

**SOCIAL MEDIA USAGE AND SOCIO-EMOTIONAL
INTELLIGENCE AMONG ADOLESCENTS**

Thesis

**Submitted to the Punjab Agricultural University
in partial fulfillment of the requirements
for the degree of**

MASTER OF SCIENCE

in

**HUMAN DEVELOPMENT AND FAMILY STUDIES
(Minor Subject: Extension Education and Communication Management)**

By

**HEENA KAURA
(L-2018-HSc-335-M)**

**Department of Human Development and Family Studies
College of Community Science
© PUNJAB AGRICULTURAL UNIVERSITY
LUDHIANA - 141 004**

2020

CERTIFICATE-I

This is to certify that the thesis entitled, “**Social media usage and socio-emotional intelligence among adolescents**” submitted for the degree of **Master of Science**, in the subject of **Human Development and Family Studies** (Minor subject: **Extension Education and Communication Management**) of the Punjab Agricultural University, Ludhiana, is a bonafide research work carried out by **Heena Kaura (L-2018-HSc-335-M)** under my supervision and that no part of this thesis has been submitted for any other degree.

The assistance and help received during the course of investigation have been fully acknowledged.

(Dr. Sarita Saini)
Major Advisor
Professor
Department of Human Development and
Family Studies
Punjab Agricultural University,
Ludhiana-141 004, Punjab, India.

CERTIFICATE II

This is to certify that the thesis entitled "**Social media usage and socio-emotional intelligence among adolescents**" submitted by **Heena Kaura (L-2018-HSc-335-M)** to the Punjab Agricultural University, Ludhiana, in partial fulfillment of the requirements for the degree of M.Sc. in the subject of **Human Development and Family Studies** (Minor subject: **Extension Education and Communication Management**) has been approved by the Student's Advisory Committee along with Head of the Department after an oral examination on the same.

(Dr. Sarita Saini)
Major Advisor

(Dr. Deepika Vig)
Head of the Department

(Dr. Gurinder Kaur Sangha)
Dean Postgraduate Studies



External Examiner

Dr. Gaytri Tiwari
Associate Professor & Head
Deptt. of Human Development & Family
Studies, College Community & Applied
Sciences, MPUA&T, Udaipur
(Rajasthan)

ACKNOWLEDGEMENT

Foremost of all, I express my sincere gratitude to the “**almighty god**” for his benign blessing hand and bestowing a healthy and creative environment throughout my carrier.

Words are compendious in expressing my profound indebtedness to my major advisor **Dr. Sarita Saini, Professor, Deptt. of Human Dvelopment and Family Studies**, who is objective and humanitarian in principles, for her scholarly guidance in shaping the thesis in this form. Her ability, perseverance, parental inspiration, constant encouragement, invaluable suggestions and administrative help sustained my efforts for completion of this work in time. I consider myself fortune.

In recognition to the support and help extended by my advisory committee members namely **Dr. Deepika Vig, Professor cum Head, Deptt. of Human Dvelopment and Family Studies, Dr. Tejpreet Kaur Kang, Professor Deptt. of Human Dvelopment and Family Studies and Dr Preeti Sharma, Assistant Professor Deptt. of Extension Education and Communication Management.** I am grateful to them for their able guidance, kind suggestions during the course of investigation.

Acknowledgement perhaps is too narrow in scope to express my reverence to all teaching and non-teaching staff members of department of human development and family studies.

My vocabulary utterly fails in expressing my profound gratitude to my supportive and loving family; my father **Dr. Kamal Kaura**, my mother **Dr. Preeti Kaura** whose unconditional love and sacrifice can never be forgotten and whose ever willing help has a great role in my life endeavors. No Words are complementary to acknowledge the love and warmth rendered by my dear brother **Dr. Khushdeep Kaura**.

A word of appreciation will not compensate for the ever willing help and cooperation by my seniors **Sangeeta Sadola, Parul Kalia and Nidhi Mathoriya.** A special thanks to all my seniors for their support and for the memorable moments during my degree programme.

Cheerful acknowledgements are expressed to galaxy of my friends – **Vitasta, Palak, Jasmeen, Shatakshi and Vanika** for their help and good wishes.

Mr. Deepak Kumar and Mr. Beer Bahadur (Ekta Computer Centre, Opp. P.A.U. Gate No.3, Ludhiana) deserve special thanks for bringing out this manuscript in its presentable form.

Everyone must have not been mentioned but none is forgotten.

Place :

Heena Kaura

Date:

Title of Thesis	: Social media usage and socio-emotional intelligence among adolescents
Name of the Student and Admission No.	: Heena Kaura (L-2018-HSc-335-M)
Major Subject	: Human Development and Family Studies
Minor Subject	: Extension Education and Communication Management
Name and Designation of Major Advisor	: Dr. Sarita Saini Professor
Degree to be Awarded	: M.Sc.
Year of award of Degree	: 2020
Total Pages in Thesis	: 86 + Annexures (x) + VITA
Name of University	: Punjab Agricultural University, Ludhiana – 141 004, Punjab, India

ABSTRACT

The present study was undertaken on a sample of 200 adolescents randomly selected from four Government Senior Secondary Schools of Ludhiana city of Punjab. A Self-Structured Personal Information Sheet and Social Media Usage Questionnaire were used to document demographic profile and assess Social Media Usage among selected adolescents. Social Intelligence Questionnaire by Stellar (2014) and Emotional Intelligence Questionnaire by London Leadership Academy (2016) were utilized to assess Socio-Emotional Intelligence among respondents. Irrespective of gender WhatsApp, Facebook and Instagram were found to be the most frequently used social media sites among adolescents. All the respondents predominantly used these sites for the purpose of spending leisure time. Boys were found to be more frequent and active users of social media sites in terms of having more number of functional accounts, duration of usage, varied activities on social media and posts on social media and had significantly more followers on Facebook and Instagram. Girls as compared to their male counterparts were better aware about the privacy issues related to social media usage and refrained from sharing the confidential information but they strongly perceived it as an influencing platform. Irrespective of gender, majority of adolescents reported 'high or medium level' of Social as well as Emotional Intelligence. Social media usage was found to be significantly positively correlated with 'demonstrative empathy' and 'tolerance' dimensions of Social Intelligence among girls as well as 'empathy' dimension of Emotional Intelligence and 'overall' Emotional Intelligence among boys. Further, non-significant contribution of Emotional Intelligence and Social Intelligence was ascertained towards Social Media Usage among adolescents.

Keywords: Social Media Usage, Social Intelligence, Emotional Intelligence, Adolescents

Signature of Major Advisor

Signature of the Student

ਖੋਜ ਦਾ ਸਿਰਲੇਖ	: ਕਿਸ਼ੋਰਾਂ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਅਤੇ ਸਮਾਜਿਕ-ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ
ਵਿਦਿਆਰਥੀ ਦਾ ਨਾਂ ਅਤੇ ਦਾਖਲਾ ਨੰਬਰ	: ਹਿਨਾ ਕੌੜਾ (ਐੱਲ-2018-ਐੱਚ.ਐੱਸ.ਸੀ.-335-ਐੱਮ)
ਪ੍ਰਮੁੱਖ ਵਿਸ਼ਾ	: ਮਨੁੱਖੀ ਵਿਕਾਸ ਅਤੇ ਪਰਿਵਾਰ ਅਧਿਐਨ
ਸਹਿਯੋਗੀ ਵਿਸ਼ਾ	: ਵਿਸਥਾਰ ਸਿੱਖਿਆ ਅਤੇ ਸੰਚਾਰ ਪ੍ਰਬੰਧਨ
ਮੁੱਖ ਸਲਾਹਕਾਰ ਦਾ ਨਾਂ ਅਤੇ ਅਹੁੱਦਾ	: ਡਾ. ਸਾਰਿਤਾ ਸੈਣੀ ਪ੍ਰੋਫੈਸਰ
ਡਿਗਰੀ	: ਐੱਮ.ਐੱਸ.ਸੀ.
ਡਿਗਰੀ ਨਾਲ ਸਨਮਾਨਿਤ ਕਰਨ ਦਾ ਸਾਲ	: 2020
ਖੋਜ ਪੱਤਰ ਵਿੱਚ ਕੁੱਲ ਪੰਨੇ	: 86 + ਅੰਤਿਕਾਵਾਂ (x) + ਵੀਟਾ
ਯੂਨੀਵਰਸਿਟੀ ਦਾ ਨਾਮ	: ਪੰਜਾਬ ਖੇਤੀਬਾੜੀ ਯੂਨੀਵਰਸਿਟੀ, ਲੁਧਿਆਣਾ-141 004 ਪੰਜਾਬ, ਭਾਰਤ ।

ਸਾਰ-ਅੰਸ਼

ਮੌਜੂਦਾ ਅਧਿਐਨ ਪੰਜਾਬ ਦੇ ਲੁਧਿਆਣਾ ਸ਼ਹਿਰ ਦੇ ਚਾਰ ਸਰਕਾਰੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲਾਂ ਵਿੱਚੋਂ ਬੇਤਰਤੀਬੇ ਚੁਣੇ ਗਏ 200 ਕਿਸ਼ੋਰਾਂ ਦੇ ਨਮੂਨਿਆਂ ਤੇ ਕੀਤਾ ਗਿਆ। ਇੱਕ ਆਪ-ਤਿਆਰ ਕੀਤੀ ਵਿਅਕਤੀਗਤ ਜਾਣਕਾਰੀ ਸ਼ੀਟ ਅਤੇ ਸੋਸ਼ਲ ਮੀਡੀਆ ਉਪਯੋਗਤਾ ਪ੍ਰਸ਼ਨਾਵਲੀ ਦੀ ਵਰਤੋਂ ਡੈਮੋਗ੍ਰਾਫਿਕ ਪ੍ਰੋਫਾਇਲ ਨੂੰ ਦਸਤਾਵੇਜ਼ ਕਰਨ ਅਤੇ ਚੁਣੇ ਗਏ ਕਿਸ਼ੋਰਾਂ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ ਉਪਯੋਗਤਾ ਦਾ ਮੁਲਾਂਕਣ ਕਰਨ ਲਈ ਕੀਤੀ ਗਈ ਸੀ। ਸਟੈਲਰ (2014) ਦੀ ਸਮਾਜਿਕ ਬੁੱਧੀ ਪ੍ਰਸ਼ਨਾਵਲੀ ਅਤੇ ਲੰਡਨ ਲੀਡਰਸ਼ਿਪ ਅਕੈਡਮੀ (2016) ਦੀ ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ ਪ੍ਰਸ਼ਨਾਵਲੀ ਦਾ ਇਸਤੇਮਾਲ ਉੱਤਰ ਦੇਣ ਵਾਲਿਆਂ ਵਿੱਚ ਸਮਾਜਿਕ-ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ ਦਾ ਮੁਲਾਂਕਣ ਕਰਨ ਲਈ ਕੀਤਾ ਗਿਆ। ਵਟਸਐਪ, ਫੇਸਬੁੱਕ ਅਤੇ ਇੰਸਟਾਗ੍ਰਾਮ ਲੜਕੇ ਅਤੇ ਲੜਕੀਆਂ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਵਰਤੀਆਂ ਜਾਂਦੀਆਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਪਾਈਆਂ ਗਈਆਂ। ਸਾਰੇ ਉੱਤਰਦਾਤਾ ਮੁੱਖ ਤੌਰ ਤੇ ਇਹ ਸਾਈਟਾਂ ਮਨੋਰੰਜਨ ਲਈ ਸਮਾਂ ਬਿਤਾਉਣ ਦੇ ਉਦੇਸ਼ ਨਾਲ ਵਰਤਦੇ ਸਨ। ਲੜਕੇ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਦੇ ਵਧੇਰੇ ਵਰਤੋਂ ਵਾਲੇ ਕਿਰਿਆਸ਼ੀਲ ਉਪਭੋਗਤਾ ਪਾਏ ਗਏ। ਲੜਕੀਆਂ ਦੇ ਮੁਕਾਬਲੇ ਉਹਨਾਂ ਦੇ ਜ਼ਿਆਦਾ ਫਾਲੋਅਰਜ਼ ਸਨ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਗਤੀਵਿਧੀਆਂ, ਪੋਸਟਾਂ, ਕਾਰਜਸ਼ੀਲ ਖਾਤਿਆਂ ਵਿੱਚ ਵੀ ਉਹ ਲੰਬੇ ਸਮੇਂ ਤੋਂ ਆਗੂ ਸਨ। ਲੜਕੀਆਂ ਦੀ ਤੁਲਨਾ ਵਿੱਚ ਲੜਕੀਆਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਨਾਲ ਸੰਬੰਧਤ ਗੋਪਨੀਯਤਾ ਦੇ ਮੁੱਦਿਆਂ ਬਾਰੇ ਚੰਗੀ ਤਰ੍ਹਾਂ ਜਾਣੂ ਸਨ ਅਤੇ ਗੁਪਤ ਜਾਣਕਾਰੀ ਨੂੰ ਸਾਂਝਾ ਕਰਨ ਤੋਂ ਗੁਰੇਜ਼ ਕਰਦੀਆਂ ਸਨ, ਪਰ ਉਨ੍ਹਾਂ ਨੇ ਇਸਨੂੰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਮੰਚ ਵਜੋਂ ਜ਼ਿਆਦਾ ਮਹੱਤਤਾ ਦਿੱਤੀ। ਬਹੁਗਿਣਤੀ ਕਿਸ਼ੋਰ ਲੜਕੇ ਅਤੇ ਲੜਕੀਆਂ ਸਮਾਜਿਕ ਅਤੇ ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ ਦੇ 'ਉੱਚ ਜਾਂ ਦਰਮਿਆਨੇ ਪੱਧਰ' ਤੇ ਪਾਏ ਗਏ। ਲੜਕੀਆਂ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਦਾ ਉਹਨਾਂ ਦੀ ਸਮਾਜਿਕ ਬੁੱਧੀ ਦੇ 'ਪ੍ਰਦਰਸ਼ਵਾਦੀ ਹਮਦਰਦੀ' ਅਤੇ 'ਸ਼ਹਿਣਸ਼ੀਲਤਾ' ਦੇ ਮਾਪਾਂ ਨਾਲ ਅਰਥਪੂਰਨ ਅਤੇ ਸਕਾਰਾਤਮਕ ਸੰਬੰਧ ਵੇਖਿਆ ਗਿਆ। ਜਦਕਿ ਲੜਕੀਆਂ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਦਾ ਉਹਨਾਂ ਦੀ ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ ਦੇ 'ਹਮਦਰਦੀ' ਮਾਪ ਅਤੇ 'ਸਮੁੱਚੀ ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ' ਨਾਲ ਅਰਥਪੂਰਨ ਅਤੇ ਸਕਾਰਾਤਮਕ ਸੰਬੰਧ ਪਾਇਆ ਗਿਆ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਕਿਸ਼ੋਰਾਂ ਦੀ ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ ਅਤੇ ਸਮਾਜਿਕ ਬੁੱਧੀ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਦਾ ਯੋਗਦਾਨ ਗੈਰ-ਮਹੱਤਵਪੂਰਨ ਸੀ।

ਮੁੱਖ ਸ਼ਬਦ: ਕਿਸ਼ੋਰ, ਭਾਵਨਾਤਮਕ ਬੁੱਧੀ, ਸੋਸ਼ਲ ਬੁੱਧੀ, ਸੋਸ਼ਲ ਮੀਡੀਆ ਵਰਤੋਂ

CONTENTS

CHAPTER	TOPIC	PAGE NO.
I	INTRODUCTION	1-8
II	REVIEW OF LITERATURE	9-22
III	MATERIAL AND METHODS	23-31
IV	RESULTS AND DISCUSSION	32-71
V	SUMMARY	72-76
	REFERENCES	77-86
	ANNEXURES	i-x
	VITA	

LIST OF TABLES

Table No.	Title	Page No.
4.1	Demographic profile of the respondents	33
4.2	Distribution of adolescents across varying types of Social Media Usage	40
4.3	Distribution of adolescents across varying purposes of Social Media Usage	41
4.4	Gender-wise distribution of adolescents across frequency of Social Media Usage	42
4.5	Gender-wise distribution of adolescents with respect to their connectivity and safety awareness during Social Media Usage	46-47
4.6	Gender-wise distribution of adolescents across varying levels of Overall Social Media Usage	53
4.7	Gender-wise distribution of adolescents across different dimensions and levels of Social Intelligence	54
4.8	Gender-wise mean score (\pm S.D.) differences across different dimensions and level of Social Intelligence among adolescents	60
4.9	Gender-wise distribution of adolescents across different domains and levels of Emotional Intelligence	61
4.10	Gender differences in mean score (\pm S.D.) distribution across varying domains and levels of Emotional Intelligence	65
4.11	Correlation between dimensions of Social Intelligence and Social Media Usage among adolescent boys and girls	66
4.12	Correlation between domains of Emotional Intelligence and Social Media Usage among adolescent boys and girls	67
4.13	Estimates of linear regression of Social and Emotional Intelligence contributing towards Social Media Usage among adolescents	68

LIST OF FIGURES

Figure No.	Title	Page No.
1	Sample Selection	24
2	Demographic profile of the respondents	34-38
3	Distribution of adolescents across varying types of social media usage	40
4	Distribution of adolescents across varying purposes of social media usage	41
5	Gender-wise distribution of adolescents across frequency of social media usage	43-45
6	Gender-wise distribution of adolescents with respect to their connectivity and safety awareness during social media usage	48-51
7	Gender-wise distribution of adolescents across varying levels of overall social media usage	53
8	Gender-wise distribution of adolescents across different dimensions and levels of social intelligence	55-58
9	Gender-wise distribution of adolescents across different domains and levels of Emotional intelligence	62-64

CHAPTER-I

INTRODUCTION

Adolescence is defined as a period that begins at puberty and ends with adulthood. In accordance to the individualized patterns of extensive physical and psychological changes, there are variations from person to person for exact demarcation of adolescent period. Usually the people aged 12 to 20 years can be considered as adolescents. Ranges of psychological changes are marked by observable physical changes, which display themselves throughout the adolescence. According to Ozdemir *et al* (2016) the variations of period of adolescence are being remarked by some of the authors as, recent singularity and new recognition. The sound path of crossing this period will evidently strike personal viewpoint on existence. Individual becomes matured with sensual, external spiritual development as well as intellectual and sociable transformations. Subsequent to these variations adolescents seem as adults but are deficit of reflecting and executing as them. Greatly they prompt outer transposition and make efforts to become liberal. They have hopes from self, family and community at large. The term 'adolescence' invites many disputing notions and sentiments. According to parents, educationists, social scientists, public health experts and probably adolescents themselves this period is fascinating aggregate of penetrability. When it comes to body it react and act as it thought of 'adults' and sense and core that may be constantly sentient as a 'child's'. Psychological changes include search for identity, personal liberty, appropriate sex role attainment and social changes which necessarily includes peer group relations. Peers usually aid in unfolding the question of self- identity in adolescence. Consistent and meaningful recognition for achievement and accomplishment by peers is must for adolescents for sake of attaining robust and healthful self-individuality. Adolescents require acceptability, respect and freedom but in case these elements are missing in their life then it leads to negated health behaviour. Adolescence is a period in which producing and preserving friendship connections plays vital role. In this stage of life, parent relationships are displaced by peer groups as key source of social support. According to Erikson (1959) exploration of individuality includes the creation of purposeful perception about oneself in which past, present and future are affiliated to one another. Positive psychosocial adjustment has been affixed to positive peer relations. In the pursuance of research carried by Roherbeck and Garvin (2014) in adolescence peer group relation are chief and in some areas are more vital than parent-child relations. During adolescence there is change in priorities, framework and mode of peer relationships and this dramatically widens the pool of peers. In life of adolescents peer groups provides independence from parents. A peer group together decides regarding various activities and behaviours that are important to them. As in comparison to other groups peer groups provides environment of liberty, equality as well as thrill. Peer group interactions become more active and frequent through social media usage. Akram and Kumar (2017) described that usage of

social media as the interplay between groups or particulars to generate, share and exchange images, ideas, videos and several other items on the internet and in deceptive sociality. Children now-a-days are being surrounded by mobile devices and interacting social networking sites such as facebook, twitter, whatsapp and Instagram.

Social media usage supersedes face-to-face communication especially among adolescents. The face to face communication has been modified to screen communication. They become habitual of connecting online instead of being a person. As it seems straightforward and easy mechanism that is why its usage is widely accepted. Usage of social media is considered as a positive transformation but sadly it has made people 'antisocial' than ever before. Teenagers are much more impacted by this as they are unable to know differences between 'true' and 'fake' relations. Due to usage of social networking sites they fabricate their own world which is far away from the reality of life. It has become matter of worry for parents because their children spend much of their waking hours using social media. Parents are much keen to know the connectivity and the friend circle of their wards. Although children do not like interference of their parents in their personal lives so they use the key of 'password' to protect their privacy. But being adolescents they do not know about dangers present in life that is why they get struck into miseries of virtual world.

Currently adolescents are seen to be trapped in the excessive usage of social networking sites in their quest for identity formation. Teens may become enslaved to connectivity of peers and are able to achieve it through social media. As an outcome, young spectators may be largely impacted at this developmental stage. The sudden arrival social media platform has transformed the ways in which adolescent develop identity towards their own self, socialization and their perception about world around them. The platform of social media now consists of vital tasks of development for adolescents that leads them to build irrelevant casual relationships. These platforms provide provoking new ways that influences their identities. It is true that alongside using social media adolescents confront many more challenges. They are constantly in an urge of considering a sense of their real identification and how it relates to the world. Consequently, the increased usage of social media networks usually makes social as well as emotional development of these vulnerable young adolescents more challenging. The influence of social media on young adolescents is considered to be two-ply that is it can be both positive and negative, all depending upon adolescents' exposure to it. When it comes to its positivity it is a precious instrument for occupational growth and development. These sites may be utilized to enhance an individual's network capacity and to commerce their skills. But while considering the darker side that is the negativity, the internet is sagged with numerous hazards associated with online society. 'Cyber bullying' which is a well-known risk, is a kind of oppression that comes through the usage of electronic media. Cyber bullying includes teasing, gossiping, insulting, lies, name calling and threats. The

effects of cyber bullying are not physical but they still leave intense emotional scars. Privacy and confidential information is not to be shared over social media sites. Teenagers unknowingly often share their private as well as social information with unknown strangers and these strangers become a kind of online predators.

'Social Media' is a term composed of two words. The word 'Social' indicates interconnection or communication among individuals or groups whereas word 'Media' introduces itself as conveyance employed for interconnection or communication. Hence, 'Social Media' incorporates applications and websites which permit the users to generate and share different subject matters. It also helps to engage in social networking. It acts as channel of communication which has grasped a spectacular rise in present scenario. Social media is effective enough in creating worthwhile influence on what and how people communicate with each other. Social media or social networking has occupied essential part in our daily lives. People usually switch to social networks for fulfilling their daily dose of information. Social media is computer based technology that encourages building or sharing of various innovative ideas, career likings, knowledge and much different form of demonstrations through virtual societies and networks. Some of the common characters that highlights social media are they are an internet based applications, they view user-based content like posts, comments, videos, images and the stuff produced from online interactions and Social media enhances linking of user-profile with that of groups as well as individuals. Users commonly find their way to social media through web based processing on tablets, desktops and laptops or various applications that is achieved from downloading on their mobile gadgets. The participation of users can be seen on this highly interactive platform when they share, generate, hold forth and convert content that is being posted online. The shift in adolescent's social media usage is an excellent example to explain how technology has evolved.

Social networking sites provide the platform of expression for adolescents. These sites provide convenience to adolescents to display their likes and dislikes. They also achieve spontaneous response about the posts they posted on the walls of social networking sites. The teenagers try to follow unrealistic standards and always desire to become 'perfect' in this virtual world. Today youth is spending its time on chatting, messaging, uploading photographs and modifying their profiles on social media sites. The smart phones and 4G connections enabled the youth for effortless reach to such sites. No single sphere or walk of life can be considered without social networking usage. Social media sites helps it's users to connect, share and give information and content to millions of others.

Social media aids in social growth of the society and also supports various kinds of business. It provides advantage like social media marketing that can reach a million of potential clients. The vitality of social media cannot be nullified as it plays very significant role in our daily lives. One can create marketing of their brands over these sites. Attainment

of customer support and their feedback can also be achieved through this platform. Social media is a good tool for the purpose of education too. By the use of these sites one can link with target audience. It is also a good way of accessing quality information. People who are seeking job can reach employers. Social media can act as wonderful tool for creating social awareness regarding any kind of social-cause.

Social media has opened up doors for worldwide opportunities and new possibilities. Social networking sites act as platform for sharing interests and likings with one another. Participation of adolescents over social media sites can benefit them in numerous ways. This active participation by the adolescents can provide them positive anticipation about themselves and world at large. It brings fortune for an individual to become part of communal activities through lifting finance for humanity and coming forward for native occasions. Through this not only person himself gets uplifted but also group creativeness is boosted by distributing and generating aesthetic and harmonious attempts. Blog creations, videos, gaming sites and growth of ideas can be observed through social networking sites. It promotes one's individual identity and distinctive social skills. In line with Valkenburg and Peter (2010) adolescents are viewed to surpass adults in term of usage of e- communication, for instance in terms of immediate messaging and social network sites. These sites serve as a platform for boosting self-esteem, development of relationship, friendship affirmation and sexual self-confirmation. Badri *et al* (2017) described that impact of social media on learning of school aged children. The outcome of study revealed that there is reciprocal relation among the performance that is perceived learning through social networks, and the impact of social networks. It is like any other media such as television, newspaper, radio but it is far more than just sharing information and ideas. In comparison to conventional media, social networking tools like face book, twitter, instagram, WhatsApp has promoted production and exchange of ideas much more quickly and widely Shahjahan and Chisty (2014). Therefore social media eases the life of individuals by providing him more chances of opportunity and achievements. Mingle and Adams (2015) stated that by participation and involvement in social media some students are able to see improvement in their reading skills. Furthermore, responders shared ideas, discussed and shared examination questions among themselves on social network. According to Kaplan and Haenlein (2012) interactive media is a group of internet-based applications that shapes on ideological and technological premise which sanction the generation and reciprocity of adopter-created content.

There are numerous reasons due to which teenagers tilted their interest in using social media sites. Social media sites provide the scope to teenagers to enhance their social capabilities. With the usage of social media youngsters feel less isolated. These sites provide adolescents a possibility to learn about new cultural and societal ideas and issues. When the teenagers use social networking sites they become better equipped to be a functioning citizen

of society. Online world aids adolescents to develop genuine world potentials that let them to become more autonomous. Social networking sites make adolescents to discover about worldwide activities and current issues beyond their close proximity.

According to research by Chaffe (2019) on social media, the users of social media across the world are 3.196 billion. Since January 2017 there is an increment in usage of social media by 13 per cent. Saudi Arabians are extensive social media users since January 2017 (32%), on an average there were about 17 per cent rise in social media using patterns universally. Nations other than this with the gigantic social media utilization comprise India, Indonesia and Ghana due to technological advancement and effortless approach to enormous populace. Pillai (2017) revealed that Indians adopts mobile phones for the purpose of entertainment and social communication. On an average Indian internet users spend 70 per cent of their time on Facebook, WhatsApp, Instagram, music and other entertainment apps whereas, people in U.S. spent about 50 per cent time on internet usage which even includes good amount of time on commerce, news and gaming. Out of 70 per cent Indians employs 38 per cent only to social network like Facebook and its further classes of apps – such as Instagram, twitter and WhatsApp. In India Facebook family dominance is greater than U.S., where their usage is 18 per cent of user's time. Youth of India spent about 12 hours on online communication. Indian teenagers are getting more affixed to social networking sites.

By the survey report of Tata consultancy service Sofia (2019) described that the Indian youth of age group 12 to 18 years are habitual of using online media on daily basis. There are about 72 per cent of Indian youth that owns their own smart phones and more than 50 per cent have reach to internet at their home. On average teenagers spend more than 60 minutes on Social Media. According to many of the teens it is not worthwhile using social media for the purpose of learning and career. Availability of social media is now simple through various applications of Smartphone, cheaper cost of smart phones and personalization and privatization social media via smart phone. Due to stable notifications by smart phones, it imposes number of users as compared to computers. In pursuance of CNET, Cipriani (2018) described that on an average there is spending of about 7 hours in using mobile applications on Facebook. Numerous amount of Indian users adopted using social media sites after availability of connections at low rates as provided by Reliance Jio. Teenage is marked as vital stage of development of child in which there is requirement of guidance, parental adherence, supervision and compassion. Social media provide a momentum in molding teenagers' behavior for life. Anderson and Jiang (2018) highlighted that the most popular online platforms among adolescents are Instagram, YouTube and snapchat, 95 per cent of young children have serviceability of smart phones and 45 per cent adolescents mention that they are frequently online. Buckley (2019) described that the investment of time by youngsters on social networking sites has elevated about 62.5 per cent following 2012 and

proceeds to expand. In accordance to last year spending of time by adolescents over the social media was approximately 2.6 hours per day. Experts have figured out that spending of more times on screens leads to enhancement in solitude and turmoil in teenagers.

Social media usage and its impact on adolescents are in agreement with each other. An evaluation done by Bryant *et al* (2006) on networking data collection revealed that there is promotion in suffering of adolescents, damage to oneself, and maladjusted domestics than ever before. As per the assessment done by Kavita (2015) in short span of time social networking sites have escalated immensely in the world and are used for logics and objectives. India is ranked as third country when it comes to high social and mobile gathering. It is seen that students spend much time on using social media than on their emails. The social media websites are noticed to destruct career and forthcoming of students. These sites mislead students from their studies. The foremost aim of students is education but they are being deviated from it which can lead to entire trouble of lack of time for focused education. According to Lee (2009) in his qualitative research on online connection and teenagers' societal bonding revealed a few cases which comprise behaviours as bullying, gang formation, texting and internet enslavement. Pearson (2011) reported the influence of social media on adolescents and families. He declared that there is presence of "social networking site" depression, that results in societal detachment of adolescents and they turn to dangerous web-sites for getting "support" which might feed maltreatment, uncertain genital practice, hostile or damaging behavior towards oneself. The ways of communication reported by Ahn (2011) in her qualitative research includes posting over their wall, renewing their status, feeding activities and outlines are used by youth for connecting with each other. In question to risk and benefit of social and emotional effect of social media, she found that adolescents can be both benefitted or risked by its usage. Foremost reason for teenagers to experience danger over social networking sites is due to lack of self-control and sensitivity for fellow harassment.

Wanajak (2011) displayed the impact of internet usage on senior secondary students. In accordance to research there is addiction among adolescents towards usage of internet. Some signs which highlighted internet addiction among adolescents are: ignoring other vital tasks to spend more time on internet, problematic relationship with members of family, friends or others, arrival of academic problems for instance frequent absence from school, low scores or bad performance due to excessive internet use, being incapable to regulate, lessen or end the usage of internet, raise in refutable negative expression just like acting harshly, screaming, uncontrolled bad temper, reduction in sleep etc., falsifying or hiding time spent while using internet, displaying psychological symptoms just as fear, less span of attention, stress, presenting physical health problems just as back pain, stress in eyes, putting on weight, and reduction in weight or dehydration, increasing extra time to use internet and giving more

preference to internet usage over other virtual activities of life.

The current involvement of adolescents in social media requires adequate maturity while taking any action because of the rising cases of exploitation through social media. Although social media has its own importance in making connection while ignoring demographic differences but it has its own deficiencies. Our intelligence, social maturity and emotional understanding play a vital role while we are dealing with the world alongside using social media. Using social as well as emotional intelligence while using social media sites help adolescents in productive usage and it also prevents them from trapping in any sort of risk while using the same.

The term 'Social Intelligence' was originally coined in 1920 by American psychologist Edward Thorndike. It is explicated as the competence of a person to comprehend others and perform accordingly in human connections. It is a potential in men and women, boys and girls to comprehend and tackle the situation and also helps them to take actions with wisdom to protect human relations. There is unique quality within human beings to get socialize and make connections with other individuals that makes them different. In agreement with theorists social intelligence was one of the prime operating forces of human brain evaluation. Human beings have invented politics, marriage, casual and romantic relationships to that extent which is not spotted in other animals. Because social intelligence is an abstract quality, measuring it is generally a process related to knowing one's intelligence quotient. In Howard Gardner's theory of multiple intelligences, it is marked as interpersonal intelligence, which is visualized as displaying feelings towards moods of others, their sentiments, characters, provocation and ability to collaborate to work as a segment of a team. Social intelligence is a vital extract of human relationships. Social intelligence among adolescents helps them to gain more accomplishments. It also aids them for adequate administration of information and abilities essential to apprehend and direct sentiments. Positive ambitions can be laid and attained through it. It also maintains positive relationships, and makes adolescents take responsible decisions specifically in world of social media. Socially intelligent people are attentive and they pay attention to subtle social cues from those around them which makes them least vulnerable to the negative effects of social media. People with lower social intelligence are remarked as having lower social adeptness. Still, some scientists believe that extent of social intelligence rely upon structured social contacts from young ages, letting individuals to flourish superior sense of others and their psychological. Stenberg (2016) explained that process of becoming more socially intelligent requires investigation to understand what motivates drives and influences people. Once we attain understanding about others and ourselves, better we can initiate molding our own social intelligence and also use this potential to achieve personal and collaborative sets. Social media sites usage has occupied major portion of our daily life. It is the inexpensive way to

retain relations. Social media is kind of service which let one to stay in-touch with someone and fight loneliness. The basic constituents of social media sites are set of people with whom one manages to maintain social bond and connectivity. Online networking helps to provide social support which will have direct and indirect impact on real life of teenagers. Adolescence is that phase of life in which one requires social connectivity. Social media sites aids in fulfilling these social demands of adolescents by providing them many features and facilities.

Salovey and Mayer (1990) marked the term Emotional Intelligence (EI) out for first time in literature. They consider EI correctly as intellectual caliber. Through execution of four category design of emotional intelligence by Salovey and Mayer, an emphasis is positioned on sentimental awareness, absorption of emotions, comprehending and controlling emotions. Bar-On (2002) deals with abilities of emotional recognition of oneself, self-attainment, mutual connections, strain sufferance, hopefulness etc. through which sentimental competence of an individual can be considered. Emotional intelligence is a persons' ability to identify emotions, both within self and others, distinguish between them, and use them to guide one's actions. Emotional intelligence of a person allows him to approach social situations simply and succeed in challenging circumstances. Many of the findings showed that people with high level of emotional intelligence displays better mental health, high performance in job, leading qualities etc.

Adolescence is a period of socio-emotional turmoil and establishing one's own identity (Erikson 1950). Adolescent emotions result from the experiences in environment and they enter in world where they start to perceive and react in accordance to their emotions. At this age emotions appear with robust energy and sometimes lead to dangerous socio-emotional outcomes. Emotions if handled carefully and wisely will lead to positivity and productivity in further life. Thus, it is emotional intelligence that helps a person to develop feelings of relatedness, capacity to communicate and potential to cooperate. Emotional intelligence also aids an individual to adapt in accordance with social situations leading to social aptness. Therefore, it becomes a necessity to understand emotions with intelligence. With this backdrop, the present study was planned to study the social media usage among the adolescents and its reciprocal impact on their socio-emotional intelligence.

Objectives

- i. To assess the social media usage, social intelligence and emotional intelligence among adolescents.
- ii. To determine the reciprocal impact of social media usage on social and emotional intelligence of adolescent boys and girls.
- iii. To prepare guidelines for parents, teachers and students of Senior Secondary classes for responsible use of social media.

CHAPTER-II

REVIEW OF LITERATURE

A comprehensive review of literature provides a description, summary and critical evaluation of the research works in relation to the research problem being investigated. It illustrates how the proposed research is related to prior research and depicts the relevance of the research problem. Therefore, it is imperative to review the literature already available in that particular area to build a sound foundation of knowledge on the topic of interest, to design the research programme, to analyze the data and interpret the findings.

A research entitled “Effects of online networking on well-being of Indian users” was undertaken by Shree (2010). The study explored the relationship between well-being and usage of Facebook in terms of communicative virtues as-faith, empathy, reciprocity and toleration. It also aimed at studying the gender differences in Facebook usage and revealing these virtues online as well as age differentials in Facebook usage and revealing of communicative virtues. The findings of the study divulged a positive relation between Facebook usage and communicative virtues resulting in ones well-being. The communicative virtues were positively predicted by attitude towards Facebook but not Facebook intensity of users. Also, Facebook intensity of users, revealing of toleration of disagreement and trust differed significantly among men and women. The outcomes of results also explained about higher Facebook intensity in younger generation (18-24, 25-34 years) with comparison to older ones (35-44 years). Older generations exhibited more empathy and reciprocal communication as compared to younger one.

The study conducted by Kalpidou *et al* (2011) on college students who experienced lower emotional adjustment to college life were reported to have higher number of friends on Facebook. Further the study revealed that lower self-esteem was reported by those students who spent much time in using Facebook than those who devoted less time on the same.

Youssef and Youssef (2011) in their article on “from emotional intelligence to cyber emotional intelligence” explained that each stage is remarked by different potential to expose and handle emotions. The motive of this article was to characterize social interactions used by people on internet and the kind of intelligence used by the people in same matter. Concept of ‘Cyber emotional intelligence’ had been given by this article.

A study on non-suicidal self-destruct, youth and the internet was undertaken by Duggan *et al* (2012). The results of the study suggested that teens while using social networking sites shared their non-suicidal self-destruct. Suggestions from the study pointed out that the way through which teens share their non-suicidal self-destructive involvements online (pictures of non-suicidal self-destruction, comments stimulating the behaviour) may assist to reinforce such behaviour in some teens when this sort of stuff is conveniently

available through the medium of social networking sites.

Facebook usage of about 1143 Australian college-age students was investigated by Rosen *et al* (2012). The findings of the study pointed out that major depressive disorders, narcissism, antisocial personality disorder, and uncontrollable behaviour were anticipated by one or more Facebook usage variable like general use, number of friends, and use for regulation of image.

The influence of social media on the development of adolescents was analyzed by Hur and Gupta (2013). The investigations revealed that children and adolescents were high users of social media across the world involving the usage of social networking sites such as Face book, Twitter and online magazine, video sharing and web blogs. The research pointed that social media influenced adolescent's friendship, individualism, mental growth as well as health. Social media had been found to be connected with depression, abuse and issues of personality. Additionally, study pointed out that social media acted as useful means for the promotion of public health education and enhancing creativity.

The relationship between students' emotional intelligence, social bond and their interaction in online learning environment was examined by Han and Johnson (2013). The results displayed that the potential to understand the emotions by facial expressions were negatively related to number of text and audio messages sent during synchronous interaction. Additionally, students' cord to online interaction is linked with management type interactions during synchronous discussion sessions.

The impact of the use of social media and emotional well being of adolescents was explored by Bourgeois *et al* (2014). The study employed new measures such as self in a social context, virtual connectedness sub-scale. It also analysed number of times students checked their facebook. Findings of the study suggested that social networking sites, yet used in dissimilar way by males and females, provide an essential ground for creation of social links across the groups.

The results of the study conducted by Lin *et al* (2014) on emotional disclosure on social networking sites depicted that Facebook users with large networks on Facebook discovered more positive emotion. Research showed an association between social networking sites and cognitive preferences, which as a result lead to emotional disclosure.

Online communication, social media and adolescent well-being was explored by Best *et al* (2014). The results of the study exposed opposite evidence while revealing limit of strong causal research on impact of mental well-being of young people by social media. This study highlighted that online technology was being increasingly used for the purpose of health and care of society but still there was necessity to do further research to provide surety that these online technologies were positively contributing to accelerate mental health care and support of young people.

The study was conducted to find the connection between social networking sites usage and recognizable level of social intelligence among students of Jordanian University by Bsharah *et al* (2014). Present study aimed to investigate Facebook usage in students and their awareness towards social intelligence. The investigation highlighted that enormous amount of students were dynamic users of Facebook. Students displayed positive correlation between Facebook usage and awareness of level of social intelligence. The recent study contradicts with negative opinion about the impact of Facebook on social life of students and also it was exposed that the usage of Facebook might help in providing assistance to students to develop social qualities and brilliance as it is platform where they have freedom of expression.

A research entitled “growing up weird: social networking sites and adolescent psychosocial development” was carried out by Shapiro and Margolin (2014). It was enlightened that the intentional reasons of use of social networking sites by adolescents are conventional in nature that is to remain in touch with friends, for making certain plans, and to display as a person in front of others. The findings of the research advocated that social networking sites are associated with social relatedness within adolescents, enhanced their personality by affability, self-respect, and quality of reaction that has been received through usage of social networking sites.

The research on adolescence, internet use, social adjustment and emotional intelligence was done by Merwe (2014). The motive of research was to examine the level to which emotional and interpersonal abilities are associated to use of internet. The evidence that was revealed by research is that social media usage will elude adolescent from actual social relationships and eventually direct to deplete their participation in social life.

Research regarding the effects of social media usage on mental health of young adults was conducted by Strickland (2014). The foremost motive of the study was to explore in what modes social media usage was concerned with mental health of young adults. The findings of the study identified the connection between magnified social media utilization in young adult populace and raised mental health issues in same populace.

A research was conducted by Reid and Weigle (2014) on benefits and risks of social media usage among adolescents. The results of study envisaged that social media is recent form of media that displayed several benefits to adolescents as well as it plays a significant role in their social lives. But on other hand there were numerous risks that can impact mental health as well as well-being of adolescents.

Assessment of the influence of social networking sites on adolescents was carried out by Deshmukh *et al* (2014). It was highlighted that dynamic social networking usage had risen all over the world from last ten years regardless of varied age groups. It is a familiar actuality that young adults and teenagers are most zealous users of such sites. The study exposed that there is growth and fruitful output in students when they use social media and also Social

media usage is beneficial for the all-round development of society by the medium of youngsters. Additionally social media usage aids in getting rid of isolation, in leisure time activities, making contacts with friends and relatives.

Study regarding Facebook usage and adolescents sentimental states of depression, anxiousness and strain was conducted by Labrague (2014). The study exposed that Facebook had taken place as prime trait in people lives and had grown into a fortress or fortified tower in our present society with more than 1 billion users all around the world- the plurality of which are college students. The findings of the study highlighted that time exhaustion on facebook was significantly linked with depression and anxiousness. Furthermore, frequency of facebook use is not straightly associated with negative sentimental condition. Nevertheless the time exhausted on Facebooking raised depression and anxiety count.

A study on profits and harm on children and adolescents while using social media was conducted by Tartari (2015). The findings of the study revealed that children and teenagers were positively affected as social media aids in increasing their communication skills, getting information, development of technical potentials, and the way in which they can use present technology. Other ways round same were having risk of Facebook depression, cyber bullying, and online sexual harassments. The conclusion of study elucidated that the generation of “alertness” among parents and teachers can help in removing the risk faced by pre-teenagers and teenagers on social media.

A research on emotions and digital technologies was carried out by Puche (2015). The results displayed that sighted emotions are fixed to use of technology and internet act as a space where emotions are operated and conveyed. In conclusion study presented that technology not only trigger the emotions in users and serve as channel for the declaration of sentiment, but also guide the way in which this sentiment is harmonized, blowed and presented.

A research was carried out by Rashid (2015) on online befriending on Facebook and social capital on 456 Facebook users in three universities of Assam. The study explored the role of Facebook in molding our interpersonal relationships. The findings of the study exposed that Facebook enabled its users to handle a wider network of weak bonds and enhanced social capital connectivity. The present research suggested that social networking sites can bolster past and weaker tie relationships as well as strengthen stronger ties. Finally, the findings of the research also revealed that Facebook usage made relationships much clearer that relied on quality, longevity, intimacy and regular face to face contact of existing relationship. Furthermore, close relationships were not affected by usage of Facebook.

Relationship between social networking with identity illusion and effects on mental health was examined by Saha and Ahuja (2015). The research implied that about 86 per cent of teenagers were deviated in the way of this in effect phenomenon. The results of the study

revealed that enormous utilization of social networking sites leads to lower mental health thus resulting in weakening self-esteem, curb social communications, cheerlessness, uncontrollable conduct and self-absorption.

The ways by which social media present as framework that architects sentimental maturity within youngsters were explored by Wood *et al* (2015). The study pointed out that there is increment in use of social media by youth every year. When it comes to solitude, friendship and preservation of relationship then social media has positive impact within adolescents. Social media gave rise to relationship disputes in adolescents. Social media site especially Facebook have both good and bad effects over sentimental signs and other issues related to cognition. Social media plays a part in formulation of personality by aiding young users to practice various behaviours and methods of communication. The results of study featured that there are more positive results of usage of social media in boys as compared to girls.

A research was carried out by Yamamoto and Ananou (2015) on humanity in digital age .The study purposed that there is necessity of education which serves as mean of aiding learners to use technology in positive manner, reducing its negative impacts. Further people's choice and degree of interaction with technology enables them to live in agreement with technology.

Juszczyk (2015) studied the fields of impact of social media on youngsters. The current study explored that social media sites utility is most commonly seen in adolescents and children. Social media sites provide amusement and conveyance for youngsters and found to grow rapidly in present years. Study further explained that there must be awareness within parents and teachers regarding these platforms as all these do not form fit surroundings for children and adolescents. This matter had become essential because teachers, psychologists and pediatricians require to interpret that in which way youngsters live in new, complicated and large virtual world, even if they continue their real world living.

An assessment of internet usage and social networking sites in adolescents was examined by Rachakonda (2016). The study aimed to evaluate social networking sites usage and in what ways internet had impacted over mental and physical health among adolescents. The present study highlighted that social networking sites had far reached and gained the diversion of academics universally. Social networking sites had huge impact over the society therefore; it had enhanced the scope of social scientists in the same. Finally, the study revealed that the escalations of these sites are seen in Indian masses especially in Indian adolescent students.

It was mentioned by Rajeev *et al* (2016) that social networking sites were internet based facilities that enabled a person to draw a public or semipublic image within a limited system, express their connections with other users and expose the list of connections they

made via this system. Social networking sites that included Facebook, Whatapp, Snapchat etc. are virtual connections where users can construct community figure, collaborate with real life friends and find people which have similar kind of interest. The results of the study presented that social networking sites usage is negatively related to participation in social community and achievement in studies and also difficulties in handling relationship.

A study on motive for posting and liking on social media by comparing difference between Chinese and European users was conducted by Gao (2016). The results of study displayed that expressions on social media by Chinese were more whereas, usage of social media by Europeans were more practical. Furthermore, it was revealed that even though people tends to understand others post in more negative way, it is less likely to misunderstand liking behavior from others and no significant differences were found in aims of liking.

The influences of biographical variables and social networking platforms on emotional intelligence of teenagers were explored by Panditharadyula and Kumar (2016). The results of study revealed that female respondents displayed higher emotional intelligence as compared to males while using social media sites. Social media sites especially Facebook and Instagram had much more impact over mutual alertness and mutual regulation.

The research on impact of gadgets on emotional maturity, reasoning ability of college students was done by Mamatha *et al* (2016). It was viewed that in today's era modern technological gadgets had arrested the attention of population worldwide. The research explained that people were highly dependent over technological gadgets and considered these as the factor of their growth. Rather youth was most vulnerably addicted towards these technologies. The study was done to determine the use of tech-devices by youth. As per the findings of the study it was divulged that more gadget users had high emotional maturity and slightly high reasoning ability.

Well-being and self-esteem among early adolescents while using Facebook, twitter and Instagram was investigated by Mierzwa and Jurjewicz (2016). The findings of the study revealed that greater sense of self-esteem was experienced by people who were having strong ties in social networking site. And it was also found that people who actively and energetically accept friend request were more subjected to psychological manipulation and were main sufferers.

An assessment of relation in social potential during offline and online peer interactions among adolescents was done by Reich (2016). The study explained that numerous count of children and teenagers were communicating with each other by being online. Connecting socially can be seen through online interactions. The challenge which has been raised is that whether adolescents were able to apply their offline social competence to online platforms or not.

An investigation was conducted by Woods and Scott (2016) on association of social

media with respect to quality of sleep, fear, desolation and less sentimental contribution. The results of the study highlighted that more utilization of social media sites consequently impoverished quality of sleep, curtailed self-esteem and surpassing levels of concern and dejection among adolescents. However, participants who use social media specifically nighttime had destitute quality of sleep subsequently regulating for restlessness, discouragement and lack in confidence.

A research on social competence and social media was carried out by Sampathirao (2016). This particular study explained that children are highly indulged in using social media which constrains their face to face connection and also advantage to experience in actual time position. Constant engagement of children on social media deprived them from face to face contacts and hence opportunities to practice social skills in real time situations also declined. The results of the study elucidated that the inclination towards social media and internet is linked with impoverish social competence and high social fears, whereas when there are barriers on youth for the usage of technology then there was high social potential.

A study was carried out by Ali *et al* (2016) on effect of social media on youth. The study enlightened that information technology played a significant role in the process of making world a global village and aided in collectivity of people from all around the world and youth had popularize the usage of information technology in social media. The findings of the study revealed that there is pivotal role of social media in life of students when it comes to learning and achievement of job.

Vossen and Valkenburg (2016) carried out their research on whether social media enhance or lower the empathy among adolescents. The purpose of the study was to investigate influences of social media over empathy. The results of study displayed that social media usage is related to increase in intellectual and affective empathy. Therefore, social media usage had improved adolescents' capacity to understand and share their emotions to their peers.

The research on positive and negative use of social media by depressed adolescents was carried out by Redovic *et al* (2017). This is qualitative kind of study that investigated the usage of social media among adolescents suffering from depression. The adolescents described the positive elements of usage of social media that included delight, playfulness, and creation of something or for social networks. Adolescents further highlighted three types of use of social media that includes too much participation and regularly sharing personal info, spreading negative amendments over social network, and coming across provoking posts.

A study of impact of social media on adolescents' psychosocial well-being was done by Weinstein (2017). The results of the study highlighted that the relationship between social technology and well-being is not limited to any sort of framework; rather sentimental up-

down of social media usage is weighed by both positive as well as negative impacts.

Singh *et al* (2017) in their study on positive and negative effects on the life style of Indian youth had found that excessive utilization of social media has arrested the attention of youth solely however; direction of growth cannot be imagined by youth without social media usage. Reliance over social media is now converting to addiction. This study featured the main motives of utilizing social media by the youth. The aim of study was to determine positive and negative effects of utilizing social media on the life of youth. The attempt had been made to figure out expenditure of time on browsing social networking sites by youth. The findings of the study indicated that over utilization of social media inclined youth towards addiction.

An assessment of the impact of social networking sites on anxiety in youngsters was done by Calancie *et al* (2017). They had conducted qualitative research among adolescents about their facebook usage and its impact on their anxiety. Analysis of the study exposed that there were six basic worries while using facebook that is search for acceptance, anxious for being judged, expansion of mutual problems, search for privacy, neglecting oneself and social individuality and connection and disconnection. Numerous subjects disclosed their anxiety of getting negative comments and explained some ways for getting rid of it, such displaying less material than that of their friends. There were some subjects that disclosed about positive sentiments when they get “like” from other social networking site users but on other way they told these sentiments as vague, unrealistic and short-lived.

Elias and Mirunalini (2017) have examined social intelligence of students with relation to the use of social networking sites. Due to easy availability of smart phones and inexpensive internet services use of social networking sites has been raised. In the Indian context social competence is connected with social values and norms. The research study highlighted that correlation was found between social intelligence and social network usage in students of higher secondary school. Further, the data revealed that there was no relation among social networking sites usage and social intelligence within adolescents.

An attempt was made by Gunduz (2017) to find relationship between social network adoption and social intelligence. The research suggested that acceptance of social networks and states of social intelligence were not correlated. Higher usage of social networks was seen in university graduates. The results of the study depicted that there was significantly positive relationship between social network usage and level of social intelligence.

Wang and Zhang(2017) did a research on reciprocal relationship between passive social networking site usage and users’ subjective well-being. The results of the research indicated that inactive social networking sites usage had decreased subjective well-being.

Examination of the constancy of internet dependency and progression of social competency in adolescents was done by Zamalloa and Fuentes (2017). Internet addiction

scale was used that measured the internet usage intensity and social competence test was also used which included evaluation of self-esteem, determination, connection and formation of opinion. As per the results of the study internet addiction leads to drop in social skills among the adolescents.

The analysis of the impact of self-control and use of Facebook on social favour was done by Pornsakulvanich (2017). The findings of the study revealed that who were high in controlling self were likely to be more dependent on Facebook. Additionally quantity of friends and Facebook exercises were leading anticipators about spending of time on Facebook. Furthermore, total number of friends and low self-controllers were associated with social support.

A research was conducted by McCrae *et al* (2017) on Social Media and burdensome signs in Childhood and Adolescence. This study analyzed the association between social media usage and compressive signs in child and teenage populace. A result of study envisaged statistically significant correlation between usage of social media and compressive signs in youngsters.

A research entitled “The impact of time spends on social media on emotional intelligence of adolescent” was done by Chandel(2018). The results exposed that there was no significant difference in internet usage and emotional intelligence of males and females. The impact of social media usage was seen to be significant in intrapersonal alertness of all dimensions and overall emotional intelligence.

Mushtaq and Benragdha (2018) conducted a research to know the effects of social media on academic performance of undergraduate students. This research was aimed to find out both positive and negative effects of social media. It was concluded that even though public is concerned about misapplication of social media among students in the society, but students in large amount were interested to use social media positively for the purpose of their education. The results of the study indicated that positive impacts of usage of social media were high as compare to negative one among undergraduate students.

A research named “When emotions go social-understanding emotional intelligence in social network use” was done by Hornung *et al* (2018). The objective of the study was to investigate relationship between emotional intelligence and social media use. The sample of the research was divided in two groups based on age. The findings of the research illustrated that the younger group displayed positive relationship between emotional intelligence and Facebook usage whereas negative was displayed by older group.

The study to know the effect of social networking on depression, anxiety and stress was conducted by Hughes (2018). The aim of this study was to gather in-depth sense of association between age, expenditure of time in usage of social media on daily basis and daily usage of number of social media platforms. Analysis of data figured out that there was a

positive, significant correlation was found between number of social media platforms among all three negative emotional states viz. depression, anxiety and stress.

The relationship between dependencies over internet with emotional competence among youths was examined by Kant (2018). The results of the research displayed that more the internet addiction lower will be emotional intelligence of students. Therefore, emotional intelligence is negatively correlated with internet usage. On other hand subjects who were less addicted to internet were positively correlated to emotional intelligence.

The study to investigate usage of social media and emotional maturity among adolescents was carried out by Shilpa and Srimathi (2018). The study highlighted that Whatsapp, Twitter, Facebook And Instagram was mostly used among adolescents. The findings of the study revealed that adolescents that were using social networking sites were not emotionally stable. The study further highlighted that there was significant influence of social networking sites on overall emotional maturity. Adolescents that were less users of social networking sites were found to be more emotionally mature as compared with more users of social networks.

Botou and Marsellos (2018) conducted their research on attitude of teenager's regarding social networking sites. The study was done to find the impact of usage of Facebook on self-esteem of teenagers. The results of the study disclosed that there was no relation between self-esteem and regularity with which students use Facebook or the level of being accepted and famous. It was enlightened that teenagers search importance and building of relations with their friend via social networks. Further, a positive correlation was found in number of likes and contrasting sex. About 51.6 per cent showed the desire for more acceptances and socially known by others and adopted "tags" to enhance their reception of "likes." There was about 87.1 per cent usage of social networks every day and there were 57.1 per cent users for two hours. It was frightening that there were about 53 per cent of teenagers compromised their sleep in order to use social media. Finally the study reflected that Facebook is pivotal for formulation of relationship especially with the counter sex.

A research on the topic how usage of smart phones impacted the social life was done by Gladden (2018). The research examined the everyday usage of smart phones, additionally the kind of applications used by individuals of different age groups and number of hours spent on using these applications. The result of the study accomplished that subject spent about 3-5 hours on daily basis while using their smart phones; in accordance to 75 per cent of participants they frequently used Facebook and Instagram as smart phone applications. Further, the study displayed that social bond can be achieved through usage of smart phones especially in age group of 18-30 years.

The study regarding impact of time spent on social media on emotional intelligence of adolescents was carried out by Chandel and Gupta (2018). The findings of the study

revealed that non-significant gender differences were found in internet usage as well as emotional intelligence. However, the impact of social media was significantly displayed on interpersonal awareness among all other dimensions as well as emotional intelligence.

Rey *et al* (2018) explored sentimental competence and companion virtual artifice within the adolescents. The potential objective of the study was to find accordance within emotional competence and online victimization. The research was carried out by taking children of age 12-18 years as subjects. Result of research displayed that about 83.95 per cent of subjects were not victimized online whereas 16.05 per cent struggled with sometimes or extreme online victimization. Furthermore, study pointed out that deficiency in emotional intelligence and its components were positively related with cyber victimization in both genders, but females displayed it with much more strength.

The feature of emotional intelligence and doubtful social media usage among adults was explored by Sural *et al* (2019). The study depicted that there were two motives of social media usage with which trait emotional intelligence was related that were characterize more famous self and spending time. The results of the study indicated that characteristic emotional competence had contribution for usage of social media as well as growth.

Yekefallah *et al* (2019) in their study of prevalence and predictive factors of internet addiction and its relationship with emotional intelligence among medical students found that there was a significant relationship between internet addiction and emotional intelligence. Students which were normal users of internet were 31.4 per cent whereas 56.3 per cent students were reported to display moderate dependence on internet.

The research on social media and Indian youth was carried out by Bhati *et al* (2019). The research displayed that social media usage in Indian youth have become important segment of life. The utilization of social media sites has replaced internet usage for other purposes. The social media sites had impacted the living standards. The results indicated that social media addiction has lead to increment in health problems and also modification of behaviour.

The study on impact of social media, self-esteem and sentimental balance on socio-emotional regulation of fresh undergraduate students of university of Ibadan was done by Basuri and Atinuke (2019). The results displayed by regression analysis revealed that social media, self-esteem and sentimental imbalance together linked with socio-emotional adaptability. The robust anticipator of socio-emotional adjustment is found to be self-esteem, chased by sentimental fluctuation whereas social media is found to be least indicator of socio-emotional adjustment.

An analysis of dependence on smart phones, concern of losing out, and perceived ability as indicator of dependence on social media among adolescents was done by Aksan and Akbay (2019). The result of the study revealed that dependence on smart phones, anxiety of

missing out and perceived scholastic potential anticipated the dependence of social media on students of high school. Further when there was decrease in level of smart phone dependence and anxiety of missing out then perceived scholastic potential was also improved.

The research on usage of social media and mental health of adolescents was conducted by Kelly *et al* (2019). The motive of this study was to find out whether social media usage is related to dispiriting symptoms among adolescents and to analyze online botheration, sleep, self –esteem and body image. The findings of the study highlighted that girls displayed higher quantum of relationship between social media usage and dispiriting symptoms. Additionally research focused that higher social media usage is concerned with online social harassment, poor sleep, and lower self-esteem and emaciated body image.

Abbas *et al* (2019) conducted a research on students of universities of Pakistan regarding influence of social media on learning attitude for viable education. According to this study social media plays a pivotal role for promoting feasible education. The influence of social media on long term education is becoming important and necessitating component. Study also highlighted positive and negative attributes of social media on learning behavior of the students. The findings of the study divulged that social media usage in Pakistan had negative impact on behavior of students in contrast with positive aspects.

Allcott *et al* (2019) studied the wellbeing consequences of usage of social media. The increase in social media had aggravated expectations about basic societal profit and worry about mischief like dependence, depression and political circulation. Through the experiments it was found Facebook deactivation resulted to decrease in online functioning, decrease circumstantial news information and political circulation, enhancement in personal welfare and lead to more constant reduction in after experiment Facebook usage. This experiment regarding deactivation suggested that classical metrics may amplify user's limits.

An extensive usage of social media and sentimental and behavioural results in adolescents were assessed by McNamee *et al* (2019). The study focused on the finding relationship of social media with emotional and behavioural outcomes in adolescents. The results of the study displayed that if social media is used for long time that is more than four hours per day then it was significantly related with bad emotional health and more problems in exposing behavior and there was particular decline in thinking of self-worth and raise in chances of being uncontrollable, distraction and behavior problems. In spite of this if there was social media usage for less than three hours then it had some productive influence on peer interrelation.

Dhara (2019) carried out her research in studying the influence of social media over the youngsters of India. In this study questions were structured like aid of social media in education, for the purpose of privacy, for the motive of knowledge etc. The study revealed responses that in which 88.9 per cent subjects believed that social media act as useful aid in

education, about 55.6 per cent subjects spend about 1 to 2 hours every day, 57.1 per cent acknowledged that social media usage had impacted their social life, according to 38.29 per cent it destroyed the time of youngsters, about 52.8 per cent thought that social media helped in making youth prudent and in accordance with 50.3 per cent subjects it was essential for advancement of society.

The research on social media addiction was done by Hou *et al* (2019). This particular research aimed to examine social media addiction with mental health and academic performance of college students. The results of the study indicated that there was negative association between social media addiction and mental health and academic performance of students.

The study on relation of social media usage with social welfare, perfect intellectual health and subjective graded health was conducted by Bekalu *et al* (2019). The findings of the study revealed that regular usage of social media was linked with positive health outcomes; sentimental linkage to social media is related with negative health results. These alliances had been relevant across three health related results that is social welfare, positive cognitive health and in person reported health. The data further revealed that the potency of positive and negative linkage of daily usage of social media and sentimental connections with the health outcomes differentiate across socioeconomic and ethnic populace suborder.

An examination of relationship between social network addiction and social maturity of university students was done by Hatami *et al* (2019). As per the findings of the study the students were highly addicted towards social networks were having lower social maturity as well as interpersonal adequacy. However, personal adequacy and social adequacy does not displayed any significant relationship. Males displayed higher overall social maturity, personal adequacy, interpersonal adequacy and social adequacy as compared to females. Finally, both males as well as females presented non-significant differences in scores of social network addiction.

The role of gender, personality and emotions in online social activities was examined by Rollero *et al* (2019). The results of the study displayed that men preferred social networking site for the purpose of communications as well as expression of their opinions as compared to women.

Pulido *et al* (2020) focused on social impact of psychological research on well-being shared in social media. The main aim of this research endeavour was to represent social implications of social media. This article aids researcher in bringing awareness of how social media is capturing the interest of citizens and in which ways citizens are using such things and achieve good result as in case of welfare. Additionally, citizens can get currents exhibitions on social media and proceed as medium of communication between science and social or personal connection and by this they help in improving standard of living of others.

In this study there was implication of social influence coverage ratio to know the percentage of social media influence divided in social media in relation to entire group of data collected about it. In the end evidence of qualitative and quantitative examples of the social influence of research on the welfare were displayed.

Marino *et al* (2020) examined social criterions and e-motions in questionable usage of social media among adolescents. The prime objective of study was to analyze the effect of peers and impact of problems in managing sentiments which are “e-motions” on adolescents’ questionable usage of social media. The results of the study pointed out that social criterions were straightly linked with unsettled usage of social media and peers’ social media usage was connected with regularity of social media usage which resultantly related with its questionable usage. Whereas, problems in controlling of sentiments were directly and indirectly related to questionable usage of social media through regular use and boosting use of e-motions.

CHAPTER III

MATERIALS AND METHODS

This chapter deals with the methods and tools used to assess the social media usage and socio-emotional intelligence among adolescents. It also details upon the employed sampling techniques, as well as the collection and analysis of data. The research methodology implied for conducting this study has been explicitly described under the following sub-heads:

- 3.1 Locale of the study
- 3.2 Sample selection
- 3.3 Operational definitions
- 3.4 Research instruments
- 3.5 Pre-testing of research instruments
- 3.6 Collection of data
- 3.7 Statistical analysis of data

3.1 LOCALE OF THE STUDY

This research endeavour was undertaken in the city of Ludhiana on a randomly selected 200 school going adolescents (16-18 years) from four Government Senior Secondary Schools, during the session 2018-19. The following table lists the selected schools:

Sr.No.	Four randomly selected Government Senior Secondary from Ludhiana City
1.	Government Senior Secondary Model School, Punjab Agricultural University
2.	Government Senior Secondary School, Govind Nagar
3.	Government Senior Secondary School, Kundanpuri
4.	Government Model Senior Secondary School, Cemetery Road

3.2 SAMPLE SELECTION

The sample was selected from Government Senior Secondary Schools of Ludhiana city in Punjab. A list of all the Government Senior Secondary Schools of Ludhiana city was procured from the official website of the District Education Office. From the obtained list, the required number of schools were randomly selected. After making selection of the schools, the permission to collect data was obtained from the Principals of the selected schools and the respective class teachers of +1 and +2 classes in the four Government Senior Secondary Schools were approached to identify the adolescents in the age group of 16-18 years. A final sample of 200 adolescents i.e. 50 from each school (25 boys & 25 girls) was selected by using simple random sampling procedure (Fig. 1).

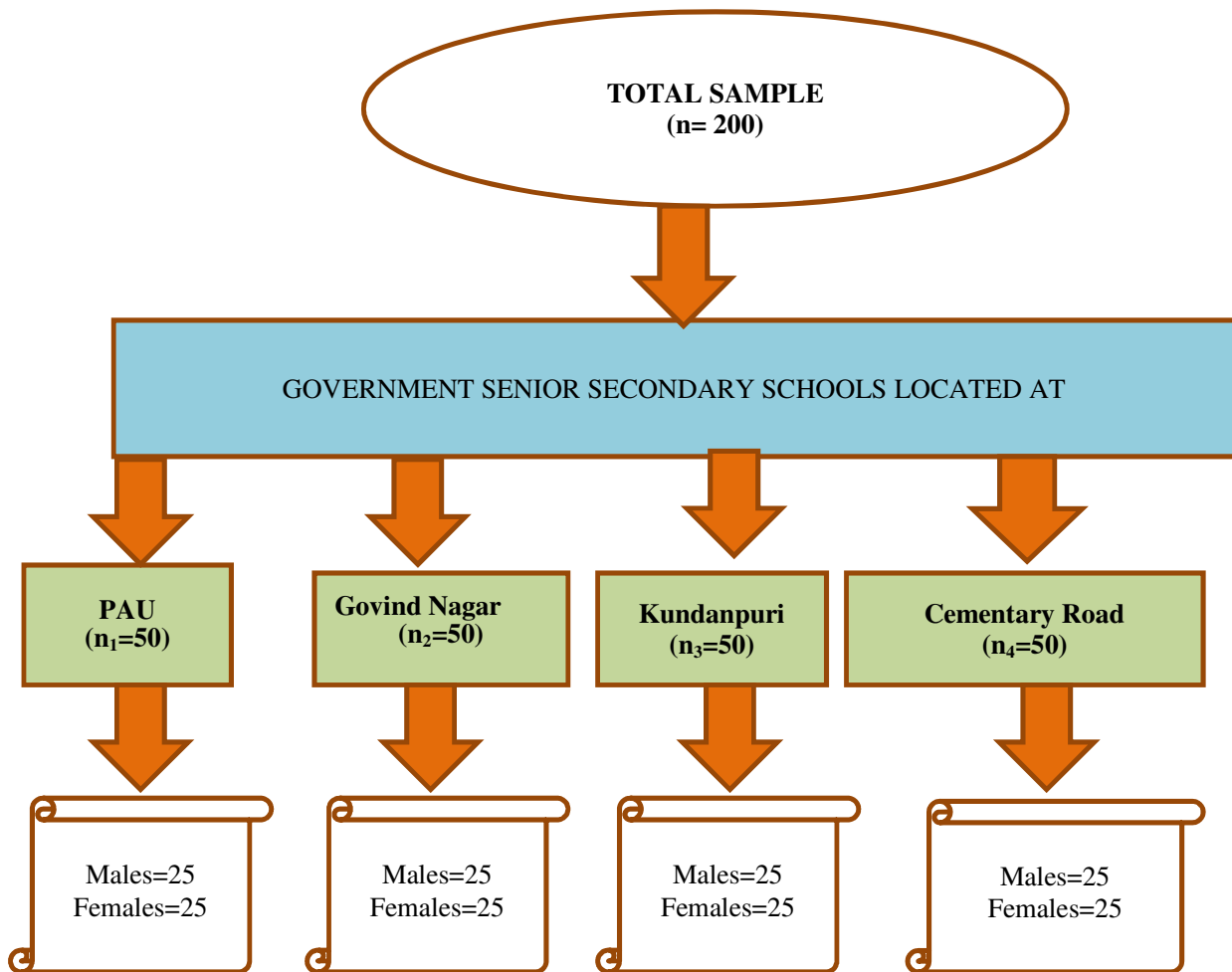


Fig. 1: Sample Selection

3.3 OPERATIONAL DEFINITIONS

In light of the review of literature the variables under study in context of the present research endeavour have been defined as follows:

- **Social Media:** Social Media includes contemporary social networking sites such as Facebook, Instagram, Whatsapp and Twitter.
- **Social Intelligence:** Social Intelligence refers to the ability of an individual to lead as well as the personal qualities like demonstrative empathy, energy, social skills, tolerance and persuasiveness.
- **Emotional Intelligence:** Emotional Intelligence of an individual includes his self-awareness, his ability to manage emotions, motivate oneself, empathy as well as his social skills.

3.4 RESEARCH INSTRUMENTS

The following tools were used to collect data relating to the demographic profile of

the adolescents, their social media usage, social intelligence as well as emotional intelligence.

3.4.1 Personal Information Sheet

The data relating to demographic profile of the sample subjects such as their age, sex, family size, family type, number of siblings, birth order, parental education and parental occupation was recorded through a self-prepared personal information sheet.

3.4.2 Social Media Usage Questionnaire

A comprehensive self-structured Social Media Usage questionnaire was prepared to investigate various dimensions of social media usage (Facebook, Instagram, Twitter, WhatsApp) among adolescents. The questionnaire consisted of 27 items including some general and some specific statements. It procured information under four categories viz. the popular social media usage sites among adolescents, various purposes of social media usage among adolescents, extent /frequency of social media usage among adolescents and the awareness regarding safety measures during social media usage among adolescents.

Administration

Each item on the questionnaire was responded by a tick mark (✓) on any one of the multiple alternatives given against the item. No response could be categorized as the 'right or wrong answer' as it only conveyed the personal viewpoints or preferences of an individual.

Scoring method

A final score of an individual on varying dimensions of social media usage was obtained by adding the weightages assigned to him on all items. The mean and SD were worked out for the average item score. On the basis of mean \pm SD the average scores were categorized into three categories as discussed below:

Range of the obtained scores	Designated Levels of Social Media Usage
>38	High
25-38	Medium
<25	Low

3.4.3 Social Intelligence Questionnaire (SI)

Social Intelligence Questionnaire developed by Stellar (2014) was used to examine the Social Intelligence of the sample adolescents. This test consists of 24 items that assess the demonstrative empathy, energy, social skills, tolerance, persuasiveness and ability to lead among individuals on a five point scale. The various dimensions that are measured by tool are described as under:

- I. Demonstrative Empathy:** It refers to the ability of an individual to perceive someone's pain or joy. People who have demonstrative empathy have a potential to display powerful understanding towards others.
- II. Energy:** It refers to the one's drive to involve other people to interconnect with them,

to put impact on others and also be influenced by others.

- III. Social Skills:** They refer to the capacity of an individual to communicate, motivate and interact with other members of society, without any sort of dispute or disharmony.
- IV. Tolerance:** It refers to the readiness of an individual for the acceptance of behaviour belief that are different from one's own, even though one might not be in agreement and in approval with others.
- V. Persuasiveness:** It is a potential of a person to convince or motivate someone to accept a desired way of thinking.
- VI. Ability to Lead:** It refers to an individual's quality to lead, guide or direct a group for attainment of team goals.

Administration

Each item of the scale had five choices and tick (✓) should be marked on any of the five choices given next to the item indicating degree of accordance with each item on a five point Likert-type scale rating from 'strongly agree' to 'strongly disagree'. There was no right or wrong as everyone has a right to present his or her own views.

Scoring criteria

The scale being Likert-type therefore the items were scored as follows:

Response	Scores
Strongly Agree	5
Agree	4
Neither Agree nor Disagree	3
Disagree	2
Strongly Disagree	1

Interpretation of Levels of various dimensions of Social Intelligence as per score range

Dimensions of Social Intelligence	Range of scores		
	High	Medium	Low
Demonstrative empathy	>14	10-14	<10
Energy	>11	7-11	<7
Social skills	>22	14-22	<14
Tolerance	>11	7-11	<7
Persuasiveness	>14	10-14	<10
Ability to lead	>14	10-14	<10
Overall Social Intelligence	>88	56-88	<56

3.4.4 Emotional Intelligence Questionnaire (EI)

Emotional Intelligence Questionnaire (London Leadership Academy, 2016) was used for assessing the Emotional Intelligence of the respondents. This test consists of 50 items that assess the various emotional intelligence competences such as self-awareness, managing emotions, motivating oneself, empathy and social skills measured on a five-point scale. The various emotional competencies measured by the tool are elaborated below:

I. Self-awareness: Self-awareness is a very important quality in an individual as it helps him to identify his feelings, understand his usual emotional responses to events and to be well aware of how his emotions impact his behaviour and performance. When an individual is well aware of his own self, he understands himself as others see him and has a fine sense of his personal abilities as well as his weaknesses.

II. Managing emotions: It refers to the ability of an individual to remain focused and reflect clearly even in extreme situations. Managing ones' emotional state facilitates him in learning to take responsibility for his actions and saves him from quick decisions that he might regret later on.

III. Motivating oneself: It refers to self –motivation by using ones' deepest emotions to guide and push oneself to achieve his set goals. This ability facilitates an individual to take the initiative and to persevere in the face of obstacles and setbacks.

IV. Empathy: It is the capability of an individual to sense, comprehend as well as appropriately react to what other people are feeling. Self-awareness is a precursor to empathy with others. Lack of self-awareness of one's own emotions impedes the insight into the emotions of others.

V. Social Skill: Being able to aptly handle emotional aspect in relationships requires skills in managing, influencing and inspiring emotions in others. These are termed as social skills and are essential foundation skills for successful teamwork and leadership valued in any organization.

Interpretation of the levels of overall Emotional Intelligence

Range of scores	Levels
>195	High
155-195	Medium
<155	Low

3.5 PRE-TESTING OF RESEARCH INSTRUMENTS

Prior to the collection of data the Self-Structured Social Media Usage Questionnaire, Emotional Intelligence Questionnaire and Social Intelligence Questionnaire were translated to Punjabi vernacular with the help of experts in Punjabi language, pre-tested in the field and modified in accordance to the objectives of the study. The procedure was carried out on 20

non-sampled respondents which included 10 boys and 10 girls from a Government Senior Secondary School other than the one's selected for the final data collection. The pre-testing of instruments was done to ensure the usability of tools in the population under the study. Also, the reliability and validity of the self-structured Social Media Usage Questionnaire was ascertained using an appropriate method prior to its final application. Split-half reliability of the Self-Structured Social Media Usage Questionnaire was calculated using Karl Pearson's Coefficient of Correlation (r), which was computed to be 0.79, which signifies that tool was reliable. Further, the draft of Social Media Usage Questionnaire was also handed over to experts in the discipline of Human Development and Family Studies as well as the members of the Advisory Committee to ascertain the content validity of the questionnaire. The sample on which pre-testing was conducted was not included in the final sample.

3.6 DATA COLLECTION

The Principals of the selected Government Senior Secondary schools were personally approached by the researcher with a recommendation letter from the Head, Department of Human Development and Family Studies. From Senior Secondary Section of the selected schools the respondents were randomly selected as per the procedure that has already been explained in section 3.2 of this chapter. Before administering the tool, the respondents were described the aim and relevance of the present study. Instructions were given to the respondents before filling the questionnaire and they were taken in to confidence about the confidentiality of the genuine information shared by them. They were also asked to respond without discussing the responses among themselves, so that the information reflected reality.

3.7 STATISTICAL ANALYSIS

In line with the objectives of the study, the collected data were classified and tabulated in order to arrive at meaningful and logical inferences. The following tools were used for the analysis of data:

3.6.1 Frequency and-Percentages

Frequencies and percentages were calculated to find out the distribution of the respondents according to the profile characteristics and awareness level.

3.6.2 Arithmetic mean

Arithmetic mean was attained by summing up all the scores and dividing the total by number of observations.

$$\bar{X} = \frac{\sum X_i}{N} (i = 1, 2, 3, \dots, N)$$

Where,

\bar{X} = Arithmetic mean

X_i = Scores obtained from ($i= 1, 2, 3, \dots, N$)

N = Number of items

3.6.3 Standard Deviation

Standard Deviation is the most extensively used measures of dispersion of a series. It is defined as the square root ($\sqrt{\quad}$) of arithmetic mean of the squares of deviation of individual observations from the arithmetic mean. It was worked out by using the following formula:

$$S. D. = \sqrt{\frac{\sum(X_i - \bar{X})^2}{N}}$$

Where,

S.D. = Standard Deviation

X_i = Individual observations

\bar{X} = Mean of X values

N = Number of items

3.6.4 Z-test

Z-test was used to observe the statistical significance in the distribution of respondents across varying levels with regards to different variables in the study. The formula is:

$$Z = \frac{p_1 - p_2}{\sqrt{PQ \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$
$$P = \frac{n_1 p_1 + n_2 p_2}{n_1 + n_2}$$

Where

p_1 = Sample proportion of group 1

p_2 = Sample proportion group 2

n_1 = Sample size of group 1

n_2 = Sample size of group 2

P = Combined Proportion

Q = 1-P

3.6.5 Student's t- test

The t- test was employed to compare mean scores of different variables in the study with regards to gender. The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{s \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}}$$

$$s = \sqrt{\frac{\sum_{i=1}^{n_1} (X_i - \bar{X}_1)^2 + (X_j - \bar{X}_2)^2}{n_1 + n_2 - 2}}$$

Where,

\bar{X}_1 = Mean score of group 1

\bar{X}_2 = Mean score of group 2

n_1 = Sample size of group 1

n_2 = Sample size of group 2

t = Value of t statistic

3.6.6 Karl Pearson's Coefficient of Correlation (r)

Karl Pearson's coefficient of correlation was used to measure the degree of linear relationship of Social media usage with social and emotional intelligence of adolescents.

$$r = \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right) \times \left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$

Where,

r = Correlation Coefficient

N = Number of all observations

$\sum X$ = Summation of all the observations in x series

$\sum Y$ = Summation of all the observations in y series

$\sum XY$ = Summation of products of observations in x and y series

$\sum X^2$ = Summation of square of observations in x series

$\sum Y^2$ = Summation of square of observations in y series

3.6.7 Multiple Linear Regression Analysis

The following linear equation was used to determine the contributing effect of selected independent variables on the dependent variables.

$$Y = a + b_1 X_1 + b_2 X_2 + \dots + b_n X_n$$

Where,

Y = PCR

a = Constant

b_1, b_2, \dots, b_n = regression Coefficient for independent variables

X_1, X_2, \dots, X_n = Independent variables

In order to know the impact of locus of control on the self-esteem, self-regulation, mental health as well as academic performance the multiple determination (R^2) was worked out and was expected in terms of per cent variation ($R^2 \times 100$). The statistical significance of

R^2 tested as under:

$$F = \frac{R^2}{1 - R^2} \cdot \frac{N - K - 1}{K}$$

Where,

K = Number of independent variables

N = Number of observations

The statistical significance of F was tested at $n_1 = K$ and $n_2 = N - K - 1$ degree of freedom.

The relative abilities of the independent variables were obtained with the help of the standardized beta coefficient under:

$$B = \frac{S_2}{S_1} b_i$$

Where,

B = Standardized beta coefficient

s_2 = Standard deviation of independent variables

s_1 = Standard deviation of dependent variables

b = regression coefficient of independent variable

The above statistics techniques were used to achieve the results of the study.

CHAPTER IV

RESULTS AND DISCUSSION

The present study was undertaken to examine the social media usage and socio-emotional intelligence among adolescents. With this end in view, data were collected from selected students of Government Senior Secondary schools of Ludhiana city. The results and their depiction in the context of the objectives set for this study are presented under the following sub-headings:-

4.1 Demographic profile of the respondents

4.2 Assessment of the Social Media Usage, Social Intelligence and Emotional Intelligence among adolescents

4.3 Determination of the reciprocal impact of Social Media Usage on Social and Emotional Intelligence of adolescent boys and girls.

4.4 Guidelines for parents, teachers and adolescents for responsible use of Social Media.

4.1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Data pertaining to demographic profile of respondents has been presented in table 4.1 and fig. 2 under the following sub-headings:

Distribution of respondents by age: As per the data pertaining to the age of respondents 33 per cent of the total respondents were 16 years of age, 47.50 per cent were 17 years and only 19.50 per cent were 18 years old. However, it is highlighted that among boys 32 per cent were of 16 years, 45 per cent were of 17 years and 23 per cent were in 18 years of age group. A similar trend was observed among girls where 34 per cent of girls were 16 years of age, 50 per cent were of 17 years and rest 16 per cent in 18 years of age group.

Distribution of respondents by paternal education: The data pertaining to paternal education depicted that 46.50 per cent of total fathers of respondents were educated up to +2 followed by 28.50 per cent who were educated up to undermatric, 17.50 per cent were illiterate, 7 per cent were graduates and only 0.5 per cent were postgraduates. Data relating to paternal education of respondent boys revealed that 47 per cent of fathers were educated up to +2, about 29 per cent were undermatric, 19 per cent of fathers were illiterate and remaining 5 per cent were graduates. Similarly, in case of girl respondents 46 per cent of fathers were educated up to +2, 28 per cent were undermatric educated, 16 per cent of them were illiterate, 9 per cent were graduates and rest 1 per cent was postgraduate.

Distribution of respondents by paternal occupation: The data further highlights the status of fathers' occupation among the respondents. Irrespective of gender 45 per cent of fathers of the respondents were labourers, 38.50 per cent were in service, 14.50 were engaged in business and only 2 per cent were doing farming. The data illustrates that among male respondents more than half of the fathers of the respondents (51%) were labourer, 34 per cent were doing service, 11 per cent were businessmen, and 4 per cent were engaged in farming.

Whereas, in case of female respondents major proportion of fathers (43%) were in service, 39 per cent were labourer and remaining 18 per cent were involved in business.

Table 4.1: Demographic profile of the respondents

Domains of demographic profile		Boys (n ₁ =100)		Girls (n ₂ =100)		Total (n=200)	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Age	16	32	32.00	34	34.00	66	33.00
	17	45	45.00	50	50.00	95	47.50
	18	23	23.00	16	16.00	39	19.50
Paternal Education	Illiterate	19	19.00	16	16.00	35	17.50
	Under Matric	29	29.00	28	28.00	57	28.50
	+2	47	47.00	46	46.00	93	46.50
	Graduate	5	5.00	9	9.00	14	7.00
	Post-graduate	0	0.00	1	1.00	1	.50
Paternal Occupation	Farming	4	4.00	0	0.00	4	2.00
	Service	34	34.00	43	43.00	77	38.50
	Business	11	11.00	18	18.00	29	14.50
	Labourer	51	51.00	39	39.00	90	45.00
Maternal Education	Illiterate	39	38.00	21	21.00	60	30.00
	Under Matric	28	28.00	29	29.00	57	28.50
	+2	29	29.00	43	43.00	72	36.00
	Graduate	3	3.00	7	7.00	10	5.00
	Post-graduate	1	1.00	0	0.00	1	.50
Maternal Occupation	House-wife	92	92.00	91	91.00	183	91.50
	Service	5	5.00	3	3.00	8	4.00
	Business	0	0.00	4	4.00	4	2.00
	Labourer	3	3.00	2	2.00	5	2.50
Family type	Joint	14	14.00	5	5.00	19	9.50
	Nuclear	86	86.00	95	95.00	181	90.50
Family Size	Up to 4	22	22.00	24	24.00	46	23.00
	5-8	58	58.00	67	67.00	125	62.50
	8 and above	20	20.00	9	9.00	29	14.50
Birth Order	1	35	35.00	37	37.00	72	36.00
	2	40	40.00	30	30.00	70	35.00
	3	15	15.00	20	20.00	35	17.50
	4 or above	10	10.00	13	13.00	23	11.50
Number of siblings	0	7	7.00	2	2.00	9	4.50
	1	19	19.00	22	22.00	41	20.50
	2	35	35.00	30	30.00	65	32.50
	3 or above	39	39.00	46	46.00	85	42.50

Figures in parenthesis indicate percentages

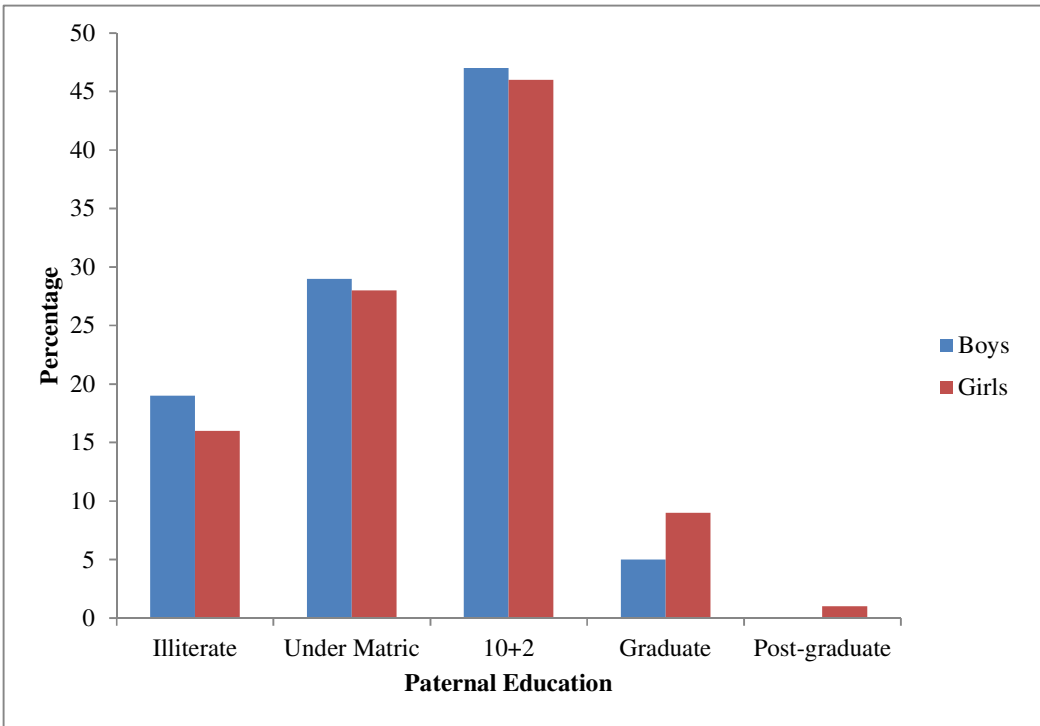
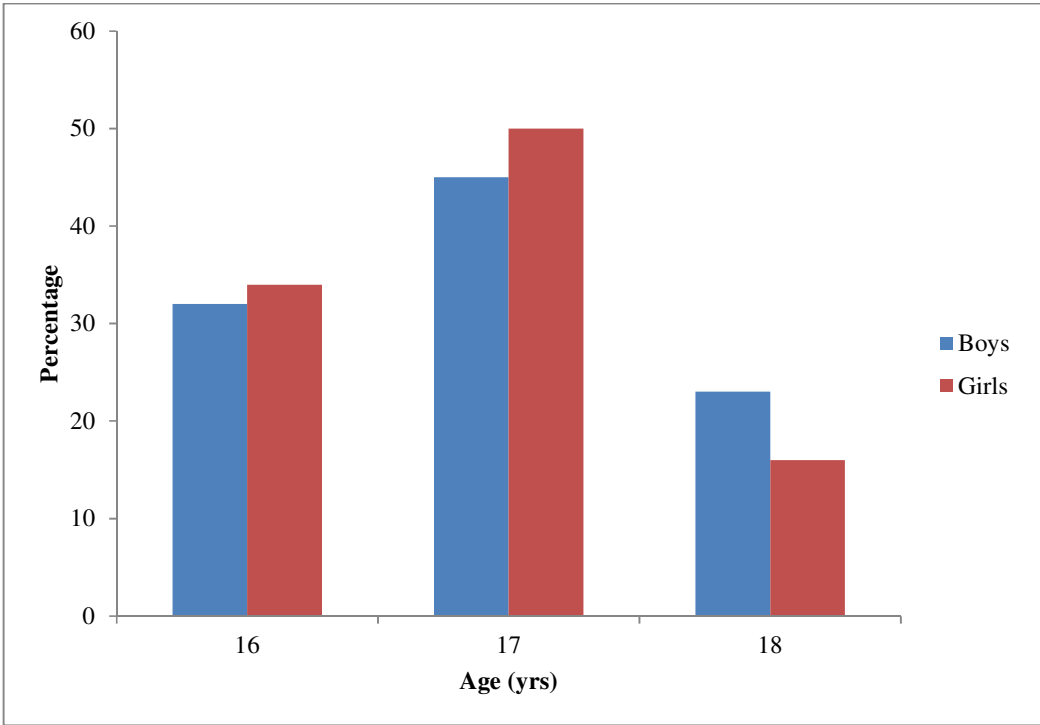


Fig. 2: Demographic profile of the respondents

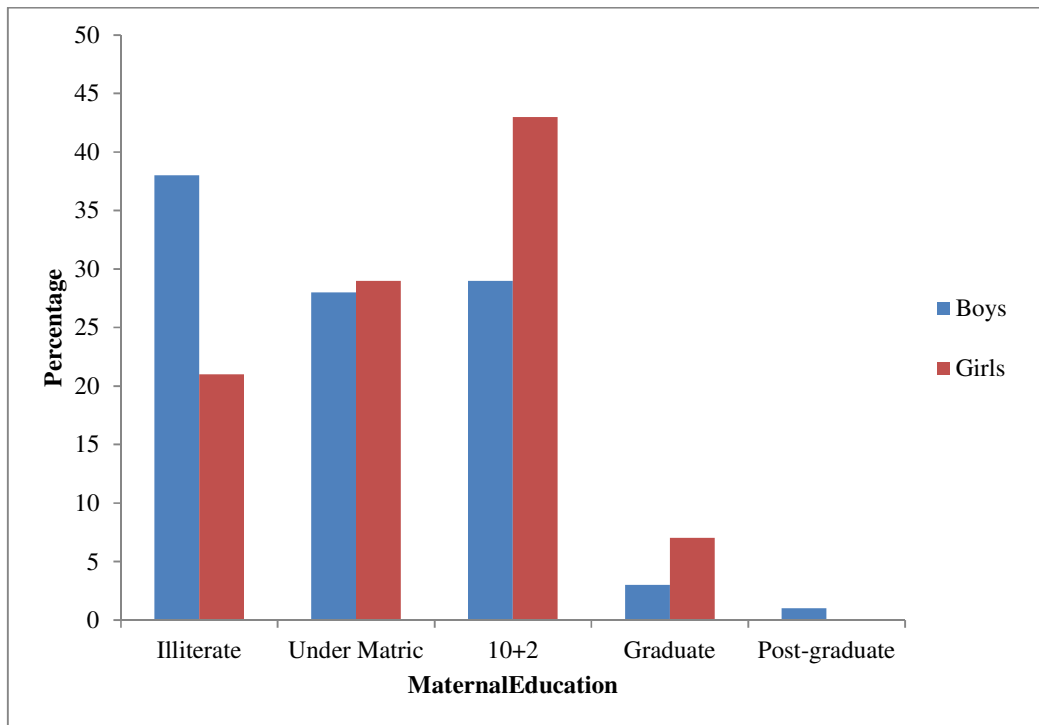
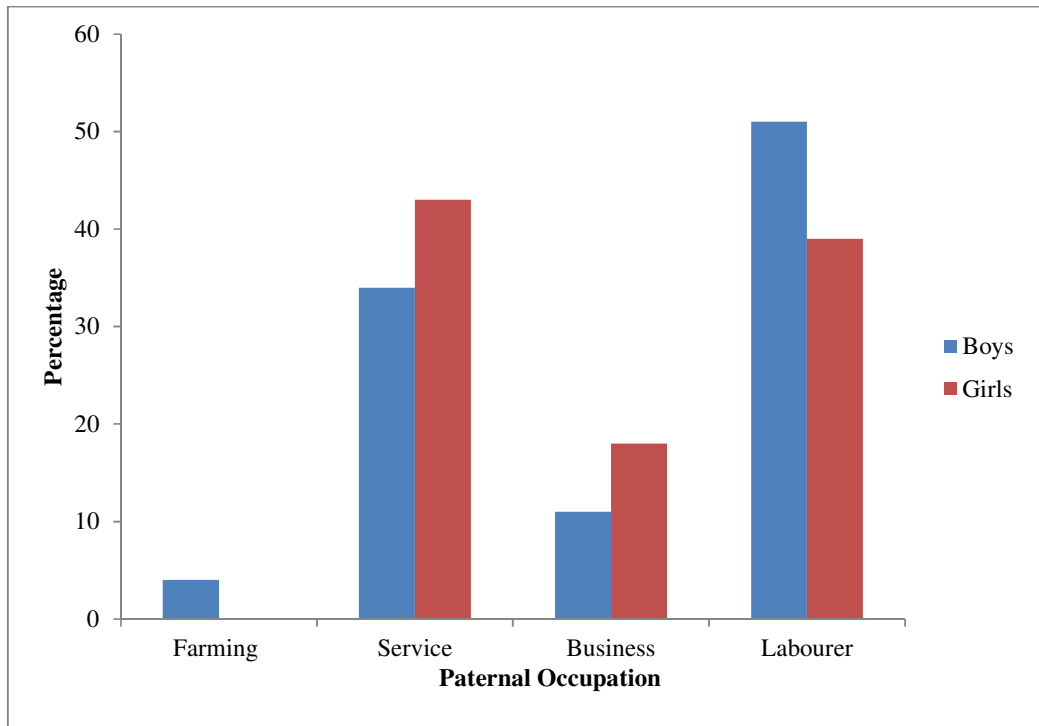


Fig. 2: Demographic profile of the respondents (continued)

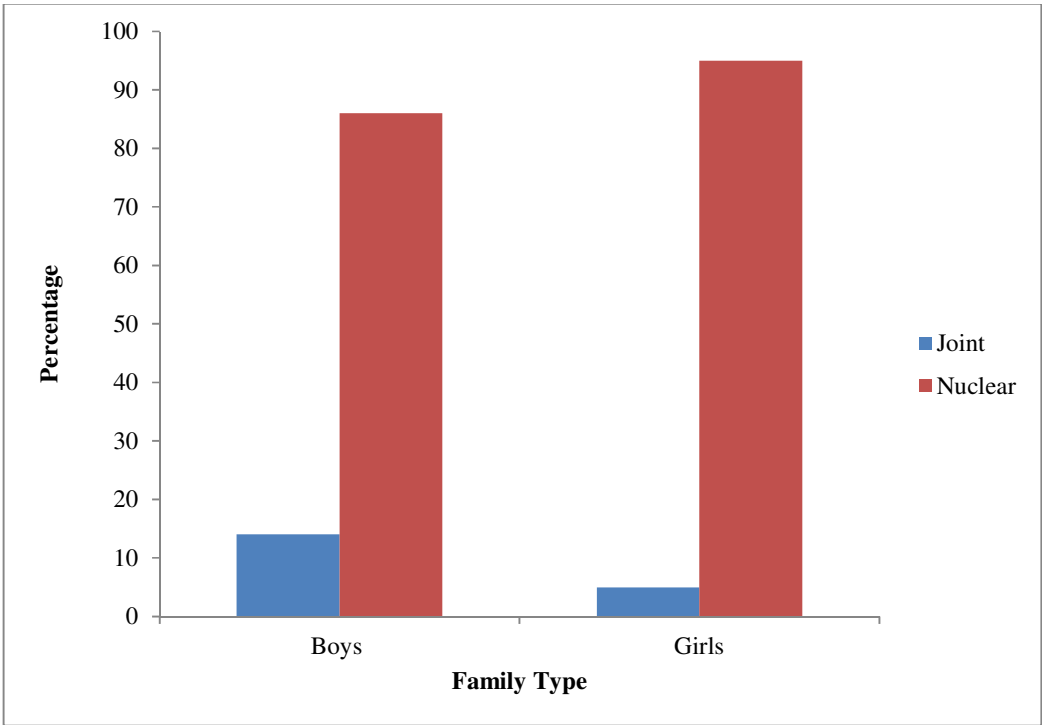
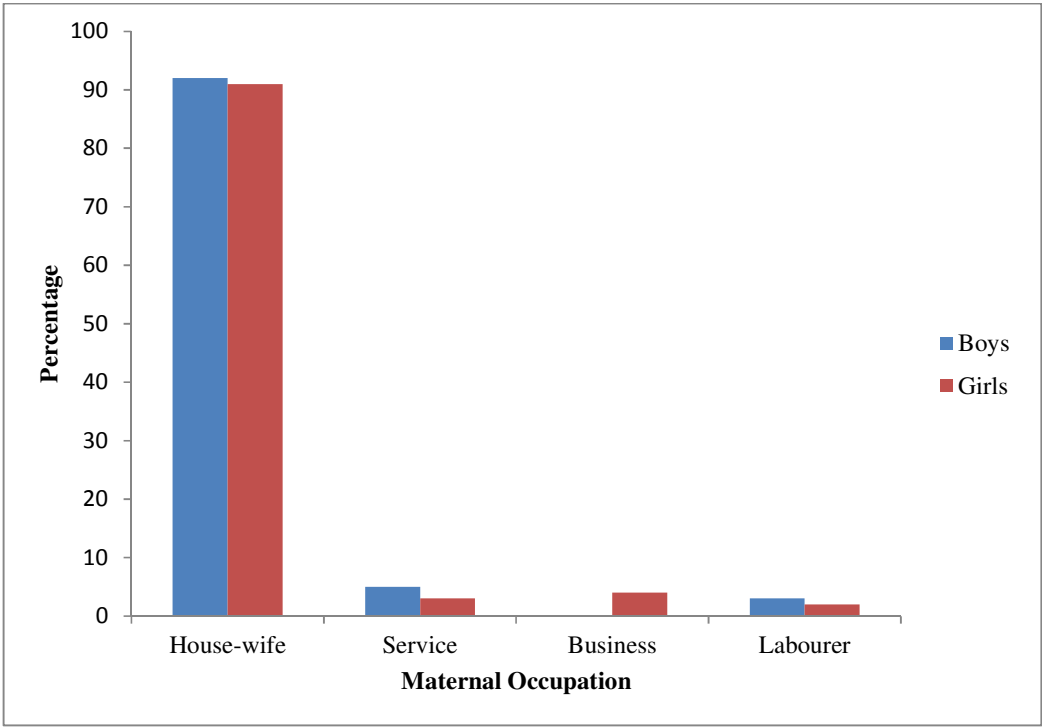


Fig. 2: Demographic profile of the respondents (continued)

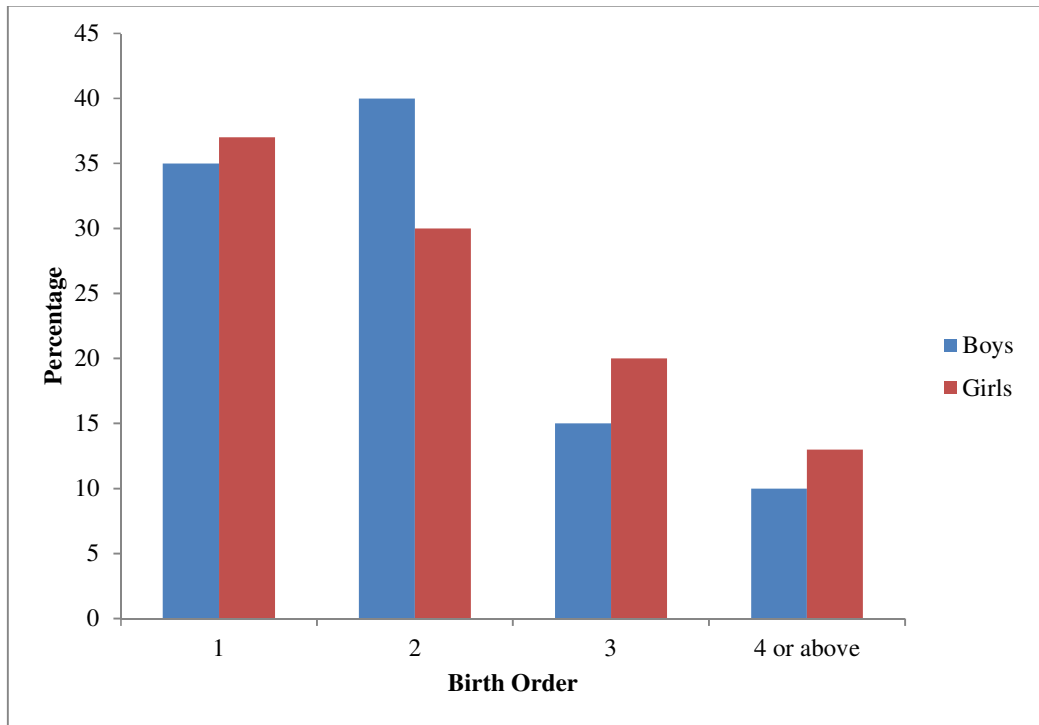
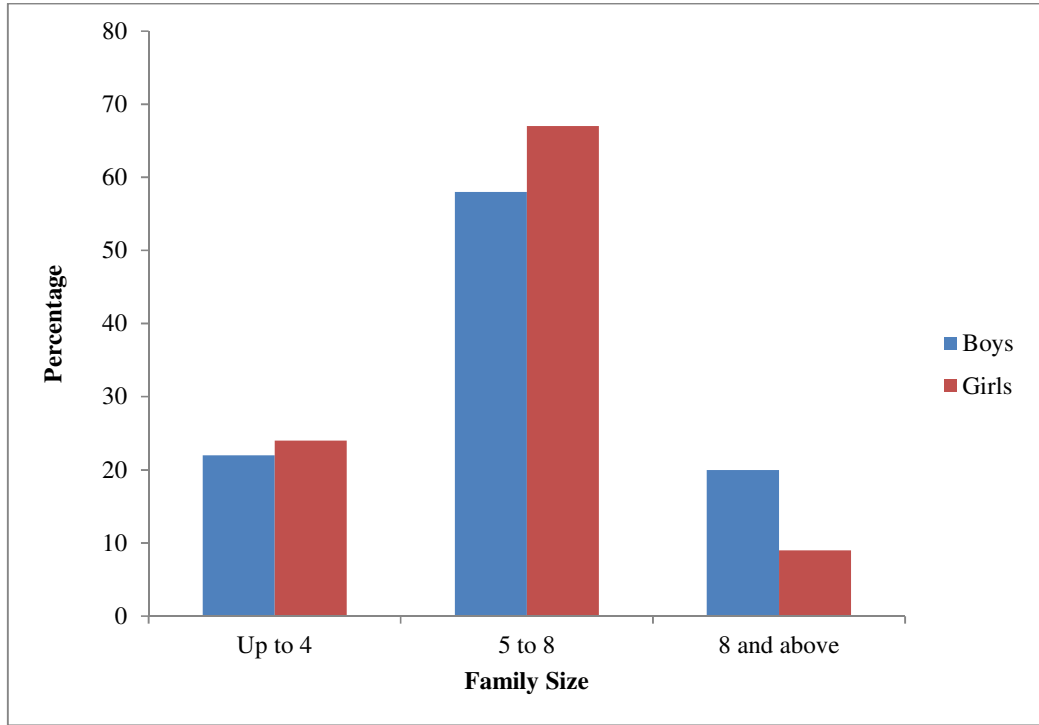


Fig. 2: Demographic profile of the respondents (continued)

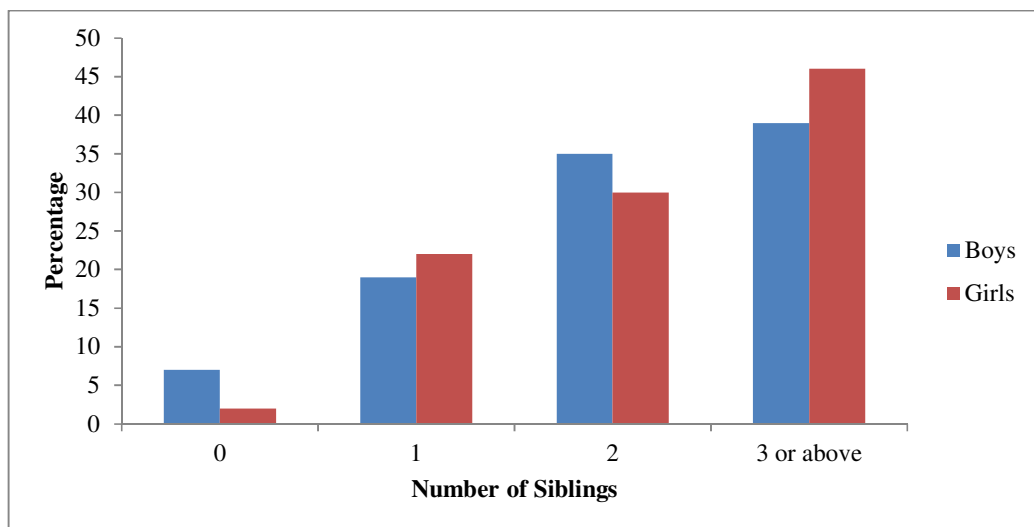


Fig. 2: Demographic profile of the respondents (continued)

Distribution of respondents by maternal education: The data relating to maternal education irrespective of gender revealed that majority of mothers (70%) were literate and remaining 30 per cent were illiterate. Among literate mothers 36 per cent were educated up to +2 followed by 28.50 per cent who were educated up to undermatric, 5 per cent were graduates and a negligible number (0.50%) were postgraduates. However, among male respondents major proportions of mothers (61%) were literate and 39 per cent were illiterate. Among literate mothers 29 per cent were educated up to +2 followed by 28 per cent who were undermatric, 3 per cent were graduates and only 1 per cent was post graduate. Similarly, in case of girl respondents 79 per cent mother were literate and rest 21 per cent were illiterate. Major proportions of mothers (43%) were educated up to +2 followed by 29 per cent were educated up to undermatric, and rest 7 per cent were graduates.

Distribution of respondents by maternal occupation: The probe into data pertaining to maternal occupation of respondents irrespective of gender exhibited that majority of mothers (91.50%) were house-wives, 4 per cent were engaged in service followed by small count involved in business and labour (2% & 2.50% respectively). Furthermore, data relating to mothers of male respondents displayed that majority of mothers (92%) were house-wives, 5 per cent were in service and rest 3 per cent were labourers. Also, in case of girl respondents almost similar trend was observed where 91 per cent were house-wives, 4 per cent of them were in business, 3 per cent were doing service and remaining 2 per cent were labourers.

Distribution of respondents by family type: The further comprehensive examination of data leads to the understanding of the distribution of respondents by their family type. The data revealed that majority of boys as well as girl respondents (90.50%) belonged to nuclear family and rest 9.50 per cent had joint family structure. The data shows that majority of the male respondents (86%) were living in nuclear family while 14 per cent were living in joint

family. Similar results were depicted in case of female respondents with majority (95%) living in nuclear family and remaining 5 per cent belonged to joint family.

Distribution of respondents by family size: Data pertaining to distribution of respondents by their family size irrespective of gender explicated that more than half (62.50%) were having 5 to 8 family members followed by 23 per cent were having up to 4 members and 14.50 per cent having 8 or more members. Further, the data revealed that among the male respondents, more than half (58%) were having 5 to 8 family members followed by 22 per cent having family members up to 4 and 20 per cent having 8 or more family members. Similar trends were observed in family size of female respondents where 67 per cent had 5 to 8 family members, 24 per cent were had family members up to 4 and 9 per cent were having 8 or more family members.

Distribution of respondents by birth order: The data relating to respondents as per their birth order irrespective of gender revealed that major proportion of respondents (36%) were first born followed by 35 per cent second born and 29 per cent were third or above born. In case of the male respondents about 40 per cent were second born followed by 35 per cent first born and remaining 25 per cent were third or above born. In contrast to this majority of female respondents (37%) were first born, about 30 per cent were second born and the rest 33 per cent were third or above born.

Distribution of respondents by number of siblings: The further probe into the data depicted the profile relating to number of siblings of respondents. Irrespective of their gender major proportion of respondents (42.50%) had three or more siblings followed by 32.50 per cent with two, 20.50 per cent with one sibling and rest 4.50 per cent had no sibling. The distribution further explains that 39 per cent of male respondents had three or above siblings followed by 35 per cent having two and 19 per cent having one sibling whereas 7 per cent had no sibling. Similar trends were seen in case of female respondents in which the major proportion (46%) had more than two siblings followed by 30 per cent with two siblings, 22 per cent with one sibling and remaining 2 per cent had no sibling.

4.2 ASSESSMENT OF THE SOCIAL MEDIA USAGE, SOCIAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

The critical assessment of the social media usage among adolescents has been done under four categories viz. varying types of social media usage among adolescents, various purposes of social media usage among adolescents, extent /frequency of social media usage among adolescents and the connectivity and safety awareness during social media usage among adolescents (Tables 4.2 through 4.5) as elaborated below:

4.2.1 Assessment of adolescents across varying types of Social Media Usage

The data put forth in in table 4.2 and fig. 3 depicts the distribution of adolescents across varying types of social media usage. The overview of the data suggests that

irrespective of their gender adolescents were active only on three types of social media viz. Face book, Instagram and WhatsApp. Further, none of the adolescent reported to be using Twitter or LinkedIn. However, among the three frequently used social media usage sites irrespective of their gender a major proportion (94%) of adolescents reported to use WhatsApp, followed by Face Book (59%) and Instagram (44%). These results are in line with the study conducted by Singhal and Chawla (2019) who studied the effects of WhatsApp and Facebook over educational, occupational and social lives of medical students and resident doctors of North India. Major portion of participants i.e. 98.3 per cent were found to be involved in usage of both WhatsApp as well as Facebook for 1 to 2 hours on daily basis.

Table 4.2: Distribution of adolescents across varying types of Social Media Usage

Types of Social Media Usage	Boys (n ₁ =100)		Girls (n ₂ =100)		Total (n=200)	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Facebook	76	76.00	42	42.00	118	59.00
Instagram	60	60.00	28	28.00	88	44.00
WhatsApp	95	95.00	93	93.00	188	94.00
Twitter	0	0	0	0	0	0
LinkedIn	0	0	0	0	0	0

Figures in parenthesis indicate percentages

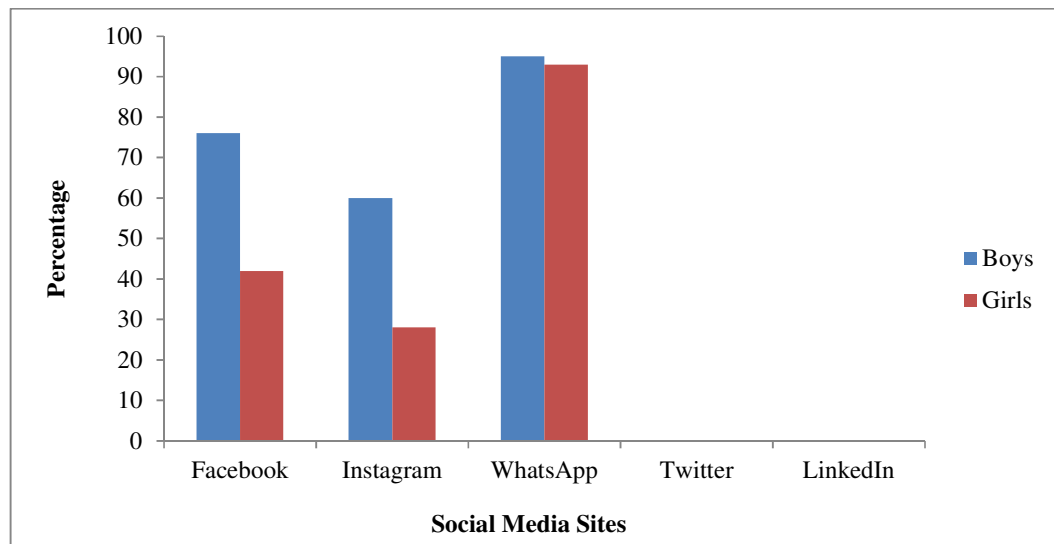


Fig 3: Distribution of adolescents across varying types of social media usage

4.2.2 Assessment of adolescents across varying purposes of Social Media Usage

Data presented in table 4.3 and fig. 4 expounds the per cent distribution of adolescents across varying purposes for which they intend to use of social media in their day to day life. The perusal of the data reveals that first and foremost reason reported by all the adolescents (100%) for depending on social media was ‘spending their leisure time’ followed by their ‘compulsion to be part of their school group’ and to ‘stay connected with school

teachers & classmates’ (89%), to ‘stay connected with friends’ (72%) and for staying connected with old contacts (43.50%). The other motives reported by adolescents included ‘seeking information’ (30%) followed by ‘planning an activity’ (28%) and ‘chatting’ (22%). However, for the purpose of making new friends(15%) and online shopping (8%) were also reported but were not considered to be the significant factors in adopting any of the social media site. Some of the results are found to be similar with study conducted by Srijampana *et al* (2014) who found that adolescents use social media because of their friends, for staying in touch with relative and family and planning various activities.

Table 4.3: Distribution of adolescents across varying purposes of Social Media Usage

Purpose of Social Media Usage	Boys (n ₁ =100)		Girls (n ₂ =100)		Total (n=200)	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Spending leisure time	100	100.00	100	100.00	200	100.00
Making new friends	23	23.00	7	7.00	30	15.00
Connecting with friends	75	75.00	69	69.00	144	72.00
Staying connected with old contacts	57	57.00	30	30.00	87	43.50
Connecting with school teachers & classmates	91	91.00	87	87.00	178	89.00
Planning an activity	32	32.00	24	24.00	56	28.00
Seeking information	30	30.00	30	30.00	60	30.00
Online shopping	11	11.00	5	5.00	16	8.00
Chatting	36	36.00	8	8.00	44	22.00

Figures in parenthesis indicate percentages

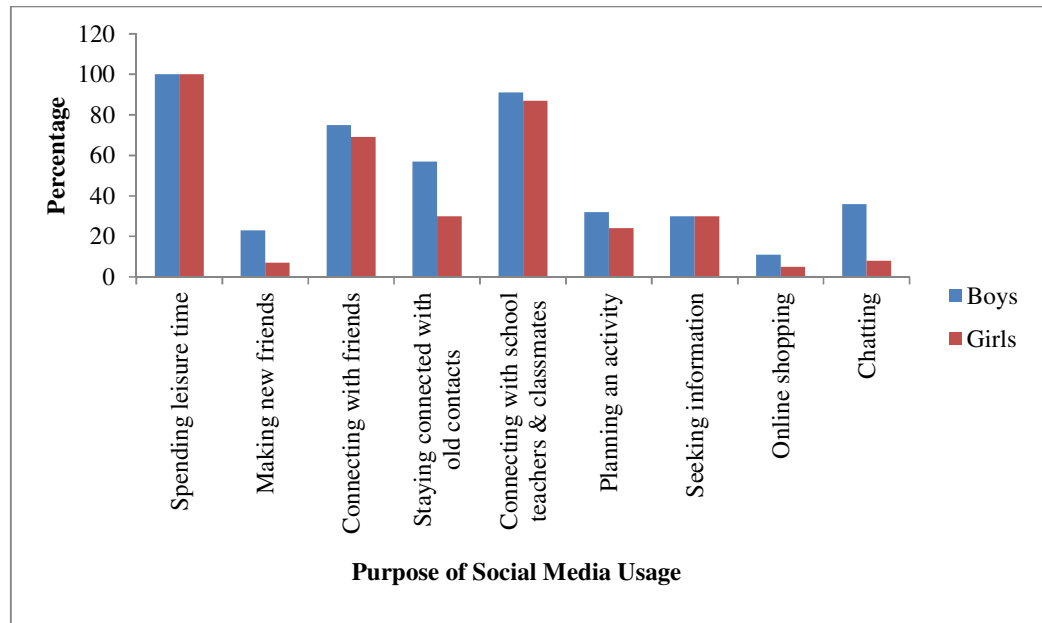


Fig 4: Distribution of adolescents across varying purposes of social media usage

4.2.3 Assessment of frequency of Social Media Usage among adolescents

Data presented in table 4.4 and fig. 5 explicates the gender-wise distribution of adolescents across their frequency of social media usage.

Table 4.4: Gender-wise distribution of adolescents across frequency of Social Media Usage

Social Media	Frequency of Usage	Boys (n ₁ =100)		Girls (n ₂ =100)		Z- value	Total (n=200)	
		Fre- quency (f)	Per- centage (%)	Fre- quency (f)	Per- centage (%)		Fre- quency (f)	Per- centage (%)
Functional Accounts	One	23	23.00	56	56.00	4.77**	79	39.50
	Two	22	22.00	25	25.00	0.50	47	23.50
	Three	55	55.00	19	19.00	5.27**	74	37.00
Usage	Once in four days	12	12.00	13	13.00	0.21	25	12.50
	Once in three days	8	8.00	11	11.00	0.72	19	9.50
	Once in two days	12	12.00	8	8.00	0.94	20	10.00
	Alternate day	10	10.00	10	10.00	0.00	20	10.00
	Everyday	58	58.00	58	58.00	0.00	116	58.00
Duration	less than 30 minutes	34	34.00	40	40.00	0.88	74	37.00
	30-60 minutes	31	31.00	36	36.00	0.75	67	33.50
	1-2 hours	23	23.00	20	20.00	0.52	43	21.50
	2-3 hours	4	4.00	2	2.00	0.83	6	3.00
	3-4 hours	8	8.00	2	2.00	1.95	10	5.00
Since when active on social sites	less than one month	10	10.00	15	15.00	1.07	25	12.50
	almost 3-6 months	20	20.00	40	40.00	3.09**	60	30.00
	6 months- 1 year	17	17.00	17	17.00	0.00	34	17.00
	almost 1-2 years	25	25.00	15	15.00	1.77	40	20.00
	more than 2 years	28	28.00	13	13.00	2.63**	41	20.50
Posts on Social Media	Never	17	17.00	31	31.00	2.32*	48	24.00
	Once a month	47	47.00	32	32.00	2.17*	79	39.50
	Once in a fortnight	23	23.00	25	25.00	0.33	48	24.00
	Once a week	6	6.00	6	6.00	0.00	12	6.00
	Daily	7	7.00	5	5.00	0.60	12	6.00

Figures in parenthesis indicate percentages

* p<0.05, **p<0.01

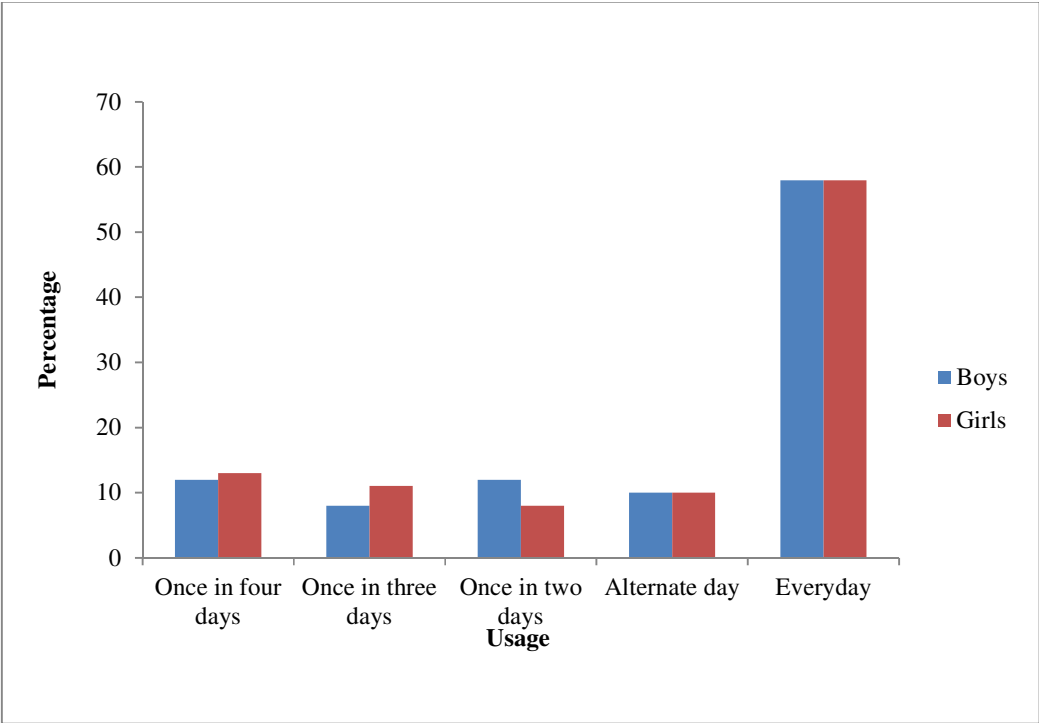
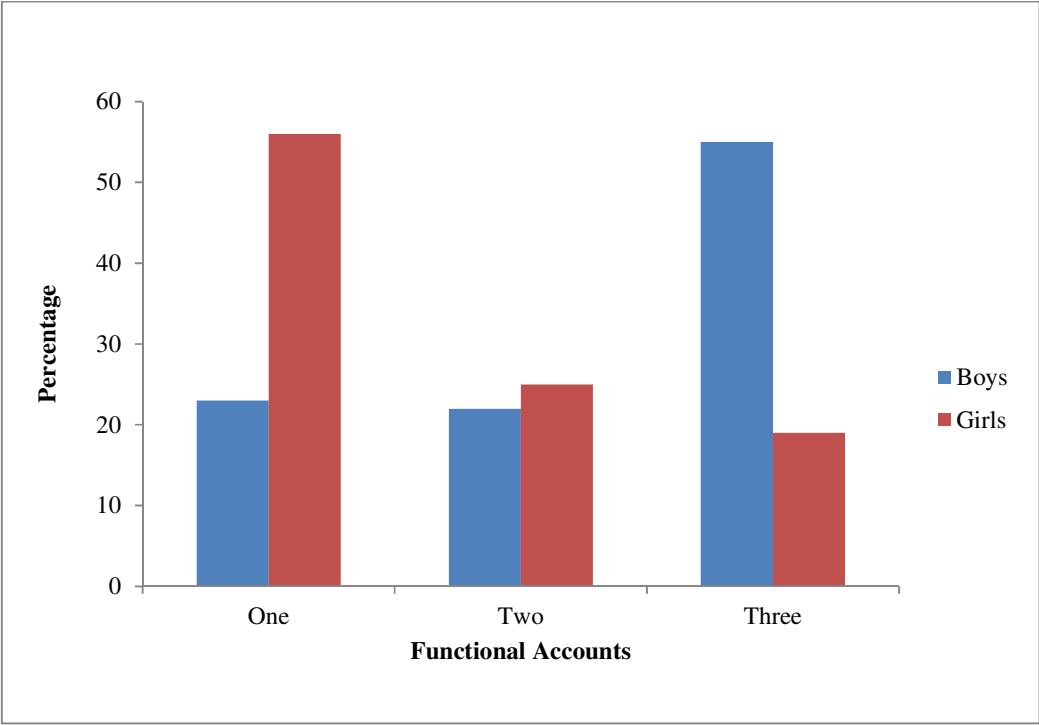


Fig 5: Gender-wise distribution of adolescents across frequency of social media usage

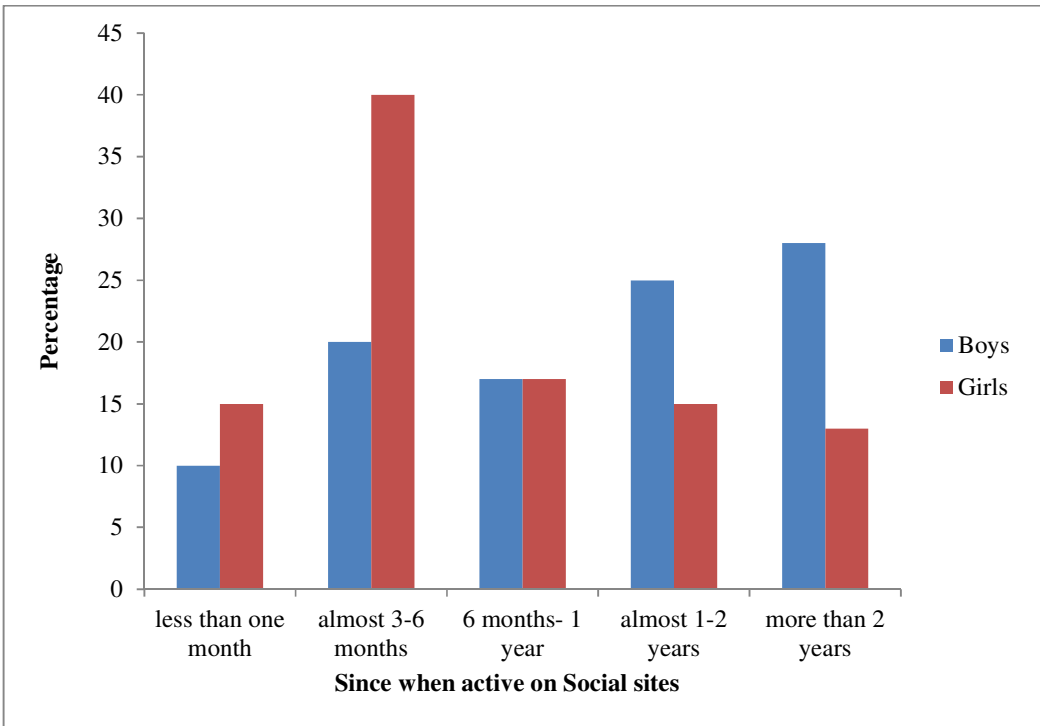
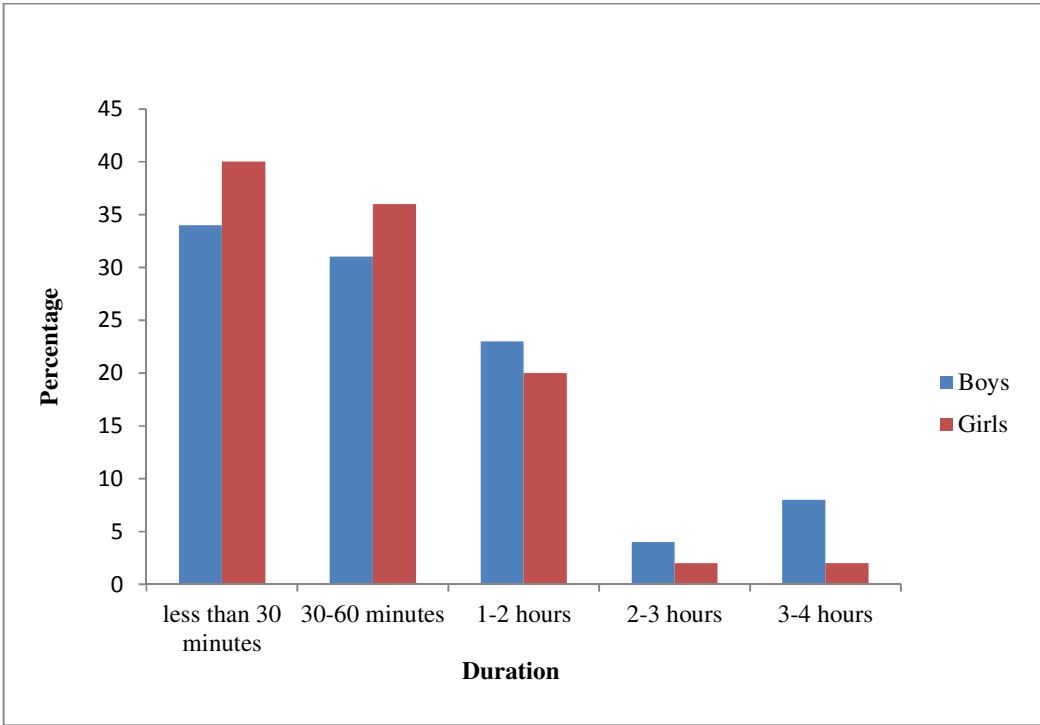


Fig 5: Gender-wise distribution of adolescents across frequency of social media usage (continued)

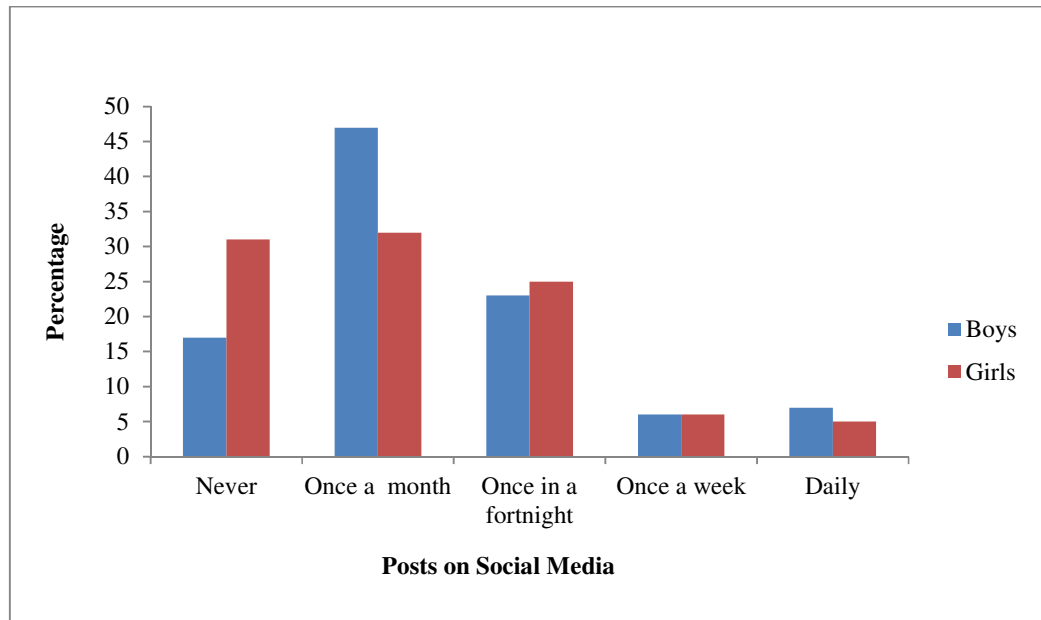


Fig 5: Gender-wise distribution of adolescents across frequency of social media usage (continued)

The frequency of social media usage has been understood in terms of the information obtained from adolescent respondents on five aspects that is the number of functional accounts an individual is handling, how often the individual was using the accounts, how much time an individual was spending each day on different sites, for how long the individual was sustaining his account on the particular social media site and how often an individual posted anything on his/her social media accounts.

Significantly more number of girls (56%) were found to be using only one account whereas significantly more number of boys (55%) were handling three accounts. Similarly, significantly more number of female respondents (40%) reported to be the recent users and active on social sites only since last 3-6 months. This study is in contrast with the study conducted by Vermeran (2015) who found that there is difference in pattern of social media usage between men and women. Women use social media about 76 per cent whereas men use it about 72 per cent. Data pertaining to social media usage had not displayed significant gender differences. No significant gender differences were found in duration of usage of social media sites. In term of posting anything on social media sites female respondents (31%) displayed significant difference on never posting anything as compared to male respondents who were found to be posting only once in a month (47%). The findings are in contradiction with the outcomes of the study conducted by Doctoroff (2012) who found that 75 per cent girls liked to post online photographs on other hand only 42 per cent boys put their photos online.

4.2.4 Assessment of adolescents with respect to their connectivity and safety awareness during Social Media Usage

The data presented in table 4.5 and fig. 6 describes the connectivity and safety

Table 4.5: Gender-wise distribution of adolescents with respect to their connectivity and safety awareness during Social Media Usage

Social Media Safety Awareness	Frequency	Boys (n ₁ =100)		Girls (n ₂ =100)		Z-value	Total(n=200)	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)		Frequency (f)	Percentage (%)
Facebook Followers	None	21	21.00	56	56.00	5.09**	77	38.50
	50-100	17	17.00	30	30.00	2.17*	47	23.50
	100-150	10	10.00	8	8.00	0.49	18	9.00
	150-200	10	10.00	2	2.00	2.38*	12	6.00
	200-250	8	8.00	1	1.00	2.39*	9	4.50
	more than 250	34	34.00	3	3.00	5.65**	37	18.50
Followers on Instagram	None	38	38.00	72	72.00	4.83**	110	55.00
	50-100	15	15.00	9	9.00	1.31	24	12.00
	100-150	14	14.00	5	5.00	2.17*	19	9.50
	150-200	8	8.00	8	8.00	0.00	16	8.00
	200-250	4	4.00	1	1.00	1.36	5	2.50
	more than 250	21	21.00	5	5.00	3.36**	26	13.00
Followers on WhatsApp	None	6	6.00	7	7.00	0.29	13	6.50
	50-100	45	45.00	65	65.00	2.84**	110	55.00
	100-150	28	28.00	20	20.00	1.32	48	24.00
	150-200	9	9.00	4	4.00	1.43	13	6.50
	200-250	4	4.00	2	2.00	0.83	6	3.00
	more than 250	8	8.00	2	2.00	1.95	10	5.00
Precautions relating to privacy issues	Always	21	21.00	34	34.00	2.06*	55	27.50
	Often	32	32.00	39	39.00	1.03	71	35.50
	Sometimes	36	36.00	16	16.00	3.22**	52	26.00
	Rarely	7	7.00	5	5.00	0.60	12	6.00
	Never	4	4.00	6	6.00	0.65	10	5.00
Sharing confidential / financial details	Never	25	25.00	46	46.00	3.10**	71	35.50
	Rarely	6	6.00	9	9.00	0.81	15	7.50
	Sometimes	63	63.00	39	39.00	3.39**	102	51.00
	Often	2	2.00	2	2.00	0.00	4	2.00
	Always	4	4.00	4	4.00	0.00	8	4.00
Perceived Trustworthiness of Virtual Contacts	Never trustworthy at all	11	11.00	39	39.00	4.57**	50	25.00
	Rarely trustworthy	19	19.00	19	19.00	0.00	38	19.00
	Sometimes	52	52.00	35	35.00	2.42*	87	43.50

Social Media Safety Awareness	Frequency	Boys (n ₁ =100)		Girls (n ₂ =100)		Z-value	Total(n=200)	
		Fre-quency (f)	Per-centage (%)	Fre-quency (f)	Per-centage (%)		Fre-quency (f)	Per-centage (%)
	trustworthy							
	Often trustworthy	15	15.00	7	7.00	1.81	22	11.00
	Always trustworthy	3	3.00	0	0.00	1.75	3	1.50
Confiding Personal/Family Problems	Never	32	32.00	48	48.00	2.31*	80	40.00
	Within a few months	17	17.00	17	17.00	0.00	34	17.00
	Within a few weeks	38	38.00	25	25.00	1.98*	63	31.50
	After a week	11	11.00	5	5.00	1.56	16	8.00
	Instantly	2	2.00	5	5.00	1.15	7	3.50
Perception of Social Media as an Influencing Platform	Strongly Disagree	1	1.00	3	3.00	1.01	4	2.00
	Disagree	10	10.00	9	9.00	0.24	19	9.50
	Uncertain	11	11.00	5	5.00	1.56	16	8.00
	Agree	63	63.00	43	43.00	2.83**	106	53.00
	Strongly Agree	15	15.00	40	40.00	3.96**	55	27.50

Figures in parenthesis indicate percentages

* p<0.05, **p<0.01

awareness of social media among adolescent boys and girls. The gender-wise per cent distribution of adolescents according to their connectivity and safety awareness during social media usage brings to light that followers on different social media sites were found to have significant gender differences. It was observed that the more than half of the girls (56%) were having no follower on Facebook in contrast to 21 per cent boys, 30 per cent of girls were found to have only 50-100 followers on Facebook whereas only 17 per cent boys were in this range of followers. However, boys were significantly more (10%) than girl (2%) in the category of having 150-200 Facebook followers and also 8 per cent of boys and only 1 per cent of girls were having as large as 200-250 Facebook followers. Finally, boys (34%) superseded girls (3%) in having more than 250 numbers of Facebook followers.

In category of ‘followers on Instagram’ significant gender differences were seen. Girls (72%) outdid boys (38%) in having no follower on Instagram, whereas boys (14%) outnumbered girls (5%) in having ‘100-150 followers’. Finally boys (21%) outclassed girls (5%) in terms of having more than 250 followers. With regards to category of ‘followers on WhatsApp’ significant gender differences were found in having ‘50-100 followers’ where female respondents (65%) outnumbered their male counterparts (45%).

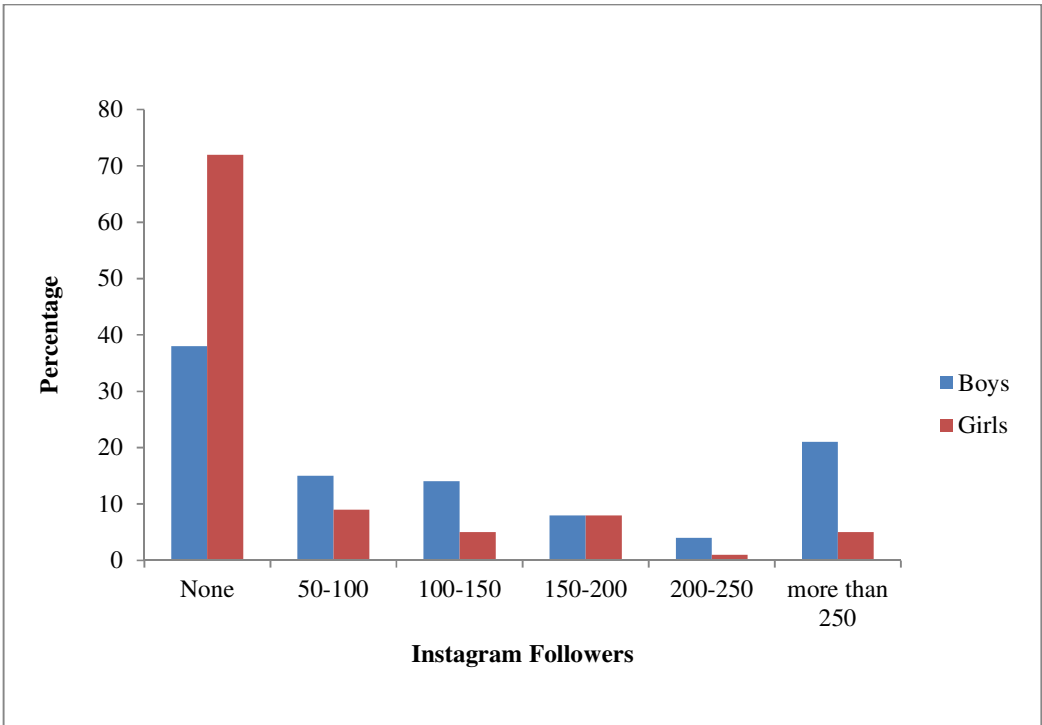
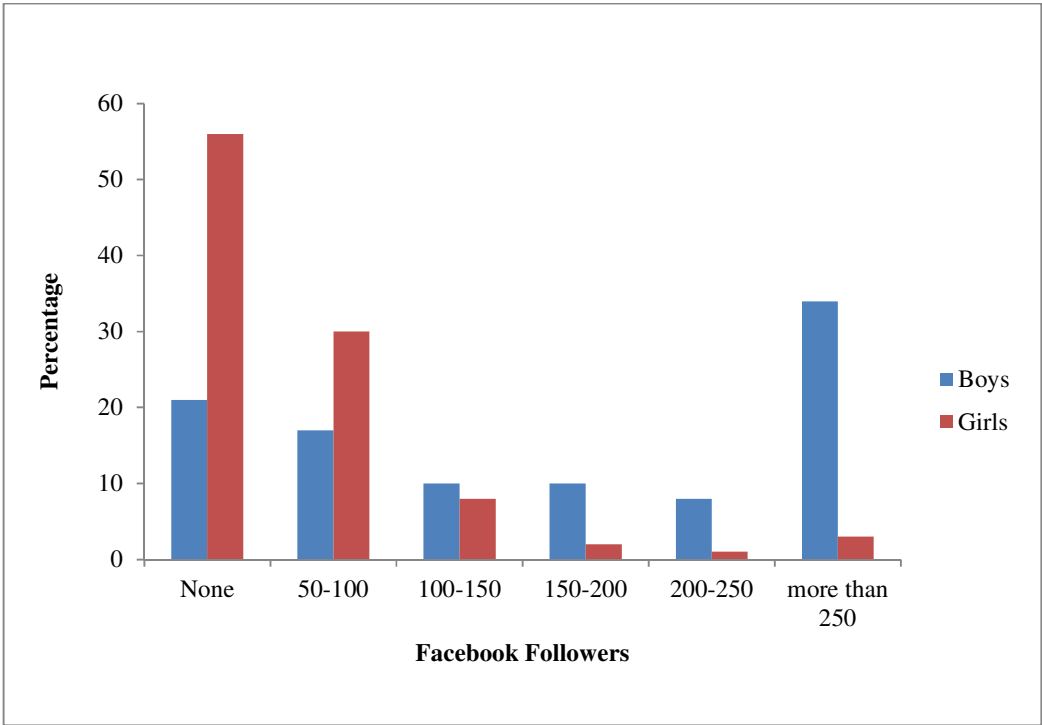


Fig 6: Gender-wise distribution of adolescents with respect to their connectivity and safety awareness during social media usage

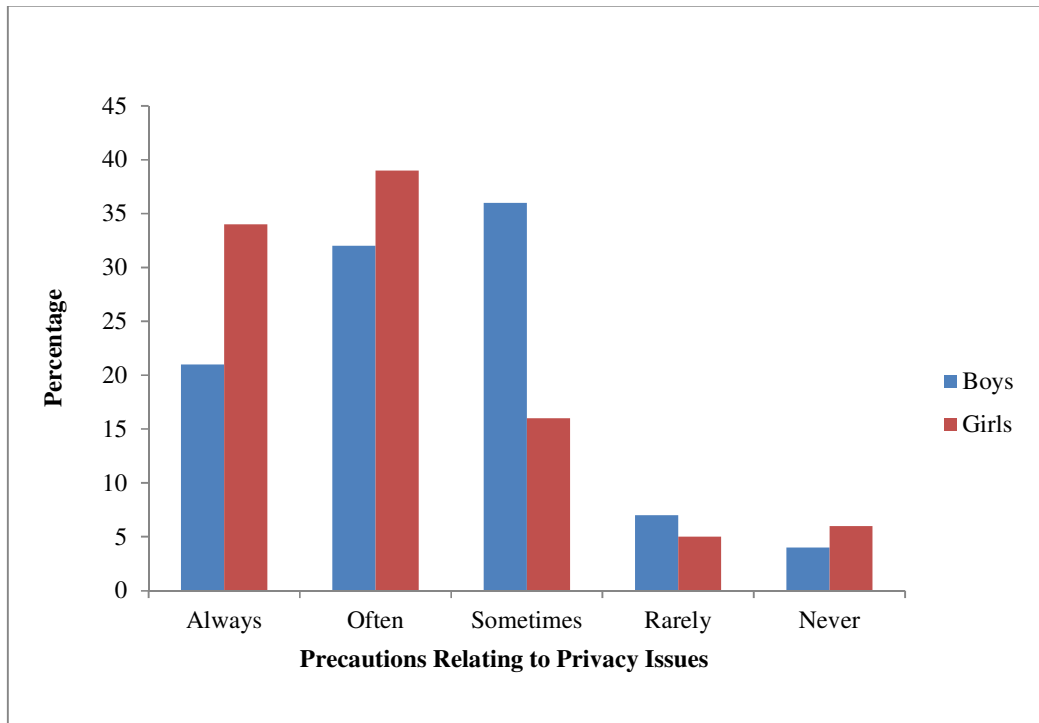
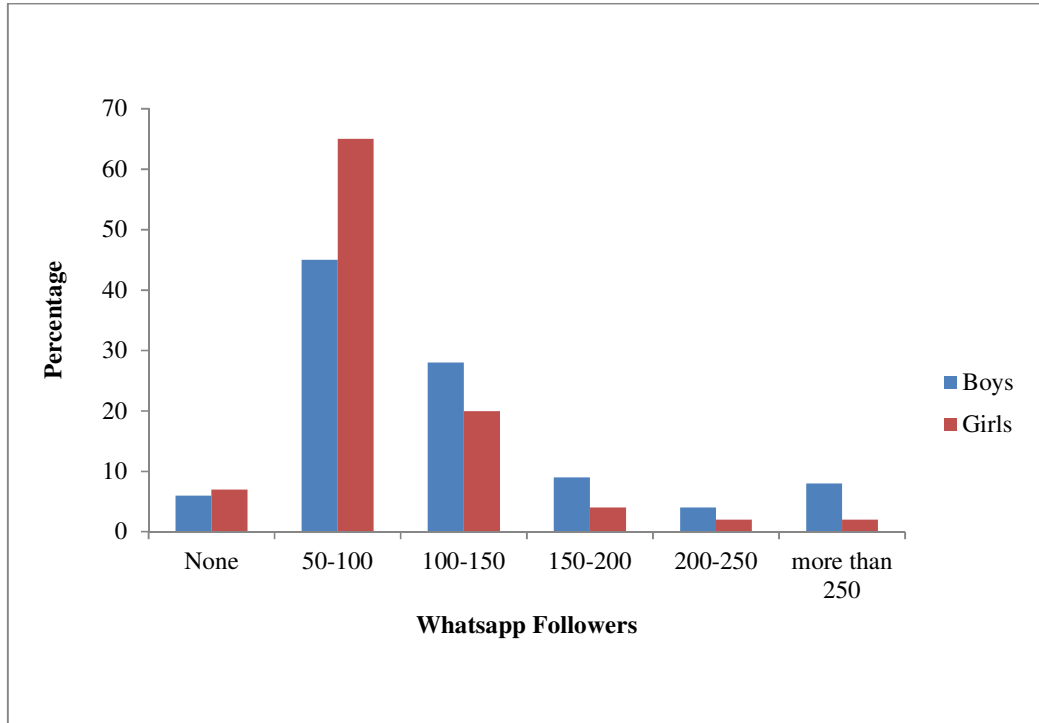


Fig 6: Gender-wise distribution of adolescents with respect to their connectivity and safety awareness during social media usage (continued)

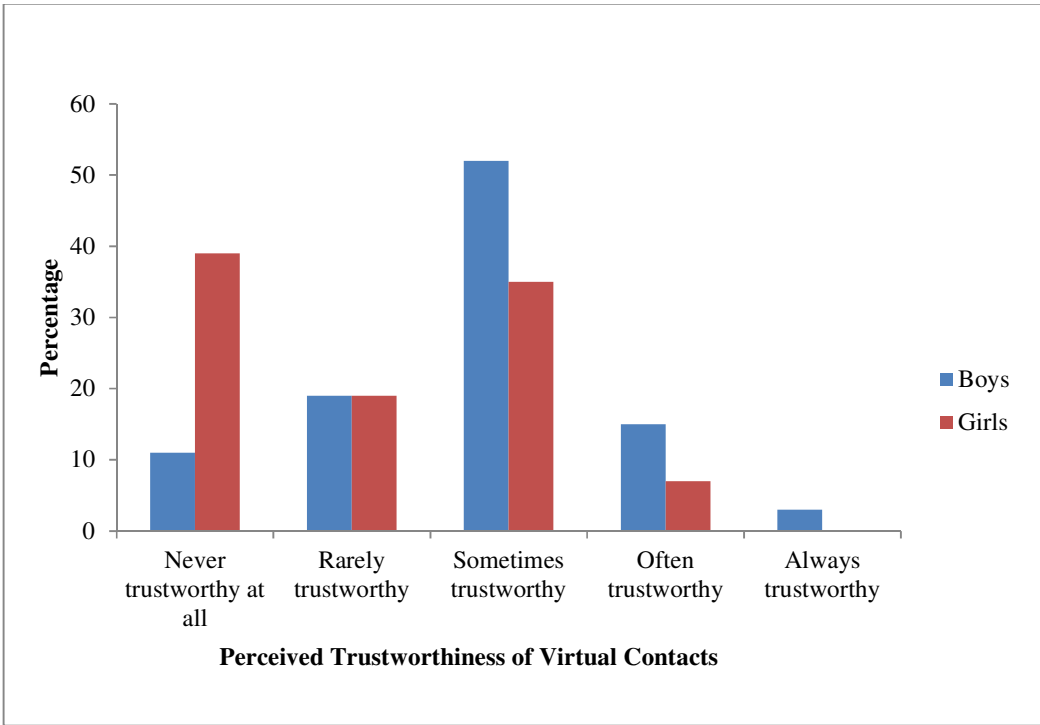
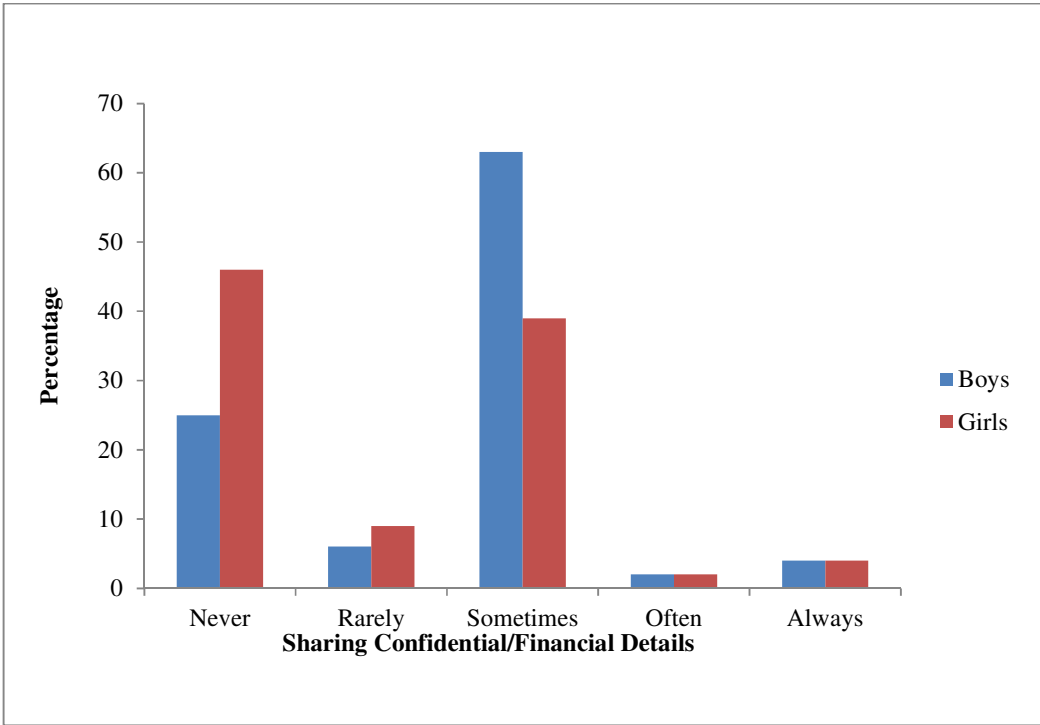


Fig 6: Gender-wise distribution of adolescents with respect to their connectivity and safety awareness during social media usage (continued)

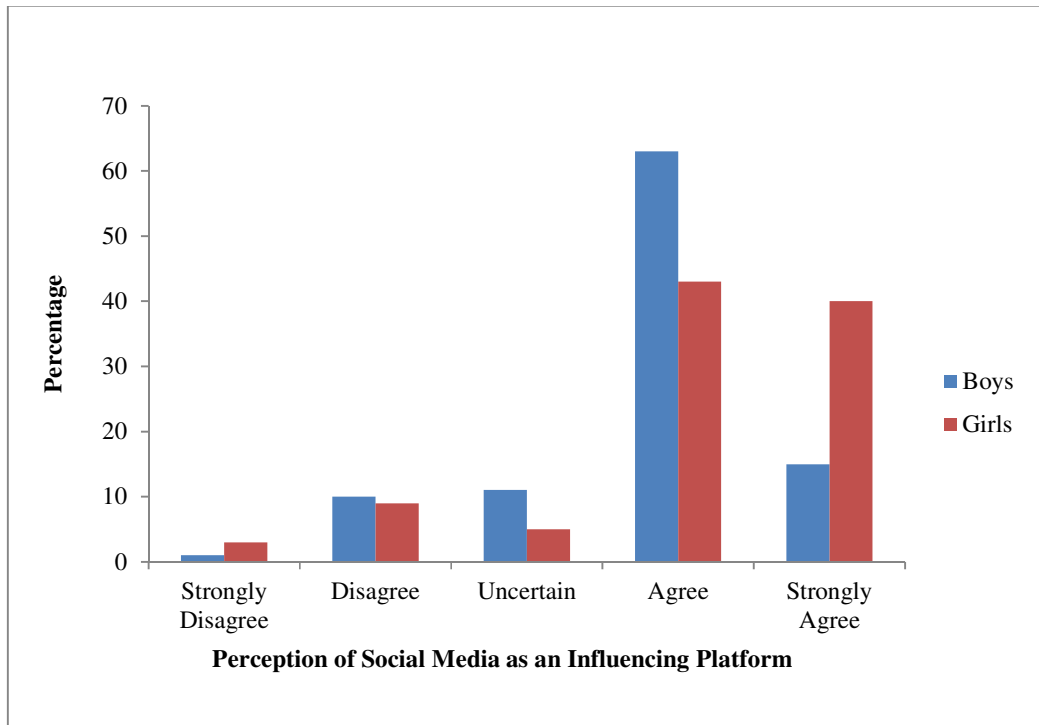
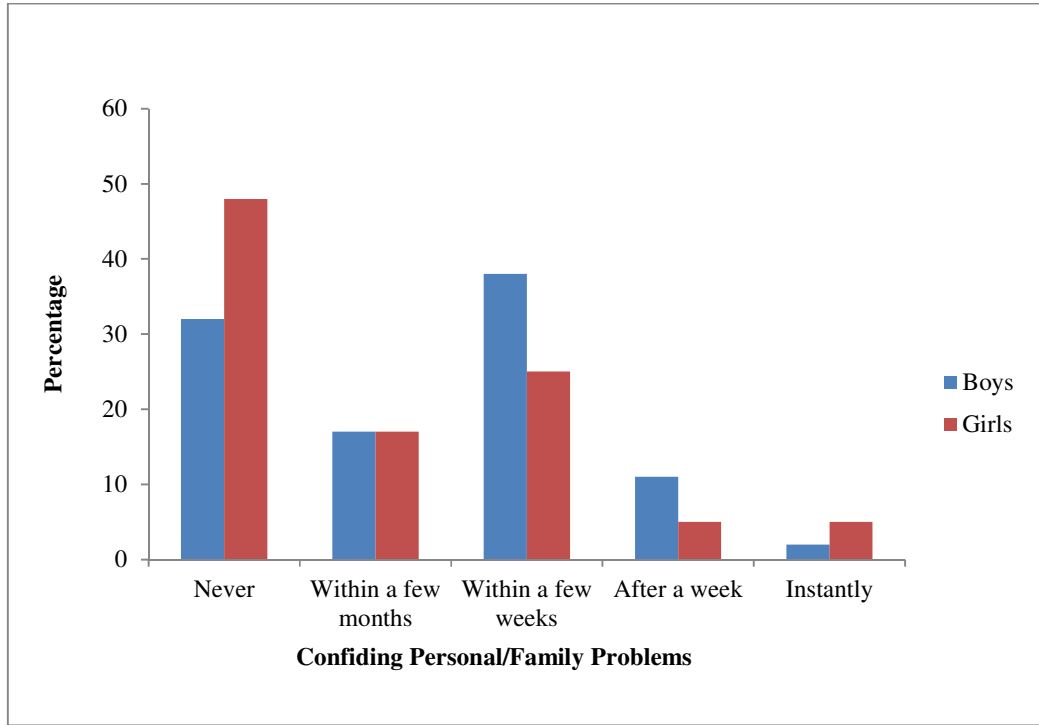


Fig 6: Gender-wise distribution of adolescents with respect to their connectivity and safety awareness during social media usage (continued)

The further analysis of data highlights statistically significant gender differences only in the 'always' and 'sometimes' categories of awareness regarding precautions related to privacy issues while using social media ($Z=2.06$; $p<0.05$ & $Z=3.22$; $p<0.01$, respectively). Girls (34%) exceeded boys (21%) in 'always' category of being aware about privacy issues whereas boys (36%) outclassed girls (16%) in being 'sometimes aware' regarding privacy issues while using social media. The findings are in agreement with study conducted by Madden *et al* (2013) who undertook a study on sharing personal information of social media. The study highlighted that there was significant sharing of number by boys on social media whereas girls restrict approach to their profiles.

Data regarding sharing of confidential/financial details on social media highlighted statistically significant differences existed between two genders in 'never' and 'sometimes' category of sharing confidential/financial details ($Z=3.10$; $p<0.01$ & $Z=3.39$; $p<0.01$ respectively). Respondent girls (46%) superseded boys (25%) in never sharing confidential /financial details on social media sites whereas boys (63%) outdid girls (39%) in 'sometimes' category of sharing confidential/financial details on social media sites. The study is not in agreement with findings by Ducharme (2019) who found that regardless of gender teenagers renew information about social media usage, mental health, sleeping patterns, physical workout.

Further, the data relating to 'perceived trustworthiness of virtual contacts' on social media sites also revealed statistically significant gender differences in both 'never trustworthy at all' and 'sometimes trustworthy' ($Z=4.57$; $p<0.01$ $Z=2.42$; $p<0.05$, respectively) category of safety awareness. In this dimension girls (39%) outclassed boys (11%) in displaying no trust over virtual contacts on social media but on other hand boys (52%) outnumbered girls in showing sometimes trustworthiness on virtual contacts on social media sites.

The data pertaining to 'confiding personal / family problems' with people on social media also depicted statistically significant gender differences where girls reported to never 'confide their personal or family problems' but boys confided the same within a few weeks ($Z=2.31$; $p<0.05$ & $Z=1.98$; $p<0.05$ respectively). Girls (48%) surpassed boys (32%) in 'never confiding personal / family problems' with people on social media whereas boys (38%) outdid girls (25%) in confiding it with people within a few weeks on social media.

Finally the probe into data regarding 'perception of social media as an influencing platform' also displayed significant gender differences in 'agree' as well as 'strongly agree' category ($Z=2.83$; $p<0.05$ & $Z=3.96$; $p<0.05$, respectively). Boys (63%) surmounted girls (43%) in 'agreeing' category of social media as an influencing platform whereas girls (40%) outclassed boys (15%) in 'strongly agreeing' that social media was an influencing platform.

4.2.5 Assessment of overall Social Media Usage among adolescents across varying levels of Social Media Usage

The overview of the data presented in the table 4.6 and fig. 7 represents overall social media usage across varying levels of social media usage among adolescent boys and girls. The perusal of data indicated statistically significant gender differences across varying of levels of social media usage. Boys (40%) were found to be significantly ($Z=3.96$; $p<0.01$) more inclined towards ‘High level’ of social media usage and the findings are in agreement with the study conducted by Alanjadt *et al* (2019) on students of university of Sharjah to explore social media usage and academic performance and reported statistically gender differences in social media usage. However, girls (29%) were significantly ($Z=4.05$; $p<0.01$) more in low level of social media usage as compared to the number of boys (7%) falling in this category.

Table 4.6: Gender-wise distribution of adolescents across varying levels of Overall Social Media Usage

Levels of Overall Social Media Usage	Boys (n ₁ =100)		Girls (n ₂ =100)		Z-value	Total (n=200)	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)		Frequency (f)	Percentage (%)
High	40	40.00	15	15.00	3.95**	55	27.50
Medium	53	53.00	56	56.00	0.42	109	54.50
Low	7	7.00	29	29.00	4.04**	36	18.00

Figures in parenthesis indicate percentages

** $p<0.01$

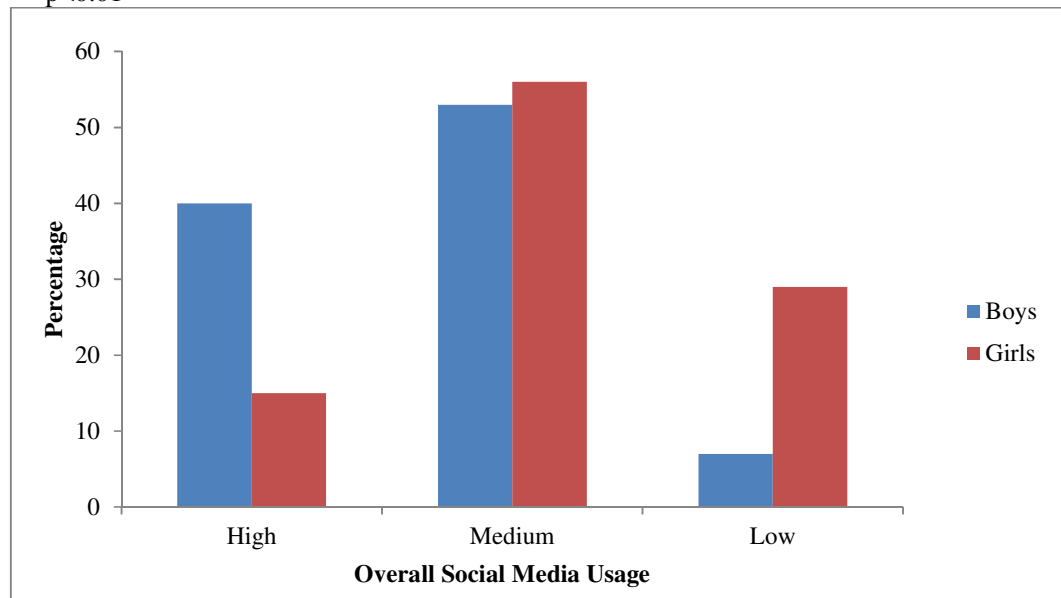


Fig 7: Gender-wise distribution of adolescents across varying levels of overall social media usage

4.2.6 Assessment of Social Intelligence among adolescents across varying dimensions and levels of Social Intelligence

The data presented in table 4.7 and fig. 8 represents overall gender-wise per cent distribution of adolescents across different dimensions and levels of Social Intelligence. The dimension-wise analysis of data is put forth under the following sub-heads:

'Demonstrative empathy' as a dimension of Social Intelligence

In 'Demonstrative empathy' dimension of social intelligence respondents showed statistically significant gender differences ($Z=2.23$; $p<0.05$) in which females (80%) superseded males (66%) at high level. This study is in tune with that of Meshkat and Najati (2017) who also explored relationship between gender and empathy and found significant gender differences in empathy.

'Energy' as a dimension of Social Intelligence

Data pertaining to 'energy' dimension of social intelligence highlighted statistically significant gender differences at high as well as low level ($Z=2.98$; $p<0.01$ & $Z=3.06$; $p<0.01$, respectively). The female respondents (65%) outnumbered male respondents (44%) at high level. Whereas, males (9%) outdid females (0%) at low level.

Table 4.7: Gender-wise distribution of adolescents across different dimensions and levels of Social Intelligence

Dimensions of Social Intelligence	Levels	Boys (n ₁ =100)		Girls (n ₂ =100)		Z-value	Total (n=200)	
		Fre-quency (f)	Per-centage (%)	Fre-quency (f)	Per-centage (%)		Fre-quency (f)	Per-centage (%)
Demonstrative empathy	High	66	66	80	80	2.23*	146	73
	Medium	28	28	19	19	1.50	47	23.5
	Low	6	6	1	1	1.92	7	3.5
Energy	High	44	44	65	65	2.98**	109	54.5
	Medium	47	47	35	35	1.72	82	41
	Low	9	9	0	0	3.06**	9	4.5
Social skills	High	55	55	68	68	1.88	123	61.5
	Medium	40	40	32	32	1.17	72	36
	Low	5	5	0	0	2.26*	5	2.5
Tolerance	High	64	64	63	63	0.14	127	63.5
	Medium	32	32	35	35	0.44	67	33.5
	Low	4	4	2	2	0.82	6	3
Persuasiveness	High	65	65	69	69	0.60	134	67
	Medium	31	31	30	30	0.15	61	30.5
	Low	4	4	1	1	1.35	5	2.5
Ability to lead	High	62	62	67	67	0.73	129	64.5
	Medium	31	31	32	32	0.15	63	31.5
	Low	7	7	1	1	2.16*	8	4
Overall Social Intelligence	High	60	60	73	73	1.94	133	66.5
	Medium	35	35	27	27	1.22	62	31
	Low	5	5	0	0	2.26*	5	2.5

Figures in parenthesis indicate percentages

* $p<0.05$, ** $p<0.01$

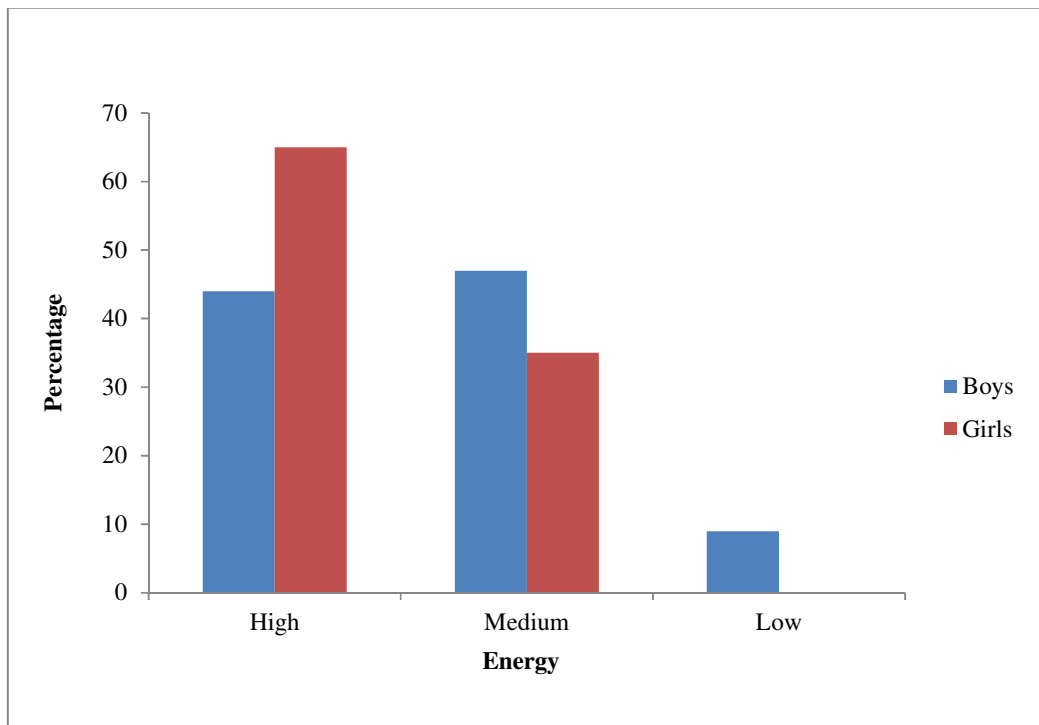
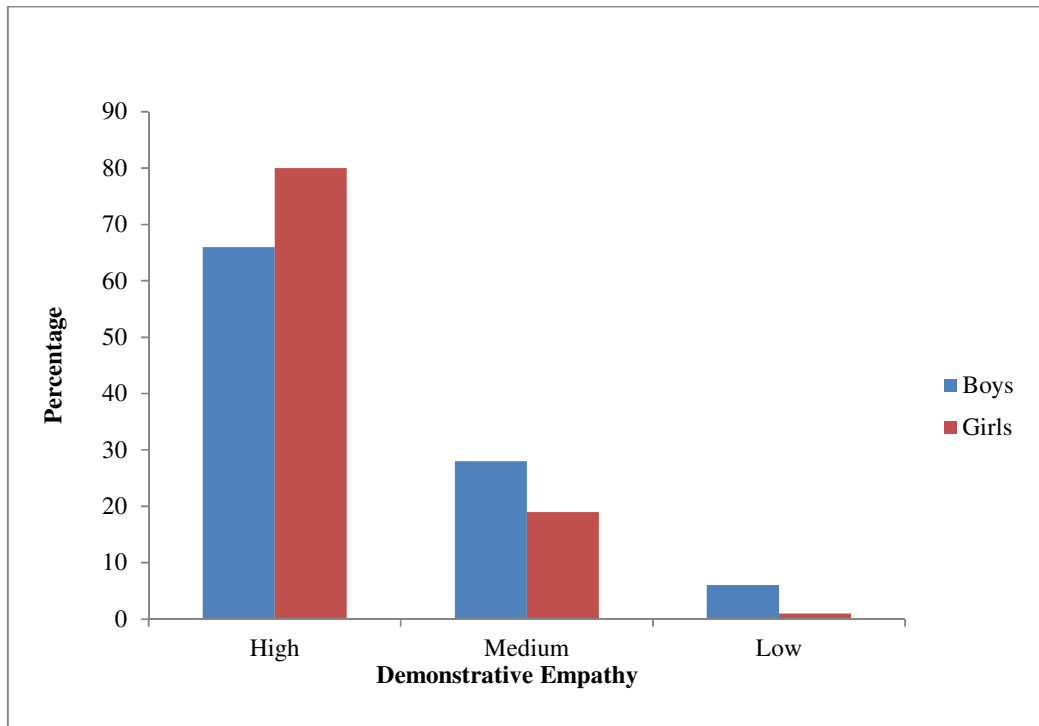


Fig 8: Gender-wise distribution of adolescents across different dimensions and levels of social intelligence

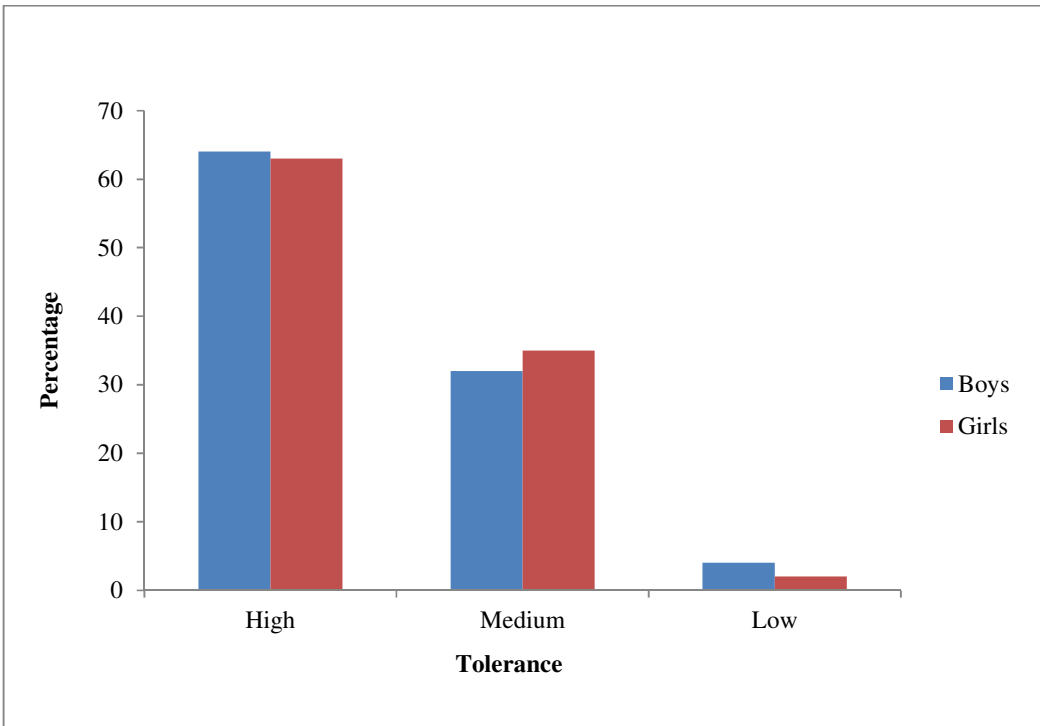
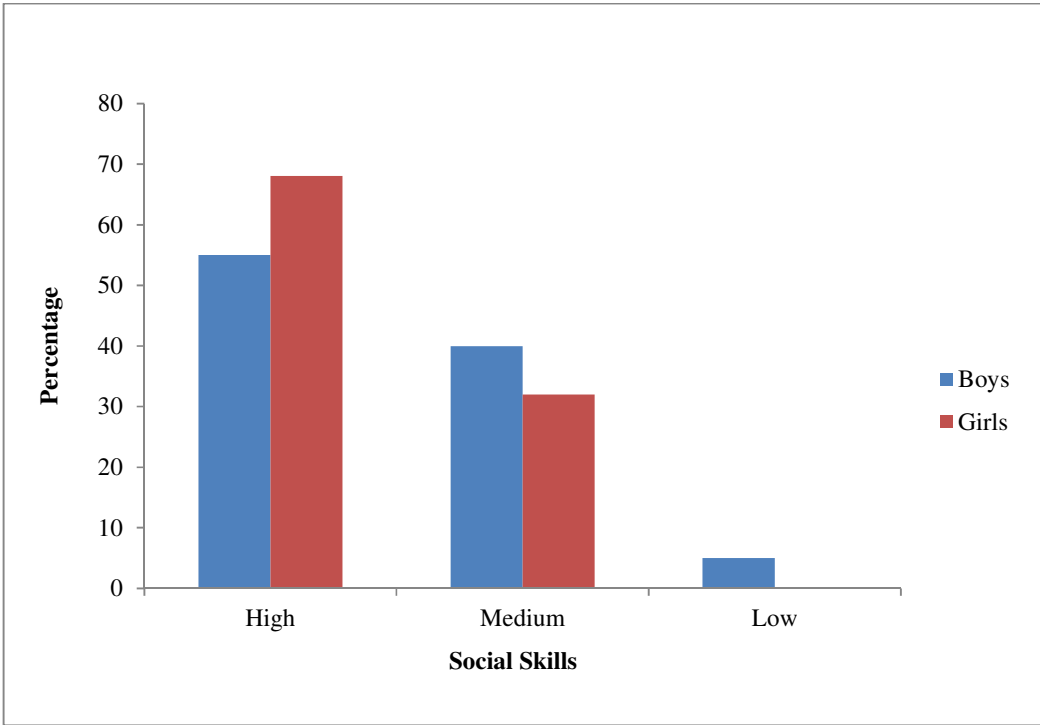


Fig 8: Gender-wise distribution of adolescents across different dimensions and levels of social intelligence (continued)

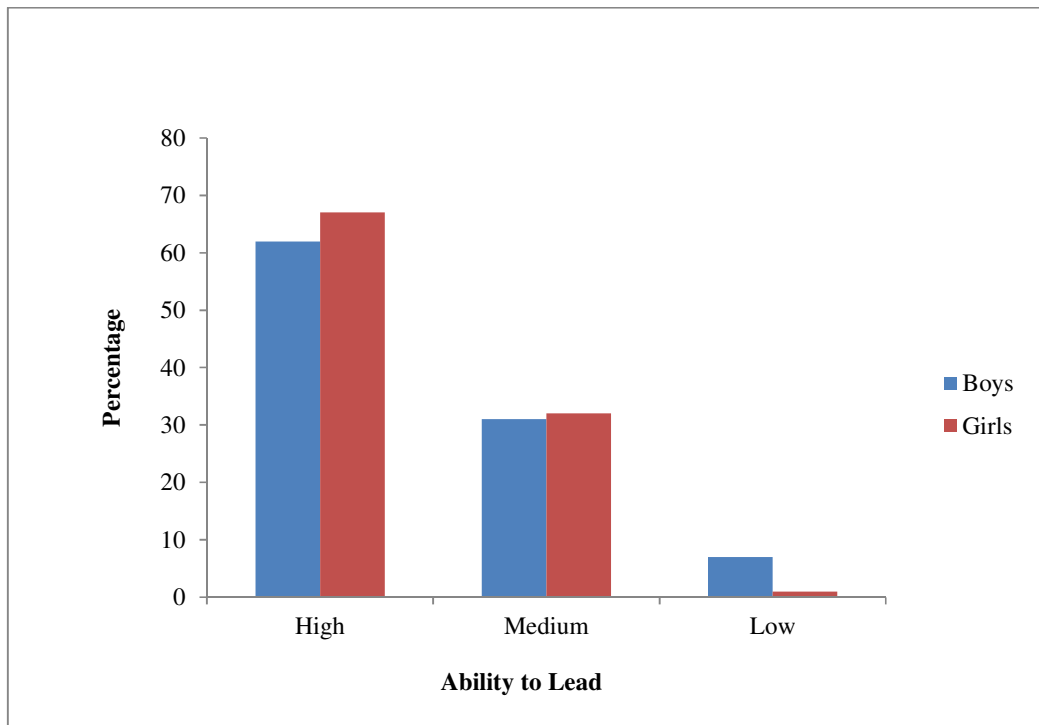
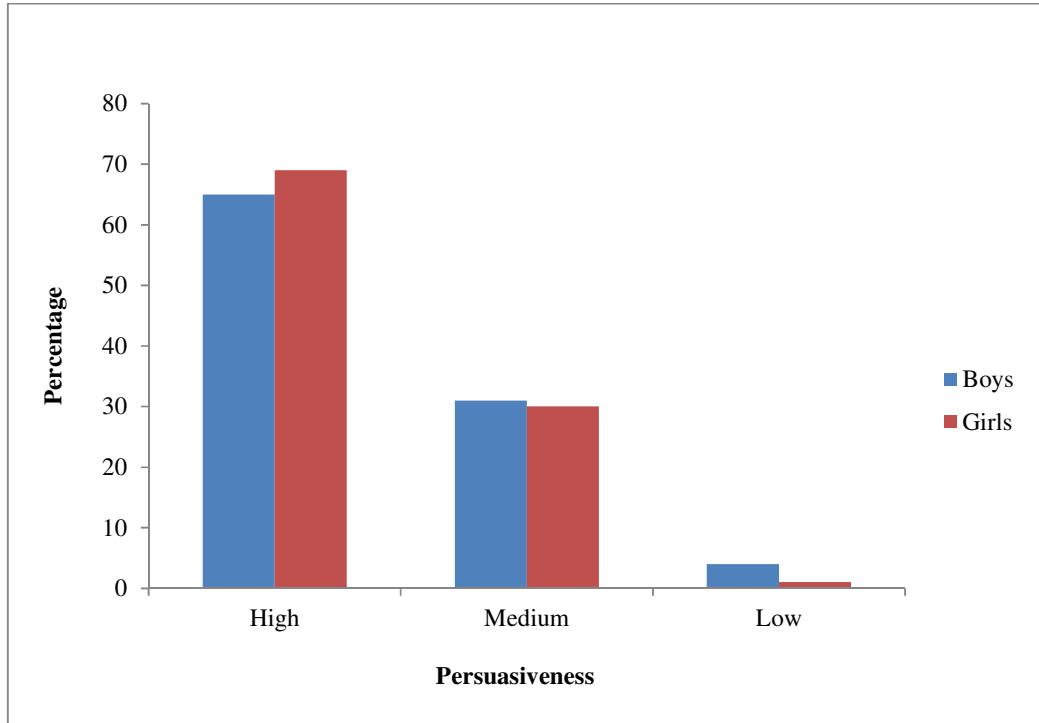


Fig 8: Gender-wise distribution of adolescents across different dimensions and levels of social intelligence (continued)

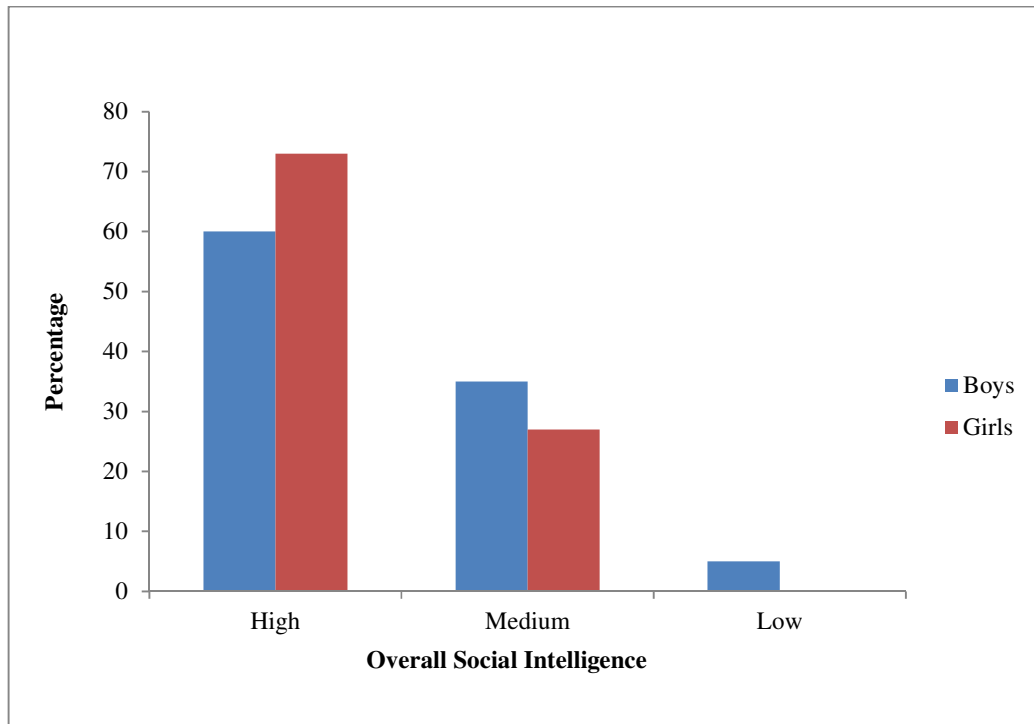


Fig 8: Gender-wise distribution of adolescents across different dimensions and levels of social intelligence (continued)

'Social skills' as a dimension of Social Intelligence

Next to the 'energy' dimension, in the 'Social skills' dimension of Social Intelligence the male respondents were found to exhibit statistically significant differences at low level ($Z=2.26$; $p<0.05$) where the male (5%) respondents surpassed females at low level of social skills.

'Tolerance' as a dimension of Social Intelligence

The further probe into the data pertaining to 'tolerance' dimension of Social Intelligence highlighted statistically non-significant gender differences in adolescents at all the three levels of 'tolerance' dimension of Social Intelligence.

'Persuasiveness' as a dimension of Social Intelligence

Similarly the data pertaining to 'persuasiveness' dimension of Social Intelligence displayed statistically non-significant gender differences among adolescents at all the three levels of 'persuasiveness' dimension of Social Intelligence. The results stand in contradiction to findings of study by Pino *et al* (2020) which revealed that boys were more persuasive as compared to girls.

'Ability to lead' as a dimension of Social Intelligence

Data pertaining to 'ability to lead' dimension of Social Intelligence ascertained statistically significant differences at only low level ($Z=2.16$; $p<0.05$) where males (7%)

overshadowed females (1%) at low level. These results are in contradiction with the study conducted by Alan *et al* (2019) who studied gender differences in leadership among adolescents and found that boys had better skills and ability to lead as compared to girls.

'Overall Social Intelligence'

The overview of data pertaining to Overall Social Intelligence irrespective of the dimensions of Social Intelligence revealed statistically significant differences at low level of Social Intelligence ($Z=2.26$; $p<0.05$) where male (5%) respondents outdid their female counterparts at low level of Social Intelligence. These results are in tune with the study done by Meijs *et al* (2008) that showed there are higher significant scores of girls as compared to boys on being socially intelligent.

But in Overall Social Intelligence irrespective of the gender of respondents as well as the dimensions of Social Intelligence, a major proportion (66.5%) of respondents displayed 'High level' of Social Intelligence followed by 31 per cent at 'medium' level and only 2.5 per cent were at 'low' level.

4.2.7 Gender-wise mean score (\pm S.D.) differences across different dimensions and levels of Social Intelligence among adolescents

The data contained in table 4.8 depicts the gender-wise mean score (\pm S.D.) differences across different dimensions and levels of Social Intelligence among adolescents. The data elucidates that significant gender differences existed in the 'overall energy' ($t = 4.43$; $p<0.01$) and 'overall social skills' ($t=3.20$; $p<0.01$) with girls having significantly better mean scores than boys. The 'tolerance' dimension also displayed statistically significant gender differences at medium level ($t=2.51$; $p<0.05$) and 'persuasiveness' dimension at low level ($t=2.10$; $p<0.05$), with girls superseding boys with better mean scores in both the dimensions of Social Intelligence. Further, the 'Overall Social Intelligence' irrespective of dimensions and levels also displayed significant gender differences ($t=2.415$; $p<0.05$) where girls scored better mean scores as compared to boys. However, non-significant gender differences were observed in mean scores (\pm S.D.) of 'demonstrative empathy' and 'ability to lead' dimension of Social Intelligence.

4.2.8 Gender-wise distribution of adolescents across different domains and levels of Emotional Intelligence

Data presented in table 4.9 and fig. 9 highlights the gender-wise distribution of respondents as per the domains and levels of Emotional Intelligence. It is evident from the data that girls and boys were comparable in their Emotional Intelligence across varying domains and levels of Emotional Intelligence. However, with respect to the data pertaining to 'Overall Emotional Intelligence' it was evident that irrespective of gender as well as domains of Emotional Intelligence a major proportion of respondents (61.5%) displayed medium level of Emotional Intelligence followed by 26 per cent at high level and remaining

12.50 per cent at low level. The findings of the study are in agreement with study carried out by Golan (2015) which stated that were girls more self-aware as compared to boys.

Table 4.8: Gender-wise mean score (\pm S.D.) differences across different dimensions and level of Social Intelligence among adolescents

Dimensions of Social Intelligence	Levels	Boys (n ₁ =100)	Girls (n ₂ =100)	t-value	Total (n=200)
		Mean \pm S.D.	Mean \pm S.D.		Mean \pm S.D.
Demonstrative empathy	High	16.83 \pm 1.44	16.58 \pm 1.40	1.09	16.69 \pm 1.42
	Medium	13.04 \pm 1.29	12.74 \pm 1.19	0.80	12.91 \pm 1.25
	Low	7.67 \pm 0.52	7.00 \pm 0.00	1.20	7.57 \pm 0.53
	Overall	15.2 \pm 2.9	15.8 \pm 2.2	1.45	15.5 \pm 2.6
Energy	High	12.82 \pm 1.06	13.20 \pm 1.06	1.84	13.05 \pm 1.07
	Medium	9.87 \pm 1.10	10.09 \pm 0.89	0.94	9.96 \pm 1.01
	Low	5.44 \pm 0.73	-	NA	5.44 \pm 0.73
	Overall	10.8 \pm 2.4	12.1 \pm 1.8	4.43**	11.4 \pm 2.2
Social skills	High	25.35 \pm 2.01	25.90 \pm 1.68	1.66	25.65 \pm 1.85
	Medium	19.68 \pm 1.83	20.16 \pm 2.10	1.04	19.89 \pm 1.95
	Low	10.40 \pm 1.34	-	NA	10.40 \pm 1.34
	Overall	22.3 \pm 4.3	24.1 \pm 3.2	3.20**	23.2 \pm 3.9
Tolerance	High	13.03 \pm 1.04	13.19 \pm 0.98	0.89	13.11 \pm 1.01
	Medium	9.47 \pm 1.24	10.17 \pm 1.04	2.51*	9.84 \pm 1.19
	Low	5.50 \pm 0.58	5.00 \pm 0.00	1.15	5.33 \pm 0.52
	Overall	11.6 \pm 2.3	12.0 \pm 2.0	1.23	11.8 \pm 2.2
Persuasiveness	High	16.74 \pm 1.50	16.90 \pm 1.47	0.62	16.82 \pm 1.48
	Medium	12.81 \pm 1.40	12.53 \pm 1.41	0.76	12.67 \pm 1.40
	Low	6.75 \pm 0.96	9.00 \pm 0.00	2.10*	7.20 \pm 1.30
	Overall	15.1 \pm 2.9	15.5 \pm 2.6	1.01	15.3 \pm 2.7
Ability to lead	High	16.90 \pm 1.54	16.45 \pm 1.34	1.79	16.67 \pm 1.45
	Medium	13.13 \pm 1.23	12.69 \pm 1.31	1.38	12.90 \pm 1.28
	Low	7.29 \pm 1.11	8.00 \pm	0.60	7.38 \pm 1.06
	Overall	15.1 \pm 3.1	15.2 \pm 2.3	0.25	15.1 \pm 2.7
Overall Social Intelligence	High	98.85 \pm 7.67	99.75 \pm 6.73	0.72	99.35 \pm 7.16
	Medium	81.57 \pm 5.90	80.52 \pm 6.51	0.67	81.11 \pm 6.15
	Low	44.60 \pm 5.32	-	NA	44.60 \pm 5.32
	Overall	90.1 \pm 15.0	94.6 \pm 10.9	2.41*	92.3 \pm 13.2

* p<0.05, **p<0.01

Table 4.9: Gender-wise distribution of adolescents across different domains and levels of Emotional Intelligence

Domains of Emotional Intelligence	Levels	Boys (n ₁ =100)		Girls (n ₂ =100)		Z-value	Total (n=200)	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)		Frequency (f)	Percentage (%)
Self-awareness	High	76	76.00	84	84.00	1.41	160	80.00
	Medium	23	23.00	16	16.00	1.24	39	19.50
	Low	1	1.00	0	0.00	1.00	1	0.50
Managing emotions	High	53	53.00	44	44.00	1.27	97	48.50
	Medium	47	47.00	56	56.00	1.27	103	51.50
	Low	0	0	0	0	0	0	0
Motivating oneself	High	68	68.00	68	68.00	0	136	68.00
	Medium	32	32.00	32	32.00	0	64	32.00
	Low	0	0	0	0	0	0	0
Empathy	High	55	55.00	51	51.00	0.56	106	53.00
	Medium	44	44.00	49	49.00	0.70	93	46.50
	Low	1	1.00	0	0.00	1.00	1	0.50
Social skills	High	61	61.00	66	66.00	0.73	127	63.50
	Medium	38	38.00	34	34.00	0.58	72	36.00
	Low	1	1.00	0	0.00	1.00	1	0.50
Overall Emotional Intelligence	High	25	25.00	27	27.00	0.32	52	26.00
	Medium	61	61.00	62	62.00	0.14	123	61.50
	Low	14	14.00	11	11.00	0.64	25	12.50

Figures in parenthesis indicate percentages

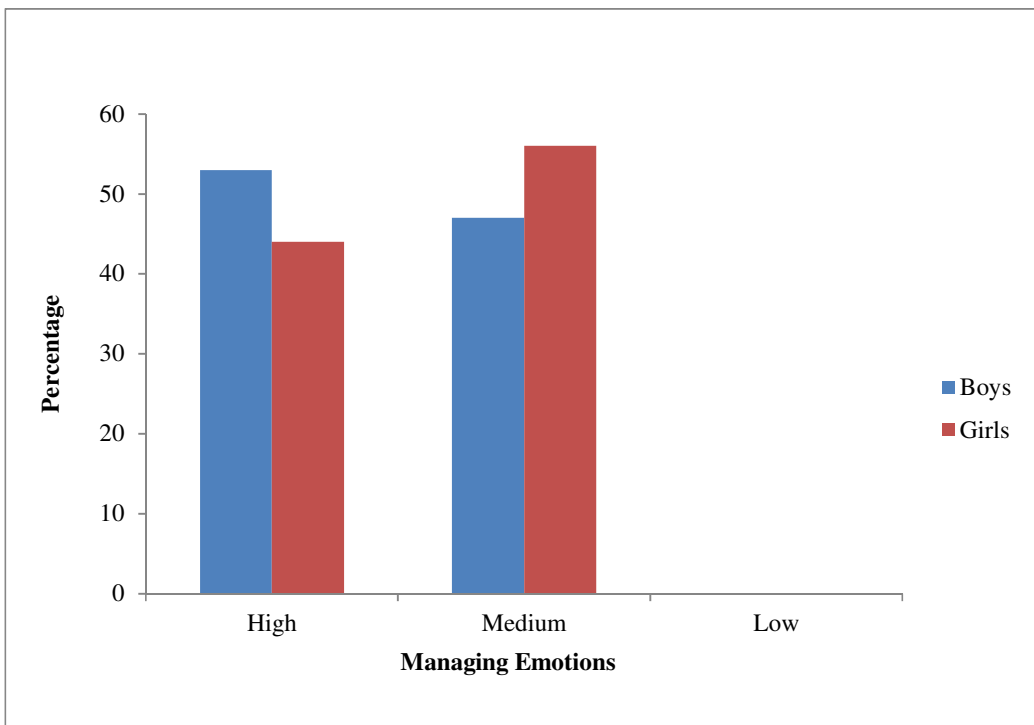
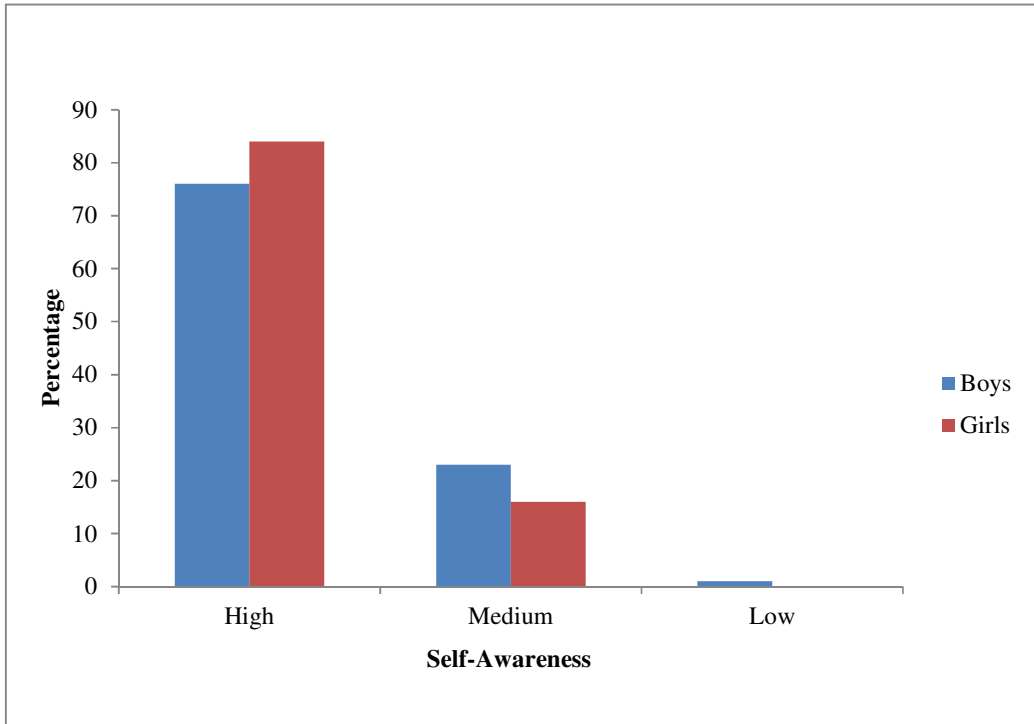


Fig 9: Gender-wise distribution of adolescents across different domains and levels of Emotional intelligence

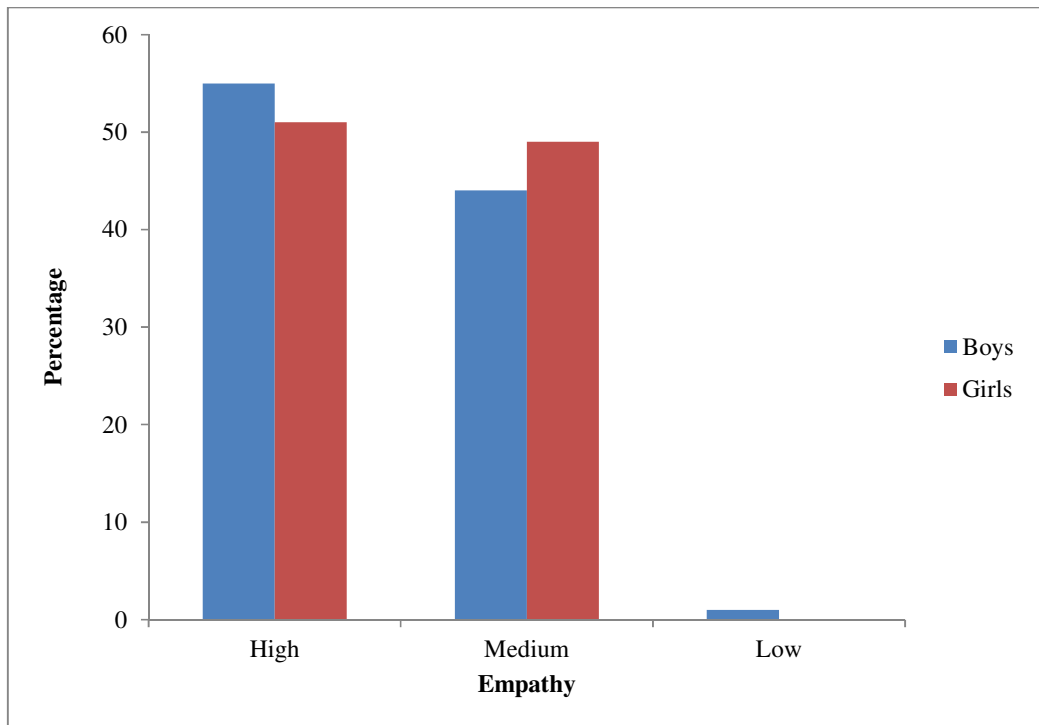
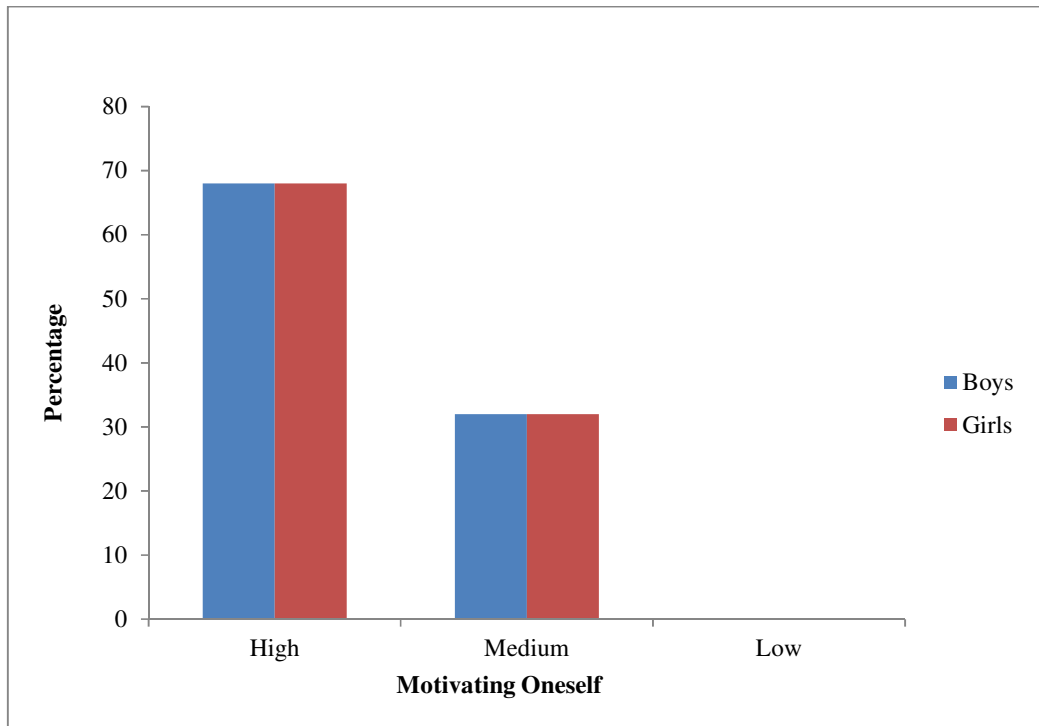


Fig 9: Gender-wise distribution of adolescents across different domains and levels of Emotional intelligence (continued)

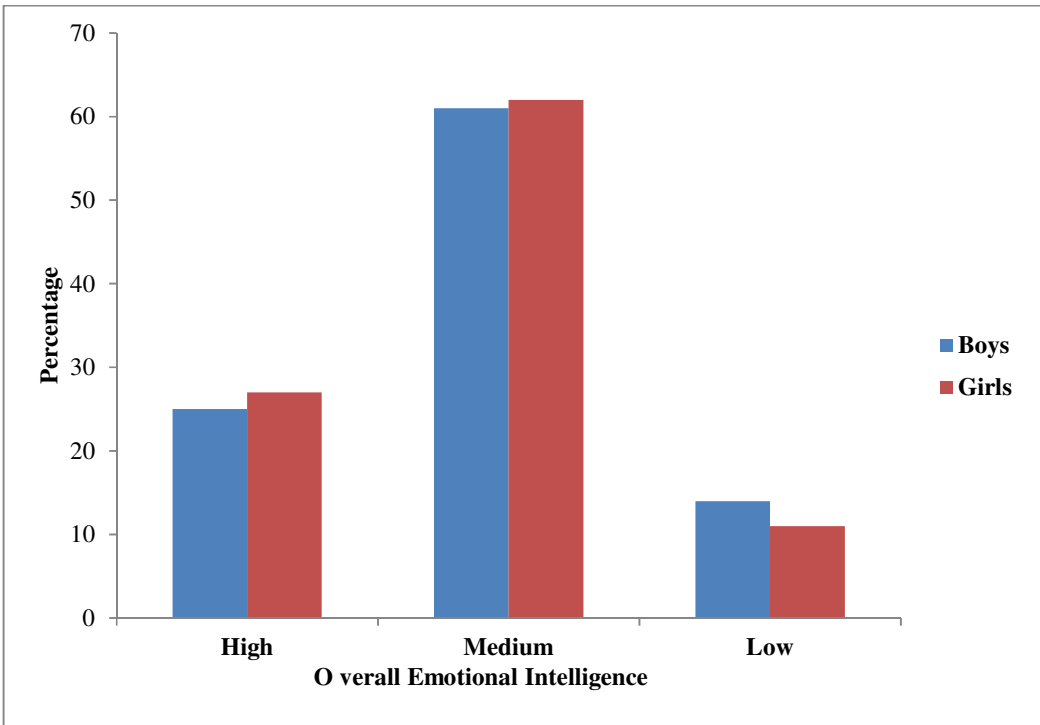
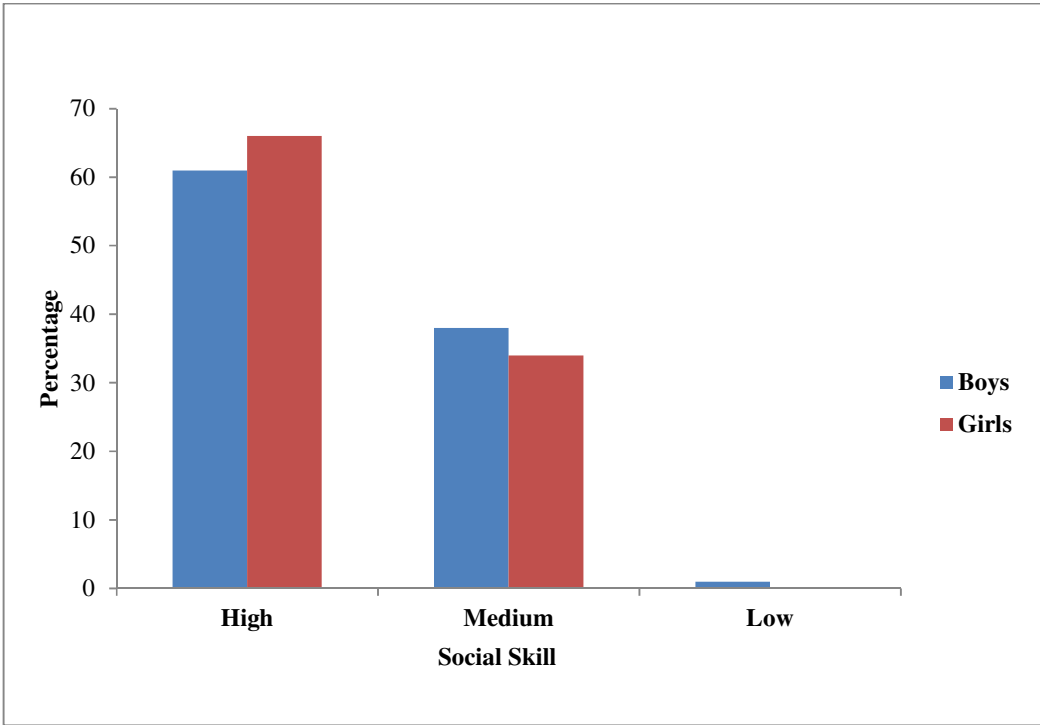


Fig 9: Gender-wise distribution of adolescents across different domains and levels of Emotional intelligence (continued)

4.2.9 Gender differences in mean score (\pm S.D.) distribution across varying domains and levels of Emotional Intelligence

Data presented in table 4.10 depicts gender differences in mean score (\pm S.D.) distribution across varying domains and levels of Emotional Intelligence. It is evident from the data that boys and girls performed at par across varying domains and levels of Emotional Intelligence except at low level of 'Overall Emotional Intelligence' scores where females (147.00 ± 5.50) had significantly higher ($t=2.85$, $p < 0.01$) mean scores in contrast to their male counterparts (134.50 ± 13.68). The findings are in contrast with findings of Ahmad *et al* (2009) who had found that males had higher emotional quotient as compared to females.

Table 4.10: Gender differences in mean score (\pm S.D.) distribution across varying domains and levels of Emotional Intelligence

Domains of Emotional Intelligence	Levels	Boys ($n_1=100$)	Girls ($n_2=100$)	t- value	Total ($n=200$)
		Mean \pm S.D.	Mean \pm S.D.		Mean \pm S.D.
Self-awareness	High	40.92 \pm 3.91	41.29 \pm 4.50	0.54	41.11 \pm 4.22
	Medium	30.13 \pm 4.07	31.63 \pm 1.96	1.36	30.74 \pm 3.42
	Low	17.00 \pm 0.00	0.00 \pm 0.00	NA	17.00 \pm 0.00
	Overall	38.2 \pm 6.4	39.7 \pm 5.5	1.82	39.0 \pm 6.0
Managing emotions	High	38.91 \pm 2.93	38.57 \pm 3.11	0.55	38.75 \pm 3.00
	Medium	28.64 \pm 3.86	28.84 \pm 4.21	0.25	28.75 \pm 4.03
	Low	-	-	-	-
	Overall	34.1 \pm 6.2	33.1 \pm 6.1	1.10	33.6 \pm 6.1
Motivating oneself	High	40.40 \pm 3.66	40.91 \pm 4.15	0.77	40.65 \pm 3.91
	Medium	30.13 \pm 3.88	31.25 \pm 2.38	1.40	30.69 \pm 3.25
	Low	-	-	-	-
	Overall	37.1 \pm 6.1	37.5 \pm 6.0	0.84	37.8 \pm 5.8
Empathy	High	39.84 \pm 3.84	39.08 \pm 3.19	1.10	39.47 \pm 3.55
	Medium	29.68 \pm 3.34	29.29 \pm 3.52	0.55	29.47 \pm 3.42
	Low	17.00 \pm 0.00	-	NA	17.00 \pm 0.00
	Overall	35.1 \pm 6.5	34.3 \pm 5.9	0.98	34.7 \pm 6.2
Social skills	High	39.39 \pm 3.68	40.29 \pm 3.90	1.33	39.86 \pm 3.81
	Medium	29.61 \pm 4.77	30.62 \pm 2.70	1.09	30.08 \pm 3.94
	Low	17.00 \pm 0.00	0.00 \pm 0.00	NA	17.00 \pm 0.00
	Overall	35.5 \pm 6.5	37.0 \pm 5.8	1.77	36.2 \pm 6.2
Overall Emotional Intelligence	High	208.80 \pm 8.88	208.70 \pm 11.19	0.03	208.75 \pm 10.05
	Medium	178.61 \pm 9.30	176.52 \pm 11.18	1.13	177.55 \pm 10.30
	Low	134.50 \pm 13.68	147.00 \pm 5.50	2.85**	140.00 \pm 12.41
	Overall	180.0 \pm 24.5	182.0 \pm 21.5	0.60	181.0 \pm 23.0

** $p < 0.01$

4.3 RECIPROCAL IMPACT OF SOCIAL MEDIA USAGE ON SOCIAL AND EMOTIONAL INTELLIGENCE OF ADOLESCENT BOYS AND GIRLS

4.3.1 Relationship between Social Media Usage and Social Intelligence among adolescents

Data put forth in table 4.11 projects the correlation between dimensions of Social Intelligence and social media usage among adolescent boys and girls. A significant positive correlation was observed between social media usage and 'demonstrative empathy' dimension of Social Intelligence among girls ($r=.215$; $p<0.05$) which is suggestive that use of social media was more among girls who had better ability to sense other people's emotions and had a capacity to place themselves in another's position. The findings are in contrast to findings of Qian (2019) who enlightened that social media usage does not predict empathy. Similarly, a significant and positive correlation was also displayed among girls ($r=.232$; $p<0.05$) between social media usage and 'tolerance' dimension of Social Intelligence. Thus, it may be inferred that girls having better patience and potential to accept behaviour and beliefs of others were more active user of social media. However, statistically non-significant correlation was discerned between social media usage and remaining four dimensions (viz. energy, social skills, persuasiveness and ability to lead) as well as the 'Overall Social Intelligence' among girls. However, on the other hand boys displayed non-significant correlation between social media usage and all dimensions of Social Intelligence.

Table 4.11: Correlation between dimensions of Social Intelligence and Social Media Usage among adolescent boys and girls

Dimensions of Social Intelligence	Social Media Usage	
	Boys (r)	Girls (r)
Demonstrative Empathy	.104	.215*
Energy	.026	.071
Social Skills	.101	.119
Tolerance	-.019	.232*
Persuasiveness	.075	.095
Ability to Lead	.032	.016
Overall Social Intelligence	.071	.160

*. Correlation is significant at the 0.05 level (2-tailed).

4.3.2: Relationship between Social Media Usage and Emotional Intelligence among adolescents

The data presented in table 4.12 highlights the correlation between domains of Emotional Intelligence and social media usage among adolescent boys and girls. A significant positive correlation was found between social media usage and 'empathy' dimension of Emotional Intelligence among boys ($r=.260$; $p<0.01$) which represents that use of social

media was more among boys who had better potential to emotionally recognize what others perceive, spot things from opinions of others and visualize themselves in their place. The study is in contradiction to the study by Collins (2014) who found that in term of social media use more empathy is found in females as compared to males. Likewise, a significant and positive correlation was also exhibited among boys ($r=.213$; $p<0.05$) between social media usage and Overall Emotional Intelligence. Therefore, it may be deducted that boys having higher potential to perceive, understand and regulate emotions of one and others were dynamic users of social media. On other hand non-significant correlation was detected between social media usage and remaining four dimensions i.e. self-awareness, managing emotions, motivating oneself and social skills. However, contrarily girls exposed non-significant correlation between social media usage and domains of Emotional Intelligence.

Table 4.12: Correlation between domains of Emotional Intelligence and Social Media Usage among adolescent boys and girls

Domains of Emotional Intelligence	Social Media Usage	
	Boys (r)	Girls (r)
Self-Awareness	.130	.034
Managing Emotions	.094	.167
Motivating Oneself	.165	.031
Empathy	.260**	.083
Social Skill	.171	.106
Overall Emotional intelligence	.213*	.116

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

4.3.3. Contribution of Social and Emotional Intelligence towards Social Media Usage among adolescents

The data presented in table 4.13 presents the estimates of linear regression of Social Intelligence and Emotional Intelligence towards social media usage among adolescents. Regression analysis of Emotional Intelligence and Social Intelligence yielded non-significant results reflecting that Social Intelligence and Emotional Intelligence contributed non-significantly towards social media usage among adolescents. Further it was observed that Emotional Intelligence ($\beta=.073$) contributed positively but non-significantly towards social media usage whereas Social Intelligence ($\beta= -.068$) contributed negatively but non-significantly towards social media usage among adolescents. However, nearly 24 per cent of variation was explained by the variables. The results indicate that Emotional Intelligence must be improved to enhance the responsible social media usage among adolescents whereas the enhancement in Social Intelligence could retard social media usage among adolescents.

Table 4.13: Estimates of linear regression of Social and Emotional Intelligence contributing towards Social Media Usage among adolescents

(n=200)

Variables	Regression coefficient (β -value)	Standard Error	Constant	t-value
Emotional Intelligence	.073	.033	25.653	2.190 ^{NS}
Social Intelligence	-.068	.058		1.161 ^{NS}
R ²	.024			
F-ratio	2.450			

^{NS} Non-significant

4.4 GUIDELINES FOR PARENTS, TEACHERS AND ADOLESCENTS FOR RESPONSIBLE USE OF SOCIAL MEDIA

4.4.1 Guidelines for parents to ensure responsible Social Media Usage among their adolescent wards.

Parents play very essential and foremost role in their child's life. With the help of parents, adolescents learn to use social media sites safely and effectively. The results of this study also indicate that adolescents now a day are active users of social media sites and spend majority of their leisure hours on these sites. Also, they perceive it as a powerful platform to increase their popularity through a beeline of followers and emerge as social influencers. This urge to gain fake popularity and superiority sometimes blinds them towards the risks of cybercrimes and unethical usage of their time and technology. This study also points out that the boys with multiple accounts on different social sites are more frequent and aggressive users of social media sites as compared to girls. Consequently, it becomes imperative for parents to get well acquainted with the pros and cons of the social media usage and take a lead in educating their children for ethical and responsible use of ICT technology for their educational and overall development. Thus, parents ought to be vigilant regarding activities and posts of their adolescent children on their social media accounts and should periodically intervene and update their wards about the safety measures to be taken while interacting in virtual world. This timely support and concern of parents can go a long way in averting the impending threat to adolescent's security and well-being while using social media. To make adolescents learn about responsible use of the social media it is primarily important to first build up mutual trust and a sharing relationship between parents and their wards through following:

- Increase the amount of connectivity in the life of your adolescent child. Parents can display their interest about their adolescent's online life and can frequently ask

questions regarding the same. Parents should be aware regarding his online activities without over indulging as over indulgence deteriorates element of trust in parent-child relationship. Parents are needed to be vigilant about what kind of social media sites their teenager is using.

- Guidance can be given by parents to their wards to be emotionally strong while using social media sites. As it is obvious that socio-emotional intelligence is connected to each other. If the youngster is emotionally intelligent then it will help him to enhance his/her social circle in positive and productive way.
- In accordance with results of the study boys were found to be not much concerned about their privacy and easily confide their personal/family problems. So, Parents can alarm or remind their children about their privacy. Parents can also caution their children regarding irresponsible posts on their social media accounts as the anti-social posts can impact their personality and they may face trouble in their upcoming future.
- Lessons can be taught by parents to remind their teenagers to stay down to earth in realistic world by putting certain boundaries on social media usage. They can set some rules on usage of technology. For example instruct adolescents not to use their cells at dining table or when other members of family get together.
- Online platforms provides medium for fast pace social connectivity. But there can be encouragement by parents to maintain offline and real relationships for emotional wellbeing rather than depending on fake and temporary virtual bonding. Parents can enhance their child's social skills by teaching them to cooperate with others.

4.4.2 Guidelines for teachers to ensure responsible Social Media Usage among adolescents.

Teachers are second most important influencing entity in the life of the growing adolescents as they are mentors as well as the role models who can play a significant role of the life changer in the lives of the majority of students growing in their supervision. Therefore, teachers ought to have a well-planned periodic but strategic interaction with their students in order to educate them regarding the safe use of the ICT technology. As the results of this study highlight that all the adolescents actively use social media during major part of their waking hours. Therefore, it is necessary for teachers to explain the difference between the virtual and real world and the importance of human interaction and outdoor physical activities for their psycho-social development as well as happiness and well-being. The following suggestions can go a long way to sensitize the adolescent students regarding the safe use of social media:

- Teachers can keep abreast the latest in digital technology to bridge up the digital divide and frame guidelines regarding safe social media usage. These updated

guidelines will enable adolescents to use social media sites in a responsible manner and help them to achieve a lot while using these sites.

- Queries regarding social media usage by the adolescents can be applauded by teachers. This action of teachers will motivate children to understand and manage their online safety.
- Teachers ought to alert students regarding irresponsible activities such as sharing confidential information about others or making wrong comments about any individual or organization.
- Regular and frequent counselling sessions can also be given through school authorities and teachers to adolescents so that they are able to cope up with any sort of sentimental trouble.
- Teachers should explain their students to be specific regarding their friend list. Adolescents should be explained to focus on quality friends rather than quantity by their teachers.
- As the results indicate that all the respondents are in strong grip of social media sites and are spending substantial leisure time on these sites and spare other important activities of life. Teacher can chalk out some co-curricular activities for their students so that they get involved in other vital and foremost tasks of life.
- Teachers can demonstrate adolescents to be emotionally strong in any situation of their life through real life stories of bravery and valour. Greatest challenge for the mentors in contemporary society is to gradually wean off youngsters from the temptations of the virtual world and getting connected with the real world to ensure sound physical as well as mental well-being of the present generation.

4.4.3 Guidelines for adolescents to ensure responsible Social Media Usage.

Equally important are the adolescents themselves as they being the active users are often operating under the peer pressure as well as their lack of authentic information about the risks of the irresponsible use of the ICT technology. As the findings of this study also indicate that irrespective of gender adolescents were predominantly using WhatsApp, Facebook and Instagram regardless of other social media sites. Consequently, they were missing upon other vital and useful social media sites which also deserve due attention.

Further, the findings of the study also highlight that boys were more frequent users of social media sites as they spent more time on being online and were not much concerned about privacy issues. Therefore, they must be apprised with the authentic information as well as the pros and cons of ICT technology through following steps:

- Adolescents need to be motivated to be action-oriented as well as process oriented. Whenever they are posting or sharing anything on social media sites they should be

educated to be self-aware regarding this.

- If any negative situation arises while using social media then adolescents are need to be tutored to be resilient enough. Resilience is vital capacity of every human being and the resilient people are able to cope up with adversity or negativity of life very easily and smoothly. Resiliency aids in understanding emotional reactions and activities of people around.
- Adolescents should be trained enough to develop mindfulness that is they should re-visualize the matter they are posting online. They should not post or send anything they would be embarrassed for certain when others see or receive it.
- They should be made aware about how much time they need to spend in using social media. By identifying the same one can understand the causes of habits and works to improve it.
- Adolescents should be motivated to reflect and monitor the quality of their online interactions. They should be encouraged to pay attention to disturbing or negative contents on social media platforms. To avoid the same they should start un-following, muting or blocking the person or sites that cause them such feelings.
- They ought to be careful about excessive sharing. By over sharing the content they make others to think that they have ample time on their hand, there is no focus or goal in their life or they cannot contribute productively towards anything.
- Socialization that developed through social media sites should not be confined to screen only. They should hone their skills in building social networks in real life with in their family, neighborhood and relatives and get together on birthdays or special occasions.

CHAPTER-V

SUMMARY

Social media is an internet-based technology that promotes the sharing of ideas, thoughts, information, videos and photos by creation of virtual networks and communities. It acts as a platform for interaction with family, friends and acquaintances all over the world. Various social media applications are used by people for presenting their feelings, insights and emotions. Currently social media has gained huge popularity and utility among adolescents. They have become frequent users of social media sites such as Whatsapp, Facebook and Instagram. Usage of social media sites among teenagers has some pros as well as cons. No doubt social media sites offer several benefits like creation of online identities, communications with others, establishing social networks, self-expression and entertainments. But on other side these sites can negatively affects teenagers by distracting them, exposing them to bullying, spreading of rumors, imaginary views regarding lives of others and peer pressure. As there are two sides of coin, the same is applicable for social media usage.

Social Intelligence is an important determinant of one's personality. It is a special quality to know one and others. Success and failures in social settings as well as every day experiences with people help in development of Social Intelligence. Socially intelligent people are able to develop social acumen and acquire cue provided to them by the society in which they are residing. In adolescents Social Intelligence plays a pivotal role to display themselves in front of others in positive manner. Socially intelligent teens are able to achieve their targets smoothly and easily.

Whereas, Emotional Intelligence is a competence of an individual to understand ones' own as well as emotions of others. It aids in discrimination of different feelings and sentiments in an appropriate manner. Emotional intelligence includes self-awareness, management of emotions, motivating oneself, empathy and social skills. Guidance offered to adolescents regarding sentiments as well as dealing with them can be very fruitful in their everyday struggles and maintaining significant relationships.

Consequently, in the light of the foregoing discussion the present study was planned to assess Social Media Usage, Social Intelligence and Emotional Intelligence among the adolescents selected from four Government Senior Secondary Schools of Ludhiana City. The present study has also attempted to explore the relationship between and among these variables through the following objectives:

- i. To assess the Social Media Usage, Social Intelligence and Emotional Intelligence among adolescents.
- ii. To determine the reciprocal impact of Social Media Usage on Social and Emotional Intelligence of adolescent boys and girls.
- iii. To prepare guidelines for parents, teachers and students of Senior Secondary classes for

responsible use of social media.

A planned and systematic procedure was followed for conducting the investigations, analysis and interpretation of collected data. The sample for the present study comprised 200 adolescents studying in four randomly selected Government Senior Secondary Schools located at PAU, Govind Nagar, Kundanpuri and Cementary Road in Ludhiana city of Punjab. Only the adolescents falling in age group of 16-18 years were selected for the present study. Data were collected by approaching the Principals and the respective Class Teachers of +1 and +2 classes of the selected four Government Senior Secondary Schools to seek their permission as well cooperation in data collection. Thereafter, the selected respondents were approached in their respective classrooms and necessary instructions were given prior to getting the requisite questionnaires filled from them. The sample was equally distributed over the two genders (males = 100 & females = 100) so as to make a total sample of 200 adolescents.

A self-designed personal information sheet was prepared to document the socio-personal information of the selected subjects for the study. A self-structured Social Media Usage Questionnaire was prepared for assessing the social media usage among adolescents. The questionnaire included questions pertaining to following four sub-categories: varying types of social media usage among adolescents, various purposes of social media usage among adolescents, frequency of social media usage among adolescents and the connectivity and safety awareness during social media usage among adolescents. Social Intelligence Questionnaire developed by Stellar (2014) was used to examine the Social Intelligence of the sample respondents. The test assessed the respondents across the six dimensions: demonstrative empathy, energy, social skills, tolerance, persuasiveness and ability to lead. Emotional Intelligence Questionnaire developed by London Leadership Academy (2016) was used for assessing the Emotional Intelligence of the respondents. This test assessed the various emotional intelligence competences among adolescents such as: self-awareness, managing emotions, motivating oneself, empathy and social skills. All the research instruments, standardized as well as self-structured were pre-tested to authenticate applicability of these tools as well as lucidity of statements among adolescents under the study. The reliability and validity of the tools were ascertained using the appropriate method prior to its final application.

Data were encrypted and analyzed using appropriate statistical techniques such as frequency, percentage, arithmetic mean, standard deviation, Z-test, t-test, Karl Pearson's coefficient of correlation (r) and regression analysis. The salient findings of the study are summarized as below:

- Nuclear families were predominant with family size up to 5-8 members with major proportion of respondents as first born with three or more siblings. Major proportions of

parents were educated up to +2 and most of the fathers were labourer whereas mothers were housewives.

- Irrespective of gender more than half (54.5%) of respondents were at medium level of social media usage followed by one fourth at high level (27.5%) and just 18 per cent at low level.
- Irrespective of gender WhatsApp (94%) was most frequently used social media site followed by Facebook (59%) and Instagram (44%).
- Cent percent of adolescents used social media sites for spending their leisure time, followed by 'connecting with school teachers and classmates' (89%).
- Statistically significant gender differences were observed in number of functional accounts on social media among adolescents. Boys outclassed girls by having three accounts whereas girls exceeded boys in the category of operating from only one account.
- Duration of being active on social media displayed statistically significant gender differences in which girls (40%) surpassed boys (20%) in the category of 3-6 months old users whereas more number of boys (28%) in contrast to girls (13%) reported to be active on social media for more than two years.
- Statistically significant gender differences were also apparent in frequency of posting on social media sites. Girls (31%) surmounted boys (17%) in never posting anything whereas boys (47%) superseded girls (32%) in posting once in a month.
- However, significantly more number of boys (34%) were found to have more than 250 followers on Facebook as compared to their female counterparts (3%).
- Followers on Instagram also displayed similar trends where boys (21%) outclassed girls (5%) in terms of having more than 250 friends.
- Followers on WhatsApp exposed statistically significant gender differences. More number of girls (65%) outshone boys (45%) by having 50-100 friends on WhatsApp.
- Awareness relating to privacy issues was found to be significantly higher in among girls (34%) contrary to boys (21%). Majority of girls (48%) never shared their personal information on social media sites whereas boys (38%) reported to share the same within a few weeks of acquaintance.
- Irrespective of gender and dimensions a major proportion of adolescents (66.5%) was found to be at 'high level' of overall Social Intelligence with only 2.5 per cent at low level.
- Levels of social media usage also displayed statistically significant gender differences where boys (40%) superseded girls (15%) at high level of social media usage whereas girls (29%) outnumbered boys (7%) at low level.

- No significant gender differences were observed at high and medium levels of 'Overall Social Intelligence' among adolescents but statistically significant gender differences were apparent at 'high level' of 'demonstrative empathy' and 'energy' dimension of Social Intelligence where girls were found to surpassed boys.
- However, none/negligible of the girl was seen at low level of 'energy', 'social skills', 'ability to lead' dimensions of Social Intelligence as well as 'overall Social Intelligence'.
- Irrespective of the levels statistically significant gender differences were also observed across the mean scores (\pm SD) of 'overall energy' dimension of Social Intelligence where girls had better mean scores than boys.
- Irrespective of gender and domains a major proportion of adolescents (61.5%) was found to be at medium level of 'Overall Emotional Intelligence' followed by 26 per cent at high level and only 12.5 per cent at low level.
- Further, no gender differences were observed across different domains and levels of Emotional Intelligence. However, with respect to mean scores statistically significant gender differences were observed across low level of 'Overall Emotional Intelligence' where female respondents were found to have better mean scores as compared to their male counterparts.
- Statistically significant positive correlation was observed between social media usage and 'demonstrative empathy' as well as 'tolerance' dimension of Social Intelligence among girls. However, irrespective of gender no significant correlation was found between social media usage and 'Overall Social Intelligence' as well as rest of dimensions of Social Intelligence.
- Statistically significant positive correlation was found between social media usage and 'empathy' dimension of Emotional Intelligence as well as 'Overall Emotional Intelligence' among boys. However, irrespective of gender no significant correlation was seen between the remaining domains of Emotional Intelligence and social media usage.
- Regression analysis of Emotional Intelligence and Social Intelligence on social media usage depicted non-significant results reflecting that Emotional and Social Intelligence contributed non-significantly towards social media usage among adolescents.

Therefore, results of the present study highlighted the role of social media usage on Social and Emotional Intelligence among adolescents and their reciprocal impact on each other. The implications which could be derived from the results of present investigation are summarized below:

- The findings of the present study would aid parents, teachers as well as adolescents to understand in what ways social media usage is likely to impact their socio-emotional

intelligence.

- The findings of this study would also help counselors and psychologists to understand the effects of social media sites that directly or indirectly effect social as well as emotional intelligence and vice-versa.
- The results can help the teachers in counseling of students and guiding them to develop appropriate social as well as emotional competencies, if the students are lacking in any of these skills.

Some of the limitations of the study are:

- The study was limited to adolescents aged 16-18 years only.
- The mediating role of family environment and other contextual factors was not taken into consideration.

Some emerging recommendations for conducting further research in this area are as enumerated below:

- The study can be replicated on rural adolescents to assess the locale-wise differences in social media usage and socio-emotional intelligence among adolescents.
- The impact of other intervening variables such as socialization practices, cultural, heredity and other physical factors can also be studied.
- The focus of this study was on the Senior Secondary Section of Government schools but future studies could expand on this by including the Private Schools as well.
- This research was focused specifically on adolescents but future research could look into other age groups as well to gain better insight into the multitude of factors responsible for social media addiction.

REFERENCES

- Abbas J, Aman J, Nurunnabi M and Bano S (2019) The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan. Retrieved from: <https://www.researchgate.net/publication/335330653>_ on December 15, 2019.
- Ahmad S, Bangash H and Khan A S (2009) Emotional intelligence and gender differences. *Sar J Agric* **25**: 127-30.
- Ahn J (2011) The effect of social network sites on adolescents' social and academic development: Current theories and controversies. Retrieved from: [https:// online library. wiley .com/ 21540](https://online.library.wiley.com/21540) on February 2, 2019.
- Akram W and Kumar R (2017) A Study on Positive and Negative Effects of Social Media on Society. Retrieved from: [https://www.researchgate.net/publication/ 323903323](https://www.researchgate.net/publication/323903323) on November 30, 2019.
- Aksan T A and Akbay E S (2019) Smartphone Addiction, Fear of Missing Out, and Perceived Competence as Predictors of Social Media Addiction of Adolescents. *Eur J Edunl Res* **2**: 559-66.
- Alan S, Ertac S, Kubilay E and Loranth G (2019) Understanding Gender Differences in Leadership *Eco J* **130**: 263-89.
- Ali A, Iqbal A and IqbalK(2016) Effects of social media on youth: a case study in university of Sargodha. *Int J Adv Res* **4**:369-72.
- Allcott H, Braghieri L, Eichmeyer S and Gentzkow M (2019) The Welfare Effects of Social Media. *J Amr Eco Ass***110**: 629-76.
- Alnjadat R, Hmaidid M M, Samha T E, Kilani M M and Hasswan A M (2019) Gender variations in social media usage and academic performance among the students of University of Sharjah. Retrieved from: <https://europepmc.org/article/med/31488973> on October 12, 2019.
- Anderson M and Jiang J (2018) Teens, social media and technology. Retrieved from: <https://www.pewinternet.org/wp-content/uploads/sites/> on January 15, 2020.
- Badri M, Ali A, Yanguang and Asma A (2017) School performance, social networking effects, and learning of school children: Evidence of reciprocal relationships in Abu Dhabi. Retrieved from: [https://www.sciencedirect.com/science/article/ pii/ S0736585317302769](https://www.sciencedirect.com/science/article/pii/S0736585317302769) on August 7, 2019.
- Bar-On R (2002) Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual. Toronto,

- Canada: Multi-Health Systems. Retrieved from: <http://www.ijhssi.org/papers> on February 5, 2019.
- Basuri O A and Atinuke I O (2019) Influence of Social Media, Self-Esteem and Emotional Instability on Socio-Emotional Adjustment of Fresh Undergraduates of University of Ibadan. Retrieved from: <https://juniperpublishers.com/>. 555801. on November 13, 2019.
- Bekalu A M, McCloud F R and Viswanath K (2019) Association of Social Media Use With Social Well-Being, Positive Mental Health, and Self-Rated Health: Disentangling Routine Use From Emotional Connection to Use. Retrieved from: <https://journals.sagepub.com/80> on October 11, 2019.
- Best P, Manktelow R and Taylor B (2014) Online Communication, social media and adolescent: A Systematic narrative review. Retrieved from: <https://pure.qub.ac.uk/portal/files/120352496/> on February 4, 2019.
- Bhati S V, Bansal J and Villa S (2019) Social Media and Indian Youth *Int J Comp Sci Eng* **7**: 818-21.
- Botou A and Marsellos S P (2018) Teens' Perception about Social Networking Sites: Does Facebook Influence Teens' Self-Esteem? Retrieved from: <https://www.researchgate.net/publication/326035862> on November 12, 2019.
- Bourgeois A, Bower J and Carroll A (2014) Impact of use of social networking on Social and Emotional well-being of adolescents in Australia. *Aus J Gui Counsel* **242**: 167-82.
- Bryant A J, Jackson S A and Smallwood M K A (2006) IMing, Text Messaging, and Adolescent Social Networks. *J Comp Med Com* **11**: 577-592.
- Bsharah M, Gasaymeh M M and Abdelrahman B S M (2014) The Relationship between the Use of Social Networking Sites (SNS) and Perceived Level of Social Intelligence among Jordanian University Students: The Case of Facebook. Retrieved from: <https://www.researchgate.net/publication/271312225> on November 12, 2019.
- Buckley C (2019) Does time spent on social media impact mental health? New BYU study shows screen time isn't the problem. Retrieved from: <https://news.byu.edu/intellect/> on November 14, 2019.
- Calancie O, Ewing L, Narducci D L, Horgan S and Khan K S (2017) Exploring how social networking sites impact youth with anxiety: A qualitative study of Facebook stressors among adolescents with an anxiety disorder diagnosis. Retrieved from: <https://cyberpsychology.eu/article/view/8740/8149> on December 12, 2019.

- Chaffe D (2019) Global social media research summary. Retrieved from: <https://www.smartinsights.com/> / on February 5, 2019.
- Chandel K P (2018) The impact of time on social media on emotional intelligence of adolescents. Retrieved from: <https://www.researchgate.net/publication/328042355> on February 6, 2019.
- Chandel K P and Gupta N (2018) The impact of time spent on social media on emotional intelligence of adolescents. Retrieved from: <https://www.researchgate.net/publication/328042355> on November 12, 2019.
- Cipriani J (2018) How to see how much time you waste on Facebook. Retrieved from: <https://www.cnet.com/how-to/how-to-see-how-much-time-you-waste-on-facebook/> on November 15, 2019.
- Collins M F (2014) The Relationship between Social Media and Empathy. Retrieved from: <https://digitalcommons.georgiasouthern.edu/> don November 30, 2019.
- Deshmukh P, Deshmukh S and Tathe C (2014) An Impact of Social Networking Sites on Youngsters. *Inter J Manag* **5**: 24-35.
- Dhara A (2019) A study on impact of social media over youth of India. *Int J Eng Devel Res* **7**: 23-33.
- Doctoroff A (2012) Girls more plugged in than boys. Retrieved from: <https://slate.com/human-interest/2012/06/girls-use-social-media-more-than-boys-> on September 3, 2019.
- Ducharme J (2019) Social Media Hurts Girls More Than Boys. Retrieved from: <https://time.com/5650266/> on December 12, 2019.
- Duggan M J, Health N L, Lewis P S and Baxter L A (2012) An Examination of the Scope and Nature of Non Suicidal Self –Injury Online Activities: Implications for School Mental Health Professionals. *J Sch Men Health* **4**: 56-67.
- Elias J and Mirunalini M (2017) Social intelligence of higher secondary school students with reference to their sns usage. *Int J Adv Res* **5**: 268-72.
- Erikson E H (1950) *Childhood and society*. New York Norton. Retrieved from: <https://science.sciencemag.org/> on February 12, 2020.
- Erikson E H (1959) *Identity and the life cycle*. Psychological Issues [Monograph 1]. New York: International Universities Press. Retrieved from: <https://psycnet.apa.org/record/1960-02756-001> on February 4, 2019.
- Gao L (2016) Motives for Posting and Likings on Social Media: Comparing difference

- between Chinese and European users. Retrieved from: <https://essay.utwente.nl/69110/1pdfon> February 6, 2019.
- Gladden D (2018) The Effects of Smartphones on Social Lives: How They Affect Our Social Interactions and Attitudes. Retrieved from: <https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1590> on November 14, 2019.
- Golan M (2015) Gender Differences in Respect to Self-Esteem and Body Image as Well as Response to Adolescents' School-Based Prevention Programs. Retrieved from: <https://www.researchgate.net/publication/281033597> on October 30, 2019.
- Gunduz S (2017) Relationship between social network adoption and social intelligence. *Eur J Edu Stud* **3**:199-210.
- Han H and Johnson D S (2013) Relationship between students' emotional intelligence, social bond and interaction in online learning. *J Edu Technol Soc***15**: 78-89.
- Hatami A, Badrani R M, Mohammadzadeh H and Kargar M (2019) Examining the Relationship between Addiction to Social Networks and Social Maturity of University Students. *J Res Mdcl Den Sci* **7**: 14-19.
- Hornung O, Dittes S and Smolnik S (2018) When Emotions go Social – Understanding the Role of Emotional Intelligence in Social Network Use. Retrieved from: <http://ecis2018.eu/wp-content/uploads/2018/09/1715> on February 18, 2019.
- Hou Y , Xiong D, Jiang T, Song L and Wang Q (2019) Social media addiction: Its impact, mediation, and intervention. Retrieved from: <https://cyberpsychology.eu/article/view/11562/10373> on October 26, 2019.
- Hughes S (2018) The Effect of Social Media on Depression, Anxiety and Stress. Retrieved from: <https://esource.dbs.ie/handle/10788/3481> on February 15, 2019.
- Hur J and Gupta M (2013) Growing up in the Web of Social Networking: Adolescent Development and Social Media. Retrieved from: <https://www.researchgate.net/publication/283506033> on, October 11, 2019.
- Juszczyk S (2015) Fields of Impact of Social Media on Youth – Methodological Implications. Retrieved from :<https://content.sciendo.com/view/journals/atd/5/2/article-p80> on November 11, 2019.
- Kalpidou M, Costin D and Morris J (2011) The Relationship Between Facebook and the Well-Being of Undergraduate College Students. Retrieved from: <https://www.researchgate.net/publication/49715965> on February 10, 2019.
- Kant R (2018) Relationship of internet addiction with emotional intelligence among youths.

Retrieved from: https://www.researchgate.net/publication/330385256_ on November 12, 2019.

Kaplan M and Haenlein M (2012) Social media: back to the roots and back to the future. *J Sys Infor* **14**: 101-4.

Kavita (2015) The influence of social media on Indian students and teenagers. *Int J Adv Res Sci Eng***4**:487-93.

Kelly Y, Zilanawala A, Booker C and Sacker A (2019) Social media use and adolescent mental health: Findings from the UK millennium cohort study. *J Ecli Med* **6**:59-68.

Labrague L (2014) Facebook use and adolescents' emotional states of depression, anxiety, and stress. *Heal Sci J* **8**: 80-89.

Lee J S (2009) Online Communication and Adolescent Social Ties: Who benefits more from Internet use. *J Comp Med Com* **14**: 509-531.

Lin H, Tov W and Qui L (2014) Emotional disclosure on social networking sites: The role network structure and psychological needs. *J Comp Hum Behav* **41**: 342-50.

London Leadership Academy (2016) Emotional Intelligence questionnaire. Retrieved from: <https://www.londonleadershipacademy.nhs.uk/leadershiptoolkit> on February 17, 2019.

Madden M, Lenhart A, Cortesi S, Gasser S R U, Duggan M, Smith A and Beaton M (2013) Teens, Social Media, and Privacy. Retrieved from: <https://www.pewresearch.org/internet/2013/05/21/> on December 10, 2019.

Mamatha S L, Hanakeri P A and Aminabhavi V A (2016) Impact of gadgets on emotional maturity, reasoning ability of college students. *Int J Adv Res* **2**: 749-55.

Marino C, Gin G, Angelini F, Vieno A and Spada M M (2020) Social norms and e-motions in problematic social media use among adolescents. Retrieved from: <https://www.sciencedirect.com/science/article/pii/S2352853219302196> on December 30, 2019.

McCrae N, Gettings S and Purssell E (2017) Social Media and Depressive Symptoms in Childhood and Adolescence: A Systematic Review. Retrieved from: <https://link.springer.com/article/10.1007/s40894-017-0053-> on November 11, 2019.

McNamee P, Mendolia S and Yerokhin O (2019) Social Media Extensive Use and Emotional and Behavioural Outcomes in Adolescence: Evidence from British Longitudinal Data. Retrieved from: <https://www.iza.org/publications/dp/12834/> on

November 11, 2019.

- Meijs N, Cillessen N H A, Scholte J H R and Segers E (2008) Social Intelligence and Academic Achievement as Predictors of Adolescent Popularity. *J You Adol* **39**: 62-72.
- Merwe D V P (2014) Adolescence, Internet use, social adjustment and emotional intelligence. *Mediterranean J Soc Sci* **5**: 23-27.
- Meshkat M and Najati R (2017) Does Emotional Intelligence Depend on Gender? A Study on Undergraduate English Majors of Three Iranian Universities. Retrieved from: <https://www.researchgate.net/publication/319381724> on October 12, 2019.
- Mierzwa J and Jurjewicz H (2016) Does Facebook, Twitter, Instagram Influence Well Being And Self Esteem Among Early Adolescents. *Studia Socialia Cracoviensia* **14**: 137-52.
- Mingle J and Adams M (2015) Social Media Network Participation and Academic Performance in Senior High Schools in Ghana. Retrieved from: <https://www.researchgate.net/publication/281126141> on February 3, 2019.
- Mustaq A J and Benraghda A (2018) The effects of social media on the undergraduate students academic performances. Retrieved from: www.researchgate.net/publication/324674015 on February 1, 2019.
- Ozdemir A, Utkualp N and Pallos A T (2016) Physical and Psychosocial Effects of the Changes in Adolescence Period. *Int J Car Sci* **9**:717-22.
- Panditharadhyula R and Kumar P B (2016) Impact of Biographical Variables and Social Networking Platforms on Emotional Intelligence among Adolescents. *Int J Sci Res* **7**: 1320-24.
- Pearson E (2011) The impact of social media on children, adolescents, and families. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/21444588> on February 5, 2019.
- Pillai S (2017) Indians spend 70% of mobile internet time on social media, entertainment. Retrieved from: <https://timesofindia.indiatimes.com/ /62125840>. on February 13, 2019.
- Pino P I, Castedo L A, Patino M J M, Esteve V T and Alonso D J (2020) Gender Differences in Motivation and Barriers for The Practice of Physical Exercise in Adolescence. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6981955/> on September 3, 2019.

- Pornsakulvanich V (2017) Excessive use of Facebook: The influence of self-monitoring and Facebook usage on social support. *Kas J Soc Sci* **39**:116-21.
- Puche S J (2015) Emotions and digital technologies: mapping the field of research in media studies. Retrieved from: <https://www.researchgate.net/publication/309668268> on February 9, 2019.
- PulidoMC, Mara C L, Ionescu V and Martí S T (2020) Social Impact of Psychological Research on Well-Being Shared in Social Media. Retrieved from: <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00135/> on December 12, 2019.
- Qian H (2019) The Relationship between Social Media and Empathy. Retrieved from: [http://bir.brandeis.edu/bitstream/handle/10192/36762/ 3](http://bir.brandeis.edu/bitstream/handle/10192/36762/3) on August 20, 2019.
- Rachakonda S (2016) Adolescents use of internet and social networking sites. *Int Res J Manag Soclg Humnty* **7**: 63-71.
- Rajeev R, Soans S, Aroor R A, Shastry R and Shriyan A (2016) Dependence on social networking sites in adolescents. Retrieved from :<https://www.liebertpub.com/doi/pdfplus/10.1089/cpb.1998.1.237> on 15, November, 2019.
- Rashid T A (2015) Online Befriending on Facebook and Social Capital: A Socio-Psychological study on University students of Assam. *Glo Med J* **6**: 2249-5835.
- Redovic A, Gmelin T, Stein B and Miller E (2017) Depressed adolescents' positive and negative use of social media. Retrieved from: https://www.researchgate.net/publication/311730192_ on November 11, 2019.
- Reich S M (2016) Connecting Offline Social Competence to Online Peer Interactions. Psychology of Popular Media Culture. Retrieved from: <http://sites.uci.edu/disc/files/2016/10/> on December15, 2019.
- Reid D and Weigle P (2014) Social Media Use among Adolescents: Benefits and Risks. Retrieved from: <https://www.researchgate.net/publication/264676034> on November 30, 2019.
- Rey L, Orts Q R, López M S and Extremera N (2018) Emotional intelligence and peer cyber-victimisation in adolescents: Gender as moderator. Retrieved from: <http://eprints.rclis.org/33049/1/c5601en.pdf> on November 14, 2019.
- Rohrbeck A C and Garvin M (2014) Peer Relationship: promoting positive peer relationship during adolescence. Retrieved from: <https://www.researchgate.net/publication/316427436> on March 7, 2019.

- Rollero C, Daniele A and Tartaglia S (2019) Do men post and women view? The role of gender, personality and emotions in online social activity. Retrieved from: <https://www.researchgate.net/publication/331295065> on December 5, 2019.
- Rosen L D, Whaling K, Rab S, Carrier L M and Cheerver N A(2012) Is Facebook Creating “idisorders”? The link between clinical symptoms of psychiatric disorders and technology use attitudes and anxiety. *J Comp Hum Behav* **29**: 1243-54.
- Saha A and Ahuja S (2015) Social Networking: Identity Illusion and Effects on Mental Health. *Int J Humnty Soc Stud* **3**: 138-142.
- Salovey P and Mayer D J (1990) Emotional Intelligence. Retrieved from: <https://journals.sagepub.com/doi/abs/10.2190/> on February 2, 2019.
- Sampathirao P (2016) Social Media and Social skills. *Int J Ind Psyg* **3**: 58-64.
- Shahjahan A T M and Chisty U K (2014) Social Media Research and Its Effect on Our Society. *Inter J Infor Comm Eng* **8**: 6-11.
- Shapiro S A L and Margolin G (2014) Growing up wired: social networking sites and adolescent psychosocial development. Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/23645343/> on December 14, 2019.
- Shilpa S and Srimathi N L (2018) Emotional maturity of online social network sites users. *Int J Cur Res***11**: 42660-63.
- Shree G (2010) *An Empirical Study of Effects of Online Social Networking on Well-being of Indian Users*. Ph.D. Thesis, Birla Institute of Technology and Science Pilani (Rajasthan) India.
- Singh M M, Amiri M and Sabbarwal S (2017) Social Media usage: positive and negative effects on the life style of Indian youth. *Soc Sci Hum Res* **5**: 123-27.
- Singhal S and Chawla S (2019) Effects of Whatsapp and Facebook on academic, professional and social lives of medical students and resident doctors of North India. Retrieved from: <https://www.ijcmph.com/index.php/ijcmph/article/view/4950> on November 12, 2019.
- Sofia C (2019) Tata Consultancy Services’ Adult Literacy Programme: Computer-Based Functional Literacy, India. UNESCO Institute for Lifelong Learning. Retrieved from:<https://uil.unesco.org/case-study/> on August 12, 2019.
- Srijampana R G V V, Endreddy R A, Prabhath K and Rajana B (2014) Prevalence and patterns of internet addiction among medical students. *J Pat Vdy* **7**: 709-13.
- Stellar (2014) Social Intelligence questionnaire. Retrieved from: <https://www.stellar>

- leadership.com/ downloads on February 17, 2019.
- Sternberg J R (2016) Applied Intelligence. Retrieved from: <https://www.cambridge.org/core/books/applied-intelligence/> on February 3, 2019.
- Strickland A (2014) Exploring the effects of social media use on mental health of young adults. Retrieved from: https://stars.library.ucf.edu/cgi/view_content.cgi?article=2683&context=honorstheses1990 on February 11, 2019.
- Sural I, Griffiths D M, Kircaburun K and Emirtekin E (2019) Trait emotional intelligence and problematic social media use among adults: The mediating role of social media use motives. *Int J Men Heal Ad***17**: 336-45.
- Tartari E (2015) Benefits and Risks of Children and Adolescents using Social Media. *Eur Sci J***11**: 321-32.
- Valkenburg M P and Peter J (2010). Social Consequences of the Internet for Adolescents: A Decade of Research. *Curr Direct Soc Sci* **18**:1-5.
- Vermeran I (2015) Men vs Women: Who is more active on social media? Retrieved from:<https://www.brandwatch.com/blog/men-vs-women-active-social-media/> on January 10, 2020.
- Vossen H and Valkenburg M P (2016) Do social media foster or curtail adolescents' empathy? A longitudinal study. *Comp Hum Behav***63**:118-24.
- Wanajak K (2011) Internet use and its impact on secondary school students in Chiang Mai, Thailand. Retrieved from: <https://ro.ecu.edu.au/theses/394/> on September 10, 2019.
- Wang X and Zhang H (2017) Propagation of social emotions in cyber space based on cognitive social psychology. Retrieved from: <https://ieeexplore.ieee.org/stamp/stamp.jsp?arnumber=7762778> on February 5, 2019.
- Weinstein E (2017) Influences of Social Media Use on Adolescent Psychosocial Well-Being. Retrieved from: <https://dash.harvard.edu/bitstream/handle/1/33052850/> on November 25, 2019.
- Wood A M, Bukowski M W and Lis E (2015) The Digital Self: How Social Media Serves as a Setting that Shapes Youth's Emotional Experiences. Retrieved from: <https://www.researchgate.net/publication/282401715> on October 11, 2019.
- Woods C H and Scott H (2016) #Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/27294324/> on November 11, 2019.

Yamamoto J and Ananou S (2015) Humanity in digital age: cognitive, social, emotional and ethical implications. *Contem Edu Tech* **6**: 1-18.

Yekefallah L, Dehghankar L, Razaghpoor A, Hasannia E, Hosseini N and Mafi M (2019) The prevalence and predictive factors of internet addiction and its relationship with emotional intelligence among medical students. *J Soc Heal Behav***2**: 145-50.

Youssef B A and Youssef B H (2011) Social Networking on Web 2.0:From Emotional Intelligence to Cyber Emotional Intelligence. Retrieved from: <http://www.ef.uns.ac.rs/mis/archive-pdf/> on February 2, 2019.

Zamalloa Z O C and Fuentes C S M (2017) Frequency of Internet addiction and development of social skills in adolescents in an urban area of Lima. Retrieved from : <https://pubmed.ncbi.nlm.nih.gov/28241002/> on December 12, 2019.

ਆਮ ਜਾਣਕਾਰੀ ਸ਼ੀਟ

ਨਾਮ _____ ਉਮਰ _____ ਲਿੰਗ _____

ਕਲਾਸ _____ ਸਕੂਲ ਦਾ ਨਾਮ _____

ਘਰ ਦਾ ਪਤਾ : _____

ਮੋਬਾਇਲ ਨੰਬਰ : _____

ਪਿਤਾ ਦਾ ਨਾਮ : _____ ਵਿਦਿਅਕ ਯੋਗਤਾ : _____

ਕਿੱਤਾ : _____

ਮਾਤਾ ਦਾ ਨਾਮ : _____ ਵਿਦਿਅਕ ਯੋਗਤਾ : _____

ਕਿੱਤਾ : _____

ਪਰਿਵਾਰ ਦੀ ਕਿਸਮ : _____ ਸਾਂਝਾ ਪਰਿਵਾਰ ਜਾਂ ਇਕਹਿਰਾ ਪਰਿਵਾਰ

ਪਰਿਵਾਰਿਕ ਮੈਂਬਰਾਂ ਦੀ ਗਿਣਤੀ : _____

ਭੈਣ/ਭਰਾਵਾਂ ਦੀ ਗਿਣਤੀ : _____ ਭੈਣ : _____ ਭਰਾ : _____

ਉਹਨਾਂ ਦੀ ਉਮਰ : _____ ਭੈਣ ਦੀ ਉਮਰ : _____

ਭਰਾ ਦੀ ਉਮਰ : _____

ਭੈਣ ਭਰਾਵਾਂ ਵਿੱਚ ਤੁਹਾਡਾ ਨੰਬਰ : _____

ਪਰਿਵਾਰ ਦੀ ਮਾਸਿਕ ਆਮਦਨ ਕਿੰਨੀ ਹੈ : _____

ਸੋਸ਼ਲ ਮੀਡੀਆ ਵਰਤੋਂ ਪ੍ਰਸ਼ਨਾਵਲੀ

1. ਕਿੰਨੇ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਤੇ ਤੁਹਾਡਾ ਖਾਤਾ ਹੈ?

ੳ) 1 ਅ) 2 ਈ) 3 ਸ) 4 ਹ) 5

2. ਤੁਸੀਂ ਕਿਹੜੀ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟ ਨੂੰ ਸਭ ਤੋਂ ਵੱਧ ਵਰਤਦੇ ਹੋ?

ੳ) ਫੇਸਬੁੱਕ ਅ) ਟਵਿੱਟਰ ਈ) ਇੰਸਟਾਗ੍ਰਾਮ ਸ) ਲਿੰਕਡਿਨ ਹ) ਵੱਟਸਐਪ

3. ਤੁਸੀਂ ਹਫ਼ਤੇ ਵਿੱਚ ਕਿੰਨੀ ਵਾਰ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹੋ?

ੳ) ਹਰ ਰੋਜ਼ ਅ) ਇੱਕ ਦਿਨ ਬਾਅਦ ਈ) ਦੋ ਦਿਨ ਬਾਅਦ ਸ) ਤਿੰਨ ਦਿਨ ਬਾਅਦ

ਹ) ਚਾਰ ਦਿਨ ਬਾਅਦ

4. ਤੁਸੀਂ ਦਿਨ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਤੇ ਕਿੰਨੇ ਵੇਖਦੇ ਹੋ?

ੳ) 30 ਮਿੰਟਾਂ ਤੋਂ ਘੱਟ ਅ) 30-60 ਮਿੰਟ ਈ) 1-2 ਘੰਟੇ ਸ) 2-3 ਘੰਟੇ ਹ) 3-4 ਘੰਟੇ

5. ਤੁਸੀਂ ਕਿੰਨੇ ਸਮੇਂ ਤੋਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਦੀ ਵਰਤੋਂ ਕਰ ਰਹੇ ਹੋ?

ੳ) ਇੱਕ ਮਹੀਨੇ ਤੋਂ ਘੱਟ ਅ) ਲਗਭਗ 3-6 ਮਹੀਨੇ ਈ) ਲਗਭਗ 6 ਮਹੀਨੇ ਤੋਂ ਇੱਕ ਸਾਲ ਸ) ਲਗਭਗ 1-2 ਸਾਲ ਹ) ਲਗਭਗ 2 ਸਾਲ ਤੋਂ ਵੱਧ

6. ਕਿੰਨੀ ਵਾਰੀ ਤੁਸੀਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਤੇ ਪੋਸਟ ਕਰਦੇ ਹੋ?

ੳ) ਕਦੇ ਵੀ ਨਹੀਂ ਅ) ਕੁਝ ਕੁ ਮਹੀਨਿਆਂ ਵਿੱਚ ਈ) ਕੁਝ ਕੁ ਹਫ਼ਤਿਆਂ ਵਿੱਚ

ਸ) ਹਫ਼ਤਾਵਾਰੀ ਹ) ਰੋਜ਼ਾਨਾ

7. ਤੁਸੀਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਨੂੰ ਕਦੋਂ ਵੇਖਦੇ ਹੋ?

ੳ) ਖਾਲੀ ਸਮੇਂ ਦੇ ਦੌਰਾਨ ਅ) ਘਰ ਵਿੱਚ ਹੋਣ ਵੇਲੇ ਈ) ਸਮਾਜਿਕ ਸਮਾਗਮਾਂ ਦੌਰਾਨ

ਸ) ਖਾਣ-ਪੀਣ ਵੇਲੇ ਹ) ਕਿਸੇ ਵੀ ਖਾਲੀ ਸਮੇਂ

8. ਕੀ ਤੁਸੀਂ ਸੋਣ ਤੋਂ ਪਹਿਲਾਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਜਾਂਚ ਕਰਦੇ ਹੋ?

ੳ) ਹਾਂ ਅ) ਨਹੀਂ

9. ਤੁਸੀਂ ਕਿਸ ਉਦੇਸ਼ ਲਈ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਹੋ?

ੳ) ਦੋਸਤਾਂ ਅਤੇ ਪਰਿਵਾਰ ਨਾਲ ਜੁੜੇ ਰਹਿਣ ਲਈ ਅ) ਕਿਸੇ ਵੀ ਪ੍ਰੋਗਰਾਮ ਦੀ ਯੋਜਨਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਲਈ ਈ) ਕੁਝ ਖਰੀਦਣ ਅਤੇ ਵੇਚਣ ਲਈ

ਸ) ਨਵੇਂ ਦੋਸਤ ਲੱਭਣ ਲਈ

ਹ) ਕਿਸੇ ਪ੍ਰਕਾਰ ਦੀ ਜਾਣਕਾਰੀ ਲੈਣ ਲਈ

10. ਕੀ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਨੇ ਦੋਸਤਾਂ ਜਾਂ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਨਾਲ ਤੁਹਾਡੇ ਰਿਸ਼ਤੇ ਨੂੰ ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ ਹੈ?

ੳ) ਹਾਂ ਅ) ਨਹੀਂ

ਹੇਠ ਲਿਖੀਆ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਤੇ ਤੁਹਾਡੇ ਦੋਸਤਾਂ ਦੀ ਗਿਣਤੀ ਕਿੰਨੀ ਹੈ?

	50-100	100-150	150-200	200-250	250 ਤੋਂ ਵੱਧ
11 . ਫੇਸਬੁੱਕ	()	()	()	()	()
12 . ਟਵਿੱਟਰ	()	()	()	()	()
13 . ਇੰਸਟਾਗ੍ਰਾਮ	()	()	()	()	()
14 . ਲਿੰਕਡਿਨ	()	()	()	()	()
15 . ਵੱਟਸਐਪ	()	()	()	()	()

16. ਤੁਸੀਂ ਕਿਸ ਕਿਸਮ ਦੇ ਉਤਪਾਦਾਂ ਨੂੰ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦਿਆਂ ਖਰੀਦਿਆ ਹੈ?

ੳ) ਮੋਬਾਇਲ ਅ) ਪੈਨਡ੍ਰਾਇਵ ਏ) ਕੈਮਰਾ ਸ) ਲੈਪਟਾਪ

ਹ) ਹੋਰ ਕੁਝ

17. ਤੁਹਾਡੇ ਦੁਆਰਾ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਨੂੰ ਚਲਾਉਣ ਲਈ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਉਪਕਰਣਾਂ ਦਾ ਪ੍ਰਯੋਗ ਹੁੰਦਾ ਹੈ?

ੳ) ਕੰਪਿਊਟਰ ਅ) ਲੈਪਟਾਪ ਏ) ਸਮਾਰਟਫੋਨ ਸ) ਟੈਬਲੇਟ

ਹ) ਆਈਪੈਡ

18. ਤੁਸੀਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਸਮੇਂ ਨਿੱਜਤਵ ਬਾਰੇ ਕਿੰਨੇ ਚਿੰਤਤ ਹੋ?

ੳ) ਹਮੇਸ਼ਾ ਅ) ਜ਼ਿਆਦਾਤਰ ਏ) ਅਕਸਰ ਸ) ਕਦੇ-ਕਦੇ ਹ) ਕਦੇ ਵੀ ਨਹੀਂ

19. ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦੇ ਸਮੇਂ ਤੁਹਾਨੂੰ ਕਿਹੜੀ ਮੁਸ਼ਕਲਾਂ ਦਾ ਸਾਹਮਣਾ ਕਰਨਾ ਪਿਆ ਹੈ?

ੳ) ਇੰਟਰਨੈਟ ਧੋਖਾ (ਮੇਸੇਜ਼, ਈ ਮੇਲ ਦੁਆਰਾ ਗਲਤ ਜਾਣਕਾਰੀ ਦੇਣਾ)

ਅ) ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਫੈਲਾਉਣਾ (ਖੁਦ ਦੀ ਜਾਣਕਾਰੀ ਤੋਂ ਬਿਨ੍ਹਾਂ ਦੂਜਿਆਂ ਨਾਲ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕਰਨਾ)

ਏ) ਸਾਈਬਰ ਧੱਕੇਸ਼ਾਹੀ

ਸ) ਅਸਮਾਜਿਕ ਵਿਵਹਾਰ

ਹ) ਮਨੋਵਿਗਿਆਨਕ ਵਿਕਾਰ (ਤਣਾਅ, ਚਿੰਤਾ, ਇਕੱਲਤਾ)

20. ਤੁਸੀਂ ਆਪਣੀ ਰੋਜ਼ਾਨਾ ਜਿੰਦਗੀ ਤੇ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਦੇ ਪ੍ਰਭਾਵਾਂ ਨੂੰ ਕਿਵੇਂ ਸਮਝਦੇ ਹੋ?

ੳ) ਸਕਾਰਾਤਮਕ ਅ) ਨਕਾਰਾਤਮਕ

21. ਕੀ ਤੁਹਾਨੂੰ ਲੱਗਦਾ ਹੈ ਕਿ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਨੇ ਆਹਮੋ ਸਾਹਮਣੇ ਵਾਲੀ ਆਪਸੀ ਗੱਲਬਾਤ ਨੂੰ

ਪ੍ਰਭਾਵਿਤ ਕੀਤਾ ਹੈ?

ੳ) ਹਾਂ ਅ) ਨਹੀਂ

22. ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਤੇ ਤੁਹਾਡੇ ਦੋਸਤ ਕੌਣ ਹਨ?

ੳ) ਜਮਾਤੀ ਅ) ਨਵੇਂ ਦੋਸਤ ਏ) ਪੁਰਾਣੇ ਦੋਸਤ ਸ) ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਰਾਹੀਂ ਬਣੇ ਦੋਸਤ

23. ਕੀ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਦੀ ਵਰਤੋਂ ਨੇ ਤੁਹਾਡੇ ਵਿਹਾਰ ਨੂੰ ਬਦਲਿਆ ਹੈ?

ੳ) ਹਾਂ ਅ) ਨਹੀਂ

24. ਤੁਸੀਂ ਆਪਣੀ ਨਿੱਜੀ ਤੇ ਸਮਾਜਿਕ ਜਾਣਕਾਰੀ ਨੂੰ ਅਕਸਰ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਤੇ ਸਾਂਝਾ ਕਰਦੇ ਹੋ?

ੳ) ਜ਼ਿਆਦਾਤਰ ਅ) ਕਦੇ -ਕਦੇ ਏ) ਸਾਂਝਾ ਹੀ ਨਹੀਂ ਕਰਦਾ

25. ਉਹਨਾਂ ਲੋਕਾਂ ਦੀ ਵਫ਼ਾਦਾਰੀ ਦੀ ਹੱਦ ਕੀ ਹੈ ਜੋ ਤੁਹਾਨੂੰ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਤੇ ਮਿਲਦੇ ਹਨ?

ੳ) ਬਹੁਤ ਵਫ਼ਾਦਾਰ ਅ) ਵਫ਼ਾਦਾਰ ਏ) ਥੋੜੇ ਵਫ਼ਾਦਾਰ ਸ) ਬਿਲਕੁਲ ਵੀ ਵਫ਼ਾਦਾਰ ਨਹੀਂ

26. ਤੁਸੀਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਸਾਈਟਾਂ ਤੇ ਲੋਕਾਂ ਨਾਲ ਆਪਣੇ ਨਿੱਜੀ ਵੇਰਵੇ ਸਾਂਝੇ ਕਰਨਾ ਕਿੰਨੀ ਜਲਦੀ ਸ਼ੁਰੂ ਕਰਦੇ ਹੋ?

ੳ) ਤੁਰੰਤ ਅ) ਕੁਝ ਹਫ਼ਤਿਆਂ ਬਾਅਦ ਏ) ਕੁਝ ਮਹੀਨਿਆਂ ਬਾਅਦ ਸ) ਕਦੇ ਵੀ ਨਹੀਂ

27. ਤੁਸੀਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਵਰਤੋਂ ਕਰਨ ਤੋਂ ਬਾਅਦ ਆਪਣੇ ਆਪ ਨੂੰ ਸਮਾਜ ਵਿੱਚ ਕੀ ਰੁਤਬਾ ਦਿੰਦੇ ਹੋ?

ੳ) ਬਹੁਤ ਸਮਾਜਿਕ ਅ) ਠੀਕ ਠਾਕ ਸਮਾਜਿਕ ਏ) ਘੱਟ ਸਮਾਜਿਕ ਸ) ਬਿਲਕੁਲ ਵੀ ਸਮਾਜਿਕ ਨਹੀਂ

ਸੋਸ਼ਲ ਇੰਟੈਲੀਜੈਂਸ ਸਕੇਲ

ਲੜੀ ਨੰ:	ਕਥਨ	ਬਿਲਕੁਲ ਸਹਿਮਤ	ਸਹਿਮਤ	ਨਾ ਸਹਿਮਤ ਅਤੇ ਨਾ ਹੀ ਅਸਹਿਮਤ	ਅਸਹਿਮਤ	ਬਿਲਕੁਲ ਅਸਹਿਮਤ
1.	ਮੈਂ ਦੂਜਿਆਂ ਦੀ ਭਾਵਨਾਤਮਕ ਪ੍ਰਤੀਕ੍ਰਿਆ ਦਾ ਅੰਦਾਜ਼ਾ ਲਗਾ ਸਕਦਾ ਹਾਂ ਅਤੇ ਉਸ ਨਾਲ ਕਦਮ ਮੇਚ ਕੇ ਤੁਰ ਸਕਦਾ ਹਾਂ।					
2.	ਮੈਂ ਦੂਜਿਆਂ ਦੀਆਂ ਲੋੜਾਂ ਪ੍ਰਤੀ ਸੰਵੇਦਨਾ ਉਸੇ ਤਰ੍ਹਾਂ ਦਿਖਾ ਸਕਦਾ ਹਾਂ ਜਿਵੇਂ ਮੈਂ ਉਨ੍ਹਾਂ ਪ੍ਰਤੀ ਆਪਣੇ ਵਿਚਾਰ ਰਖਦਾ ਹਾਂ।					
3.	ਮੈਂ ਨਿੱਜੀ ਭਾਵਨਾਵਾਂ ਸਾਂਝੀਆਂ ਕਰਨ ਵਾਲੇ ਲੋਕਾਂ ਨਾਲ ਵਧੀਆ ਮਹਿਸੂਸ ਕਰਦਾ ਹਾਂ।					
4.	ਮੈਂ ਜਿਆਦਾਤਰ ਸਮਾਜਿਕ ਸਥਿਤੀਆਂ ਵਿੱਚ ਆਪਣੇ ਆਪ ਨੂੰ ਆਰਾਮਦਾਇਕ ਮਹਿਸੂਸ ਕਰਦਾ ਹਾਂ।					
5.	ਮੈਂ ਆਮ ਤੌਰ ਤੇ ਦੂਜਿਆਂ ਪ੍ਰਤੀ ਵਚਨਬੱਧਤਾ/ਪ੍ਰਤੀਬੱਧਤਾ ਦਿਖਾਉਂਦਾ ਹਾਂ।					
6.	ਮੈਂ ਨਿਯਮਿਤ ਤੌਰ ਤੇ ਦੂਜਿਆਂ ਦੀ ਕਾਰਗੁਜ਼ਾਰੀ ਤੇ ਪ੍ਰਤੀਕ੍ਰਿਆ ਸਾਂਝੀ ਕਰਦਾ ਹਾਂ ਤਾਂ ਜੋ ਉਹਨਾਂ ਦੀ ਮਦਦ ਕਰ ਸਕਾ।					
7.	ਲੋਕਾਂ ਨਾਲ ਕੰਮ ਕਰਦੇ ਸਮੇਂ ਮੈਂ ਆਪਣੇ ਵਿਚਾਰਾਂ ਅਤੇ ਭਾਵਨਾਵਾਂ ਨੂੰ ਖੁੱਲ੍ਹੇ ਮਨ ਨਾਲ ਸਾਂਝਾ ਕਰਦਾ ਹਾਂ।					
8.	ਮੈਂ ਸੰਬੰਧ ਬਣਾਉਣ ਤੇ ਕਾਇਮ ਰੱਖਣ ਵਿੱਚ ਵਧੀਆ ਹਾਂ।					
9.	ਮੈਂ ਕੰਮ ਕਾਜ ਤੇ ਗੈਰ ਕੰਮ ਕਾਜ ਵਾਲੀਆਂ ਸਥਿਤੀਆਂ ਵਿੱਚ ਮੇਲ ਜੋਲ ਕਰਨਾ ਪਸੰਦ ਕਰਦਾ ਹਾਂ।					
10.	ਮੈਂ ਸਮੂਹਿਕ ਅਤੇ ਨੈੱਟਵਰਕਿੰਗ ਸਥਿਤੀਆਂ ਵਿੱਚ ਆਪਣੇ ਆਪ ਤੇ ਯਕੀਨ ਰੱਖਦਾ ਹਾਂ।					
11.	ਮੈਂਨੂੰ ਦੂਜਿਆਂ ਨਾਲ ਗੱਲਬਾਤ ਕਰਨਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ।					
12.	ਮੈਂ ਹਰ ਇੱਕ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਸੁਣਦਾ ਹਾਂ ਅਤੇ ਦੂਜਿਆਂ ਦੀਆਂ ਲੋੜਾਂ ਨੂੰ ਜਿੰਮੇਵਾਰੀ					

ਲੜੀ ਨੰ:	ਕਥਨ	ਬਿਲਕੁਲ ਸਹਿਮਤ	ਸਹਿਮਤ	ਨਾ ਸਹਿਮਤ ਅਤੇ ਨਾ ਹੀ ਅਸਹਿਮਤ	ਅਸਹਿਮਤ	ਬਿਲਕੁਲ ਅਸਹਿਮਤ
	ਨਾਲ ਨਿਭਾਉਂਦਾ ਹਾਂ।					
13.	ਮੇਰੇ ਤੇ ਉਹ ਲੋਕ ਭਰੋਸਾ ਕਰਦੇ ਹਨ ਜਿੰਨ੍ਹਾਂ ਨਾਲ ਮੈਂ ਕੰਮ ਕਰਦਾ ਹਾਂ।					
14.	ਮੈਂ ਦੂਜਿਆਂ ਦੇ ਵਿਸ਼ਵਾਸਾਂ ਅਤੇ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਪ੍ਰਤੀ ਸਮਝ ਤੇ ਸਬਰ ਦਿਖਾਉਂਦਾ ਹਾਂ।					
15.	ਮੈਂ ਨਿਰਪੱਖ ਸੋਚ ਵਜੋਂ ਜਾਣਿਆ ਜਾਂਦਾ ਹਾਂ।					
16.	ਮੈਂ ਟਕਰਾਅ ਦੀਆਂ ਸਥਿਤੀਆਂ ਦੌਰਾਨ ਦੂਜਿਆਂ ਲਈ ਸਤਿਕਾਰ ਦਰਸਾਉਣ ਦੇ ਯੋਗ ਹਾਂ।					
17.	ਮੈਂ ਦੂਜਿਆਂ ਤੇ ਚੰਗਾ ਪ੍ਰਭਾਵ ਪਾਉਣ ਦੇ ਯੋਗ ਹਾਂ।					
18.	ਮੈਂ ਨਿਯਮਿਤ ਤੌਰ ਤੇ ਅਤੇ ਤੁਰੰਤ ਦੂਜਿਆਂ ਦੇ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਦੀ ਕਦਰ ਕਰਦਾ ਹਾਂ।					
19.	ਮੈਂ ਖੁੱਲ੍ਹੇ ਅਤੇ ਗੈਰ-ਬਚਾਅ ਪੱਖ ਨਾਲ ਵਿਚਾਰਾਂ ਤੇ ਸੁਝਾਵਾਂ ਦੀ ਪੇਸ਼ਕਸ਼ ਕਰਦਾ ਹਾਂ।					
20.	ਮੈਂ ਉਸ ਵਿਅਕਤੀ ਵੱਜੋਂ ਜਾਣਿਆ ਜਾਂਦਾ ਹਾਂ ਜੋ ਸਮੱਸਿਆ ਦਾ ਹੱਲ ਕੱਢਣ ਵਾਲਾ ਹੈ।					
21.	ਮੈਂ ਲੋੜ ਪੈਣ ਤੇ ਉਚਿਤ ਤੌਰ ਤੇ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਅਤੇ ਦ੍ਰਿੜ ਹੋ ਜਾਂਦਾ ਹਾਂ।					
22.	ਮੈਂ ਦਿਸ਼ਾ ਪ੍ਰਦਾਨ ਕਰਦਾ ਹਾਂ ਅਤੇ ਫੈਸਲਾ ਲੈਣ ਤੋਂ ਬਾਅਦ ਟੱਸ ਤੋਂ ਮੱਸ ਨਹੀਂ ਹੁੰਦਾ।					
23.	ਮੈਂ ਇਹ ਸੁਨਿਸ਼ਚਿਤ ਕਰਕੇ ਆਪਣੇ ਸਮੂਹ ਵਿੱਚ ਸਹਿਯੋਗ ਵਧਾਉਂਦਾ ਹਾਂ ਕਿ ਇੱਥੇ ਸਪੱਸ਼ਟ ਤੌਰ ਤੇ ਵਿਅਕਤੀਗਤ ਅਤੇ ਸਮੂਹ ਦੇ ਟੀਚੇ ਅਤੇ ਭੂਮਿਕਾਵਾਂ ਹਨ।					
24.	ਮੈਂ ਸਮੂਹ ਮੈਂਬਰਾਂ ਤੋਂ ਖੁੱਲ੍ਹੇ ਰੁਝੇਵੇਂ ਅਤੇ ਆਮ ਜਾਣਕਾਰੀ ਲੈਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦਾ ਹਾਂ।					

ਇਮੋਸ਼ਨਲ ਇੰਟੈਲੀਜੈਂਸ ਸਕੇਲ

ਲੜੀ ਨੰ:	ਕਥਨ	ਹਮੇਸ਼ਾ	ਜ਼ਿਆਦਾਤਰ	ਅਕਸਰ	ਕਦੇ-ਕਦੇ	ਕਦੇ ਵੀ ਨਹੀਂ
1.	ਜਦੋਂ ਮੈਂ ਗੁੱਸੇ ਵਿੱਚ ਆ ਜਾਂਦਾ ਹਾਂ ਮੈਨੂੰ ਤੁਰੰਤ ਅਹਿਸਾਸ ਹੁੰਦਾ ਹੈ।					
2.	ਮੈਂ ਮਾੜੀਆਂ ਸਥਿਤੀਆਂ ਤੋਂ ਜਲਦੀ ਬਾਹਰ ਆ ਸਕਦਾ ਹਾਂ।					
3.	ਮੈਂ ਹਮੇਸ਼ਾ ਆਪਣੇ ਆਪ ਨੂੰ ਮੁਸ਼ਕਲ ਕੰਮਾਂ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ ਦੇ ਯੋਗ ਹਾਂ।					
4.	ਮੈਂ ਹਮੇਸ਼ਾ ਦੂਸਰੇ ਵਿਅਕਤੀ ਦੇ ਨਜ਼ਰੀਏ ਤੋਂ ਚੀਜ਼ਾਂ ਨੂੰ ਦੇਖਣ ਦੇ ਯੋਗ ਹਾਂ					
5.	ਮੈਂ ਇੱਕ ਵਧੀਆ ਸਰੋਤਾ ਹਾਂ।					
6.	ਜਦੋਂ ਮੈਂ ਖੁਸ਼ ਹੁੰਦਾ ਹਾਂ, ਮੈਨੂੰ ਪਤਾ ਹੁੰਦਾ ਹੈ।					
7.	ਮੈਂ ਕਦੇ ਵੀ ਆਪਣੇ ਜਜ਼ਬਾਤਾਂ ਤੇ ਭਾਵਨਾਵਾਂ ਨੂੰ ਦਿੱਲ ਵਿੱਚ ਨਹੀਂ ਛੁਪਾਉਂਦਾ।					
8.	ਮੈਂ ਕੰਮ ਕਾਜ ਦੌਰਾਨ ਆਮ ਤੌਰ ਤੇ ਮਹੱਤਵਪੂਰਨ ਗਤੀਵਿਧੀਆਂ ਨੂੰ ਪਹਿਲ ਦੇਣ ਅਤੇ ਉਹਨਾਂ ਨਾਲ ਅੱਗੇ ਵੱਧਣ ਦੇ ਯੋਗ ਹਾਂ।					
9.	ਮੈਂ ਕਿਸੇ ਹੋਰ ਦੀਆਂ ਸੱਮਸਿਆਵਾਂ ਨਾਲ ਹਮਦਰਦੀ ਪ੍ਰਗਟ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਹਾਂ।					
10.	ਮੈਂ ਕਦੇ ਵੀ ਹੋਰ ਲੋਕਾਂ ਦੀ ਗੱਲਬਾਤ ਵਿੱਚ ਵਿਘਨ ਨਹੀਂ ਪਾਉਂਦਾ।					
11.	ਜਦੋਂ ਮੈਂ ਤਨਾਅ ਵਿੱਚ ਹੁੰਦਾ ਹਾਂ ਤਾਂ ਮੈਨੂੰ ਇਕਦਮ ਪਤਾ ਲੱਗ ਜਾਂਦਾ ਹੈ।					
12.	ਮੈਂ ਕਿਹੋ ਜਿਹੇ ਮੂਡ ਵਿੱਚ ਹਾਂ, ਦੂਜਿਆਂ ਨੂੰ ਪਤਾ ਨਹੀਂ ਲੱਗਣ ਦਿੰਦਾ।					
13.	ਮੈਂ ਹਮੇਸ਼ਾ ਕੰਮ ਸਮੇਂ ਸਿਰ ਪੂਰਾ ਕਰਦਾ ਹਾਂ।					
14.	ਜੇਕਰ ਕੋਈ ਮੇਰੇ ਨਾਲ ਖੁਸ਼ ਨਹੀਂ ਹੈ ਤਾਂ ਮੈਨੂੰ ਇਸ ਦੀ ਜਾਣਕਾਰੀ ਹੁੰਦੀ ਹੈ।					
15.	ਮੈਂ ਬਹੁਤ ਸਾਰੇ ਲੋਕਾਂ ਨਾਲ ਚੰਗੀ ਤਰ੍ਹਾਂ ਘਿਓ ਖਿੱਚੜੀ ਹੋ ਸਕਦਾ ਹਾਂ।					

ਲੜੀ ਨੰ:	ਕਥਨ	ਹਮੇਸ਼ਾ	ਜ਼ਿਆਦਾਤਰ	ਅਕਸਰ	ਕਦੇ-ਕਦੇ	ਕਦੇ ਵੀ ਨਹੀਂ
16.	ਜਦੋਂ ਮੈਂ ਭਾਵੁਕ ਹੁੰਦਾ ਹਾਂ ਤਾਂ ਮੈਨੂੰ ਪਤਾ ਹੁੰਦਾ ਹੈ।					
17.	ਮੈਂ ਬਹੁਤ ਹੀ ਘੱਟ ਦੂਜਿਆਂ ਤੇ ਕ੍ਰੋਧਿਤ ਹੁੰਦਾ ਹਾਂ।					
18.	ਮੈਂ ਕਦੇ ਵੀ ਸਮਾਂ ਬਰਬਾਦ ਨਹੀਂ ਕਰਦਾ।					
19.	ਜੇਕਰ ਇੱਕ ਟੀਮ/ਸਮੂਹ ਦੇ ਲੋਕਾਂ ਦਾ ਆਪਸੀ ਤਾਲਮੇਲ ਨਹੀਂ ਹੈ ਤਾਂ ਮੈਨੂੰ ਇਸਦਾ ਪਤਾ ਚਲ ਜਾਂਦਾ ਹੈ।					
20.	ਲੋਕਾਂ ਨਾਲ ਜੁੜਣਾ ਮੈਨੂੰ ਜ਼ਿੰਦਗੀ ਦਾ ਸਭ ਤੋਂ ਵਧੀਆ ਪੱਖ ਲੱਗਦਾ ਹੈ।					
21.	ਜਦੋਂ ਮੈਂ ਚਿੰਤਤ ਹੁੰਦਾ ਹਾਂ ਤਾਂ ਮੈਂ ਅਕਸਰ ਇਸ ਦਾ ਕਾਰਨ ਲੱਭਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦਾ ਹਾਂ।					
22.	ਟੇਢੇ ਲੋਕਾਂ ਤੋਂ ਮੈਂ ਗੁੱਸੇ ਨਹੀਂ ਹੁੰਦਾ।					
23.	ਮੈਂ ਗੁਮਰਾਹ ਨਹੀਂ ਕਰਦਾ।					
24.	ਮੈਂ ਆਮ ਤੌਰ ਤੇ ਸਮਝ ਸਕਦਾ ਹਾਂ ਕਿ ਲੋਕਾਂ ਦਾ ਰੱਵਈਆ ਮੇਰੇ ਪ੍ਰਤੀ ਟੇਢਾ ਕਿਉਂ ਹੋ ਰਿਹਾ ਹੈ।					
25.	ਮੈਨੂੰ ਨਵੇਂ ਲੋਕਾਂ ਨੂੰ ਮਿਲਣਾ ਪਸੰਦ ਹੈ ਅਤੇ ਇਸ ਨਾਲ ਮੈਨੂੰ ਉਹਨਾਂ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਵਾਲੀ ਤਾਕਤ ਬਾਰੇ ਪਤਾ ਲੱਗਦਾ ਹੈ।					
26.	ਮੈਨੂੰ ਹਮੇਸ਼ਾ ਪਤਾ ਹੁੰਦਾ ਹੈ ਕਿ ਜਦੋਂ ਮੈਂ ਗੈਰ ਵਾਜਬ ਹੁੰਦਾ ਹਾਂ।					
27.	ਮੈਂ ਆਪਣੇ ਹੋਸ਼ ਹਵਾਸ ਨਾਲ ਆਪਣੇ ਮਨ ਅਤੇ ਜਜ਼ਬਾਤਾਂ ਨੂੰ ਬਦਲ ਸਕਦਾ ਹਾਂ।					
28.	ਮੈਂ ਇਹ ਮਹਿਸੂਸ ਕਰਦਾ ਹਾਂ ਕਿ ਤੁਹਾਨੂੰ ਔਖੇ ਕੰਮ ਪਹਿਲਾਂ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ।					
29.	ਦੂਸਰੇ ਵਿਅਕਤੀ ਔਖੇ ਨਹੀਂ ਹੁੰਦੇ ਸਿਰਫ ਵੱਖਰੇ ਹੁੰਦੇ ਹਨ।					
30.	ਮੈਨੂੰ ਆਪਣੇ ਕਿੱਤੇ ਨੂੰ ਦਿਲਚਪ ਬਣਾਉਣ ਲਈ ਕਈ ਤਰ੍ਹਾਂ ਦੇ ਕੰਮ ਕਰਨ ਵਾਲੇ ਸਹਿਯੋਗੀ ਚਾਹੀਦੇ ਹਨ।					

ਲੜੀ ਨੰ:	ਕਥਨ	ਹਮੇਸ਼ਾ	ਜ਼ਿਆਦਾਤਰ	ਅਕਸਰ	ਕਦੇ-ਕਦੇ	ਕਦੇ ਵੀ ਨਹੀਂ
31.	ਆਪਣੀਆਂ ਭਾਵਨਾਵਾਂ ਪ੍ਰਤੀ ਜਾਗਰੂਕਤਾ ਮੇਰੇ ਲਈ ਹਰ ਸਮੇਂ ਬਹੁਤ ਮਹੱਤਵਪੂਰਨ ਹੁੰਦੀ ਹੈ।					
32.	ਜਦੋਂ ਮੈਂ ਕੰਮ ਛੱਡ ਜਾਂਦਾ ਹਾਂ ਤਾਂ ਤਣਾਅਪੂਰਨ ਸਥਿਤੀਆਂ ਜਾਂ ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਆਪ ਤੇ ਭਾਰੂ ਨਹੀਂ ਹੋਣ ਦਿੰਦਾ।					
33.	ਦੇਰੀ ਨਾਲ ਸੰਤੁਸ਼ਟੀ ਹਾਸਲ ਹੋਣੀ ਇੱਕ ਗੁਣ ਹੈ ਜਿਸ ਦੀ ਮੈਂ ਧਾਰਨਾ ਕਰਦਾ ਹਾਂ।					
34.	ਮੈਂ ਸਮਝ ਸਕਦਾ ਹਾਂ ਕਿ ਜੇ ਮੈਂ ਗੈਰ-ਵਾਜਬ ਹਾਂ।					
35.	ਮੈਂ ਇਹ ਜਾਣਨ ਲਈ ਪ੍ਰਸ਼ਨ ਪੁੱਛਦਾ ਹਾਂ ਕਿ ਪਤਾ ਕਰ ਸਕਾਂ ਕਿ ਲੋਕਾਂ ਲਈ ਮਹੱਤਵਪੂਰਨ ਕੀ ਹੈ।					
36.	ਜੇਕਰ ਮੈਂਨੂੰ ਕਿਸੇ ਨੇ ਪਰੇਸ਼ਾਨ ਜਾ ਤੰਗ ਕੀਤਾ ਹੈ ਤਾਂ ਮੈਂਨੂੰ ਇਸਦਾ ਪਤਾ ਹੁੰਦਾ ਹੈ।					
37.	ਮੈਂ ਬਹੁਤ ਘੱਟ ਕੰਮ ਜਾਂ ਆਮ ਜੀਵਨ ਬਾਰੇ ਚਿੰਤਾ ਕਰਦਾ ਹਾਂ।					
38.	ਮੈਂ ਅੱਜ ਹੀ ਕੰਮ ਨੂੰ ਨਿਪਟਾਉਣ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਰੱਖਦਾ ਹਾਂ।					
39.	ਮੈਂ ਸਮਝ ਸਕਦਾ ਹਾਂ ਕਿ ਮੇਰੇ ਕੰਮ ਕਈ ਵਾਰ ਦੂਜਿਆਂ ਨੂੰ ਨਾਰਾਜ਼ ਕਿਉਂ ਕਰਦੇ ਹਨ।					
40.	ਟੇਢੇ ਲੋਕਾਂ ਨਾਲ ਕੰਮ ਕਰਨ ਨੂੰ ਮੈਂ ਉਹਨਾਂ ਤੇ ਜਿੱਤ ਹਾਸਲ ਕਰਨ ਵਾਲੀ ਇੱਕ ਚੁਨੌਤੀ ਸਮਝਦਾ ਹਾਂ।					
41.	ਮੈਂ ਗੁੱਸੇ ਨੂੰ ਜਲਦੀ ਖਤਮ ਕਰ ਦਿੰਦਾ ਹਾਂ ਤਾਂ ਜੋ ਇਹ ਮੇਰੇ ਤੇ ਅਸਰ ਨਾ ਕਰੇ।					
42.	ਜਦੋਂ ਲੋੜ ਹੋਵੇ ਤਾਂ ਮੈਂ ਆਪਣੀਆਂ ਭਾਵਨਾਵਾਂ ਨੂੰ ਦਬਾ ਸਕਦਾ ਹਾਂ।					
43.	ਉਦਾਸੀ ਮਹਿਸੂਸ ਹੋਣ ਤੇ ਵੀ ਮੈਂ ਆਪਣੇ ਆਪ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰ ਸਕਦਾ ਹਾਂ।					
44.	ਮੈਂ ਕਈ ਵਾਰ ਦੂਜਿਆਂ ਦੇ ਨਜ਼ਰੀਏ ਤੋਂ ਚੀਜ਼ਾਂ ਦੇਖ ਸਕਦਾ ਹਾਂ।					

ਲੜੀ ਨੰ:	ਕਥਨ	ਹਮੇਸ਼ਾ	ਜ਼ਿਆਦਾਤਰ	ਅਕਸਰ	ਕਦੇ-ਕਦੇ	ਕਦੇ ਵੀ ਨਹੀਂ
45.	ਮੈਂ ਦੂਜੇ ਲੋਕਾਂ ਨਾਲ ਮਤਭੇਦ ਸੁਲਝਾਉਣ ਵਿੱਚ ਵਧੀਆ ਹਾਂ।					
46.	ਮੈਨੂੰ ਪਤਾ ਹੈ ਕਿ ਕਿਹੜੀ ਚੀਜ਼/ਗੱਲ ਮੈਨੂੰ ਖੁਸ਼ ਕਰਦੀ ਹੈ।					
47.	ਦੂਸਰੇ ਅਕਸਰ ਇਹ ਨਹੀਂ ਜਾਣਦੇ ਹੁੰਦੇ ਕਿ ਮੈਂ ਕਿਸੇ ਚੀਜ਼/ਗੱਲ ਬਾਰੇ ਕਿਵੇਂ ਮਹਿਸੂਸ ਕਰ ਰਿਹਾ ਹਾਂ।					
48.	ਪ੍ਰੇਰਣਾ ਮੇਰੀ ਸਫਲਤਾ ਦੀ ਕੁੰਜੀ ਹੈ।					
49.	ਮਤਭੇਦ ਦੇ ਕਾਰਨ ਮੇਰੇ ਲਈ ਹਮੇਸ਼ਾ ਸਪੱਸ਼ਟ ਹੁੰਦੇ ਹਨ।					
50.	ਮੈਂ ਆਮ ਤੌਰ ਤੇ ਉਹਨਾਂ ਨਾਲ ਪੱਕੇ ਸੰਬੰਧ ਬਣਾਉਂਦਾ ਹਾਂ ਜਿਨ੍ਹਾਂ ਨਾਲ ਮੈਂ ਕੰਮ ਕਰਦਾ ਹਾਂ।					

VITA

Name of the student : Heena Kaura
Father's name : Dr. Kamal Kaura
Mother's name : Dr. Preeti Kaura
Nationality : Indian
Date of birth : 14.11.1995
Permanent home address : Kamal Hospital, Kutba Bazar, Raikot
Email : kauramiley@gmail.com

EDUCATIONAL QUALIFICATIONS

Bachelor degree : B. Sc. Home Science
University : Punjab Agricultural University, Ludhiana
Year of award : 2018
OCPA : 7.91/10.00
Master's degree : M.Sc. (Human Development and Family Studies)
Minor (Extension Education and Communication Management)
University : Punjab Agricultural University, Ludhiana
Year of award : 2020
OCPA : 7.92/10.00
Title of Master's Thesis : "Social media usage and socio-emotional intelligence among adolescents"
Awards / Distinctions / Fellowships / Scholarships : PAU Merit Scholarship (MET)