

Impact of Social Media Use, Life Satisfaction and Emotional Competence among Adolescents of Government and Private Schools

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Abstract

This quantitative study has been done on the 400(N) adolescents of Lucknow. The objective of present study is to see the impact of patterns of social media use on life satisfaction and emotional competence of adolescents. The data was collected by on students aged 12 to 18. Mean analysis and t test was used for analysis. In result, it was found that patterns of social media have significant impact on life satisfaction, and emotional competence of adolescents from govt and private schools.

Keywords- Social Media, Life Satisfaction, Emotional Competence, Adolescents, Government and Private School.

Introduction

Social media has become an integral part of the lives of many adolescents in recent years. Social media platforms enable adolescents to connect and communicate with their friends, family, and peers. During past decade, social media such as Facebook, Twitter, and Instagram have grown in popularity (Chai et al., 2019), and a large proportion of adolescents have their account on it and have become active members of social media (Twenge & Campbell, 2018). Presently, social media is more diverse than ever before. In this study, social media includes use of any digital application or software that allows users to engage in social interaction. Now social media is a new challenge for us. It has been seen in a study that near about 46% of US teenagers using internet, it is an increase from 24% in 2015 to 2018 (Strasburger and Jordan, 2012).

On one hand, social media has been created several fresh problems and issues for young people's mental health, on another hand it has offered several unique advantages and opportunities for adolescents (Anderson , Jiang, 2018).

By receiving validation, empathy, and support from their online communities, adolescents may develop a greater understanding and acceptance of their own emotions, contributing to emotional intelligence (Choi & Noh, 2020a). It has been found that the expression of positive emotions on social networks is more common than the expression of negative emotions, characterizing WhatsApp as the social network most used for this purpose (Waterloo et al., 2018).

Life Satisfaction

Life satisfaction refers to one's subjective cognitive and affective evaluations of one's overall quality of life in either a negative or positive direction (Choi & Noh, 2020a; Diener et al., 2002). It is strongly related to psychological health outcomes. Studies shows that the relationship between social media and the life satisfaction of adolescents is a complex one. Social media offers a platform for adolescents to express their thoughts, emotions, and experiences, enabling them to receive validation, empathy, and encouragement from their peers. Sharing positive experiences and receiving positive feedback can contribute to their overall life satisfaction. Adolescents often use media to connect with their friends, sharing experiences, and seeking support. Positive interactions and social support from people through these platforms can contribute to feelings of belongingness and overall life satisfaction. Positive feedback, likes, and comments on posts can boost adolescents' self-esteem and confidence. These positive affirmations lead to higher levels of life satisfaction also. Life satisfaction is a psychological aspect that helps adolescents to deal with difficulties, risks, and challenges (Antaramian et al., 2008; Geraee et al., 2019). Adolescents are influenced by their peers on social media, which can impact their perceptions of success, happiness, and life satisfaction. Sometimes comparison with others may either enhance or diminish their overall satisfaction with life. Constant exposure to carefully curated and sometimes unrealistic portrayals of others' lives on social media can lead to social comparison and feelings of inadequacy. This may negatively affect their self-perception as well their life satisfaction. Increased hours of social media can lead to time displacement, adolescents spend less time on physical activities, such as physical exercise, face-to-face social interactions, or hobbies. After a long time, this lifestyle leads to poor time management and excessive screen time, which can affect life satisfaction negatively.

Emotional Competence

The relationship between social media and emotional competence in adolescents is a complex and evolving area of research. Emotional competence refers to the ability to understand, express, and regulate emotions effectively. It includes skills such as empathy, self-awareness, self-regulation, and relationship management.

Social media can provide a platform for adolescents to express themselves, connect with peers, and receive social support, which can contribute positively to their emotional well-being and competence.

Excessive use of social media or exposure to negative content can lead to negative emotions such as envy, anxiety, and low self-esteem. It may also interfere with the development of important emotional regulation skills.

Studies suggest that sometimes social media influence adolescents to adopt unfavourable attitudes and behaviours (Rajamohan, Bennett, Tedone, 2019). These platforms are created to facilitate online communication and information sharing, which has increased during the past 10 years. 97% of adolescents between the ages of 13 years to 17yrs spending most of their time on following sites: YouTube (85%), Instagram (72%), Snapchat (69%), Facebook (51%), Twitter (32%), Tumblr (9%), or Reddit (7%) (Anderson, Jiang, 2018).

Previous research has facilitated that adolescents' social media use affects their life satisfaction (e.g., Bruggeman et al., 2019; Dhir et al., 2017; Frison & Eggermont, 2016). Some scholars have suggested that social media use is negatively associated with adolescents' life satisfaction (e.g., de Lenne et al., 2020; Twenge & Campbell, 2018). However, other research has facilitated that social media use can positively associated with life satisfaction (e.g., Valkenburg & Peter, 2007; Ziv & Kiasi, 2016). Further studies have explored the relationship between these two factors and describe various aspects between them. According to the social displacement theory, adolescents who spend more time on social media having less opportunity of face-to-face interactions, which may reduce their well-being and life satisfaction as well (Hall et al., 2019).

High use of social media may facilitate with adolescents' ability to manage their own emotions, their interaction with peers' and understanding with peers' emotions (Fisher, Thompson, 2017). EI is defined as the ability to recognize and understand one's own emotions and the emotions of others, and to use this awareness to effectively manage their own behaviour and relationships (Salovey, Mayer, 1990). The excessive use of social media may also have negative influence on the perception and expression of adolescents' emotions, especially for those adolescents, who are not effectively communicate their emotions and interpret the emotions of others (Fisher, Thompson, 2017). Hence, this study was conducted to explore the relationship among social media , life satisfaction and emotional competence.

Method

Sample - The data was collected on 200 adolescent girls and 200 adolescent boys, aged between 14 years to 18 years, from government and private schools.

Variable- Independent variable- Social media use among adolescents from government school and social media use among private school.

Dependent variable- Life Satisfaction and Emotional Competence

Tools- 1) Social media use was measured through five objective questions, partially adapted social networking sites usage & needs scale (SUNUS), a instrument for measuring social networking sites' usage patterns and needs (Ali, Danaee & Firdaus., 2019). which were as follows: -

- Question 1) SNSs use – a) Yes b) Occasionally c) Rarely
 Question 2) preferred device- a) Desktop b) Laptop c) Mobile
 Question 3) number of SNS used actively—

- a) One b) two c) three d) four e) five f) more than five

Question 4) time spend on SNSs per day –

- a) Less than 15 minutes b) 1/2 hour – 1 hour c) 1–2-hour d) 3-4 hour
 e) 5–6-hour f) 7–8-hour g) 9hour and more

Question 5) Duration of using SNSs

- a) Less than 1 year ago b) 1-2 year ago c) 3-4 year ago d) 5-6 year ago
 e) 7-8 year ago f) 9-10 year ago g) more than 10 year ago

2) life satisfaction – The satisfaction life scale developed by William Pivot and Ed Diener (1993) was used for the present study. This scale consists of 5 items. 7-point scale is used for responses.

3) Emotional Competence- The Emotional Intelligence Questionnaire – Adolescence Short Form by Cooper & Petrides (2010) was used for the present study. This scale consists of 30 items. 6- point scale is used for responses.

Data collection –

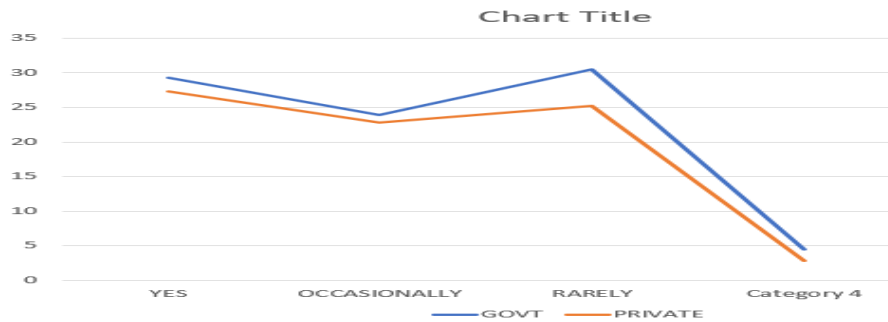
Data was collected on the sample of 200 adolescents from government schools and 200 adolescents from private schools, after taking permission from relevant authorities. The researcher collected the data personally by visiting and collecting the data from the sample. Schools were selected randomly. After data collection data was tabulated on SPSS software. Mean and T value were calculated for analysis.

Results and Discussion

| Type of school | Social Networking Sites use.... | Mean Of Life Satisfaction | Mean Of Emotional Competence |
|-------------------|---------------------------------|---------------------------|------------------------------|
| Government | Yes | 29.29 | 114.45 |
| | Occasionally | 23.95 | 113.40 |
| | Rarely | 30.54 | 112.77 |
| | Total | 28.84 | 114.23 |
| Private | Yes | 27.25 | 111.16 |
| | Occasionally | 22.78 | 111.48 |
| | Rarely | 25.17 | 109.25 |
| | Total | 26.36 | 110.85 |

Table 1. This table shows the mean value of life satisfaction and emotional competence among adolescents from government and private schools using social networking sites.

Figure 1 Life Satisfaction and social media



As table 1 and figure 1 shows that the mean value (29.29) of life satisfaction of adolescents, using social media actively, from government schools is higher than adolescents, using social media actively, from private school. It depicts that adolescents from government schools using social media actively are highly satisfied with their life in comparison to adolescents from private schools.

Mean values of life satisfaction of adolescents, using social media actively, from government (29.29) and private (27.25) school is higher as compared to adolescents using social media occasionally from government (23.95) and private (22.78) school. These values shows that adolescents using social media actively are more likely to satisfied with their life as compare those adolescents using social media rarely.

Mean value (30.54) of life satisfaction of adolescents, using social media rarely, from govt school is slightly higher than life satisfaction of adolescents, using social media actively, from government school (29.29). this depicts that adolescents from government schools using social media rarely are slightly more satisfied with their life as compared to active users of social media. T value is also found significant.

Figure 2. Emotional Competence and social media.

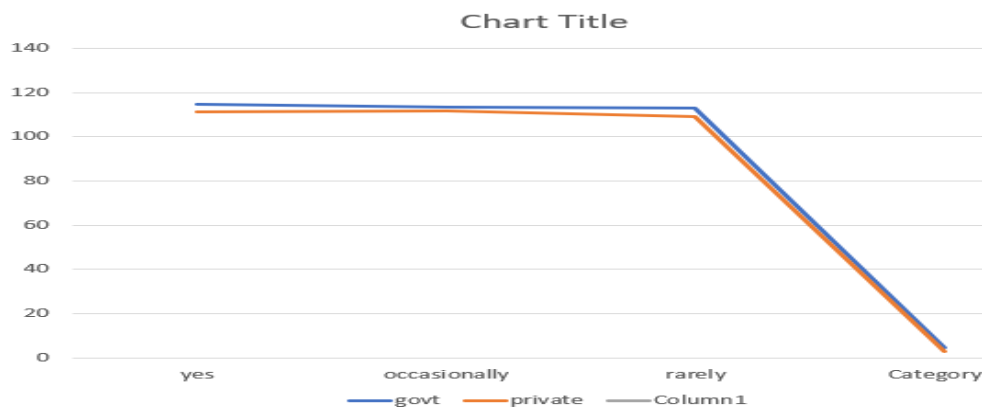


Table 1 and Figure 2 shows that adolescents from govt schools, using social media actively, having high emotional competence mean value (114.45) as compared to adolescents from private school using social media actively (111.16). These mean values depict that active user of social media, from govt school are more emotional competent than adolescents from private school. Another finding is adolescents using social media actively from government and private schools are more emotional competent than adolescents using social media occasionally and rarely from government and private schools.

| Type of school | Preferred Device... | Life satisfaction (mean) |
|-------------------|---------------------|--------------------------|
| Government | Desktop | 32.40 |
| | Laptop | 29.18 |
| | Mobile | 28.65 |
| | Total | 28.84 |
| Private | Desktop | 31.67 |
| | Laptop | 28.83 |
| | Mobile | 25.84 |
| | Total | 26.36 |

Table 2. This table shows the mean value of life satisfaction among adolescents from government and private schools using preferred device.

Figure 3. Life Satisfaction and preferred device for social media use.

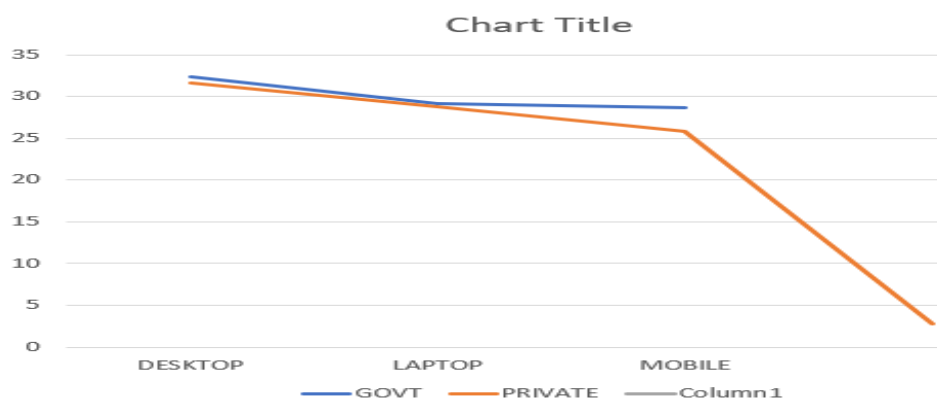


Table 2 and Figure 3. shows the mean values of life satisfaction (32.40, 31.67) of adolescents from govt and private schools using desktop are higher as compared to mean value of life satisfaction (28.65, 25.84) of adolescents from govt and private schools using mobile for social media. This table depicts that those adolescents using desktop for social media use are highly satisfied with their life than adolescents using mobile.

| Type of school | Number of Social Networking Sites Used Actively..... | Life Satisfaction (Mean) | Emotional Competence (Mean) |
|-------------------|--|--------------------------|-----------------------------|
| Government | One | 27.96 | 108.08 |
| | Two | 27.50 | 112.83 |
| | Three | 31.21 | 114.72 |
| | Four | 28.69 | 116.88 |
| | Five | 29.00 | 119.30 |
| | more than five | 28.91 | 114.05 |
| | Total | 28.84 | 114.23 |
| Private | One | 23.59 | 110.96 |
| | Two | 25.87 | 110.00 |
| | Three | 28.09 | 114.53 |
| | Four | 28.00 | 113.78 |
| | Five | 26.33 | 107.67 |
| | more than five | 27.06 | 109.26 |
| | Total | 26.36 | 110.85 |

Table 3. This table shows mean value of life satisfaction and emotional competence of adolescents from government and private schools using different number of social networking sites

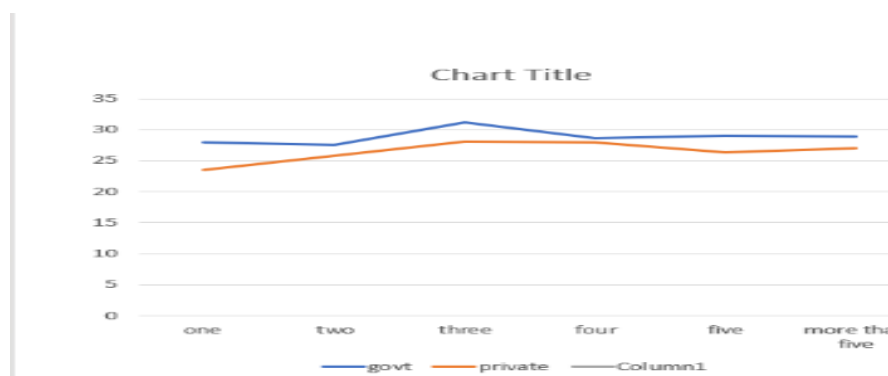


Figure 4 Life Satisfaction and social media.

This table 3. and figure 4 shows that adolescents from govt and private schools using three or four social networking sites actively are highly satisfied with their life as compared to adolescents using one, two, five or more than five social networking sites. T value is also found significant on 0.05 level.

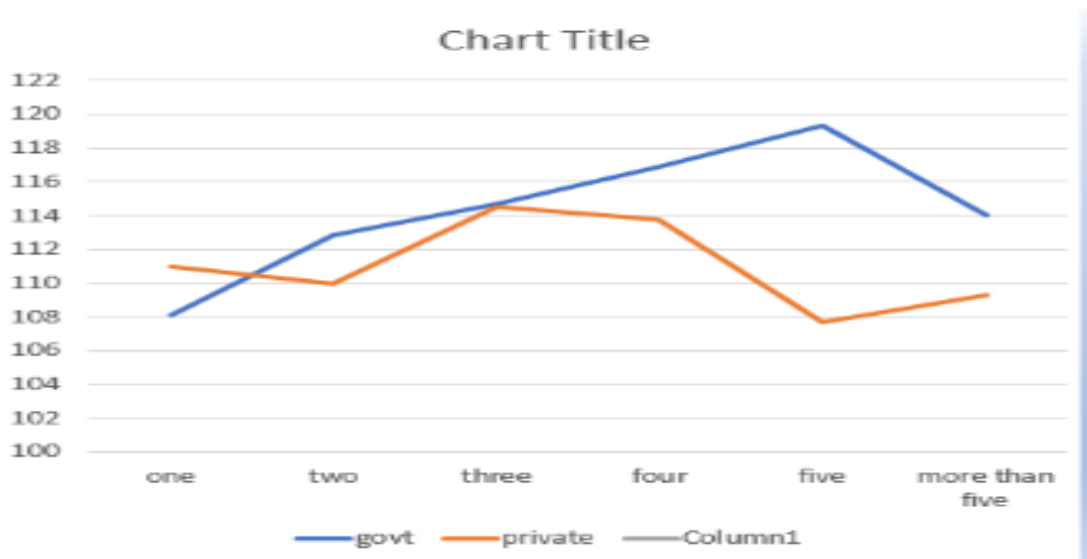


Figure5. Emotional Competence and social media.

Figure 5 and table 3 shows the adolescents from government and private schools using three to five number of social networking sites actively are more emotional competent than adolescents using one, two, five and more than five social networking sites actively. T value is also found significant.

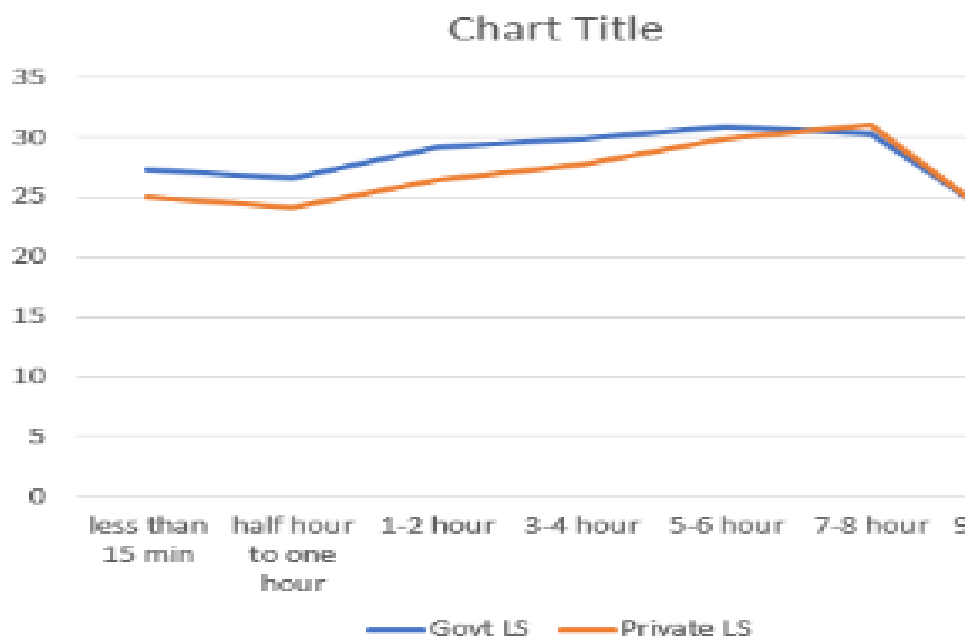


Figure 6. Life Satisfaction and social media.

| Type of school | Times spend on social networking sites per day... | Life satisfaction (Mean) |
|----------------|---|--------------------------|
| Government | less than 15 min | 27.36 |
| | half hour- one hour | 26.64 |
| | 1- 2 hrs | 29.21 |
| | 3- 4 hrs | 29.86 |
| | 5- 6 hrs | 30.88 |
| | 7-8 hrs | 30.27 |
| | 9 hrs and more | 22.25 |
| | Total | 28.84 |
| Private | less than 15 min | 25.10 |
| | half hour- one hour | 24.07 |
| | 1- 2 hrs | 26.39 |
| | 3- 4 hrs | 27.76 |
| | 5- 6 hrs | 29.83 |
| | 7-8 hrs | 31.00 |
| | 9 hrs and more | 22.00 |
| | Total | 26.36 |

Table 4. This table shows the mean value of life satisfaction of adolescents from government and private schools using social networking sites in different numbers of hours.

Table 4 and Figure 4 shows that adolescents spending three to four hours, five to six hours and eight hours per day are more likely to satisfied with their life as compared to those adolescents spending less than 15 minutes, half hour to one hour and nine hours per day on social networking sites from government and private schools.

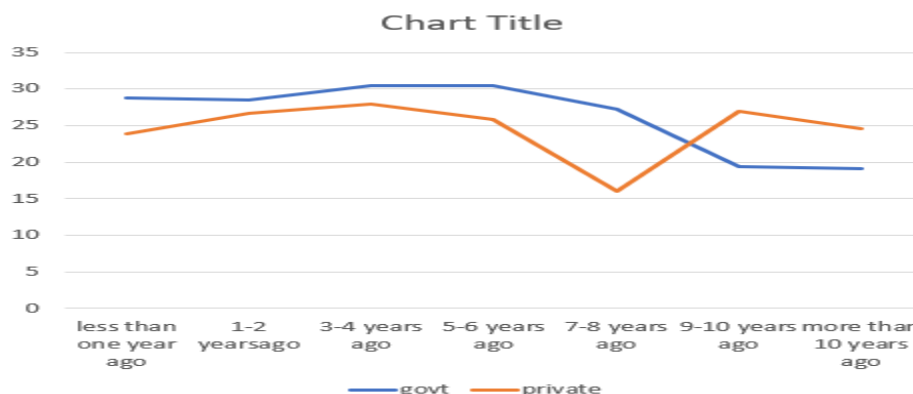


Figure 7 Life Satisfaction and social media.

| Type of school | Duration of using social networking sites..... | Life Satisfaction (Mean) | Emotional Competence (Mean) |
|-------------------|--|--------------------------|-----------------------------|
| Government | less than one year ago | 28.75 | 115.12 |
| | 1- 2 years ago | 28.48 | 118.59 |
| | 3- 4 years ago | 30.42 | 109.29 |
| | 5- 6 years ago | 30.47 | 108.80 |
| | 7- 8 years ago | 27.22 | 112.33 |
| | 9- 10 years ago | 19.33 | 123.00 |
| | more than 10 years ago | 19.17 | 116.67 |
| | Total | | 28.84 |
| Private | less than one year ago | 23.91 | 113.39 |
| | 1- 2 years ago | 26.62 | 111.35 |
| | 3- 4 years ago | 27.96 | 108.25 |
| | 5- 6 years ago | 25.86 | 118.21 |
| | 7- 8 years ago | 16.00 | 107.00 |
| | 9- 10 years ago | 27.00 | 113.50 |
| | more than 10 years ago | 24.57 | 96.14 |
| | Total | | 26.36 |

Table 5 This table shows the mean value of life satisfaction and emotional competence of adolescents from government and private schools using social networking sites from different durations.

In figure 7 and table 5, the findings are adolescents from government and private schools using social media from three to four years ago and five to six years ago are highly satisfied with their life than adolescents using social media more or less than three to four years and five to six years ago.

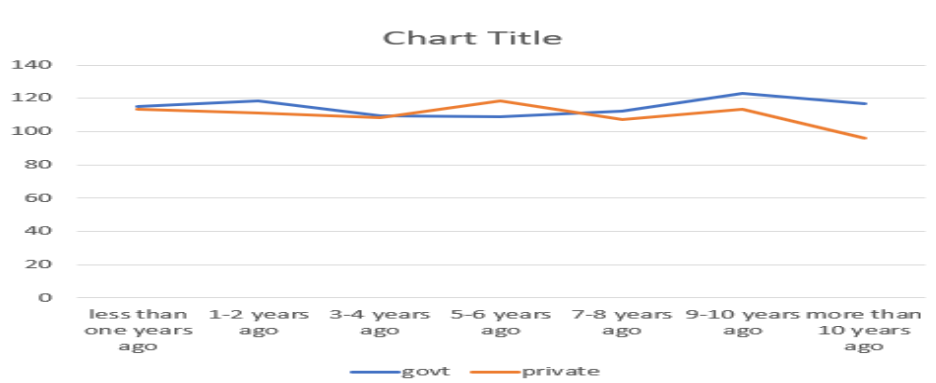


Figure 2 Emotional competence and social media.

Table 5 and figure 8 shows that Adolescents from government and private schools using social media from one to two years and less than one years are more emotional competent than adolescents using social media from three to four years, five to six years and seven to eight years.

Adolescents from government and private schools using social media from nine to ten years are more emotional competent than adolescents using social media from three to four years, five to six years and seven to eight years.

Conclusion

It can be concluded that social media use is related to Life Satisfaction and Emotional Competence of adolescents from government and private schools differently. Type of school, whether it is government or private plays vital role with social media, life satisfaction and emotional competence of adolescents. It can be seen through findings. Life satisfaction is better for adolescents from government school using social media actively, having three to four number of social networking sites and are using social media from three to six years ago. Emotional competence is better of adolescents from govt and private schools using social media actively, occasionally, rarely.

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