



INTERNET USAGE IN RELATION TO THE SOCIAL COMPETENCE OF SECONDARY SCHOOL STUDENTS

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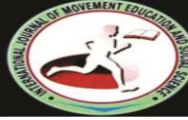
ABSTRACT

Internet usage is prominent in every aspect of life in this 21st century. The contributions of internet in the field of education are also remarkable. Internet is favoured for education but excessive non essential use of internet is a cause of concern for the students, parents, school and community. Many researchers found excessive non essential use of internet to be related to various psychological disorders, adverse health effects, deteriorating educational achievements and poorer social skills. A person needs to be possessing social skills or competencies which could help him to be a better adjusted person in the society. This will help him to be mentally healthy, peaceful and successful in his life. The present paper deals with studying the Internet usage of the secondary school students in relation to the social competence. The sample for the study is 1000 randomly selected secondary school students from the rural and urban areas of Jalandhar district in equal proportion. The tools of data collection were researchers self constructed and standardised scale- 'Internet Usage Scale by Saini S. and Kaur P. (2017) and the Social Competence Scale by Sharma and Shukla (1992) The results revealed that the internet usage of males is significantly more than the females and the internet usage of urban students is significantly more than the rural students. Further the findings reveal that there is significant difference between the Social competence scores of secondary school students having low high and average internet usage levels. But there is no significant difference between the social competence scores of students from the different subgroups formed with the interaction effect of Internet usage levels, gender and locale. With regard to the relationship between internet usage and the social competence; a significant negative relationship was found between the two variables.

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

I. INTRODUCTION

21st century has given us the gift of globalisation where the whole world has become one global unit. And internet is playing the role of a string which ties us all together. The rapid inventions, innovations and adaptations of internet is increasing its popularity and admiration in human being of all age groups be it infants, children, adolescents, young children and even the old age people. Some of the researchers acknowledge the

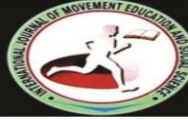


internet smart phones to be the new age baby sitter and the internet also contributes to reduce the loneliness of the old age people. Although there are lot of benefits of internet but excessive dependence on internet is a cause of concern for the human society. Internet is favored for school education whereas negative effects are also recorded . Excessive Internet use has been associated with problems with maintaining daily routines, school performance, and family relationships [1]. Through internet we are connected to the people at faraway places but are unaware with the feeling sand emotions of the person sitting besides us. It is good to be technology competence in the present modern technology oriented world but it is much more important to possess social competence because man is a social animal and he cannot live in isolation. Social Competence Social competence is usually defined as the ability to act effectively and appropriately in different social situations. Social competence is a complex, multidimensional concept consisting of social, emotional, cognitive and behavioural skills, needed for successful social adaptation. [1]. The life can be lead only with the support of each other so it is very important for a person to possess social competencies which can help him to be adjusted in the society and contribute to the development of the society. Adolescents are at the crucial stage of their development. They needs to be acquainted with the social norms, social values, social skills and social responsibilities expected from them because the future of the nation vests in the hands of these adolescents. And if our adolescents will be trapped by addictions of any kind be it drugs or technology; then the future of our nation will be endangered. So it is important to sensitise the adolescents, parents, teachers and society about the adverse effects of the excessive non essential use of the internet. Therefore the present paper deals with studying the Internet usage in relation to the social competence of the secondary school students.

1.1 Literature Review

Anita [2] conducted a study to analyze the perceived influence of Internet use on Social Competence, Emotional Maturity and General Wellbeing of adolescents belonging to different Residential Background, Gender, Academic Stream and Frequency of Internet Access. The data was raised from randomly selected 496 internet user adolescents. The findings of the study indicated that the Metropolitan and Non-metropolitan Internet user adolescents were in general the same on Social Competence; mean score of Male Internet user adolescents did not significantly different from the mean score of Female Internet user adolescents on Social Competence indicating that Male and Female Internet user adolescents were in general the same on Social Competence and the regular, moderate and infrequent Internet user adolescents were in general the same on Social Competence. It shows that there was no significant influence of frequency of internet access on Social Competence of internet user adolescents.

YaldaUhls [3] conducted an experimental research on the 105 sixth grade students from southern California .51 students were made to live together without even glancing at a smart phone, television or other digital screen and 55 other students were allowed to spend time with their electronic devices as they used to in their daily routine. After 5 days both the groups were shown pictures and videos depicting various emotions of the people. It was found that the students who were not allowed to use electronic devices improved significantly in reading the facial expressions and non verbal cues of emotions of other people. So it could be generalized that digital



devices such as smart phones, T V's and tablets are destroying the face to face social skills and making the kids emotionally dull.

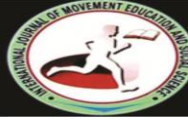
Zad&Mami[4] conducted a research on to “Investigate the Relationship between Internet Addiction and Social Skills& High School Students' Achievements”. The study was conducted on the 320 students, comprising of 150 girls and 170 boys from the two districts of Kermanshah City selected through cluster sampling. The data was collected using Internet Addiction Test (IAT), and The Inventory of Social Skills (TISS) .The findings of the research showed that Internet addiction significantly predict social skills and educational achievement, that is, the higher the scores for internet addiction, the lower the social skills and educational achievement. Therefore, the results imply that unlimited use of internet has a devastating 14 negative influence on both social skills and communications and educational achievements. Another result of this research was that there is not a significant difference in addiction to internet between girls and boys, that is, the level of addiction to internet is equal in both genders.

Gapsiso and Wilson [5] studied the Impact of Internet on teenager's face to face communication on a sample of 132 secondary school students. The study found out that the use of internet have some impact on face-to –face communication between teenager's and their friends and also appears to weaken the ties that bind them with family and friends. Internet use by the teenagers has reduced the time they spend engaging in face-to-face communication with their friends and family members. Moreover Internet usage has substantially reduced the desire of teenagers for face to face communication with their family members and friends. The teenagers reported that they prefer the Internet communication because it brings them much closer to their friends, helps them to make new friends and gives them limitless access to the world while maintaining their privacy.

Saini S. And Kaur P. [6]studied the relationship between Internet Usage and Family Environment of the secondary school students. The sample for the study was 200 students 100 male and 100 females selected from the class X of secondary schools of Jalandhar district. The results revealed that the Internet usage of males was significantly more than the females. No significant difference was found between the male and female students perception about their family environment. The researcher further found Internet Usage and Family Environment to have a negative relationship amongst them. The better the family environment the lesser will be the internet usage and the vise versa.

1.2 Significance of the Study

The study entitled Internet Usage in relation to the Social Competence of the secondary school students will be helpful in studying the Internet Usage and Social Competence levels of the adolescent students and finding out whether male and female and the rural and urban students significantly differ from each other in the internet usage and social competence levels. The study will help in assessing the significant difference in the social competence of the students reporting to have high average and low internet usage levels. The study will also be helpful in assessing as to which type of relationship exists between Internet Usage and the Social Competence. The study will be significant in sensitising the adolescents, parents, teachers, policy makers and other stakeholders about the adverse effects of the excessive non essential use of the internet on the personal and



social life of our adolescents. And how important it is to protect our adolescents who are the future of our nation from the trap of any type of addiction or dependence may it be on 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

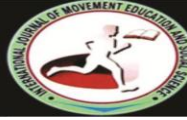
H4: There exists no significant relationship between Internet Usage and Social Competence scores of secondary school students.

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 2x2 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 2x2 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:

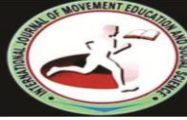


Table: II

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

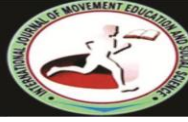
Sr. No.	Sources Of Variance	SS	DF	MSS	F VALUE	P VALUE	Result
1	Gender(A)	2637.376	1	2637.376	27.920	.000	Sig
2	Locale(B)	2085.136	1	2085.136	22.074	.000	Sig
3	Interaction(AxB)	66.564	1	66.564	.705	.401	Not Sig
4	Within	94084.440	996	94.462			

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 2x2 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 2x2 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:

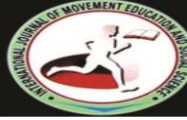


Table IV

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			

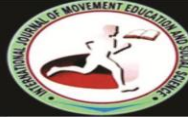
MAIN EFFECTS

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 the 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:

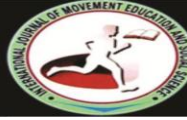
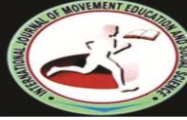


Table: VI

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 Usage	Male	M1=127.85 SD=11.41 N=68	M2=117.17 SD=13.59 N=87	MSCHIUM=121.86 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	MSCUM=143.86 SD=24.26	MSCM=149.65 SD=24.54



		N=250	N=250	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

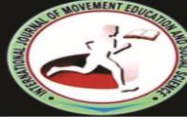
Summary Of ANOVA On The Scores Of Social Competence Of Secondary School Students In Relation To Three Levels Of Internet Usage,Two Categories Of Gender And Two Categories Of Locale

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 GenderX 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.

INTERACTION EFFECT (TWO ORDER)

Social Competence (Internet Usage Levels X Gender)

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 3.414 and the 'p' value is .033. 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 from the subgroups formed through the interaction of Internet usage levels and gender does differ from each other significantly. Since the difference is reported to be significant in the F test. So for further analysis 't' test has been undertaken between the subgroups created through the interaction of gender and locale and the summary is presented in the table VIII below.

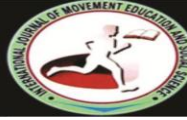


Table: IX

Summary of ‘T’ Values For The Subgroups in Respect to Social Competence Scores for The Interaction Between Three Subgroups Of Internet Usage Levels And Gender

Group. No.	Variable	Stats.	Variable	Stats.	‘t’ value	‘p’ value	Result
1.	HIUM	MSCHIUM=121.86 SD=13.71 N=155	HIUF	MSCHIUF=135.69 SD=14.23 N=119	8.12	.000	Sig
2.	HIUM	MSCHIUM=121.86 SD=13.71 N=155	AIUM	MSCAIUM=154.17 SD=10.46 N=243	25.56	.000	Sig
3.	HIUM	MSCHIUM=121.86 SD=13.71 N=155	AIUF	MSCAIUF=162.64 SD=10.20 N=213	32.70	.000	Sig
4.	HIUM	MSCHIUM=121.86 SD=13.71 N=155	LIUM	MSCLIUM=181.10 SD=13.91 N=102	33.69	.000	Sig
5.	HIUM	MSCHIUM=121.86 SD=13.71 N=155	LIUF	MSCLIUF=191.92 SD=14.61 N=168	44.34	.000	Sig
6.	HIUF	MSCHIUF=135.69 SD=14.23 N=119	AIUM	MSCAIUM=154.17 SD=10.46 N=243	13.96	.000	Sig
7.	HIUF	MSCHIUF=135.69 SD=14.23 N=119	AIUF	MSCAIUF=162.64 SD=10.20 N=213	19.59	.000	Sig
8.	HIUF	MSCHIUF=135.69 SD=14.23 N=119	LIUM	MSCLIUM=181.10 SD=13.91 N=102	23.89	.000	Sig
9.	HIUF	MSCHIUF=135.69 SD=14.23 N=119	LIUF	MSCLIUF=191.92 SD=14.61 N=168	32.46	.000	Sig
10.	AIUM	MSCAIUM=154.17 SD=10.46 N=243	AIUF	MSCAIUF=162.64 SD=10.20 N=213	8.72	.000	Sig



11.	AIUM	MSCAIUM=154.17 SD=10.46 N=243	LIUM	MSCLIUM=181.10 SD=13.91 N=102	19.72	.000	Sig
12.	AIUM	MSCAIUM=154.17 SD=10.46 N=243	LIUF	MSCLIUF=191.92 SD=14.61 N=168	30.52	.000	Sig
13.	AIUF	MSCAIUF=162.64 SD=10.20 N=213	LIUM	MSCLIUM=181.10 SD=13.91 N=102	13.29	.000	Sig
14.	AIUF	MSCAIUF=162.64 SD=10.20 N=213	LIUF	MSCLIUF=191.92 SD=14.61 N=168	22.99	.000	Sig
15.	LIUM	MSCLIUM=181.10 SD=13.91 N=102	LIUF	MSCLIUF=191.92 SD=14.61 N=168	6.00	.000	Sig

From the Table VIII it can be observed that the mean social competence of each subgroup significantly differs from the other. The highest mean social competence scores (191.92) are of the females having low level of internet usage and the lowest social competence mean scores(121.86) are of the males with high internet usage levels. It indicates that internet usage levels and the gender do influence the social competence.

Social Competence (Internet Usage Levels X Locale)

Table VII depicts that the F value of the interaction effect of three levels of internet usage and the locale is 2.921 the 'p' value is .054. Since the 'p' value is more than .05, it can be concluded that the F value is not significant. It indicated that the social competence scores of the students from the different subgroups created with the interaction effect of Internet usage levels and the locale are at similar levels and does not differ from each other significantly.

INTERACTION EFFECT (THREE ORDERS)

Social Competence (Internet Usage Levels X Gender X Locale)

Table VII depicts that the F value of the interaction effect of three levels of internet usage, gender and the locale is 2.921 the 'p' value is .064. Since the 'p' value is more than .05, it can be concluded that the F value is not significant. It indicated that the social competence scores of the students from the different subgroups created with the interaction effect of Internet usage levels, gender and the locale are at similar levels and does not differ from each other significantly.

Interpretation

1. There is significant difference between the social competence scores of secondary school students having low internet usage level, average internet usage level and high internet usage level. The social



competence of students having low internet usage is highest and the students with high internet usage level report the lowest level of social competence.

2. There is significant interaction effect of internet usage levels and gender on the social competence scores of secondary school students.
3. There is no significant interaction effect of internet usage levels and locale on the social competence scores of secondary school students.
4. There is no significant interaction effect of Internet usage levels, gender and locale on the social competence scores of the secondary school students.

The Hypotheses III states that there exists no significant Interaction effect of Internet Usage levels, Gender and Locale on the Social Competence scores of the secondary school students. But from the ANOVA test it is found that there difference in the social competence scores on the basis of different levels of internet usage is significant among the three groups of students. But the second order interaction and the third order interactions are not significant it indicates that the social competence scores of the subgroups formed due to the interaction of internet usage levels, gender and locale do not differ significantly from each other. Anita[2] also reported in her study that the male and female internet users and the metropolitan and non metropolitan internet users were reported to be having same level of social competence.[4] also found that the male and female students and the students from government and private schools are at same level of social competence.

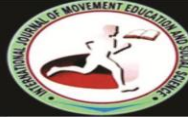
Objective 4: To study the relationship between Internet Usage and Social Competence of the secondary school students.

Table: X

Table Showing The Correlation Between The Internet Usage And The Social Competence

Variable	N	Mean	SD	'r' value	'p' value	Result
Internet Usage	1000	60.52	9.95	-0.94	.000	Sig (at 0.05level)
Social Competence	1000	157.86	25.97			

Table IX depicts the correlation results of internet usage scores with the social competence scores of the secondary school students. The mean Internet Usage scores of 1000 sample size is 62.52 with the SD 9.95. The mean social competence scores of the 1000 sample size is 157.86 with SD 25.97. The 'r' value is -0.94 and the 'p' value is .000. Since the 'p' value is less than .05 the H4 stating that there exists no significant relationship between Internet Usage and Social Competence scores of secondary school students stands rejected. It means that there does exist a strong significant negative relationship between the internet usage and the social competence scores of the secondary school students. The increase in the internet usage of the students results into decreased social competence and the vice versa. Therefore it can be concluded that the social competence of the students decreases with the excessive use of internet. These findings are consistent with the findings of [5] who reported that the internet usage has substantially reduced the Desire of teenagers for face to face communication with their family members and friends. [4] also reported in their research that unlimited use of internet has negative influence on social skills education and communication of adolescence. [2] also supported

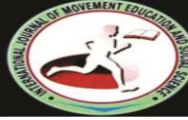


in their research that the digital devices such as smart phones TV and tablets are destroying the face to face social skills and are making the kids emotionally dull.

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 than 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 than the male 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 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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