

Social Competence And Mobile Phone Usage Among Senior Secondary School Students In Relation To Their Gender And Residential Background

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ABSTRACT

The aim of this study was to study the Social Competence and Mobile Phone Usage among Senior Secondary School Students in relation to their Gender and Residential Background. A sample of 600 students of senior secondary schools of Jhajjar and Rohtak districts was selected by using purposive sampling technique. Data were analyzed by using statistical techniques such as Mean, S.D. and t-test. The findings of the study were: Female students were found to have better Social Competence as compared to their counterparts. Students of Rural and Urban Areas do not differ significantly in Social Competence. Further it was found that Male students have high level of Mobile Phone Usage as compared to their counterparts and students of Rural and Urban Areas were found to have almost same level of Mobile Phone Usage.

Keywords: Social Competence, Mobile Phone Usage

SOCIAL COMPETENCE

Social competence is an important ingredient of the modern civilization; and is the essential attribute of the individuals of a progressive onward moving society (Sharma, Shukla and Shukla, 1992). Some estimates indicate that between 7% and 10% of the population has problems with social interaction skills and may be considered socially incompetent (Hecht and Wittchen, 1988). Social competence is the condition of possessing the social, emotional, and intellectual skills and behaviours required to succeed as a member of society (Davidson, Welsh and Bierman, 2005). It is acquired through social interaction and culture integration in different socio-cultural settings (Sharma, Shukla and Shukla, 1992). Some define that Social competence is the ability to behave in socially appropriate ways in different situations (Mehan, 1980; Weinstein, 1991).

MOBILE PHONE USAGE

Billions of people in the world today realize that how essential mobile phones are in their lives. The mobile phones have become part of our lives and symbol of our identity. The device itself, the ring tone, the screen savers, wallpapers and the assortment of accessories all help to define who we are to the outside world. Mobile phones

nowadays are not luxury items anymore but necessities because of the various benefits and advantages the mobile phones offer, they became an integrated part of the society. Mobile phones have become a part of everyday life for almost each individual and some could not even manage to last an hour without mobile phone. This is also the fashion trend nowadays. It is observed that the youth especially the adolescent students are the predominant users of mobile phones. They are usually the ones who are always curious and inquisitive about the latest developments in communication technology. They try to find out the different applications and features of a new technical invention. Adolescent students are at that age where they feel that they need to keep in touch with their friends every second, every minute and every hour.

REVIEW OF RELATED LITERATURE

Mozalin and Moore (2004) studied Internet Use, Identity Development and Social Anxiety among Young Adults and found that time spent in cartoons, online browsing and games was related to higher levels of social anxiety and less mature identity status among older adolescents and young adults males, but not females. Cilliers and Parker (2007) investigated the social

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implications of use of cell phone by teenagers and found that factors like sense of uniqueness, identity and independence were prominent in interpersonal relationships. Teenagers were at great risk of cyber bullying. Stewart (2008) revealed that over some years, communication between parents and their kids may become even more impersonal. Teenagers tend to text messages to parents rather than speaking. They are becoming vulnerable to dangers (walking into dark, running into traffic impervious to surroundings, etc.) also, prone to cyber bullying and date abuses by opposite sex. They are viewing cell phones as a social network which will give them enormous space and privacy which otherwise would not be ensured. Valkenburg and Peter (2008) in an online survey found that the adolescents who more often experiment with their identity on the Internet more often communicated online with people of different ages and cultural backgrounds. This online communication, in turn, had a positive effect on adolescents' social competence but did not affect their self-concept unity. The study concluded that social competence of lonely adolescents benefitted significantly from these online identity experiments.

OBJECTIVES

1. To compare the mean scores of Social competence of Male and Female Senior Secondary School students
2. To compare the mean scores of Social competence of Senior Secondary School students of Rural and Urban Areas.
3. To compare the mean scores of Mobile Phone Usage of Male and Female Senior Secondary School students
4. To compare the mean scores of Mobile Phone Usage of Senior Secondary School students of Rural and Urban Areas.

HYPOTHESES

- H01. There is no significant difference between the mean scores of Social competence of Male and Female Senior Secondary School students
- H02. There is no significant difference between the mean scores of Social competence of Senior Secondary School students of Rural and Urban Areas.

H03. There is no significant difference between the mean scores of Mobile Phone Usage of Male and Female Senior Secondary School students

H04. There is no significant difference between the mean scores of Mobile Phone Usage of Senior Secondary School students of Rural and Urban Areas.

RESEARCH DESIGN

In the present study, descriptive survey method was used.

SAMPLE

The sample for the present study consisted of 600 Mobile Phone User adolescents studying in different senior secondary schools of Jhajjar and Rohtak Districts of Haryana state. The sample included both Male and Female adolescent students of Rural and Urban areas. Purposive sampling technique was used to collect the data.

TOOLS USED

Social Competence Scale: Social Competence Scale (SCS) constructed and standardized by Sharma, Shukla and Shukla(1992) was used. Mobile Phone Usage Scale: Mobile Phone Usage Scale developed and standardized by the investigators was used.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and t-test were used for analyzing the data.

ANALYSIS AND INTERPRETATION

Table-1: Comparison of Mean Scores of Social Competence of Male and Female Senior Secondary School students

| Variables | N | Mean | S.D. | S.E.D. | df | t-Value | Level of Significance |
|--------------------------------------|-----|--------|--------|--------|-----|---------|-----------------------|
| Social Competence of Male students | 300 | 173.66 | 12.570 | 1.358 | 598 | 6.822 | 0.01 |
| Social Competence of Female students | 300 | 182.92 | 19.887 | | | | |

It can be observed from Table-1 that the mean scores of Social Competence of Male and Female Senior Secondary School Students are 173.66 and 182.92 and Standard Deviations are 12.570 and 19.887 respectively. The calculated t-value is 6.822 at 598 degree of freedom which is

greater than the table value at 0.01 levels of significance. Hence, the null hypothesis H01 “There is no significant difference between the mean scores of Social Competence among Male and Female Senior Secondary School students”. is not accepted.

Therefore, there is significant difference between mean scores of Social Competence of Male and Female Senior Secondary School Students.

Table-2: Comparison of Mean Scores of Social Competence among Senior Secondary School students of Rural and Urban Areas

| Variables | N | Mean | S.D. | S.E.D. | df | t-Value | Level of Significance |
|--|-----|--------|--------|--------|-----|---------|-----------------------|
| Social Competence of Students of Rural Areas | 277 | 179.35 | 18.545 | 1.412 | 598 | 1.381 | Not Significant |
| Social Competence of Students of Urban Areas | 323 | 177.40 | 16.044 | | | | |

Table-2 shows that the mean scores of Social Competence of Senior Secondary School Students of Rural and Urban Areas are 179.35 and 177.40 and Standard Deviations are 18.545 and 16.044 respectively. The calculated t-value is 1.381 at 598 degree of freedom which is less than the table value at 0.05 and 0.01 levels of significance. Hence, the null hypothesis H02 “There is no significant difference between the mean scores of Social Competence among Senior Secondary School students of Rural and Urban Areas”. is accepted.

Therefore, Senior Secondary School Students of Rural and Urban Areas do not differ significantly in mean scores of Social Competence.

Table-3: Comparison of Mean Scores of Mobile Phone Usage of Male and Female Senior Secondary School students

| Variables | N | Mean | S.D. | S.E.D. | df | t-Value | Level of Significance |
|---------------------------------------|-----|-------|--------|--------|-----|---------|---------------------------|
| Mobile Phone Usage of Male students | 300 | 43.26 | 19.703 | 2.030 | 598 | 4.729 | Significant at 0.01 level |
| Mobile Phone Usage of Female students | 300 | 35.94 | 18.181 | | | | |

Table-3 shows that the mean scores of Mobile Phone Usage of Male and Female Senior Secondary School Students are 43.26 and 35.94 and Standard Deviations are 19.703 and 18.181 respectively. The calculated t-value is 4.729 at

598 degree of freedom which is greater than the table value at 0.01 levels of significance. Hence, the null hypothesis H03 “There is no significant difference between the mean scores of Mobile Phone Usage among Male and Female Senior Secondary School students”. is not accepted.

Therefore, there is significant difference between mean scores of Mobile Phone Usage of Male and Female Senior Secondary School Students.

Table-4: Comparison of Mean Scores of Mobile Phone Usage among Senior Secondary School students of Rural and Urban Areas

| Variables | N | Mean | S.D. | S.E.D. | df | t-Value | Level of Significance |
|---|-----|-------|--------|--------|-----|---------|-----------------------|
| Mobile Phone Usage of Students of Rural Areas | 277 | 40.50 | 19.605 | 1.580 | 598 | 1.060 | Not Significant |
| Mobile Phone Usage of Students of Urban Areas | 323 | 38.83 | 19.017 | | | | |

Table-4 shows that the mean scores of Mobile Phone Usage of Senior Secondary School Students of Rural and Urban Areas are 40.50 and 38.83 and Standard Deviations are 19.605 and 19.017 respectively. The calculated t-value is 1.060 at 598 degree of freedom which is less than the table value at 0.05 and 0.01 levels of significance. Hence, the null hypothesis H04 “There is no significant difference between the mean scores of Mobile Phone Usage among Senior Secondary School students of Rural and Urban Areas”. is accepted.

Therefore, Senior Secondary School Students of Rural and Urban Areas do not differ significantly in mean scores of Mobile Phone Usage.

DISCUSSION OF RESULTS

The results of the present study revealed that the Male and Female senior secondary school students differ significantly with respect to their Social Competence. Female students were found to have better mean scores of Social Competence as compared to their counterparts. This finding of the study is contradictory to the findings of the study conducted by Prabhjit Singh Narula (2017) who reported that social competence level was found to be not dependent on gender. It was found that Senior Secondary School Students of Rural and Urban Areas do not differ significantly on Social Competence

indicating that students of Senior Secondary Schools of Rural and Urban Areas were found to have Social Competence to the same extent.

Further it was found that there is significant difference between Male and Female senior secondary school students with respect to their Mobile Phone Usage. Male students were found to have high level of Mobile Phone Usage as compared to their counterparts. This finding of the study is contradictory to the findings of the study conducted by Cholz M. (2012) who found that Girls were more likely to feel bad if they could not use mobile phones Senior secondary school students of Rural and Urban Areas do not differ significantly with respect to their Mobile Phone Usage indicating that both Male and Female students have same level of Mobile Phone Usage.

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