The relationship between young adults' interpersonal competences and

purposes for using social media

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Abstract

This study aimed to examine the relationship between young adult individuals' interpersonal competencies and their social media usage purposes. In addition, within the scope of the research, interpersonal competence levels of young adults, the applications they use in social media, and the differentiation of the time they spent on social media and their usage purposes according to demographic variables such as gender and age were tried to be explained. The sample of the study consists of 411 young adults aged 18-35 living in Erzincan in 2020. Interpersonal Competence and Social Media Network Usage Scales were used as data collection tools. As a result of the research, it was observed that the interpersonal competence levels of the participants showed a tendency to the upper intermediate level and interpersonal competence levels of males were found higher than females. No significant difference was found according to age. It was revealed that the increase in the duration of using social media affects interpersonal competence in different ways. In social media, it was determined that social sharing and communication-based applications (Instagram, Youtube, Facebook and Twitter) are preferred more by individuals. In addition, ıt was revealed that young people use social media for research, cooperation, entertainment and content sharing respectively. It was also revealed that while the purpose and duration of daily use of social media do not differ significantly by gender, there are significant differences according to age. It was concluded that interpersonal competence and the purpose of using social media affect each other positively.

Keywords: Social media and social media usage, interpersonal competence, interpersonal relations, social media usage purpose

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1. Introduction

Individuals maintain their lives in a continuous network of relationships. The individual going through the processes of being a member of the community and lifelong socialization including family, friends and romantic relationships establishes various remarkable relationships. The relationships including mutual interaction that appear over time and in different ways are the social processes needed throughout life, and individuals create themselves within these processes (Arıcan K., 2019; Çakmak, 2014).

Individuals have some basic needs from birth. Throughout the life, individuals struggle for satisfying these needs and achieving satisfaction. Although basic needs are considered as the physiological needs such as eating and drinking, individuals also have some basic social and psychological needs necessary to survive besides these needs (Biliciler, 2018). Meeting interpersonal needs for participation, love, influence, approval and control through communication and interaction with others and discovering new relationships, ideas or roles is especially important for individuals in terms of their development (Kapılı, 2019). These needs are efficient upon determining the individuals' relationship with themselves and their surrounding (Temel, 2018; Mallı, 2019). Individuals motivated by the desire of communicating and socializing in accordance with their needs meet their needs with the relationships they develop communicating with others (Arıcan K., 2019). In this respect, interpersonal relationships rooted in communication enable individuals to meet their needs sharing their feelings, thoughts and behaviors (Çakmak, 2014; Şahin & Gizir, 2014).

The contact individuals establish with person/s caring for them in previous years of their life is remarkable. The individuals who have a secure attachment process and develop positive relationships with their parents during this period are known to be better in managing relationships, coping with new experiences and relationships and managing personal problems in following years (Tekin Ç. & Kalkan, 2018; Kaya, 2017; Yavuzer, 2002; Yıldırım & Yıldırım, 2008). Its effect is especially remarkable in young adulthood (18-35) when interpersonal relationships have great importance, (Arıcan K., 2019). During young adulthood as a transition process between adolescence and adulthood, individuals become more and more sensitive to other people. This period requires assuming different roles in life, organizing life, and adopting a more autonomous structure (Gençtan, 1995; Hökelekli, 2013; Yıldırım & Yıldırım, 2008). According to Erikson (1984),

individuals in this period have a sense of intimacy including the abilities of establishing relationships, sharing and loving the others without fear of despair, or, on the contrary, are possible to have tendency towards avoiding such experiences and isolating themselves from social environments with the fear of losing the self. At this point, the level of meeting certain basic needs as determinants of personal and social skills, the behavioral styles and competencies individuals exhibit in their interpersonal relationships are remarkable in understanding individuals and their development (Burger, 2006).

The need for socialization inherent in human is the main motivation source for individuals (Bonetti, 2009). Individuals strive to maintain and develop their existing relationships or establish supportive social relationships including their close relationships to be active in participating in their social relationships. Individuals who meet their social needs establishing healthy interpersonal relationships take positive steps towards personal development and self-realization (Arıcan K., 2019; İlhan, 2016). However, not meeting these needs or meeting them at a low level are possible to cause feeling of dissatisfaction, worthlessness or inadequacy in individuals, and therefore, individuals tend to isolate themselves from their social environment. Individuals who isolate themselves from social environments or feel uneasy can remain in the background in establishing and managing relationships (Özlü, 2016).

Individuals should have some important skills in terms of emotional, cognitive and social skill capacities to establish and manage interpersonal relationships. At this point, the concept of interpersonal becomes prominent in the context of the skills required for the process of interacting and communicating with others. Interpersonal competence is a multidimensional concept (Arıcan K., 2019). It creates the basis for the skills necessary for individuals to maintain healthy relationships (İlhan, 2016). In general, interpersonal competence is the development of social and communicative skills including factors such as the individuals' perceiving themselves and others as successful, the level of achieving sufficient emotional control for psychosocial harmony with their social environment, and transformation of these into behavior (Pelin, 2017; Şahin & Gizir, 2014). Individuals' ability of adapting into the environment, to establish a relationship and maintain it in harmony, and the feedback provided from the people they communicate are the guiding factors in determining the level of interpersonal competence (Katamba, 2018; Mallı, 2019). In this sense, the level of competence in terms of communication in interpersonal relationships appears as a key factor for individuals' interpersonal competencies (Spitzberg, 1983).

Abilities such as initiating a relationship, social-emotional support, leaving an impression and the capacity of reacting to conflict which are necessary for success of a relationship and considered within the scope of interpersonal competence are remarkable components affecting relationships. Especially

emotional support and conflict management can be necessary to deepen and maintain the relationship after establishing the relationship (Buhrmester et al., 1988; Şahin E., 2013). The low level of these skills can damage the relationships between individuals. The individuals who do not feel adequate in communicating, support perceived from the environment and coping with the encountered problems are possible to experience anxiety in their relationships (Biliciler, 2018; Katamba, 2018). In this case, the individuals who are socially anxious and not anxious in terms of establishing and maintaining relationships with others are possible to be mentioned as having different characteristics in terms of social skill levels which are the basis for interpersonal competencies (Oran, 2020). In a study carried out by Arıcan Köle (2019), it was revealed that individuals with high social relationship skills had personality traits of being extroverted, self-expressive and prone to cooperation. On the other hand, in the study carried out by Bonetti et al. (2009), it was observed that the individuals who were socially anxious had deficiencies in their social skills and developed more social avoidance behavior patterns such as loneliness and introversion rather than the ones without social anxiety. The individuals with these characteristics were determined to typically have feelings of inadequacy and negative evaluation when confronted with unusual situations. All these were possible to cause increasing deficiencies in assertiveness and responsibility in social interactions (Savcı & Aysan, 2018; Şahin & Gizir, 2014). On the other hand, lack of interpersonal interaction and communication could cause many mental disorders such as depression and anxiety as the leading (Türkel & Dilmaç, 2019).

Interpersonal relationships are shaped and managed within the framework of the two important needs of acquiring individual status and establishing emotional intimacy. The basic structure of interpersonal relations and communication dynamics appearing in different ways throughout life have started to exist in different ways in parallel with today's developments and conditions (Arıcan K., 2019; Hökelekli, 2013). Technological developments in our age and spread of the internet to wide areas have affected many areas and caused changes in ways of communication and relationship. It has facilitated individuals' access to a wider social network without time and space limitations (Eroğlu, 2013). In addition, it has provided different media derivatives to appear in various ways including the desires and needs of individuals. Social media networks have emerged in parallel with this (Kapılı, 2019; Katamba, 2018; Oran, 2020; Türkel & Dilmaç, 2019; Ülker, 2020).

Social media is based on interpersonal communication and interaction. It enriches with interpersonal relationships (Arıcan K., 2019). Individuals independent from each other with different characteristics come together within the framework of their own expectations and opinions and directly or indirectly communicate, and this enables content or bringing the content of others to them

(Mallı, 2019; Turp, 2020). In this respect, social media networks have effect upon today's communication and socialization processes of individuals affecting their interpersonal relationships and causing changes in various aspects (Vural & Bat, 2010).

Individuals recently have the opportunity of reaching social groups in both ways as physically and virtually. In this sense, social media is considered as advantageous by individuals due to including privacy and sincerity (Bonetti, 2009; Franchina et al., 2018). With its feature of providing more interaction, social media offers the opportunity of conveying their own thoughts, making their voice heard or providing prestige to the individuals. Social media is shaped according to the needs and goals of individuals as a means of leisure or relaxation through enabling them to access information and entertainment (Koçak, 2012; Çakmak, 2014; Hazar, 2011; Kurt, 2019; Karal & Kokoç, 2010; Şahin & Gizir, 2014; Tektaş, 2014; Filiz et al., 2014). Especially the requirements of emotional support, establishing relationships, making friends and developing existing relationships are among the most important reasons for using social media (Üksel, 2015;Özlü, 2016).

Individuals can want to satisfy some of their needs through social media (Kapılı, 2019; Kanat, 2020). According to Goffman, the process of the individual's creating ego takes place as result of the interaction of individuals and their social environment. While expressing the self in a social environment, individuals want to reveal their own self and be accepted by others. Furthermore, individuals present themselves in a way to be accepted by others during their social interaction. This has the aim of influencing others communicating with them and being approved by others (Özlü, 2016). Especially for young people, having a say and being appreciated in their social environment is perceived as a show of strength. Individuals who cannot provide adequate competence in their social environment, appeal to using social media where face-to-face communication is not necessary and they feel freer and more comfortable in order to get rid of the mental conditions such as social anxiety and loneliness (Karakuş, 2019; Oran, 2020). In social media, feelings of making their own decisions, showing themselves and comparing themselves with others motivate individuals (Savcı & Aysan, 2018). On the other hand, individuals' joining any group they wish on social media and expressing their thoughts without hesitation further increases their attention on this area (Arıcan K., 2019). Especially today, young adults have tried to meet their needs to be socially active and competent through social media (Özay & Erol, 2020).

The purpose for using social media includes the escape of the individuals experiencing difficulties in solving problems in daily life from themselves or their social roles as well as the purpose of connecting with close surrounding and the world, knowledge and emotional experiences, strengthening interpersonal

relationships and communicating with more people. Some researchers have stated that the use of social media positively mediates interpersonal relationships and competence and contributes upon individuals' skills of expressing themselves better, being more creative and using communication channels effectively (Çalış, 2020; Çakmak, 2014; Chandler, 2012; Yelpaze & Ceyhan, 2015). According to them, extroverted individuals who like communicating and providing sufficient competence in interpersonal relationships tend to use social media networks more widely in order to acquire more recognition and have more influence. Bonetti et al. (2009) reported that even if the friendships established on the internet via social media did not turn into a relationship including face-to-face communication, they ensured close contact with others being used as a tool to expand social skills. They expressed it to enable individuals liberate, prove and realize themselves on a personal level. On the other hand, according to Özdemir (2019), social media was especially useful for young individuals in terms of sharing information, establishing new interactions, and easy access to educational or business content. However, social media is possible to strengthen relationships as well as isolating some users. In other words, although social media has an aspect that encourages feelings of freedom and competence, it also includes an aspect that sometimes manages risk.

One of the reasons for the popularity of social media to increase day by day is the social relationships individuals can establish through social media (Przybylski & Weinstein, 2012). Social media pioneers the initiation and maintenance of social relationships. This causes individuals to focus more on social media platform and spend more time in this platform (Turp, 2020). Although individuals' excessive exposure to social media and virtual communication preferred instead of face-to-face communication in real life cause problems such as loneliness and exclusion, it is also possible to have a damaging effect on individuals' interpersonal relationships (Ülker, 2020). At this point, the potential for social isolation appearing with excessive use of social media has necessitated focusing on developing or bursting effects of these networks on relationships and skills (Çömlekçi & Başol, 2019).

The effect of social media on daily life has become increasingly important and irrefutable (Pelin, 2017). As of 2019, 3.5 billion people worldwide have been known to be social media users. This rate corresponds to 45% of the world population (We are social, 2020). Considering the numbers, it is obvious that a substantial majority of individuals actively use social media networks. When compared to the rates in previous years, there is no sign of a slowdown in social media use. When considered specific to Turkey, it is possible to say that the values related to the use of social media have a progress above the world average. For example, in 2019, when the Internet and social media use values in Turkey are considered, it was determined that internet users spent an average 7 hours 29

minutes per day on the internet. The average time spent on social media during this period was found to be 2 hours 55 minutes (Kemp, 2020; We are social, 2020). Similarly, according to the data of TÜİK (Turkish Statistical Institute, 2020), the daily social media use period in Turkey was noticed to be 2 hours 46 minutes at a similar time interval. When all these are regarded, social media is possible to cause addiction beyond its intended use. Excessive and uncontrolled use of social media can cause many negative effects, especially mental and social disorder as the leading, on young people.

According to Katz, most of previous studies have discussed the effects of the media networks upon people. He emphasized that focusing on what individuals did and what they used on this platform were more important (Başer, 2014; Biliciler, 2018). In reference to this, in what direction the purpose of using social media was shaped and how they affected each other depending on the interpersonal competencies of individuals were remarkable. It was especially important to determine to what extent young adults regarded themselves competent in terms of social relations and the relationship between this and the purposes of using social media which has an important place in their lives. In the literature, there were studies discussing interpersonal competency (İlhan, 2016; Taş, 2017; Şahin, 2013; Mallı, 2019; Esen & Çelikkaleli, 2008; Kanat, 2020; Arıcan K., 2019) and the purposes for using social media (Yavuz, 2020; Özlü, 2016; Karal & Kokoç, 2010; Kapılı, 2019;Filiz et al., 2014; Çömlekçi & Başol, 2019; Akyürek et al., 2020) in various dimensions. There were also studies discussing the use and purpose of social media in terms of communication skills (Çakmak & Müezzin, 2018; Stenly, 2019; Mendi & Oğuz, 2018), personality traits (Kapılı, 2019; Kurt, 2019; Arıcan K., 2019), social approval (Çalış, 2020) and communication apprehension (Oran, 2020; Çakmak, 2014). However, it was noticed that there was no study discussing interpersonal competence and social media using purposes directly. In this context, as the main problem of the current study, it is aimed to examine the relationship between interpersonal competences of young adults and their purposes of using social media. At the same time, within the scope of the research, interpersonal competence levels of young adult population, the applications they used in social media, the differentiation of the time spent on social media and their purposes according to demographic variables such as gender and age were tried to be explained.

2. Method

2.1. Research Model

This research was carried out using relational screening model in order to reveal the relationship between young adults' interpersonal competencies and their purpose for using social media.

2.2. Participants

The population of the study included young adult individuals between the ages of 18-35 living in the province of Erzincan in 2020. The sample included 411 young adults in Erzincan province who were selected using convenience sampling method and voluntarily accepted to participate in the online questionnaire. 69.1% of the participants were female (n=284) and 30.9% were male (n=127). The age rates were 73.2% for 18-25 (n=301), 17.5% for 26-29 (n=72) and 9.2% for 30-35 (n=38).

2.3. Measuring Instruments

2.3.1. Interpersonal Competence Scale

This scale developed by Buhrmester et al. (1988) was created to measure interpersonal skill levels in social relationships. The scale included 40 items and was on 5-point Likert type. The reliability coefficient for the overall scale was reported to be .85. the scale was adapted into Turkish by Şahin E. (2013). The adapted scale included 25 items and 5 sub-dimensions. It was on 7-point Likert type. The Cronbach alpha value was calculated to be .87. High score taken from the scale questions indicated high interpersonal competence. There was no reverse item within the scope of the scale, and the lowest score obtained from the scale was 25 and the highest score was 125. Re-test method was performed to 106 university students at three-week intervals in order to measure the reliability of the scale. As result of the analysis, the correlation value for all dimensions was determined to be .89 (Şahin and Gizir, 2014; Şahin E., 2013).

2.3.2. The Scale for Using Social Media Networks

The scale developed by Usluel et al. (2014) with the participation of 236 social network users included 26 items. It was on 7-point Likert type. Cronbach alpha reliability coefficient of all items in the scale was determined to be .92. The lowest score obtained from the scale was 26 and the highest score was 182. The scale included seven sub-dimensions as research, cooperation, initiating communication, establishing communication, maintaining communication, producing content and entertainment. It was assumed that the high value for the arithmetic mean of the sub-dimensions of social media usage purposes indicated individuals to use social media more intensely for the related purpose. The arithmetic average interval was determined to be .86 (Usluel et al., 2014).

2.4. Process

The scales used within the scope of the research were performed to 417 young adult (18-35) accessible individuals residing in Erzincan between July 2020 and November 2020 through an online questionnaire. Six forms were excluded due to not meeting the age criteria. The number of final valid forms was determined to be 411. It was stated to the participants that the study was voluntary, and those who accepted to participate in the study filled the form after the necessary information. The time to perform the scale was approximately 10 minutes. After the data collection process, the data were organized for statistical analysis.

2.5. Data Analysis

The data obtained from the research were evaluated at 95% confidence interval and .05 level of significance. The data were analyzed with the SPSS 22.00 package software. Kurtosis and skewness values were analyzed in order to examine whether the data collected within the scope of the study were normally distributed or not (Büyüköztürk, 2011). According to Tabachnick and Fidell (2013), kurtosis and skewness values between +1.5 and -1.5 were accepted as normal distribution. In line with this information, it was noticed that the data distributed normally. Accordingly, Independent Group t-test was performed to determine differentiation according to gender, One-Way (ANOVA) Variance Analysis was performed to determine differentiation according to age and social media usage, and Pearson Product-Moment Correlation Analysis parametric tests were performed to determine the direction and strength of the relationship between variables.

3. Results

This section included the statistical analyses and findings obtained to test the hypotheses in the research.

	Gender	N	x̄	Ss	t	df	p
Initiating relationship	a Female	284	14.5352	4.91290	-3.246	409	.001
	Male	127	16.1969	4.52162			

Emotional support	Female	284	21.4789	2.86990	2.030	409	.043
	Male	127	20.8425	3.08201			
Leaving an influence	Female	284	17.0352	3.68439	-2.153	409	.032
	Male	127	17.8661	3.45805			
Self-disclosure	Female	284	12.8063	3.66357	-2.075	204,205	.039
	Male	127	13.7480	4.48802			
Conflict management	Female	284	18.9754	3.81777	-.575	409	.566
	Male	127	19.2047	3.55755			
Total	Female	284	84.8310	12.80927	-2.193	409	.029
	Male	127	87.8583	13.21058			

Table 1. *Independent Group T-Test results performed on determining whether interpersonal competencies of young adults indicated a significant difference according to gender or not*

In Table 1, it was noticed that the total score for interpersonal competence according to the variable of gender differed significantly in favor of male (t=-2.193; p<.05; F, x̄=84.8310, M, x̄=87.8583). It was revealed that the conflict management sub-dimension for interpersonal competence did not differ significantly according to gender (p>.05). Other sub-dimensions as initiating a relationship, emotional support, self-disclosure and leaving an influence indicated a significant difference according to the variable of gender (p<.05). The sub-dimensions of initiating a relationship (F, x̄=14.5352; M, x̄=16.1969) and self-disclosure (F, x̄=12.8063; M, x̄=13.7480) indicated a significant difference against females and in favor of males. The sub-dimension of leaving an influence indicated a low level of significant difference in favor of males (F, x̄=17.0352; M, x̄=17.8661). It was found that emotional support sub-dimension indicated a significant difference against males (M, x̄ = 20.8425) and in favor of females (F, x̄=21.4789).

Table 2. *One-Way Variance Analysis (Anova) Test results to determine whether interpersonal competencies of young adults indicated a significant difference according to age or not*

	Levene Statistic		p	F p
Total	1.394	.249	.225	.799
Initiating a relationship	.431	.650	.614	.542
Emotional support	1.770	.172	1.016	.363
Leaving an influence	3.165	.043	.499	.608
Self-disclosure	.583	.558	1.764	.173
Conflict management	.687	.504	.470	.625

In Table 2, it was determined that the sub-dimensions of interpersonal competence, initiating a relationship, emotional support, self-disclosure, leaving

an influence, conflict management and total scores did not differ significantly according to age groups (p>.05).

Table 3. *One-Way Variance Analysis (ANOVA) and Tukey Test results performed for determining whether interpersonal competency of young adults indicated a significant difference according to their daily social media usage time.*

	Levene Statistic	p	F	p
Initiating a relationship	2.513	.058	3.514	.015
Emotional support	3.194	.024	1.186	.315
Leaving an influence	3.245	.022	1.865	.135
Self-disclosure	1.266	286	2.390	.068
Conflict management	3.382	.018	.223	.881
Total	2.146	.094	2.770	.041

Tukey Test $\bar{x}$			p
Initiating a relationship	1-3 hours-3-5 hours	.045	14.2632-15.7120
Interpersonal Competence (total)	1-3 hours-6 hours and above	.030	84.2158-90.1333

  In Table 3, it was determined that the sub-dimensions of the scale as interpersonal competence, emotional support, self-disclosure, leaving an influence, and conflict management did not differ significantly according to the duration for social media use (p>.05). It was revealed that the significance values for the total scores of initiating a relationship sub-dimension and interpersonal competence differed according to the time for social media use (p<.05). In Tukey multiple comparison test, it was noticed that the difference in the sub-dimension of initiating a relationship was arisen from the time for using between 1-3 hours and 3-5 hours (p<.05). According to this, the level of initiating a relationship ($\bar{x}$=14.2632) of those who used social media for 1-3 hours in the sample group was lower than those who used it for 3-5 hours ($\bar{x}$=15.7120). The difference in interpersonal competence total scores was found to be arisen from the time for use between 1-3 hours and 6 hours and above (p<.05). According to the results, interpersonal competence levels of the individuals who used social media for 1-3 hours ($\bar{x}$=84.2158) was lower than the ones who used social media for 6 hours or more ($\bar{x}$=90.1333).

Table 4. *Independent Group T-Test results performed for determining whether the purposes for social media use of young adults indicated a significant difference according to gender or not*

	Gender	N	x̄	Ss	t	df	p
Research	Female	284	15.6373	3.91321	1.623	409	.105
	Male	127	14.9606	3.89220			
Cooperation	Female	284	27.1268	8.19753	1.773	409	.077
	Male	127	25.6220	7.36673			
Initiating a relationship	Female	284	7.9190	4.32641	-3.850	212.335	.000
	Male	127	9.9055	5.04336			
Establishing communication	Female	284	10.5634	3.40850	1.742	409	.082
	Male	127	9.9134	3.68615			
Maintaining communication	Female	284	18.2993	6.76552	.011	409	.991
	Male	127	18.2913	6.53696			
Sharing content	Female	284	19.3028	7.94592	.673	409	.501
	Male	127	18.7402	7.56476			
Entertainment	Female	284	12.8239	4.74703	.136	409	.892
	Male	127	12.7559	4.55777			

According to Table 4, it was revealed that the sub-dimensions of research, cooperation, establishing a communication, maintaining communication, sharing content and entertainment as the purposes of social media use did not indicate a significant difference between male and female groups (p>.05). According to the sub-dimension of initiating communication, it was found that there was a significant difference (F, x̄=7.9190) against females (F, x̄=7.9190) and in favor of males (M, x̄=9.9055) (p<.05).

Table 5. *One-Way Variance Analysis (ANOVA) and Tukey Test results performed for determining whether the purposes of social media use of young adults indicated a significant difference according to age or not*

	Levene Statistic	p	F	p
Research	1.680	.188	.807	.447
Cooperation	2.677	.070	.386	.680
Initiating communication	4.329	.014	8.200	.000
Establishing communication	4.723	.009	3.741	.025
Maintaining communication	.941	391	2.009	.135
Sharing content	1.004	.367	.155	.857
Entertainment	1.876	.154	1.360	.258
Tukey test			p	x̄
Initiating a relationship	18-25; 26-29 years old		.000	9.0664- 6.7500
Establishing communication	18-25; 26-29 years old		.018	10.5947- 9.3472

According to the One-Way Variance Analysis (ANOVA) findings in Table 5, it was determined that the sub-dimensions of research, cooperation, maintaining communication, sharing content and entertainment did not differ significantly according to the variable of age ($p > .05$). It was revealed that the significance values for the scores of initiating communication and establishing communication sub-dimensions differed according to age ($p < .05$). As result of the Tukey test performed to determine the age interval for this difference, it was noticed that the difference in the sub-dimension of initiating communication was arisen from 18-25, 26-29 age intervals ($p < .05$). According to this, the communication initiation scores (x̄=9.0664) of the individuals between the ages of 18-25 in the sample group were higher than the individuals between the ages of 26-29 (x̄=6.7500). It was observed that the difference in communication scores was arisen from the age intervals of 18-25 and 26-29 ($p < .05$). According to this, communication scores of the individuals between the ages of 18-25 in the sample group (x̄=10.5947) was higher than the individuals between the ages of 26-29 (x̄=9.3472).

Table 6. *Independent Group T-Test results performed for determining whether the period for daily social media use of young adults indicated a significant difference according to gender or not*

	Gender	N	x̄	Ss.	t	df	p

Social media use period	Female	284	2.3662	.81052	-1.183	409	.238
	Male	127	2.4724	.90700			

In Table 6, although the average score of social media usage period was higher in males (x̄=90.700) rather than females (x̄=81.052) according to the variable of gender, no statistically significant difference was found (p>.05).

Table 7. *One-Way Variance (ANOVA) Analysis and Tukey Test results on whether the daily social media usage time of young adults indicated a significant difference according to age or not*

	Levene Test		ANOVA	
	x̄	p	F	p
18-25 years old	2.4286			
26-29 years old	2.4444	.000		
30-35 years old	2.0789			
Total	2.3990		3.068	.048
Tukey test	18-25; 30-35 years old	p=.042		

In Table 7, One Way Variance (ANOVA) Analysis and Tukey Test were performed in order to determine the differentiation of social media usage time according to the variable of age. According to the findings, it was noticed that the social media usage times of the individuals in the sample differed significantly according to the variable of age (p<.05). It was determined as result of the Tukey test performed to determine the age interval of the current difference that the difference was arisen between the ages of 18-25 and 30-35 (p<.05). According to this, the scores of 18-25 years old individuals' social media usage time (x̄=2.4286) were higher than the ones in the 30-35 age interval (x̄=2.0789) in the sample group.

Table 8. *Results of the Pearson Product-Moment Correlation Analysis Test performed to determine whether there was a significant relationship between young adult individuals' interpersonal competencies and social media usage purposes.*

Total		Initiating a relationship	Emotional support	Leaving an influence	Self-disclosure	Conflict management
Research	r	.203**	.229**	.181**	.108*	.257**	.285**
	p	.000	.000	.000	.028	.000	.000
Cooperation	r	.284**	.186**	.196**	.246**	.301**	.364**
	p	.000	.000	.000	.000	.000	.000
Initiating communication	r	.285**	.081	.164**	.331**	.058	.288**
	p	.000	.099	.001	.000	.242	.000
Establishing communication	r	.165**	.163**	.091	.165**	.084	.199**
	p	.001	.001	.064	.001	.090	.000
Maintaining communication	r	.243**	.239**	.161**	.208**	.186**	.307**
	p	.000	.000	.001	.000	.000	.000
Sharing content	r	.390**	.162**	.194**	.319**	.126*	.370**
	p	.000	.001	.000	.000	.011	.000
Entertainment	r	.250**	.202**	.174**	.290**	.086	.301**
	p	.000	.000	.000	.000	.083	.000

**The correlation was significant at. 01 level (1-tailed).

* The correlation was significant at. 05 level (2-tailed)

Jawlik (2016) predicated on a number of criteria in the process of determining the severity of the relationship between variables. These were r=0.00-0.10 no relationship, r=0.10-0.30 weak relationship, r=0.30-0.50 moderate relationship, r=0.50-0.70 strong relationship, and 0.70-1.00 very strong relationship. In reference to this, in Table 8, it was noticed that there was a positive weak level significant relationship between the sub-dimensions of research (r:.203; p<.05), cooperation (r:.284; p<.05), initiating communication (r:.285; p<.05), establishing communication (r:.165; p<.05), maintaining communication (r:.243; p<.05) and entertainment (r:.250; p<.05). There was a moderate level positive correlation between the dimensions of initiating a relationship and sharing content (r:.390; p<.05). The increase in the scores obtained from the sub-dimensions of interpersonal competence scale indicated high level of interpersonal competence.

It was noticed that there was a positive weak-level relationship between emotional support sub-dimension of interpersonal competence scale and research (r:.229; p<.05), cooperation (r:.186; p<.05), establishing communication (r:.163; p<.05), maintaining communication (r:.239; p<.05), sharing content (r:.162;

p<.05), and entertainment (r:.202; p<.05) sub-dimensions of the scale for purposes of using social networks. There was no statistically significant relationship between the dimensions of emotional support and initiating communication (r:.081; p>.05).

It was noticed that there was a positive weak significant relationship between the sub-dimension of leaving an influence related to the interpersonal competence scale and the sub-dimensions of research (r:.181; p<.05), cooperation (r:.196; p<.05), initiating communication (r:.164; p<.05), maintaining communication (r:.161; p<.05), sharing content (r:.194; p<.05), and entertainment (r: .174; p <.05). related to the scale for purposes of using social networks. There was no statistically significant relationship between the sub-dimensions of leaving an influence and establishing communication (r:.091; p>.05).

It was specified that there was a positive weak significant relationship between the sub-dimension of self-disclosure related to the interpersonal competence scale and the sub-dimensions of research (r:.108; p<.05), cooperation (r:.246; p<.05), establishing communication (r:.165; p>.05), maintaining communication (r:.208; p<.05), and entertainment (r:.290; p<.05) related to the scale for purposes of using social networks. There was a statistically positive moderate-level significant relationship between self-disclosure and content sharing (r:.319; p<.05) and initiating communication sub-dimensions (r:.331; p<.05).

It was noticed that there was a positive weak significant relationship between the sub-dimension of conflict management related to the interpersonal competence scale and the sub-dimensions of research (r:.257; p<.05), maintaining communication (r:.186; p<.05), sharing content (r:.126; p<.05) related to the scale for purposes of using social networks. There was medium-level positive significance between conflict management and cooperation sub-dimensions (r:.301; p<.05). There was no statistical significance between conflict management and initiating communication (r:.058; p>.05), establishing communication (r:.084; p>.05) and entertainment (r:.086; p>.05) sub-dimensions.

It was noticed that there was a positive weak significant relationship between the total scores related to the interpersonal competence scale and the sub-dimensions of research (r:.285; p<.05), initiating communication (r:.288; p<.05) and establishing communication (r:.199; p<.05) related to the scale for purposes of using social networks. There was a positive medium-level significant relationship between interpersonal competence and cooperation sub-dimensions (r:.364; p<.05) and maintaining communication (r:.307; p<.05), sharing content (r:.370; p<.05), and entertainment (r: .301; p <.05) sub-dimensions.

4. Conclusıon and Dıscussıon

Interpersonal competence is the self-belief related to individuals' defining themselves as successful or unsuccessful in their social relationships. The extent to which individuals perceive themselves as competent in their relationships and their communication competencies are the determinants of their social acceptance perception, positive or negative automatic thoughts and behaviors (Esen & Çelikkaleli, 2008). In this respect, it is important to examine interpersonal competence levels of individuals. In the study, interpersonal competencies of individuals in young adulthood period when interpersonal relationships were most intense for meeting their needs such as acceptance and self-realization were discussed in terms of various variables. When considering the total average scores of the interpersonal competence scale used in the study, it was noticed that the interpersonal competence scores of young adults indicated a tendency towards the medium level (x̄=3.43). In terms of gender, interpersonal competence total scores were found to be higher in males rather than females. In the literature, there were studies with findings that were compatible with the findings of this study (İlhan, 2016), but there were also studies that had reverse results (Mallı, 2019).

It was noticed in the study findings that there was a significant difference in favor of males in terms of initiating a relationship, self-disclosure and leaving an influence, and a significant difference in favor of females in terms of emotional support. It was revealed that the conflict management sub-dimension did not differ according to gender. Results parallel to the findings of this study were obtained in the research carried out by Şahin and Gizir (2014) analyzing the effect of interpersonal competence and self-esteem upon shyness. These researchers attributed this gender-related difference in interpersonal competence skills to gender-based stereotypes and values attributed to gender. According to them, females tended to behave harder and more timid than males in social communication and relationships due to social values. It could be stated that there were limited number of studies in the literature on this (Carli, 1999). On the other hand, there were studies concluding that interpersonal/social competence did not differ according to gender (Kanat, 2020; Esen & Çelikkaleli, 2008; Taş, 2017). In the study caried out by Işık (2017), it was found that starting relationships and emotional support as the basic skills of interpersonal competence did not differ according to gender; and the skills of leaving an influence, self-disclosure and conflict management were higher in females. It was seen in the literature that there were no consistent results on differentiation of interpersonal competence according to gender. This was considered as possible to be arisen from the sample groups used in the study.

In the study, the difference according to the age variable was found to be insignificant in total score and all dimensions of the interpersonal competence

scale. Although there were similar results in the literature (İlhan, 2016; Taş, 2017), there were also studies that concluded that there was a differentiation according to age (Işık, 2017). It was considered that the fact that the age intervals of the participants in the study were not distributed as balanced was efficient upon not revealing a significant difference.

It was observed that interpersonal competence differed in interpersonal competence total scores and initiating a relationship sub-dimension according to the time for using social media. According to this, scores of initiating a relationship were found to be lower for those who used social media for 1-3 hours per day when compared to those who used it for 3-5 hours per day. In terms of interpersonal competence total scores, it was observed that the interpersonal competence scores of those who used social media for 1-3 hours were lower than those who used 6 hours or more. According to this, the interpersonal competence levels of individuals with high daily social media usage period were also found to be high. At this point, it was possible to mention that the time for using social media had different effects upon interpersonal competence (Oran, 2020).

It was revealed that young adults mostly used social media networks such as Instagram (88%) as the leading, Youtube (76.7%) and Twitter (52.8%) as the second, and Facebook (38.4%), Pinterest (17%), and Linkedin (12%), respectively. The networks (Instagram, YouTube, Twitter, Facebook) that ranked in the top four in the study were also found to be social network sites that were predominantly preferred by individuals in the literature (Tektaş, 2014; Yavuz, 2020; Kurt, 2019; Özay & Erol, 2020; Akyürek, 2020). When the common features of the most preferred social media networks were analyzed, these were noticed to be networks based on social sharing. Video, photo, etc. shared in these electronic media. All kinds of materials such as video, photo, etc. shared on electronic environments could be considered as important elements that increased the interaction of individuals.

The frequency for young adults to use social media was determined to be 1-3 hours (n=190; 46.2%), 3-5 hours (n=125; 30.4%), 1 hour and less (n=51 12.4%), and 6 hours and above (n = 45 10.9%). In the analysis of the research, it was revealed that the interval of 3-5 hours following 1-3 hours were the time intervals for using social media most during the day. In researches carried out by We are social (2020) and TÜİK (2020), it was observed that the average time for daily use of social media in Turkey was found to be 2-3 hours. The findings of this study supported these data. At the same time, there were studies in the literature that had similar results with the study findings (Mendi & Oğuz, 2018;Çakmak & Müezzin, 2018; Dal & Dal, 2014). Allocating a certain amount of time to social media networks during the day and its becoming a routine could be an indicator for social media to gain an important place in the lives of individuals in daily life (Akyürek et al., 2020). Social media could be considered as an environment that

met the needs of users according to their interests and wishes (Arıcan K., 2019; Kanat, 2020). Particularly, individuals' gaining value from their consumption and production of content on social media, and their having the opportunity of unique communication expanded the sphere of social effect. This could create effects that increased the commitment of individuals towards this area (Özlü, 2016; Tutgun; 2015). However, the intensive use of social media serving different purposes could lead individuals into a virtual world moving them away from real life. According to the Savcı and Aysan (2018), the preference of virtual environments especially in social relations was possible to weaken the relationships in traditional environments. Furthermore, excessive and imbalanced use of social media networks could lead to negative consequences, sometimes extending to addiction, and could cause emotional and behavioral disorders on individuals (Çömlekçi & Başol, 2019). Considering the individuals' time for using social media, it was determined that increasing the time allocated to social media during the day could pose a risk and increase tendency towards displaying addictive behavior (Çömlekçi & Başol, 2019; Filiz et al., 2014).

In the study, although the time for using social media was higher in males rather than females in terms of gender, no statistically significant difference was found. In the literature, there were studies having the same results with the findings of this study (Tektaş, 2014; Dal & Dal, 2014; Çalış, 2020). Unlike the findings of the study, Akyürek et al. (2020) revealed in their study discussing the purposes of using social media for university students that females spent more time on social media rather than males. The researchers attributed this to the high number of interests in social media such as fashion, decoration and their attractiveness for females using social media more. Furthermore, in another study, females' considering social media as an indispensable element and the high level for educational use rather than males were the factors that created this difference. Similarly, Çömlekçi and Başol (2019) found that the time females spent on social media was more rather than males. Üksel (2015) determined that males used social media more than females. Considering the literature and study findings, social media's having many qualities and functions, its including different applications for the wishes and expectations of individuals have made individuals willing to spend time on this platform regardless of their gender (Pelin, 2017).

According to the findings of the study, the time for daily social media use was found to be significantly higher for individuals in 18-25 age group when compared to those in 30-35 age group. Supporting these findings, Turp (2020) stated that individuals between the ages of 18-25 indicating the most dynamic times of the socialization process preferred using social media more actively. Moreover, the roles and responsibilities of individuals in life increased as the age

increased. It was possible to state that this was efficient upon the fact that the time allocated for social media was less than the younger age groups.

It was observed in the study that young individuals used social media for establishing communication ($\bar{x}$=5.1813), research ($\bar{x}$=5.1427), maintaining communication ($\bar{x}$=4.5742), cooperation ($\bar{x}$=4.4436), entertainment ($\bar{x}$=4.2676), content sharing ($\bar{x}$=3.8258), and initiating communication ($\bar{x}$=2.8443), respectively. The sub-dimensions of cooperation, initiating a relationship, establishing communication, and maintaining communication in the scale included individuals using social media for social communication and interaction purposes. Social media users' own expectations and wishes were the factors that determined their purpose for using social media (Kapılı, 2019). Social media had functions to provide cooperation for individuals, create social networks, provide information and make changes. The most striking among these functions was its providing the opportunity of creating social interaction and communication, and creating individualized spaces (Usluel et al., 2014; Tektaş, 2014). In the findings of the study, it was revealed that individuals' use of social media for communication and interaction purposes was at a higher level when compared to other purposes. The study findings were found to be compatible with the research findings in the literature (Kurt, 2019; Filiz et al., 2014).

According to the findings of the study, it was revealed that there was no significant difference between male and female groups in the sub-dimensions of research, cooperation, establishing communication, maintaining communication, sharing content and entertainment as the purposes of using social media. According to the sub-dimension of initiating communication, a significant difference was found against females and in favor of males. When the literature was reviewed, it was noticed that there were studies with results parallel to the findings of this study (Filiz et al., 2014; Çömlekçi & Başol. 2019; Yavuz, 2020). This was possible to be explained with the variables related to time for daily social media use and interpersonal competence level as the other findings of the study. In the study, it was considered that the higher levels related to interpersonal competence total scores and initiating a relationship sub-dimension scores in males when compared to females and the tendency of males towards using social media for longer periods of time were related to the more willingness of young males for initiating communication on social media.

In the study, a significant difference was found in the purpose of using social media according to age. Accordingly, individuals in 18-25 age group were found to have higher scores for initiating and establishing communication rather than those in 26-29 age group. No significant difference was found in other sub-dimensions in terms of age. Özay and Erol (2020) suggested that trying to make friends on social media with the desire of belonging to a group had an expanding effect on social environment. In this respect, it was considered that individuals in

18-25 age group who were willing to establish a relationship with others and whose desire and expectations to prove themselves in their existing relationships were intensely felt tended to use social media frequently for the purpose of expressing themselves in their social relations.

In the study, it was revealed that there was a positive and significant relationship between the interpersonal competencies of the young and their purpose of using social media. Accordingly, it was observed that interpersonal competence skills and social media use had significant positive effects upon each other in different dimensions. Although the findings of the study were parallel with the findings of the researches in the literature, they also differed in some respects. Considering the studies in the literature that were in line with the findings of the study, it was concluded in the study carried out by Çakmak and Müezzin (2018) that the use of social media, which has become a social routine, positively affected individuals in terms of emotional interaction and communication skills. On the other hand, according to Tutgun (2015), the individuals who had high level of adaptation into social environments and competence tended to take part in social media and develop their social relations in this environment as they were encouraged from the virtual environment. These individuals are more active on social media in terms of sharing content, establishing new relationships and cooperation. According to Bonetti (2009), the relative anonymity of relationships established through social media helped some individuals to express themselves and their inner self more comfortably when compared to real life relationships. In their study, Türkel and Dilmaç (2019) found that individuals were possible to aimed using social media as a means of relaxation to get away from daily life stress or relationships. In the literature, there were studies reporting that individuals who had difficulty in communicating and who had high levels of loneliness established social relationships through social media networks (Yaşar C., 2020;Tektaş, 2014; Yüksel et al., 2020). At this point, having the opportunity of reaching large masses of users due to social media networks enabled individuals to expand the area of influence and made them feel useful and adequate (Özlü, 2016). At the same time, it offered alternative communication opportunities to individuals who had difficulties in expressing themselves and communicating in their social environments in their real lives and who did not regard themselves adequate in social relationships (Çömlekçi & Başol, 2019).

When the studies that differed in terms of the findings in the literature were reviewed, it was noticed in the study carried out by Mendi and Oğuz (2018) that most of the participants were tended to feel isolated/lonely due to not being able to feel adherent in social media. Çalış (2020) concluded in his study that there was a positive and significant relationship between social approval, social anxiety levels and social media use. According to Karakuş (2019) and Yüksel et al. (2020),

although social media was a popular medium for communication and development, virtual communication's starting to replace real relationships was possible to cause problems for individuals in various respects. According to Özay and Erol (2020), individuals' adherence and visibility levels in social media networks were the source of social strength for them. However, individuals' efforts to manage the strength they gained in social media with guiding and leadership qualities could cause narcissistic traits. Individuals' efforts for meeting their desire to attract attention, proving themselves and leaving an influence through social media networks directed them to share more and spend more time on these platforms in order to increase their visibility and strength on social media (Özay & Erol,2020; Kapılı, 2019). Addictive behavior was possible to appear in individuals motivated by the desire of spending more time on social media. Considering all this information, it could be revealed that there was no consistency in the literature about whether social media provided social acquisitions for individuals. It was considered that for what purpose and how long individuals used social media was one of the main reasons for such a difference in researches.

It was noticed in the findings of the study that young individuals who were socially competent or who experienced incompetency used social media more as a way of meeting their desire for socialization as one of their basic needs for belonging and as a way of intimacy (Przybylski & Weinstein, 2012). It has been known that the relationships obtained as result of social interactions established on social media had the power of affecting social capital of individuals (Dal & Dal, 2014). However, this effect could appear as positive or negative. Most of the individuals in social media used it with great interest and enthusiasm regardless of its positive or negative effects. At this point, although social media seemed advantageous in many ways, it could not provide the same benefit for every individual. When especially considered in terms of interpersonal relationships, it was revealed that social media had the power of affecting interpersonal relationships of individuals and their competence levels in different dimensions positively or negatively. On the other hand, it was observed that individuals' competency had effect upon what social media was used for.

Today, young adults have spent most of their time on social media networks to meet their need for interaction and relationship. It was considered that this study was important for taking precautions against the negativities of individuals' behaviors which extended to addiction as result of their tendency towards social media mediated communication instead of face-to-face communication and the increasing use of social media.

It was considered that the research findings could be a guide for the studies carried out on raising awareness about the use of social media networks and was possible to contribute upon the literature and experts shedding light on possible problems that could arise in individuals' interpersonal competence levels and social media use.

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