

## **Relationship Between Internet Usage and Social Intelligence Among Adolescents**

**Rajesh Kumari,**

Assistant Professor, B.K.M. College of Education, Balachaur(S.B.S. Nagar), Affiliated to Panjab University, Chandigarh.

### **Abstract**

The present research is aimed at investigation of relationship between internet addiction and social intelligence level among students (adolescents) and also the gender based differences of internet addiction and social intelligence. The study of adolescence has always been an interesting subject to explore. Adolescence is the vulnerable age group in the society. Growing up as a teenage is usually pretty stressful and exciting at the same time. It is because socially, the adolescents are no longer a child, yet the adult. Therefore, the importance of social skills among adolescents is very crucial. Moreover, one of the factors for psychosocial disorder related to social cohesion is due to lack of the skills needed to develop social relations during adolescence. Good social relation is a major factor in social well being and positive adolescence development which helps in shaping the future of an individual. These are the reasons for our motivation to do this research work. Major findings of this research were that there is a significant relationship between social intelligence and use of internet (negative) among adolescents and there is no significant relationship between social intelligence and use of internet among male and female students.

### **Introduction**

Internet has been defined as a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. The Internet has become one of the most popular media and adolescents worldwide utilize it. It is a global network connecting millions of computers. The rapid increase in Internet use in recent years has resulted in both benefits and disadvantages. A number of studies have been done which investigate the negative use of the Internet.

While many believed the term addiction should be applied only to cases involving the ingestion of a drug (Reuchlin, 1990; Walker, 1989), defining addiction has moved beyond this to include a number of behaviours such as compulsive gambling (Griffiths, 1990), video game playing (Keepers, 1990), overeating (Leisure & Bloom, 1993), exercise (Morgan, 1979), love relationships (Peele and Brody, 1975) and television viewing (Winn, 1983). As a result of these studies, the term 'Internet Addiction' has emerged. Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviours regarding Internet use that lead to impairment and distress. It was not until the early 1990s that reports began to appear in the medical and psychological literature for what Griffiths called a 'technology addiction', described as a 'non-chemical addiction involving human-machine interaction'. The earliest reports on Internet addiction date back to the 1970s when scientists and academics began to

express their concern with the overuse of computers. The concept of Internet addiction was first introduced by Young (1996). According to Young et al., Internet addiction is a broad term covering a wide variety of behaviours and impulse control behaviours. The five subtypes of Internet addiction are cyber sexual addiction, cyber-relational addiction, net compulsions and information overload and computer addiction. As the definition of Internet addiction is still under debate, there is currently no listing for the disorder in the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV; American Psychiatric Association, 1995). Some investigators have linked Internet addiction to addictive disorders, Obsessive-Compulsive Disorder (OCD) and Impulse Control Disorders (ICD). Internet addiction is best considered a disorder of impulse control because it is characterized by the failure to resist one's impulses to engage in a particular behaviour despite serious personal consequences, and are considered pleasurable and are seldom resisted. Studies suggest that individuals addicted to the Internet meet the criteria for Axis-I and Axis-II disorders; mood, anxiety, substance use and ICDs. Until the Internet addiction achieves recognition as a disorder, it would be best to classify it under Axis- I 'Impulse Control Disorder not otherwise specified'. Various scales have been developed to assess Internet addiction. One of the most reliable and valid being the Internet Addiction Test created by Young No particular theory explains the cause of Internet addiction. However, stress has been laid on Cognitive-Behavioural theory and Social Skills deficit theory to explain the cause of Internet addiction. Cognitive behavioural therapy (CBT) is a psychotherapeutic approach that addresses dysfunctional emotions, behaviours, and cognitions through a goal-oriented, systematic process. The cognitive behavioural theory can explain the onset and maintenance of pathological Internet use. The Social Skills Deficit theory holds the assumption that lonely and depressed individuals hold negative views of their social competence. It also assumes that computer-mediated communication interactions give people a greater flexibility in self-presentation than face-to-face communication, and one may omit or edit information they feel is negative or harmful. Individuals addicted to the Internet may use the Internet for extended periods, isolating themselves from other social contact, and focus almost entirely on the Internet rather than broader life events. Adolescents with Internet addiction usually suffer from problems with their daily routines, school performance, family relationships and mood. The most characteristic symptom of Internet addiction is excessive 'non-essential' time spent online. This term refers to time not related to work or academic pursuits. Internet addiction has also been associated with SOCIAL INTELLIGENCE. Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as "people skills," SI includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. From the standpoint of interpersonal skills, Karl Albrecht classifies behaviour toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behaviour makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behaviour makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behaviour indicates a low level of social intelligence - the inability to connect with people and influence them effectively. A

continued pattern of nourishing behaviour tends to make a person much more effective in dealing with others; nourishing behaviours are the indicators of high social intelligence.

### **Purpose of the study**

To find out the relationship between usage of internet and social intelligence among adolescent students with respect to their gender.

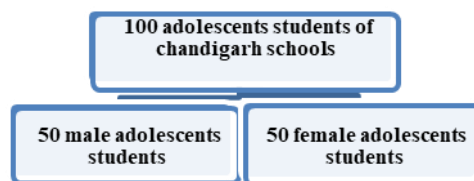
### **Hypotheses**

1. There will be no significant relationship between usage of internet and social intelligence among adolescents.
2. There will be no significant relationship between internet usage and social intelligence among adolescents with respect to their gender.

### **Methodology**

#### **Sample**

For the present study total 100 adolescent students having age between 16 to 18 were included, in which 50 male and 50 female adolescents were randomly selected from senior secondary schools of Chandigarh. The present study was descriptive in nature. The investigator has used the descriptive survey method in the present study.



#### **Tools used**

Social Intelligence scale by Dr. N.K.Chadha and Usha Ganeshan (2009)  
Young's Internet Addiction Test (YIAT20)

#### **Procedure**

The investigator has personally collected the data for present study. The sample was selected from senior secondary schools of Chandigarh. Sample was randomly selected for the study. The students were seated comfortably in their classrooms in a calm environment. Investigator has succeeded in making good rapport with the subjects and explained the purpose of the study. The subjects were told that this was not an examination rather it is just collection of information, so they were required to give their true answers. They were also assured that their replies would be used for research purpose. On completion, response sheet of social intelligence scale and internet addiction test were collected. Total score are calculated by applying the different formulas of descriptive and inferential statistics in result.

#### **Statistical Analysis**

The following techniques were used in the present study to make the data more meaningful:

1. Descriptive statistics i.e. Mean, Median, Standard Deviation.
2. Inferential statistics i.e. t-test was used to compare the two groups of sample.
3. Correlation method (Karl Pearson) was used to find out the relationship between variables.
4. Graphic representation is done whenever necessary.

**Results**

TABLE 1

Variables	N	Mean	S.D	r	P value
IAT	100	39.8900	17.43843	1	.0001
SIS	100	88.0500	12.34142	-.754	.0001

**Interpretation**

On the basis of our findings our hypothesis1 is rejected because our p-value is smaller than <0.05 which indicates a strong evidence against the null hypothesis. So there is a significant relationship between social intelligence and use of internet.

TABLE 2(A)

IAT	N	Mean	SD	p-value	T-ratio	df	level of significance
Male	50	39.7800	17.4291	-.700	0.018	98	insignificant
Female	50	40.0000	17.99773	-.803			

TABLE 2(B)

SIS	N	Mean	SD	p-value	T-ratio	df	Level of significance
Male	50	89.0400	11.0193	1	0.80	98	insignificant
Female	50	87.0600	13.57580	1			

**Interpretation**

On the basis of our findings (TABLE 2(A and B)) Hypothesis 2 is accepted because there is no significant relationship between social intelligence and use of internet among male and female adolescent students.

**Conclusion**

On the basis of our findings of table 1 our hypothesis 1 is rejected because there is negative relationship between social intelligence and use of internet among adolescents. It is concluded that p-value is smaller than <0.05 which indicates a strong evidence against the null

hypothesis and it is also concluded that our  $t$  – ratio is much higher than table value at .05 and .01 level at 198 degree of freedom which support the rejection of null hypothesis. So, there is a significant relationship between social intelligence and use of internet (negative) among adolescents, and on the basis of our findings of table 2(a and b) hypothesis is accepted because there is no significant relationship between social intelligence and use of internet among male and female students. As the result is entered in table 2(a and b) shows that the calculated value ( $t$ -ratio) of social intelligence and internet addiction of male and female students is not significant, because our calculated value is less than table value at .05 and .01 level of significance.

### **Delimitation Of The Study**

1. The study was confined to the variables as social intelligence and internet addiction.
2. The size of the sample was 100, which drawn from different senior secondary schools of Chandigarh.
3. Both male and female students were selected for sample.
4. Sample was confined between ages 16-18 years old.
5. Descriptive and inferential methods of data analysis were used. .

### **Educational Implication**

Parents, teachers, counsellors and education stakeholders have roles to play in bringing about desirable and appropriate use of internet among secondary school students. This they could do by acquiring the same characteristics accepts that such qualities will not flow as naturally as they would, if the individual was born with them. Such qualities like friendliness, kindness, honesty respect for other people's right and fairness to all are basically innate. But a person can be trained to acquire certain traits that are necessary qualities for performing some peculiar roles. With practice a person can acquire such characteristics. Parents, teachers, counsellors and stakeholders in secondary education system can acquire the following essential qualities or characteristics in order to help students stay less on the internet and be more useful to themselves, their families and the society in general. The qualities include:

1. ***Empathy or a sympathetic and human understanding:*** This is very important to parents, teachers and counsellors because acquiring this quality will help them to establish rapport or cordial relationship with the students / children for good advise against negative effect of internet.
2. ***Friendliness:*** Parents, teachers and counsellors who are not friendly towards children/students will not be effective in correcting any bad behaviour from them.
3. ***Respect for other people's ideas, opinions, lines of thinking and philosophies:*** For one to help students avoid negative effect of internet, the parents, teachers and counsellors should understand the characteristics of the adolescents in order to respect their ideas, opinions, lines of thinking and their philosophies.
4. Unconditional regard for students' worth and dignity as a human being.
5. Alertness to the feelings and facial changes of the students, particularly when giving them advice ***or during school counselling sessions***. If the students/children become uncomfortable

with certain revelations, during counselling session, one should be aware of it and make necessary adjustment.

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6. **Confidentiality:** One of the most important keys to success for a counsellor / parent / teacher is being able to keep secret any information that is confidential.

7. **Self-evaluation:** A counsellor/teacher/parent who is doing the work of a leisure counsellor should evaluate him/herself from time to time to see whether he/she is living up to expectations. He/she should check how he/she reflects on what he/she is improving. Emike (2008) defined leisure as freedom from occupation, employment or engagement. Leisure is the time in which individuals' feeling of compulsion should be minimal. It is a discretionary time, the time to be used according to a person's judgment or choice. One needs to live by example.

8. **A sense of humour:** A good sense of humour cheers up even a depressed student. But a sense of humour needs to be exhibited at appropriate occasions and not when a student is in a crisis stage.

9 **Honesty:** Parents/teachers and counsellors should be honest and genuine. This behaviour is essential even when it might hurt the feelings of the students. Parents/teachers/counsellors should emphasize the student's good and strong points but honestly let the student know his weakness.

10. **Maturity:** Parent/teacher/counsellor needs to demonstrate mature behaviour within and outside his hours. The parent/teacher/counsellor should live decently.

11. **Recognition of limitation:** Parent / teacher / counsellor should recognize his/her limitation and accept the fact that he does not have all the answers to all problems. He/she should make appropriate referrals to other appropriate individuals or centres (example: churches for prayers) when their services will better meet the needs identified by parent/ teacher / counsellor.

12. **Parent / teacher / counsellor should be a model of rational and logical thinking:** Other ways of helping secondary school students avoid negative effect of internet include:

13. **Provision of occupational information to the students:** The provision of occupational information prevents job dissatisfaction and frustration in a job and eliminates inefficiency and low productivity. Occupational information can be provided at the secondary school level so that young school leavers will be aware of the occupations available in their communities and the requirements for such occupation. Where occupational information is provided, students will be able to know that is not only the prestige and name attached to an occupation that is necessary in making a choice but that choice should be based on the interest, couple with ability to succeed in the chosen occupation. Good occupational information given to students regularly and on time will help students to be wise while accessing information on the internet or when viewing online television programmes.

14. Parents should be given adequate information on dangers of students being on the internet either with their cell phones, cyber café or online television.

15. Parents/teachers/counsellors should try to learn the use of internet so that they can control their students/wards in the use of internet.

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16. Government should ban the use of cell phones during class hours in the secondary schools.

17. Religious leaders should preach against influence of internet on students' dressing.

18. Moral construction and civic education should be made compulsory for secondary level of education

### **Suggestions For Further Research**

1. Present study was conducted on a small sample (n=100), it is suggested that large sample can be taken for further study.

2. Study can be elaborated to different age groups of adolescents.

3. Study can be a comparative study if data can be collected from rural and urban areas.

4. Study can be a wide study by taking more variables

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