary school students. A total of 200 individuals were chosen for the study, 100 men and 100 females from Jalandhar district secondary schools in class X. Males used the Internet substantially more than females, according to the findings. The perceptions of male and female students on their familial environment did not differ significantly. The researcher also discovered that Internet Use and Family Environment had a negative association. The less time spent on the internet, the better the family atmosphere, and vice versa.

1.2 Significance of the Study

The research, Internet Usage in Relation to Social Competence in Secondary School Students, will be useful in determining if male and female students, as well as rural and urban students, have significantly different levels of internet usage and social competence. The study will aid in determining the significant difference in social competency between students who report having a high average internet usage level and those who report having a low internet usage level. The research will also aid in determining the sort of link that exists between Internet usage and social competence. The study will be important in raising awareness among teenagers, parents, teachers, policymakers, and other stakeholders about the negative impacts of excessive non-essential internet use on our adolescents' personal and social lives. And how critical it is to safeguard our youth, who are the future of our country, from falling prey to any form of addiction or reliance, whether it is to drugs or technology.

2.METHODS AND PROCEDURES

2.1 Operational Definition

Internet Usage: Internet Usage refers to the sum total of the scores attained on the Internet Usage Scale by Saini S. and Kaur P.(2017)[7]

Social Competence: Social competence refers to the sum total of the scores attained on the Social Competence scale by Sharma and Shukla(1992)[8]

2.2 Objectives

1. To study and compare the Internet Usage of secondary school students on the basis of Gender and Locale.
2. To study and compare the Social Competence of secondary school students on the basis of Gender and Locale.
3. To study the Interaction effect of Internet Usage levels, Gender and Locale on the Social Competence of the secondary school students.
4. To study the relationship between Internet Usage and Social Competence of the secondary school students.

2.3 Hypotheses

H1: There exists no significant difference in the Internet Usage scores of scores of secondary school students on the basis of Gender, Locale and their various interactions.

H2: There exists no significant difference in the Social Competence scores of secondary school students on the basis of Gender, Locale and their various interactions.

H3: There exists no significant Interaction effect of Internet Usage levels, Gender and Locale on the Social Competence scores of the secondary school students

H4: There exists no significant relationship between Internet Usage and Social Competence scores of secondary school students.

2.4 Methodology

The present study is a Descriptive co relational research study which has been conducted on the secondary school students(class IX and X only) of rural and urban areas of Jalandhar District.1000 students(500 male and 500 female) were selected through stratified random sampling technique in equal proportions from the rural and urban based secondary schools of Jalandhar District. The tools used for the data collection are Internet Usage Scale by Saini S. and Kaur P. (2017) and the Social Competence Scale by Sharma and Shukla (1992). [7&8]

2.5 Description of the Tools

Internet Usage Scale by Saini S. and Kaur P.(2017).The scale assesses the internet usage level of the respondents. The split half reliability index of the scale is 0.91.and the construct validity index of the scale is 0.74.

Social Competence Scale by Sharma and Shukla (1992) The scale measures the social competence of the respondents through five factors. The test retest reliability of the scale is 0.56 and the predictive validity index is 0.72.

2.5 Research Design

- 2x2 Factorial research design is employed for objective 1 and 2
- 3x2 Factorial research design is employed for objective 3
- Co relational research design is employed for objective 4

2.6 Delimitation

- The study is delimited to senior secondary school students of rural and urban based secondary school of Jalandhar District only.

3. RESEARCH FINDINGS:

The findings of the research have been presented below in two subsections:

3.1 Descriptive Statistics

Table:I

Descriptive statistics related to Internet Usage and Social Competence

Variable	N	Mean	Std Dev
Internet Usage	1000	60.52	9.95
Social Competence	1000	157.86	25.98

The above table depicts that the mean internet usage scores of 1000 secondary school students is 60.52 with standard deviation of 9.95.And the mean social competence scores of 1000 students is 157.86 with a standard deviation of 25.98.

3.2 Inferential Statistics

Objective 1: To study and compare the Internet Usage of secondary school students on the basis of Gender and Locale.

In order to study and compare the Internet Usage of the secondary school students on the basis of gender and locale 2×2 ANOVA has been employed on the scores of Internet Usage in relation to gender (Male & Female) and Locale (Rural & Urban). The means and SD's of the sub-groups of 2×2 analysis of variance on the internet usage scores has been calculated and presented in the Table I and the summary of ANOVA test has been presented in Table II below:

Table: II

Means and Sd's Of Different Subgroups of 2x2 Analysis of Variance of The Scores of Internet Usage in Respect of Two Categories of Gender And Two Categories of Locale

Variables Gender	Locale		Total
	Rural	Urban	
Male	MMR=60.96, SD=9.05, N=250	MMU=63.33, SD=9.27, N=250	MM=62.15, SD=9.23, N= 500
Female	MFR=57.20, SD=10.54, N=250	MFU=60.60, SD=9.94, N=250	MF=58.90, SD=10.38N= 500
Total	MR=59.08, SD=9.99, N=500	MU=61.97, SD=9.70, N=500	MT=60.52, SD=9.95, N= 1000

Table: III

Summary of ANOVA on The Internet Usage Scores of Secondary School Students in Relation to Gender and Locale

Sr. No.	Sources Of Variance	SS	DF	MSS	F VALUE	P VALUE	Result
1	Gender(A)	2637.376	1	2637.376	27.920	.000	Sig
2	Locale(B)	2085.136	1	2085.136	22.074	.000	Sig
3	Interaction(AxB)	66.564	1	66.564	.705	.401	Not Sig
4	Within	94084.440	996	94.462			

MAIN EFFECTS

Internet Usage (Gender)

The mean internet usage scores of male students (N-500) is 62.15 with SD 9.23 and the mean internet usage scores of female students (N-500) is 58.90 with SD 10.38. The F value as depicted in the table II is 27.920 and the 'p' value is .000. Since the 'p' value is less than .05 it can be concluded that the difference between the mean scores of male and female students is significant. It means that there does exist a significant difference in the

internet usage of secondary school students on the basis of gender. The mean internet usage score of males is significantly higher than the mean internet usage score of females. It indicates that the internet usage of male students is more than that of the females.

Internet Usage (Locale)

The mean internet usage scores of rural students (N=500) is 59.08 with SD 9.99 and the mean internet usage scores of urban students (N=500) is 61.97 with SD 9.70. The F value as depicted in the table II is 22.074 and the 'p' value is .000. Since the 'p' value is less than .05 it can be concluded that the difference between the mean scores of rural and urban students is significant. It means that there does exist a significant difference in the internet usage of secondary school students on the basis of locale. The mean internet usage score of urban students is significantly higher than the mean internet usage score of rural students. It indicates that the internet usage of urban students is more than that of the rural students.

INTERACTION EFFECT

Internet Usage (Gender X Locale)

The Table II depicts that the F value of the interaction effect of the gender and locale on the internet usage scores of secondary school students is 0.705 and the 'p' value is 0.401. Since the 'p' value is more than .05 the it can be concluded that the interaction effect of gender and locale on the internet usage scores of secondary school students is not significant. It means that the subgroups created through the interaction of gender and locale does not differ significantly from each other in their internet usage.

Interpretation:

1. The internet usage of males is significantly higher than the internet usage of the females.
2. The internet usage of urban students is significantly higher than the internet usage of the rural students.
3. The subgroups formed through the interaction of gender and locale does not differ significantly from each other in their internet usage.

From the above findings it can be concluded that the Hypothesis I stands rejected because there does exist a significant difference in the internet usage of the secondary school students on the basis of gender and also on the basis of locale however the subgroups formed through the interaction of gender and locale does not differ significantly from each other in their internet usage. Similar findings have been reported by Sharma et al [9] Male adolescents are more addicted to internet than females and significantly more males than females feared about life becoming dull and boring without internet. Saini S. and Kaur P. [6] Internet usage of males is significantly more than the females.

Objective 2: To study and compare the Social Competence of secondary school students on the basis of Gender and Locale.

In order to study and compare the Social Competence of secondary school students on the basis of Gender and Locale 2×2 ANOVA has been employed on the scores of Social Competence in relation to gender (Male & Female) and Locale (Rural & Urban). The means and SD's of the sub-groups of 2×2 analysis of variance on the social competence are calculated and are presented in the Table III and the ANOVA summary has been presented in the Table IV below:

Table IV

Means and SD of Different Subgroups of 2x2 Analysis of Variance of The Scores of Social Competence in Respect of The Two Categories of Gender And The Two Categories of Locale

Variables	Locale		Total
	Rural	Urban	
Male	M=155.44SD=23.47N= 250	M=143.86SD=24.26N= 250	M=149.65SD=24.54N= 500
Female	M=171.11SD=24.31N=250	M=161.02SD=24.24N= 250	M=166.06SD=24.24N= 500
Total	M=163.27SD=25.13N=500	M=152.44SD=25.70N= 500	M=157.80SD=25.98N= 1000

Table: V

Summary of ANOVA on The Social Competence Scores of The Secondary School Students In Relation To The Gender and Locale

Sr. No.	Sources Of Variance	SS	DF	MSS	F VALUE	P VALUE	Result
1	Gender(A)	67371.264	1	66389.904	116.237	.000	Sig
2	Locale(B)	29354.724	1	28708.164	50.646	.000	Sig
3	Interaction(Axb)	139.876	1	139.876	.241	.623	Not Sig
4	Within	577283.400	996	579.602			

MAIN EFFECTS

Social Competence (Gender)

The mean social competence scores of male students (N=500) is 149.65 with SD 24.54 and the mean social competence scores of female students (N=500) is 166.06 with SD 24.82. The F value as depicted in the table IV is 116.237 and the 'p' value is .000. Since the 'p' value is less than .05 it can be concluded that the difference between the mean scores of male and female students is significant. It means that there does exist a significant difference in the social competence of secondary school students on the basis of gender. The mean social competence score of females is significantly higher than the mean social competence score of males. It indicates that the social competence of female students is more than that of the male students.

Social Competence (Locale)

The mean social competence scores of rural students (N=500) is 163.27 with SD 25.13 and the mean social competence scores of urban students (N=500) is 152.44 with SD 25.70. The F value as depicted in the table IV is 50.646 and the 'p' value is .000. Since the 'p' value is less than .05 it can be concluded that the difference between the mean scores of rural and urban students is significant. It means that there does exist a significant difference in the social competence of secondary school students on the basis of locale. The mean social

competence score of rural students is significantly higher than the mean social competence score of urban students. It indicates that the social competence of rural students is more than that of the urban students.

INTERACTION EFFECT

Social Competence (Gender X Locale)

The Table IV depicts that the F value of the interaction effect of the gender and locale on the social competence scores of secondary school students is 0.241 and the 'p' value is 0.569. Since the 'p' value is more than .05 it can be concluded that the interaction effect of gender and locale on the social competence scores of secondary school students is not significant. It means that the subgroups created through the interaction of gender and locale does not differ significantly from each other in their social competence.

Interpretation:

1. The social competence of females is significantly higher than the social competence of the males.
2. The social competence of rural students is significantly higher than the social competence of the urban students.
3. The subgroups formed through the interaction of gender and locale does not differ significantly from each other in their social competence.

From the above findings it can be concluded that the Hypothesis II stands rejected because there does exist a significant difference in the Social Competence of the secondary school students on the basis of gender and also on the basis of locale however the subgroups formed through the interaction of gender and locale does not differ significantly from each other in their Social Competence. Similar studies have been reported in the studies undertaken by Nayak[11] where she found females at higher level in social competence than males. However Anita[2] found males and females to be similar at their social competence level and the students from metropolitan and non metropolitan areas were also found to be similar at social competence level. [12] Gender age of the mother, and type of family have no influence on the social competence.

Objective 3: To study the Interaction effect of Internet Usage levels, Gender and Locale on the Social Competence of the secondary school students.

In order To study the Interaction effect of Internet Usage levels, Gender and Locale on the Social Competence of the secondary school students 3x2x2 ANOVA has been employed on the scores of Social Competence in relation to three levels of Internet Usage (High, Average and Low) Gender (Male & Female) and Locale (Rural & Urban). The three levels of Internet Usage has been created through Kelly's 27% division method.[13]. The top 27% scorers in the Internet Usage scale became the Upper group representing the High Internet Usage Level, The Bottom 27% scorers represented the low Internet Usage level and the remaining middle group represented the Average Internet Usage level. The means and SD's of the sub-groups of 3x2x2 analysis of variance on the social competence are calculated and are presented in the Table V and the ANOVA summary has been presented in the Table VI below:

Table: VI

Means Ans Sd's Of Different Subgroups Of 3x2x2 Analysis of Variance of The Scores of Social Competence In Respect of The Three Levels of Internet Usage Two Categories of Gender And The Two Categories of Locale

Levels Of Internet Usage	Gender	Locale		
		RURAL	Urban	Total
High Internet	Male	M1=127.85	M2=117.17	MSCHIUM=121.86

Usage		SD=11.41 N=68	SD=13.59 N=87	SD=13.71 N=155
	FEMALE	M3=137.39 SD=13.45 N=44	M4=134.69 SD=14.68 N=75	MSCHIUF=135.69 SD=14.23 N=119
	TOTAL	MSCHIUR=131.60 SD=13.06 N=112	MSCHIUU=125.28 SD=16.57 N=162	MSCHIU=127.86 SD=15.52 N=274
Average Internet Usage	Male	M5=156.59 SD=10.50 N=128	M6=151.48 SD=9.77 N=115	MSCAIUM=154.17 SD=10.46 N=243
	FEMALE	M7=163.02 SD=9.20 N=97	M8=162.33 SD=10.99 N=116	MSCAIUF=162.64 SD=10.20 N=213
	TOTAL	MSCAIUR=159.36 SD=10.44 N=225	MSCAIUU=156.93 SD=11.72 N=231	MSCAIU=158.13 SD=11.16 N=456
Low Internet Usage	Male	M9=187.44 SD=11.69 N=54	M10=173.96 SD=12.78 N=48	MSCLIUM=181.10 SD=13.91 N=102
	FEMALE	M11=191.92 SD=16.02 N=109	M12=191.92 SD=11.70 N=59	MSCLIUF=191.92 SD=14.61 N=168
	TOTAL	MSCLIUR=190.44 SD=14.84 N=163	MSCLIUU=183.86 SD=15.09 N=107	MSCLIU=187.83 SD=15.26 N=270
Total	Male	MSCRM=155.44 SD=23.47 N=250	MSCUM=143.86 SD=24.26 N=250	MSCM=149.65 SD=24.54 N=500
	FEMALE	MSCRF=171.11 SD=24.31 N=250	MSCUF=161.02 SD=24.24 N=250	MSCF=166.06 SD=24.77 N=500
	TOTAL	MSCR=163.27 SD=25.13 N=500	MSCU=152.44 SD=25.70 N=500	MSCT=157.86 SD=25.98 N=1000

Table: VII**Summary Of ANOVA On The Scores Of Social Competence Of Secondary School Students In Relation To Three Levels Of Internet Usage, Two Categories Of Gender And Two Categories Of Locale**

Sr. No.	Sources of Variance	SS	DF	MSS	F Value	P Value	Result
1	Levels of Internet Usage	407819.154	2	203909.577	1381.277	.000	Sig
2	Interaction(Levels of Internet X Gender)	1007.965	2	503.982	3.414	.033	Sig
3	Interaction(Levels of Internet X Locale)	862.425	2	431.212	2.921	.054	Not Sig
4	Interaction(Levels of Internet X Gender X Locale)	815.391	2	407.695	2.762	.064	Not Sig
5	Within	145852.486	988	147.624			

MAIN EFFECTS**Social Competence (Internet Usage Levels)**

Table VI depicts the ANOVA result findings. The F value of difference between the Social Competence scores of three groups of Internet Usage level is 1381.277 and the 'p' value is .000. Since the 'p' value is less than .05, it can be concluded that the F value is significant. It means that the social competence scores of students having high internet usage, average internet usage and low internet usage does differ significantly. Since the F value is significant so further analysis of the significant difference between the mean social competence scores of the students having high average and low internet usage level is calculated and compared with each other. The findings of the 't' test are depicted in the Table VII below:

Table: VIII**Summary Of 'T' Values For The Subgroups In Respect To Social Competence Scores For The Difference Between Three Subgroups Of Internet Usage Levels**

Group. No.	Variable	Stats.	Variable	Stats.	't' value	'p' value	Result
1	High Internet Usage	MSCHIU=127.86 SD=15.52 N=274	Average Internet Usage	MSCAIU=158.13 SD=11.16 N=456	32.57	.000	Sig

2	High Internet Usage	MSCHIU=127.86 SD=15.52 N=274	Low Internet Usage	MSCLIU=187.83 SD=15.26 N=270	57.54	.000	Sig
3	Average Internet Usage	MSCAIU=158.13 SD=11.16 N=456	Low Internet Usage	MSCLIU=187.83 SD=15.26 N=270	31.83	.000	Sig

The 't' test analysis depict that the 'p' value of the 't' test for each pair of groups is .000. Which indicated significant difference between the mean social competence scores of students having high, average and low internet usage levels. The highest Social competence is reported by the students having low level internet usage with mean scores of 187.83. followed by average level internet usage with mean scores 158.13. and the mean social competence scores of high level internet usage is 127.86 which is the lowest in the three sub groups. It indicated that the more the internet usage of the students the lesser will be their social competence.

4 CONCLUSION

The present study was conducted to find out the internet usage in relation to social competence of the secondary school students. The findings revealed that there exists a significant difference between the internet usage of the secondary school students on the basis of gender and locale. The males reported to be significantly higher in the internet usage level than the females and the secondary school students from urban locale reported to have significantly higher internet usage level then the students from rural local. However no significant interaction effect of Gender and local was found on the Internet used scores of the secondary school students. With regards to the social competence of secondary school students it was found that females have significantly higher social competence then the mail and the social competence of rural students was found to be significantly higher than the social competence of the urban students however no significant interaction effect of Gender and local was found on the social competence scores of the secondary school students. Further a significant difference was found between social competence scores of students having different internet usage levels. The social competence of students having low internet usage was found to be highest amongst the three groups. Significant interaction effect of internet usage levels and gender was found on the social competence scores of the secondary school students. Females having low level of internet usage were reported to have highest social competence the males having high internet usage levels were found to have lowest social competence scores. No significant interaction effect of internet usage levels and locale was found on the social competence scores of the students and no significant interaction effect of internet usage levels gender and local was found on the social competence scores of the secondary school students. Further it was found that there exists a strong negative correlation between the internet usage and the social competence which indicates that the students having high internet usage were found to be processing less social competence.

The internet usage of males is more than the females, the internet usage of urban students is more than the rural students further the students having higher level of internet usage are found to be having lower level of social competence and negative relationship is found between the internet usage and social competence. As it is said excess of everything is bad, in the same way excess dependence on the internet is also dangerous for the

mankind. Many researchers have found a negative impact of excessive internet usage on various aspects of life. The result of this research has also have found internet usage to be negatively impacting the social life of the adolescence. The parents, the teachers the policy makers the society and the adolescence themselves must look into this matter as a serious case of concern. And appropriately guide the students about the ways and means through which they can protect themselves from being addicted to internet and use the internet in a positive and productive way.

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