



To study the effects of residential background, gender, academic stream, internet access frequency, and their interactions on the social competence of internet users in adolescence

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Abstract

A person with emotional intelligence lives a contented, healthy, and tranquil existence. They can be classified as mentally healthy individuals if they are comfortable with themselves, their surroundings, and other people. They exhibit traits like a durable and adoptable mind, a positive and upbeat attitude, well-controlled instincts and habits, self-awareness, a good temper, social adoptability, a clear life philosophy, realistic imagination, etc. Therefore, for the personality to develop harmoniously, emotional development is crucial. Young people will be far better equipped to manage their emotions and achieve mental stability and balance with the help of appropriate training and instruction. Since emotions are the main drivers of behavior and thought, it is crucial to manage them. A person with emotional intelligence will also have sound mental health, which will ultimately have a direct impact on their academic success. Thus, it is evident that academic success, mental health, and emotional intelligence are all strongly related ideas. There is an urgent need to look into the connection between secondary school students' mental health and emotional intelligence. Regrettably, the majority of teacher education schools are turning into for-profit businesses with great political clout. The development of professional abilities, teaching aptitude, and teaching attitude are all impacted by these teacher training institutes. As a result, instructors who graduate from these schools may not be able to teach effectively. Students would study poorly as a result, and the teacher might not be able to keep them under control. All of these would ultimately result in the pupils losing their independence and mental well-being.

Keywords: Contented, Healthy, Success, Mental Health, Political Clout

1. Introduction

The history of education is as old as humanity itself. It has been considered an integral part of every human community from the beginning of civilization. Therefore, it ought to be updated in accordance with both societal and personal needs. It's possible that the educational system of today offers very little assurance of a prosperous life. In our secondary schools, education is not just about learning books and creating grades; it's also about developing a successful future, fostering relationships between teachers and students, and comprehending and managing emotions in the appropriate way at the appropriate time. Our previous tests and experiences make it abundantly evident that even highly intelligent people do not always succeed in life. However, why is it?

Thus, this void is filled throughout the year. Numerous psychologists and educators have been working to close the

gap between head and heart-related success and discomfiture. This rational question has persisted over time, not just in emerging nations like India but globally as well. The introduction of the concepts of emotional intelligence and mental health into our educational system provided a solution.

We are undoubtedly living in a time of globalization and scientific and technological advancement. In every aspect of our everyday lives, science and technology have stretched their tentacles. It is evident that our educational methods have evolved to meet the demands of the global community. Students in today's schools and universities are therefore responsible for a variety of social tasks. Consequently, the quantity of courses, subjects, and extracurricular activities is increased. As a result, students get agitated and overworked. Due to extreme stress, they exhibit a lack of integrated development with respect to their physical, social,

emotional, cognitive, and balanced mental health. The inclusion of emotional and mental health components in education is a pressing necessity for our current educational system. To mold the next generation, these elements must be ingrained in our educational curriculum.

Our education should serve the needs of a society that is changing. Our cultural practices, traditions, customs, beliefs, way of life, and even the way we think are all impacted by the knowledge that is presented to us. Therefore, having adjusted educational goals is a prerequisite for our mobilized society. Every stage of our educational procedures has to be planned for each person's maximum potential. Education helps a person develop their inner potential in all areas, which should be life-centered and useful in their current circumstances. Individual, communal, national, and international values should all be instilled in people through education. It also aids in raising awareness of global issues and cultivates the capacity to address them. A person's cognitive, emotive, and psychomotor development should all be balanced by our educational methods. However, mental health education is not becoming increasingly important in our educational system. A balanced personality is a result of having good mental health. It is a status that contributes to a person's psychological health in society.

2. Need of the study

A person with emotional intelligence lives a contented, healthy, and tranquil existence. They can be classified as mentally healthy individuals if they are comfortable with themselves, their surroundings, and other people. They exhibit traits like a durable and adoptable mind, a positive and upbeat attitude, well-controlled instincts and habits, self-awareness, a good temper, social adoptability, a clear life philosophy, realistic imagination, etc. Therefore, for the personality to develop harmoniously, emotional development is crucial. Young people will be far better equipped to manage their emotions and achieve mental stability and balance with the help of appropriate training and instruction. Since emotions are the main drivers of behavior and thought, it is crucial to manage them. A person with emotional intelligence will also have sound mental health, which will ultimately have a direct impact on their academic success. Thus, it is evident that academic success, mental health, and emotional intelligence are all strongly related ideas. There is an urgent need to look into the connection between secondary school students' mental health and emotional intelligence.

3. Objectives of the study

The following goals were pursued in this study:

1. To develop and standardize the General Well-being Scale for assessing adolescents' general well-being.
2. To investigate the effects of residential background, gender, academic stream, Internet access frequency, and their interactions on the social competence of Internet users in adolescence.
3. To investigate the effects of residential background, gender, academic stream, Internet access frequency, and their interactions on the emotional maturity of Internet users.
4. To investigate the effects of Internet user adolescent's

residential background, gender, academic stream, and frequency of Internet access, as well as their interactions, on their overall well-being.

4. Research methodology

The goal of the current study was to determine how adolescents' perceived use of the Internet affected their social competence, emotional maturity, and general well-being. Descriptive survey research using a factorial design was therefore used. In the social sciences, descriptive survey research is arguably the most used method of observation. According to Beukman (2005) [1], the researcher usually chooses a sample of respondents from a certain community and gives them standardized questionnaires or scales. A $2 \times 2 \times 2 \times 3$ factorial design was used to examine the primary and interrelated effects of residential background, gender, academic stream, and frequency of internet use on the social competence, emotional maturity, and general well-being of teenagers who use the Internet. The fourth demographic variable in this design was varied at three levels, whereas the other three were modified at two levels. The factors that were assigned were: Academic Stream (C1 for Science Group and C2 for Commerce Group), Residential Background (A1 for Metropolitan and A2 for Non-metropolitan Residential Background), Gender (B1 for Male and B2 for Female), and Frequency of Internet Access (D1 for Regular, D2 for Moderate, and D3 for Infrequent Internet Access). A1, B1, C1, D1; A1, B1, C1, D2; and A1, B1, C1, D3 were recognized as metropolitan male adolescents of the Science Group who had regular, moderate, and infrequent Internet access, while A2, B2, C2, D1; A2, B2, C2, D2, and A2, B2, C2, D3 were recognized as non-metropolitan female adolescents of the Commerce Group. Adolescent students from various residential backgrounds were thus separated based on their gender, and male and female students were subsequently placed in the Academic Stream. Lastly, the Science Group and the Commerce Group were categorized based on their Internet access frequencies. Each of these teenage types was distinct from the others. Therefore, the four-way factorial ($2 \times 2 \times 2 \times 3$) design was used as the descriptive survey design in this investigation. As a result, there were twenty-four ($2 \times 2 \times 2 \times 3$) combinations. Selecting the responders to participate was the next stage. 500 Internet-using teenagers enrolled in various senior secondary schools in Delhi and Bahadurgarh made up the initial sample for this study. Adolescent male and female students in the Science and Commerce Academic Stream were included in the sample. The data was gathered using a stratified multi-stage random sampling technique. Bahadurgarh was chosen to represent the non-metropolitan area, whereas Delhi was chosen to represent the metropolitan area. Five zones-the east, west, north, south, and center zones-were established for Delhi and Bahadurgarh. The relevant District Education Officer (DEO) for each zone provided a list of Delhi and Bahadurgarh schools. Twenty schools were chosen at random from the list using the lottery method in order to achieve a suitable stratification. Only teenagers who used the Internet and filled out all the measurement forms were included in the sample. For the study, 25 teenagers who use the Internet were chosen from each school. In this sense, the study's sample of 496 teenagers who use the Internet was

suitably representative of the metropolitan and non-metropolitan populations. Each level of the whole sample was separated based on the study's design.

5. Result and data interpretation

5.1 Description of sample characteristics

This chapter presents descriptive data in the form of frequency tables for a sample of 496 respondents. Descriptive statistics include frequency tables (Beukman, 2005) [1]. According to Ferguson (1981) [2], frequency tables are a way to categorize and describe numbers that help the researcher comprehend and evaluate the key elements of the collected data. Each frequency table in the current study shows the ratios against the frequency of occurrence, with the percentage in brackets.

Table 1: Full Form of Internet

S. No	Area	Metropolitan	Non-metropolitan
1.	International Network	177 (71.00%)	204 (82.00%)
2.	Interrelation Network	18 (08.00%)	23 (09.00%)
3.	Interactive Network	27 (10.00%)	06 (02.00%)
4.	Internal Networking	28 (11.00%)	17 (07.00%)

The precise complete form of the Internet was marked in the provided alternatives by 71.00% of metropolitan and 82.00% of non-metropolitan teenage respondents, as can be seen from Frequency Table. This suggests that they knew what the term "Internet" meant.

Table 2: Define Internet

S. No	Area	Metropolitan	Non-metropolitan
1.	Yes	214 (86.00%)	239 (96.00%)
2.	No	36 (14.00%)	11 (04.00%)

According to Frequency Table 2, 86.00% of respondents from metropolitan areas and 96.00% of those from non-metropolitan areas provided their own definition of the term "Internet." Both metropolitan and non-metropolitan adolescents have a comprehension of the Internet idea, according to the table analysis.

Table 3: Place where accessed the internet

S. No	Area	Metropolitan	Non-metropolitan
1.	Cyber Cafe	98 (39.00%)	51 (20.00%)
2.	At home	125 (50.00%)	180 (72.00%)
3.	School Library	17 (07.00%)	06 (03.00%)
4.	At Friend's Home	10 (04.00%)	13 (05.00%)

According to Frequency Table 3, the majority of respondents, both metropolitan (50.00%) and non-metropolitan (72.0%), used the Internet from home, with cyber cafes coming in second. However, 4.00% of respondents from metropolitan areas utilized the Internet at a friend's house, whereas 3.00% of adolescents from non-metropolitan areas used the school library. The outcome shows that the teenager's room has been invaded by the Internet. Teenagers nowadays have the ability to access the Internet from anywhere, and they do so in a variety of locations.

Table 4: Time period since using the internet

S. No	Area	Metropolitan	Non-metropolitan
1.	Less than 1 Year	42 (16.00%)	63 (25.00%)
2.	1-2 Year	42 (16.00%)	80 (32.00%)
3.	2-3 Years	90 (36.00%)	52 (21.00%)
4.	More than 4 Year	76 (32.00%)	55 (22.00%)

Regularity The duration since the teenagers started using the Internet was displayed in Table 4. It reveals that whereas 32.00% of non-metropolitan respondents had been using the Internet for 1-2 years, followed by less than a year (25.00%), 36.00% of adolescents in metropolitan areas had been using it for 2-3 years, followed by more than 4 years (32.0%). According to the table, teenagers in urban and non-metropolitan areas were more adept at using the Internet.

Table 5: Regular visit of certain websites

S. No	Area	Metropolitan	Non-metropolitan
1.	Yes	170 (68.00%)	152 (61.00%)
2.	No	80 (32.00%)	98 (39.00%)

Regularity The frequency distribution of respondents from metropolitan and non-metropolitan areas with relation to frequent visits to specific websites was shown in Table 5. Table shows that 68.00% of respondents from metropolitan areas and 61.00% of those from non-metropolitan areas said they frequently visited particular websites. They also indicated the names of websites based on their personal preferences.

Table 6: Use of social networking sites on a regular basis

S. No	Area	Metropolitan	Non-metropolitan
1.	Yes	135 (54.00%)	70 (28.00%)
2.	No	115 (46.00%)	180 (72.00%)

According to Frequency Table 6, 54.00% of teenagers in metropolitan areas reported regularly using social networking sites, but 72.00% of teenagers in non-metropolitan areas did not. According to the findings, teenagers are making new connections on social networking sites like Facebook and Orkut.

Table 7: Sorts of websites visited in the last two months

S. No	Area	Metropolitan	Non-metropolitan
1.	Chatting	46 (18.00%)	38 (15.00%)
2.	Sports	18 (06.00%)	24 (10.00%)
3.	Watch videos/Movies	31 (13.00%)	32 (13.00%)
4.	Educational	45 (18.00%)	50 (20.00%)
5.	Download Music	45 (18.00%)	30 (12.00%)
6.	Search Directories	24 (10.00%)	15 (06.00%)
7.	Games	23 (09.00%)	42 (16.50%)
8.	Pornography	04 (02.00%)	07 (02.50%)
9.	News	14 (06.00%)	12 (05.00%)

Regularity The frequency distribution of teenage respondents who lived in and did not live in a city across the types of websites they visited during the previous two months is shown in Table 7. In the past two months, just 2.00% of urban respondents chose pornographic websites, whereas 18.00% of adolescents in metropolitan areas

accessed websites for conversation, education, and music downloads. Subsequent investigation revealed that in the previous two months, 20.00% of adolescents from non-metropolitan areas visited websites for education, followed by those for gaming (16.50%) and chat (15.00%). In the past two months, 2.50% of adolescents from non-metropolitan areas reported visiting pornographic websites.

6. Conclusion

The lack of significance in the interaction between gender and internet access frequency suggests that the influence was redundant and had no effect on the general well-being of teenagers who use the Internet. Teenagers who use the Internet regularly, moderately, and infrequently show similar results on the General Well-Being scale. One plausible explanation for this could be that teens, male or female, benefit from regular, moderate, and infrequent internet access, which enhances their sense of wellbeing and helps them meet their psychological requirements by exposing them to the outside world. However, because of the many changes that occur during adolescence, kids require additional parental attention and support, a good diet, a sense of love and trust, self-determination, sensitivity to environmental influences, and a healthy lifestyle in order to be healthy. Therefore, Internet use has little effect on adolescents' general well-being, but all of these characteristics contribute to their pleasant interactions.

Male and female Internet users with science commerce streams from metropolitan and non-metropolitan residential backgrounds did not significantly differ in terms of general well-being, according to the study, which also found no significant interaction between residential background, gender, and academic stream. One possible explanation for this is that while the Internet can educate teenagers about health-related issues, it is unable to address their general well-being in terms of regular exercise, meditation, a healthy diet, a safe physical environment, and a healthy lifestyle. Therefore, the general well-being of teenagers who use the Internet is significantly impacted by parental care and psychosocial factors.

Teenagers who use the Internet have no discernible cumulative interactive affect on their general well-being because the three-way interaction influence between gender, academic stream, and frequency of internet use did not show any meaningful results. It was discovered that adolescents in the Science and Commerce Stream who used the Internet regularly, moderately, and infrequently had similar levels of general well-being. In this sense, it may be claimed that teenagers in the Science Group and Commerce Group who use the Internet have equal access to it. Given that teenagers have access to the Internet, it's probable that their frequency of use will vary. While the Internet offers a common platform for adolescents to learn about health care and health promotion issues, it has little effect on adolescents' general well-being because supportive family environments, socioeconomic conditions, limited access to drugs, and community involvement in the planning and provision of health services all have a significant impact.

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