



Student's Attitude On Social Networking Site (Sns) For Life Skills Development

Ms. Deepika

Research Scholar

Faculty of Education at Jagannath University, Bahadurgarh
NCR Delhi

Abstract: SNS are the Web site that enables users to create public profiles within that Web site and form relationships with other users of the same Web site who access their profile. These include Facebook, Google Plus, Twitter, LinkedIn etc. SNSs can be used to describe community-based Web sites, online discussions forums, chatrooms and other social spaces online. Now a days students are using social networking sites very frequently in their day-to-day life. In this paper, the researcher tries to identify the student's attitude (students, who are exposed to the social networking sites throughout the daily life styles) towards their life skills development. This paper also identifies the mostly common SNSs used by the students. The study is the descriptive survey where the sample size for the study will be the 50 undergraduate students from the Colleges of Jhajjar district of Haryana. Researcher delimited the study with eight core life skill and adapted the standard Questionnaires (ATLSS). The findings of the study were that most commonly used SNSs by the students are "WhatsApp" and the participant's attitude is positive towards all life skills. They are developing their maximum life skills irrespective use of Social Networking Sites usage in their life. In the result there is 48% of the participants, unable to cope up with that stress and emotions.

1. INTRODUCTION

The social networking sites allow the users to connect with other people of similar interests and background. The most popular are Face book and LinkedIn sites which allow people to build personal web pages and then connect with friends to share content and communication. The biggest social networks are Myspace, Face book. The new millennium is characterized as the age of social networking as it has witnessed several ways to connect, network, and promote with one another in all spheres of human life. The users are required to identify the most appropriate social networking sites in order to properly utilize the power of social media for various purposes.

Social networking sites such as Facebook and Myspace have become popular among millions of users including students of all ages. There are ongoing discussions over the potential of these sites to support teaching and learning, particularly to complement traditional or online classroom activities. The Singaporean students had used the SNSs to interact with their friends while the Brazilian students had stronger sense of

community and took more advantage of SNSs for study purposes. Research could investigate more deeply the reasons for these students not using SNSs to discuss their studies (Santos et. Al, 2009:177).

Youth of today breaths in digital age breaking the stereotypes and exploring the limitless world of communication technology with the immense power of social networking sites.

A study conducted by Ramesh Chandran K.P, Farook College, Calicut “The social Networking sites among students” (2010) suggested that youth of today is eager to express his opinion and finds SNS as a strong medium to pitch in. Respondents in the study were members of various communities and groups to participate in discussions and majority of them believe in playing as spectators and seek new information and remain updated.

Addressing the gathering at a summit in the National Capital, Managing Director, Google India Rajan Anandan, said, “India will reach a capacity of 300 million Internet users by the end of 2014. This usage is primarily through mobile phones as 65% of Internet usage is through mobile phones. With these many number of Internet users in the country, the study shows that it is also becoming a credible source for researching for education-related information. 53% of students consider the internet as a trustworthy source.”

“Research shows that 91% of students in India access the Internet for collecting information about colleges and courses with placements, availability of course, location and budget being the most important factors.”

“In Delhi, it was found that even if students learn about education institutions from other sources, 71% come back to the internet after learning about the institution and 46% of the students had first heard of their eventual institution on the internet.”

On April 26, 2016, India Today in its Education Column talked about the efforts of the Delhi government to make principals and teachers at Delhi schools more aware of the innovative educational techniques and research worldwide, by training them in handling social networking sites such as ‘Facebook’ and micro-blogging site „Twitter and search engine „Google.

2. REVIEW OF LITERATURE

Gangadharbatla, H. (2008). Facebook Me: Collective Self-Esteem, Need to Belong, and Internet Self-Efficacy as Predictors of the iGeneration’s Attitudes toward Social Networking Sites. *Journal of Interactive Advertising*, 8, 5-15.

The study carried out on why college students feel the need to join social networking sites. This study takes a slightly different approach as it aimed to find out if a college student’s self-esteem, need to belong, need for cognition and self-worth has an effect on their view of social networking sites, rather than looking at it from a different perspective similarly to the majority of other studies. The sample for this study consisted of 237 undergraduate students aged between 18 and 30 years of age. 56.1% of the sample was made up of females and the remaining 43.9% of the sample was made up of males. It was found that 92% of the participants

logged into their social networking sites at least once a day and 6% log on as often as 10 times a day. It was also found that a college students' self-esteem, need to belong and self-worth have an effect on their attitudes towards social networking sites, whereas their need for cognition has no influence on their willingness to join at all.

Indrajit Roy Chowdhury And Biswajeet Saha (2015) Impact Of Facebook As A Social Networking Site (Sns) On Youth Generations. Volume 4 Issue 6, Pp.28-42. Issn : 2319 – 7722.

Social networking Site like Facebook is becoming more popular among the young generation in Kolkata. However, this SNS (Social Networking Site) has become a touchy part of the daily life of the youths and they are used to access regularly for a prolong time periods to share their ideas, comments, thoughts or giving any statement regarding commendable and contemporary situation. Facebook has a lot of interesting features through which mid generations are attracted more and they are becoming more Facebook seeker and however it effects on their social life in a positive and negative way

Prajapati, Ravindra K.; Sharma, Bosky; Sharma, Dharmendra. (2017) 'Significance of Life Skills Education'. *Contemporary Issues in Education Research*, v10 n1 p1-6.

This study focused on the importance of life skills education and the benefits of involving life skills education in our curriculum. In the study the researcher involve the life skills in the classroom with the simple activities like: classroom discussions, brainstorming, role play, groups, educational games, case studies, storytelling and debates etc. The findings of the study is common with Botvin (1998), Nair. M.K.C, (2005), which suggesting that that life skills education program is the good supportive system for adolescents.

A.Jesu Kulandairaj (2014) Impact Of Social Media On The Lifestyle Of Youth. Volume-2, Issue 8, Pp. 22-28. Issn: 2320-8163.

In fact, Social Networking Sites are fast emerging as powerful and unparalleled tools to share information, shape opinions, connect people across domains and cultures, bring participation, and above all to communicate as never before. This is just the beginning. Social Networking Sites are still at a very nascent stage and communities across the world are just beginning to understand the potential of this medium to impact discourse and communication. This study viewed benefits, positive and negative impacts of social networking sites and how the social networking sites influence youth in their lifestyle. Social Networking Sites enable youth to raise their voice against social issues and share or upload information for the welfare of the society.

Saaondo, P., & Igbaakaa, J. A. (2018). Attitude towards the Use of Social Media Network among Benue State University Undergraduates. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, vol. 23, no. 8, pp. 69-75.

The study aim to examine the perception and attitude towards the use of social media network among Benue State university undergraduates. The researcher used the ex post facto as research design. Three different tools used for data collection namely: Perception Scale, Attitude Scale and Social Media Network Scale. The sample of 320 students out of which 189 male and 131 female with age group of 18-43. The data was collected and analysed through multiple linear regression.

Result of the study reported that the perception independently predicted the use of social media network. Attitude did not separately predict the use of social media network. But the perception and the attitude both combine predict the use of the social media network among Benue State University undergraduates. The findings suggested that student's use of SNSs should not viewed as a crime and social evil. Though, the use of SNSs during important days like examination, classes, etc. should be avoided to more concentration on studies. Students should also be aware of dangers such as Cyber-crime, job scam, etc.

3. OPERATIONAL DEFINITION

Attitudes

A simpler definition of attitude by the researcher in the study, it is a mind-set or a tendency to act in a particular way due to both an individual's experience and temperament. Typically, when we refer to a person's attitudes, we are trying to explain his or her behavior. Attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviours, and motivations. A person's attitude toward preventive medicine encompasses his or her point of view about the topic (e.g., thought); how he or she feels about this topic (e.g., emotion), as well as the actions (e.g., behaviours) he or she engages in as a result of attitude to preventing health problems. This is the tri-component model of attitudes. An attitude includes three components: an affect (a feeling), cognition (a thought or belief), and behavior (an action).

Social Networking Sites (SNS)

SNS refers to any Web site that enables users to create public profiles within that Web site and form relationships with other users of the same Web site who access their profile. These include; Facebook, Google Plus, Twitter, Myspace etc. SNSs can be used to describe community-based Web sites, online discussions forums, chatrooms and other social spaces online.

MOST POPULAR SOCIAL MEDIA SITES List for SEO 2024



Source: <https://tekhsy.com/seo/social-networking-sites/>

Life Skills

Life skills refers to an abilities that enable humans to deal effectively with the demands and challenges of life. They may also be called psychosocial skills, as they are psychological in nature and include thinking and behavioural processes.

Life skills define as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and interpersonal skills for communicating and interacting effectively with others.

According to ten key organizations including UNICEF, UNESCO, and WHO, the following are the 10 basic life skills (Prajapati, Sharma, & Sharma, 2017), but the study is delimited to only eight life skills that are followed:

1. Self-awareness
2. Decision making
3. Coping with stress
4. Coping with emotion
5. Problem Solving
6. Effective communication
7. Interpersonal relationships
8. Empathy

4. OBJECTIVES

- To identify the most common social networking sites undergraduate students using.
- To determine student's involvement in Social Networking Sites.
- To find out the student's attitude for life skills development.

5. RESEARCH METHODOLOGY

The study will adapt the descriptive survey method to examine the student's attitude on SNSs for life skill development.

The target population will be the undergraduate students of Haryana. Convenience sampling techniques used to identify the samples followed by the randomisation. The sample size for the study will be the 50 undergraduate students from the Colleges of Jhajjar district of Haryana.

The data was collected through the Google Forms. They were told that the data will be used only for the research purpose and nowhere will their names be revealed at any point of time.

6. TOOL

Well-structured questionnaire were adapted for the study and modified according to the study. The questionnaire were modified after the expert's opinions and the face validity.

ATTITUDE TOWARDS LIFE SKILLS SCALE (ATLSS) was developed by the Wahlang, Vanecchia Grace in 2022. The Attitude towards life skill scale is based on the Comprehensive Life skills Framework led by UNICEF. In the present study the researcher chosen eight core skills and selected 24 items. Statements based on five-point Likert Scale ranged from 'Strongly Agree' (SA), 'Agree' (A), 'Undecided' (UD), 'Disagree' (D) and 'Strongly Disagree'.

Dimensions of Attitude towards Life Skills Scale

S.No.	Dimensions	Number of Statement
1.	Self-Awareness	3
2.	Empathy	3
3.	Decision-Making	3
4.	Problem-Solving	3
5.	Effective Communication	3
6.	Interpersonal Relationship	3
7.	Coping With Stress	3
8.	Coping With Emotions	3
Total		24

7. SCORING

For scoring, the statements carries 5 points for 'Strongly Agree' (SA), 4 points for 'Agree' (A), 3 points for 'Undecided' (UD), 2 points for 'Disagree' (D) and 1 points for 'Strongly Disagree'. The higher the score indicated greater favourable attitude towards life skills, while low score indicated unfavourable attitude towards life skills. The total score was found out by adding the score obtained by the subject in each items.

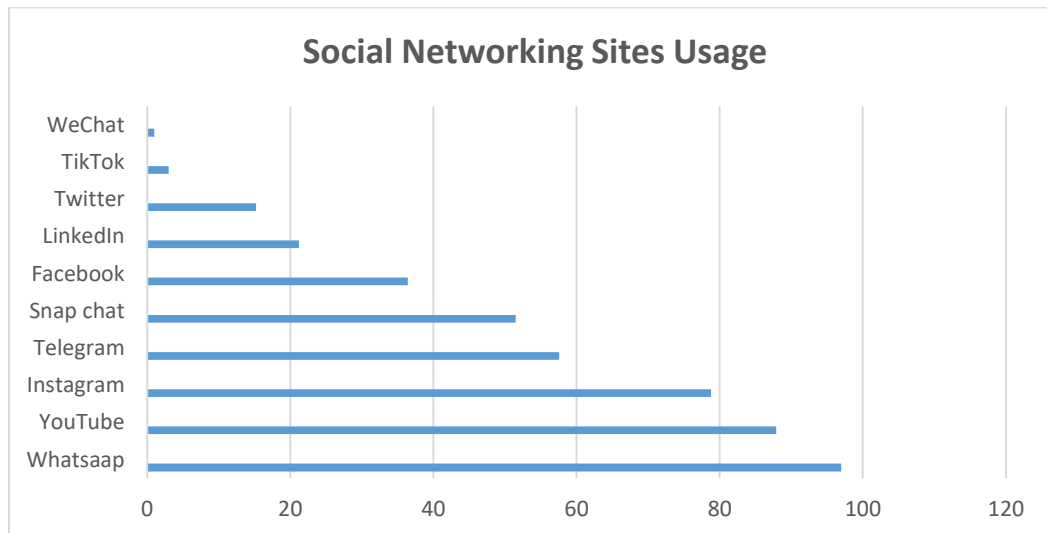
Maximum scores of the scale is 120. Favourable attitude towards life skills will consider for score 60 to 120 and Unfavourable attitude towards life skills will consider for score below 60.

8. RESULT AND DISCUSSION

Objective1: To identify the most common social networking sites undergraduate students using.

This objective is to understand the maximum responses of the students about the social networking sites used by them. With the advancement in the technologies almost daily new SNSs are developed and used by the students. The students are using SNSs frequently in their day to day life for many purposes like academics, education, communication entertainments, sharing videos, audios and images, etc.

According to the study the most popular and commonly used social networking sites is “Whatsaap” and second popular “YouTube”. The data represents in the tabulation and the graph form as followed:



List of the Social Networking sites used by the undergraduate students.

S.No.	SNS Utilised	Percentage (%)
1.	Whatsaap	97
2.	YouTube	87.9
3.	Instagram	78.8
4.	Telegram	57.6
5.	Snap chat	51.5
6.	Facebook	36.4
7.	LinkedIn	21.2
8.	Twitter	15.2
9.	TikTok	3
10.	We Chat	1

Objective 2: To determine the student’s involvement in Social Networking Sites.

Students were involved in the social networking sites through mobiles application which make them very easy to use and stay connected with their friends and family. SNSs application has become the epicentre of entertainment for young adults. And due to which students keep their application handy in their mobile phones. Statement seven of the demographic information of the questionnaire reflects that, all 100% of the students answer ‘YES’ for the statement: ‘Do you have social networking sites on your mobile phone?’, they used SNSs application through mobile phones. It shows that the mobile social networking applications are predictor of mobile addiction. (Salehan, M., &Negahban, (2013).

Through the questionnaire, demographic question number six reflects that 78% of the students accepted that they used SNSs for more than 4hours a day. This also effects students with physical symptoms like pain, stress on eyes, tension, fatigue etc. Also the psychological changes were observed with these students like anger, loneliness, frustration, behaviour changes, mood swings, sleep disturbance, ignorance of personal hygiene, etc.

Objective 3: To find out the student's attitude for life skills development.

To understand the student's attitude towards life skills, the researcher has used the Attitude towards Life Skills Scale (ATLSS). The table revealed that most of the students had a high level of attitude towards life skills. The table reflects that the students are highly favourable 72% with the attitude of life skills development among them through SNSs.

Level of life skills	Frequency	Percentage
High Favourable	36	72%
Favourable	14	28%

Students consider that they develop their life skills and are not suffering with the use of Social networking sites in their daily lifestyle.

Now the researcher has divide the results according to the core life skills selected in the study.

Life skill 1: Self-Awareness

Table: Student's attitude towards their 'Self-Awareness' Skill

S.No.	Statements	Options or responses	Frequency	Percentage
1	I am aware of my own abilities	Strongly Agree	30	60%
		Undecided	3	6%
		Strongly Disagree	1	2%
2	I have a good self-image.	Strongly Agree	27	54%
		Undecided	5	10%
		Strongly Disagree	2	4%
3	I understand my feelings.	Strongly Agree	33	66%
		Undecided	0	0%
		Strongly Disagree	2	4%

In the study the researcher has selected the first skill as the 'Self Awareness'. The statement number 1, 2 and 3 are the statements related to 'Self-awareness'. The table above revealed that the statement number '1' represent that 60% of the participants consider that they are aware of their own abilities even after using SNSs frequently, whereas only 2% deny. The statement number '2' represent that 54% of the participants accepted that they have the good self-image. And in statement number '3' shows that 66% of the participants understand their own feelings. Hence the participants reflect that they know about their own self and aware of their own 'self'. They believe that they have a good knowledge and judgement about their self.

Life skill 2: Empathy

Table: Student's attitude towards their 'Empathy' skills

S.No.	Statements	Options responses or	Frequency	Percentage
4	I feel for people who are less fortunate than me.	Strongly Agree Undecided Strongly Disagree	28 10 0	56% 20% 0%
5	I cannot tolerate my friends being abused.	Strongly Agree Undecided Strongly Disagree	28 2 3	56% 4% 6%
6	I help my mother when she is sick.	Strongly Agree Undecided Strongly Disagree	42 1 0	84% 2% 0%

From the above table the statement number 4, 5 and 6 reflects the student's attitude towards 'Empathy skills'.

According to the result of the statement number '4' says that the 56% of the participants feel for people who are less fortunate than them. In the statement number

'5' represents that the participants cannot tolerate their friends being abused. The statement number '6' reflects that the participants help their family, mother when they are sick. Hence the participants accepted that they have a good Empathy skills. The participant's attitude towards the empathy skill is in favourable state. They believe that they share someone else's feelings or experiences by imagining what would be like to be in that person's situation.

Life skill 3: Decision-Making

Table: Student's attitude towards their 'Decision-Making' skills

S.No.	Statements	Options responses or	Frequency	Percentage
7	I consult my elders before taking a decision.	Strongly Agree Undecided Strongly Disagree	27 2 4	54% 4% 8%
8	I consider the risks of a choice before making a decision.	Strongly Agree Undecided Strongly Disagree	21 9 0	42% 18% 0%
9	I think of many possible solutions before making a decision.	Strongly Agree Undecided Strongly Disagree	28 5 2	56% 10% 4%

From the above table of the statement number 7, 8 and 9 represents the student's attitude the 'Decision making' skills. Statement number '7' reflects that 54% of the participants consults to elders before taking a decision. Statements number '8' shows that 42% of the participants consider the risk of a choice before making a decision. And from the statement number '9' reflects that 56% of the participants think of many possible solution before making a decisions. Hence, the participants considered that they are good at decision making skills and their decision making skills not affected by the use of social networking sites.

Life skill 4: Problem-Solving

Table: Student's attitude towards their 'Problem-Solving' skills

S.No.	Statements	Options responses or	Frequency	Percentage
10	I see opportunity in hardships of life.	Strongly Agree Undecided Strongly Disagree	24 4 1	48% 8% 2%
11	I know how to think correctly to find a solution.	Strongly Agree Undecided Strongly Disagree	21 7 1	42% 14% 2%
12	I usually solve the problem while working in a group.	Strongly Agree Undecided Strongly Disagree	14 4 6	28% 8% 12%

From the above table the statement number 10,11 and 12 represent the attitude of students towards 'Problem solving' skill. The statement number 10 reflects the highest percentage that is 48% participants sees opportunities in the hardship of life. Statement number '11' shows that 42% of the participants knows how to think correctly to find a solution to the problems. Statement number '12' reflects that 28% of the participants were strongly agree and 52% were agree with the statement and viewed that they usually solve the problem while working in a group, where as 12 % of the participants disagree to the statement. Hence participants were average with the problem solving skills.

Life skill 5: Effective Communication

Table: Student's attitude towards their 'Effective Communication' skills

S.No.	Statements	Options responses or	Frequency	Percentage
13.	I listen to my teachers attentively during the class.	Strongly Agree Undecided Strongly Disagree	23 7 0	46% 14% 0%
14.	I am polite while saying 'NO' to my friends' requests.	Strongly Agree Undecided Strongly Disagree	30 3 0	60% 6% 0%
15.	I think before I speak.	Strongly Agree Undecided Strongly Disagree	20 4 3	40% 8% 6%

The above table shows that the statements number 13, 14 and 15 reflects the student's attitude towards effective communication skills. The statement number '13' says that 46% of participants accepted that they listen to their teachers attentively during the lecture class. 60% of the participants strongly agree with the statement number '14' that they are polite while communicating to others. And approx. 40% of the participants agree with the statements that they think before they speak. Hence, the maximum strength share that they exchanges ideas, thoughts, opinions, knowledge and data so that the message received and understood with clear purpose. They communicate effectively irrespective of the SNSs usage in their daily life styles.

Life skill 6: Interpersonal Relationship

Table: Student's attitude towards their 'Interpersonal Relationship' skills

S.No.	Statements	Options or responses	Frequency	Percentage
16	I can make friends easily.	Strongly Agree Undecided Strongly Disagree	18 12 6	36% 24% 12%
17	My relationship with my family is good.	Strongly Agree Undecided Strongly Disagree	37 2 3	74% 4% 6%
18	I can work together with my classmates.	Strongly Agree Undecided Strongly Disagree	27 4 1	54% 8% 2%

From the above table the researcher wants to say that the statement number 16, 17 and 18 represent the attitude of the students towards the 'Interpersonal Relationship' skills. Here the statements number '16' reflects that only 36 % of the participants can says that they can make friends easily whereas 24% of the participants says that they are not sure about the statement that they can make friends easily. Also 12% of the participants totally disagree with the statement.

In the statement number '17' 74% of the participants do agree that relationship with the family is good. More than the average participants share the good relationship with their family. Statement number '18' state that 54% of the participants strongly agree and accepted that they can work together with my classmates.

Life skill 7: Coping With Stress

Table: Student's attitude towards their 'Coping with Stress' skills

S.No.	Statements	Options or responses	Frequency	Percentage
19.	I have enough time in a day to do all the things I need to do.	Strongly Agree Undecided Strongly Disagree	17 14 6	34% 28% 12%
20	I deny or ignore problems in the hope that they will go away.	Strongly Agree Undecided Strongly Disagree	13 12 10	26% 24% 20%
21	I can estimate correctly how long it will take to complete atask.	Strongly Agree Undecided Strongly Disagree	15 11 2	30% 22% 4%

From the above table, the statement number 19, 20 and 21 represents the attitude of the students towards 'Coping with Stress'. According to the statement number '19' only 34% of the participants agree that they have enough time to do the things they wants to do. And 28% of the participants are not sure about the statements. In the statement number '20', study found that only 26% of the participants ignore their problems and 24% of the participants are not sure about the statements. Also 20% of the participants totally disagree with the statements and accepted that they feel stress and not easily ignore the problems in the hope that they will go away. From the statement number '21' the result says that the students or the participants of 30% do

agree that they can estimate correctly how long it will take to complete a task. Whereas 22% of the participants are not sure about their statements that they can or cannot estimate correctly how long it will take to complete any task. Hence, the participants of the college's students are unable to cope up with their stress.

Life skill 8: Coping With Emotions

Table: Student's attitude towards their 'Coping with Emotions' skills

S.No.	Statements	Options or responses	Frequency	Percentage
22	When my teacher scolds me for my mistake I accept it.	Strongly Agree Undecided Strongly Disagree	31 4 0	62% 8% 0%
23	I try to be calm during exams.	Strongly Agree Undecided Strongly Disagree	28 6 0	56% 12% 0%
24	I continue with my studies even when there is fight at home.	Strongly Agree Undecided Strongly Disagree	17 5 9	34% 10% 18%

The table above, represents that the statement number 22, 23 and 24 shows the attitude of the students towards coping with Emotions. The statement number '22' says that the 62% of the participants agree and accepted that they accept their mistake when the elders or teachers scold them. Also zero % of the participants were strongly disagree with the statements. From the statement number '23' reflects that 56 % of the participants strongly agree with the statement that they are calm during exam, 12% are unsure and zero % of the students totally disagree with the statements. Statement number '24' represents that only 34% of the participants strongly agree that they continue with the studies even when there is fight at home. Participants are not emotionally strong or cope with their emotion when its term of family and friends. This shows that participants can manage emotions to a certain extent.

9. Conclusion:

The target group of the study is the students from the colleges that is undergraduate's students, age group of 18 to 25. Maximum strength is of late adolescence or young adulthood. In this phase of life individual experience significant physical, emotional and cognitive changes that shape their identity and influence their future track. It's a period of self-discovery, growth and preparation for adulthood. One of the key task during this phase is to establishment of autonomy and independence.

Through the findings of the study the researcher conclude that the most commonly used SNSs is the 'WhatsApp' followed by the 'Facebook'. Maximum (78%) undergraduate students using the social networking sites more than 4 hours a day and their attitude towards life skills is also Favourable through the tool used that is ATLSS.

S.No.	Dimensions	Number of Statement	Favourable Attitude (%)	Unfavourable Attitude (%)
1.	Self-Awareness	3	60	40
2.	Empathy	3	65.33	34.67
3.	Decision-Making	3	50.66	49.34
4.	Problem-Solving	3	39.33	60.67
5.	Effective Communication	3	48.66	51.34
6.	Interpersonal Relationship	3	54.66	45.34
7.	Coping With Stress	3	30	70
8.	Coping With Emotions	3	50.66	49.34

The researcher conclude the study with the overall result through percentile score of the student's attitude. The above 50 percentage score of the ATTSS considered to be the Favourable attitude of the students towards Social Networking sites for life skills development whereas the score below 50 percentage considered to be the Unfavourable attitude of the students.

Hence, the above table represent that the student's attitude towards SNSs for life skills developments is Favourable for the life skills like 'Self- awareness', 'Empathy', 'Decision making', 'Interpersonal Relationships' and 'Coping with Emotions'. This means the students using SNSs and considered that their few life skills are not affected. Students are good at their self-understanding. They are eager to explore who they are and express themselves in various ways. They are good at Empathy skills as well. They understand the others point of view and accept other's opinions like parents, teacher or peers. Individuals are challenge to make decisions but find the solution to the decision making with the enough efforts made by them. SNSs help them in making Favourable relationship with others. Students are good at interpersonal relationships. Also they share the Favourable attitude towards the 'Coping with emotion' skills. In this phase of late adolescence, one notable emotional change is the intensification of emotions. They find themselves experiencing a wide range of feelings more intensely than before.

Also the above table represent that the student's attitude towards SNSs for life skills development is Unfavourable for the life skills like Problem-Solving, Effective Communication and Coping with Stress. During this phase of the students, there is the significant growth and refinement of cognitive abilities. Which shape the individual's thinking, problem solving skills. From the above table the researcher conclude that individual who use SNSs find it difficult to solve the problems. They face difficulty in coping with emotions. Also fails to do the effective communication in their daily lifestyle due to the use of SNSs.

In summary, the late adolescence represents a critical developmental stage where individuals transition into adulthood. The frequent use of SNSs by the students may help them in developing life skills as well as

negatively effects their growth and development of life skills. So with proper guidance, supports of parents and teachers should be provided to the students. It is a crucial role of the society to recognize the importance of promoting Favourable environment that facilitate the healthy development for all adolescence.

10. Bibliography

- **Gangadharbatla, H. (2008).** Facebook Me: Collective Self-Esteem, Need to Belong, and Internet Self-Efficacy as Predictors of the iGeneration's Attitudes toward Social Networking Sites. *Journal of Interactive Advertising*, 8, 5-15.
- **Indrajit Roy Chowdhury And Biswajeet Saha (2015)** Impact Of Facebook As A Social Networking Site (Sns) On Youth Generations. Volume 4 Issue 6, Pp.28-42. Issn : 2319 – 7722.
- **Prajapati, Ravindra K.; Sharma, Bosky; Sharma, Dharmendra. (2017)** 'Significance of Life Skills Education'. *Contemporary Issues in Education Research*, v10 n1 p1-6.
- **A.Jesu Kulandairaj (2014)** Impact Of Social Media On The Lifestyle Of Youth. Volume-2, Issue 8, Pp. 22-28. Issn: 2320-8163.
- **Saaondo, P., & Igbaakaa, J. A. (2018).** Attitude Towards The Use Of Social Media Network Among Benue State University Undergraduates. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, vol. 23, no. 8, pp. 69-75.
- **Huda Firoze, K. P. Shahana Sathar (2018).** Impact of Parenting Style on Adolescent Resilience. *Indian Journal of Health and Wellbeing*, Vol 9, no 7, pp.937-944. 2018-07-01
- **Ellison, Nicole. Steinfield, Chales W, (2007).** The Benefits of Facebook "Friends:" Social Capital and College Students' Use of Online Social Network Sites. *Journal of Computer-Mediated Communication* 12(4):1143-1168, 12(4):1143-1168
- Hodge, K., Danish, S., & Martin, J. (2013). Developing a conceptual framework for life skills interventions. *The Counseling Psychologist*, 41(8), 1125–1152. <https://doi.org/10.1177/0011000012462073>
- **Danah m. boyd, Nicole B. Ellison. (2007).** **Social Network Sites: Definition, History, and Scholarship.** **Journal of Computer-Mediated Communication**
- **Volume 13, Issue 1** p. 210-230
- Handbook: Allport, G. W. 1935. Attitudes. in Handbook of Social Psychology. C. Murchison, 798-844. | PDF | Attitude (Psychology) | Thought (scribd.com)
- <https://www.researchgate.net/publication/319954665> Performance management practices A current choice or a consequence of the past
- Source: <https://tekhsy.com/seo/social-networking-sites/>
- <https://doi.org/10.1111/j.1083-6101.2007.00393.x>

APPENDIX

Attitude towards Life Skills Scale (ATLSS)

Demographic Information:

1. Name: _____
2. Sex: _____
3. Name of the college/university: _____
4. How many social networking sites do you use? _____
5. Name them. _____
6. How many hours approx. do you spend on social networking sites a day? _____
7. Do you have social networking sites on your mobile phone? Yes [] No []

Instructions: The table below contains statements that are related to life skills. Please study the statements carefully and choose the most appropriate option by putting a tick in the spaces provided.

Key: SA - Strongly Agree; A - Agree; UD – Undecided; D - Disagree; SD - Strongly Disagree

S.No	STATEMENTS	SA	A	UD	D	SD
1.	I am aware of my own abilities					
2.	I have a good self-image.					
3.	I understand my feelings.					
4.	I feel for people who are less fortunate than me.					
5.	I cannot tolerate my friends being abused.					
6.	I help my mother when she is sick.					
7.	I consult my elders before taking a decision.					
8.	I consider the risks of a choice before making a decision.					
9.	I think of many possible solutions before making a decision.					
10.	I see opportunities in hardships of life.					
11.	I know how to think correctly to find a solution.					
12.	I usually solve the problem while working in a group.					
13.	I listen to my teachers attentively during the class.					
14.	I am polite while saying 'NO' to my friends' requests.					
15.	I think before I speak.					
16.	I can make friends easily.					
17.	My relationship with my family is good.					
18.	I can work together with my classmates.					
19.	I have enough time in a day to do all the things I need to do.					
20.	I deny or ignore problems in the hope that they will go away.					
21.	I can estimate correctly how long it will take to complete a task.					
22.	When my teacher scolds me for my mistake I accept it.					
23.	I try to be calm during exams.					
24.	I continue with my studies even when there is fight at home.					