

# Impact of Social Networking Usage as a Cornerstone of Socio-Emotional Competencies and Drug Awareness among Students in Digital Era: A Review

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**Abstract:** In the digital era, social networking usage has become a significant part of students' academic, emotional, social and behavioural life. Platforms such as WhatsApp, Instagram, Facebook, YouTube and other online communities are no longer used only for entertainment, but also for communication, learning, self-expression, peer interaction and awareness generation. The present study focuses on the impact of social networking usage as a cornerstone of socio-emotional competencies and drug awareness among students. Socio-emotional competencies refer to the abilities through which students understand themselves, regulate emotions, develop empathy, maintain healthy relationships and make responsible decisions. These competencies are important for students because they support emotional maturity, social adjustment, self-control and responsible decision-making in academic as well as personal life (CASEL, 2020). Social networking usage can positively contribute to socio-emotional development when students use digital platforms for meaningful communication, educational content, emotional support, counselling guidance, peer learning and awareness-based campaigns. Through social networking sites, students may become exposed to motivational messages, mental health information, anti-drug campaigns, expert lectures, educational videos and real-life experiences that can improve emotional understanding and responsible behaviour. In this way, social networking may help students develop empathy, confidence, communication skills, social participation and awareness regarding drug-related risks. Digital peer communication has also been considered useful in shaping attitudes, strengthening awareness and influencing preventive behaviour among young people (Sharma, 2024). At the same time, the study also recognizes that uncontrolled or excessive use of social networking may create negative effects on students' emotional and social life. Problematic social networking usage may lead to emotional distress, anxiety, comparison, distraction, poor self-regulation and behavioural vulnerability among adolescents. Students may also come across misleading information, peer pressure, harmful online trends and glamorized content related to drugs. Such exposure may influence their perceptions, attitudes and choices if they do not have adequate emotional maturity and awareness.

**Keywords:** Social Networking Usage, Socio-Emotional Competencies, Drug Awareness, Students, Digital Era, Social Media, Emotional Regulation, Empathy, Responsible Decision-Making, Peer Influence, Digital Literacy, Student Behaviour, Online Interaction, Preventive Awareness, Youth Development

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## 1. Introduction

In the present digital era, social networking has become an inseparable part of students' daily life. Students use social networking platforms not only for entertainment but also for communication, academic discussion, information sharing, peer interaction, self-expression and awareness generation. Platforms such as WhatsApp,

Instagram, Facebook, YouTube and other online communities have changed the way students think, communicate, learn and build relationships. Earlier, students mainly depended on family, teachers, books and face-to-face interaction for knowledge and social learning, but now digital platforms have become an important source of information and influence. This growing use of social networking

has created both opportunities and challenges for students' emotional, social and behavioural development. Therefore, it is important to study how social networking usage influences socio-emotional competencies and drug awareness among students in the digital era (Sharma, 2024). Socio-emotional competencies are essential skills that help students understand their emotions, control their behaviour, develop empathy, maintain positive relationships and take responsible decisions. These competencies include self-awareness, self-management, social awareness, relationship skills, emotional regulation, communication ability, empathy, cooperation and responsible decision-making. A student with strong socio-emotional competencies is better able to manage stress, handle peer pressure, communicate effectively, resolve conflicts and make healthy choices. In the educational context, socio-emotional competencies are considered important because they support not only academic success but also personality development, social adjustment and mental well-being. Socio-emotional competencies also help students develop emotional maturity and strengthen their ability to adjust in changing social and digital environments (Kumar & Singh, 2023).

## 2. Review of Literature

**Liu et al. (2026)**, in the research article “**Depression and Social Media Addiction among Teenagers in a Longitudinal Study with Dual Moderation**”, examined the relationship between depression and social media addiction among teenagers. The study was conducted through a three-wave longitudinal design on 3,184 teenagers in China. The researchers observed that depression was positively associated with later social media addiction, and emotional difficulties such as difficulty in describing feelings and experiential avoidance played an important role in this relationship. The study concluded that emotional regulation problems may increase the risk of unhealthy social media use among adolescents, which directly relates to socio-emotional competencies in the digital era.

**Xiong et al. (2025)**, in the research article “**The Impact of Online Social Interaction on College Students' Socio-Emotional Competence Mediated by Bonding Social Capital**”, explored the influence of online social interaction on socio-

emotional competence among college students. The study used data from 693 college students and examined parent-child and peer relationships as mediating factors. The results showed that online social interaction did not directly improve socio-emotional competence, but it indirectly supported it through bonding social capital. The researchers concluded that digital social interaction becomes meaningful when it strengthens family and peer relationships, which are important for students' emotional and social development.

**Şahin (2025)**, in the research article “**Investigation of High School Students' Social Emotional Learning Skills and Social Media Use**”, examined the association between social media use and social-emotional learning skills among high school students. The study used a relational survey design and included 352 students. The findings reported a weak negative relationship between students' social media use and their social-emotional learning skills. The study further showed that students had moderate levels of social-emotional learning and social media usage. The researcher concluded that excessive or unguided social media use may reduce students' relationship-building, self-regulation and responsible decision-making abilities.

**Liu et al. (2024)**, in the research article “**Association between Social Media Use and Substance Use among Middle and High School Students**”, investigated whether different aspects of social media use were associated with substance use among school-going adolescents. The study highlighted that online exposure, social comparison, peer influence and risky digital content may influence students' attitudes towards drugs and other harmful substances. The researchers concluded that social media literacy and drug awareness programmes are necessary to help students critically evaluate online content and resist unhealthy peer pressure.

**Piccerillo et al. (2024)**, in the research article “**Adolescent Social Media Use and Emotional Intelligence: A Systematic Review**”, reviewed studies related to social media use, emotional intelligence, emotional regulation, self-esteem and empathy among adolescents. The review indicated that lower emotional intelligence is often associated with problematic social media use, while emotional regulation and empathy play important roles in shaping online behaviour. The researchers

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concluded that socio-emotional competencies should be strengthened among adolescents so that they can use social networking platforms in a balanced, responsible and emotionally healthy manner.

### 3. Conceptual Framework of Social Networking Usage and Emerging Digital Behaviour among Students

The conceptual framework of social networking usage and emerging digital behaviour among students explains how the use of social networking platforms influences students' communication patterns, emotional expression, academic engagement, peer relationships, identity formation and behavioural choices in the digital era. Social networking usage refers to the frequency, duration, purpose and nature of students' engagement with digital platforms such as WhatsApp, Instagram,

Facebook, YouTube, Telegram, Snapchat and other online communities. In the present educational environment, students are highly connected through these platforms for academic discussion, entertainment, social interaction, self-expression, information sharing and emotional support. This framework considers social networking usage as an important independent factor that shapes the emerging digital behaviour of students. Digital behaviour includes the way students communicate online, share information, respond to peer influence, manage emotions, participate in online groups, consume digital content and develop attitudes towards social, emotional and health-related issues. Therefore, the framework highlights that social networking is not only a technological activity but also a social, emotional and behavioural process that influences students' overall development (Sharma, 2024).

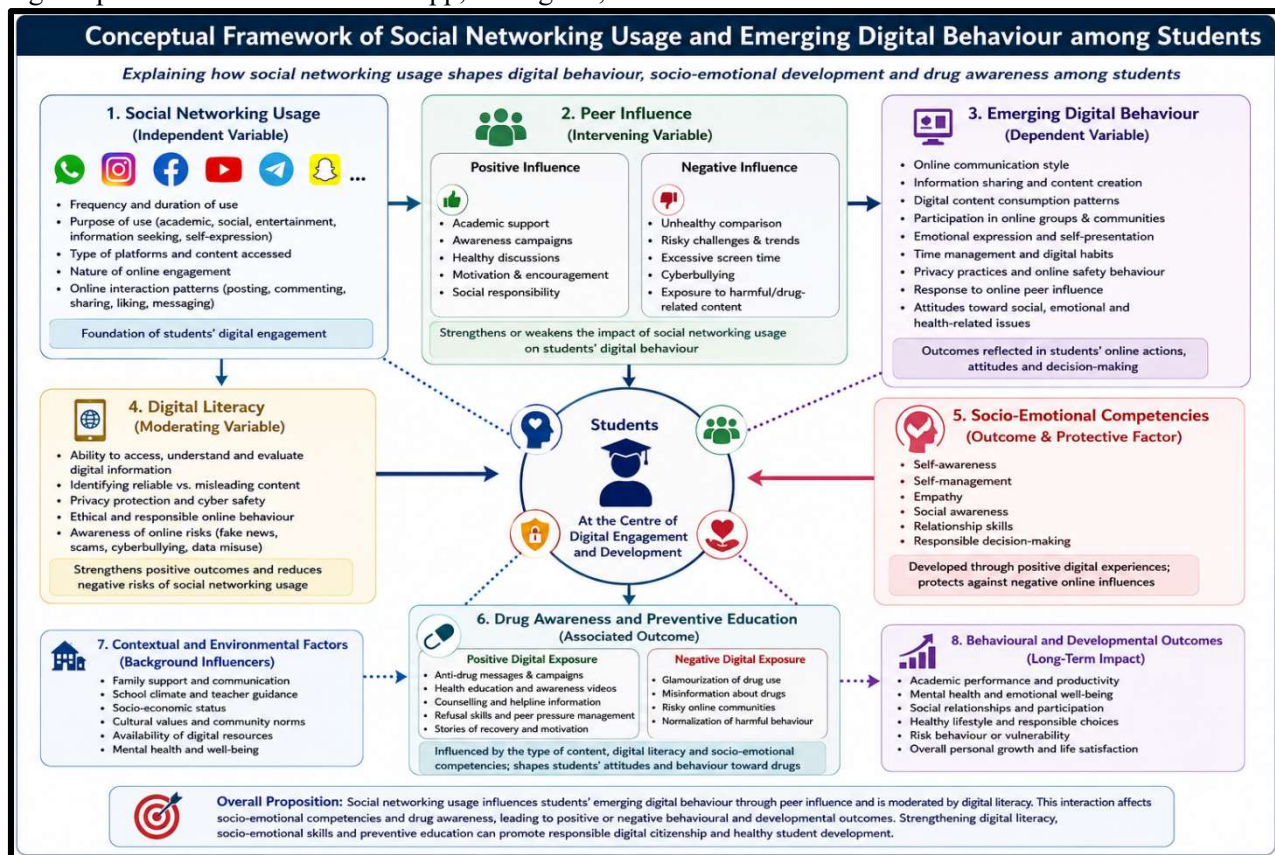


Figure 1: Conceptual Framework of Social Networking

The framework also includes peer influence as a major factor in shaping digital behaviour. Peer groups play an important role in students' online activities. Students often follow trends, challenges,

opinions, lifestyles and behaviours promoted within their peer networks. Social networking platforms increase the speed and intensity of peer influence because students are constantly exposed

to what others are doing, watching, sharing and appreciating. Positive peer influence may encourage students to participate in educational groups, social awareness campaigns, health-related discussions and creative activities. It may also motivate them to develop confidence, teamwork and social responsibility. However, negative peer influence may push students towards excessive screen time, risky online challenges, unhealthy comparisons, misinformation and exposure to drug-related or harmful content. Therefore, the framework identifies peer influence as an important intervening variable that can either strengthen or weaken the relationship between social networking usage and students' emerging digital behaviour (Mehta, 2020).

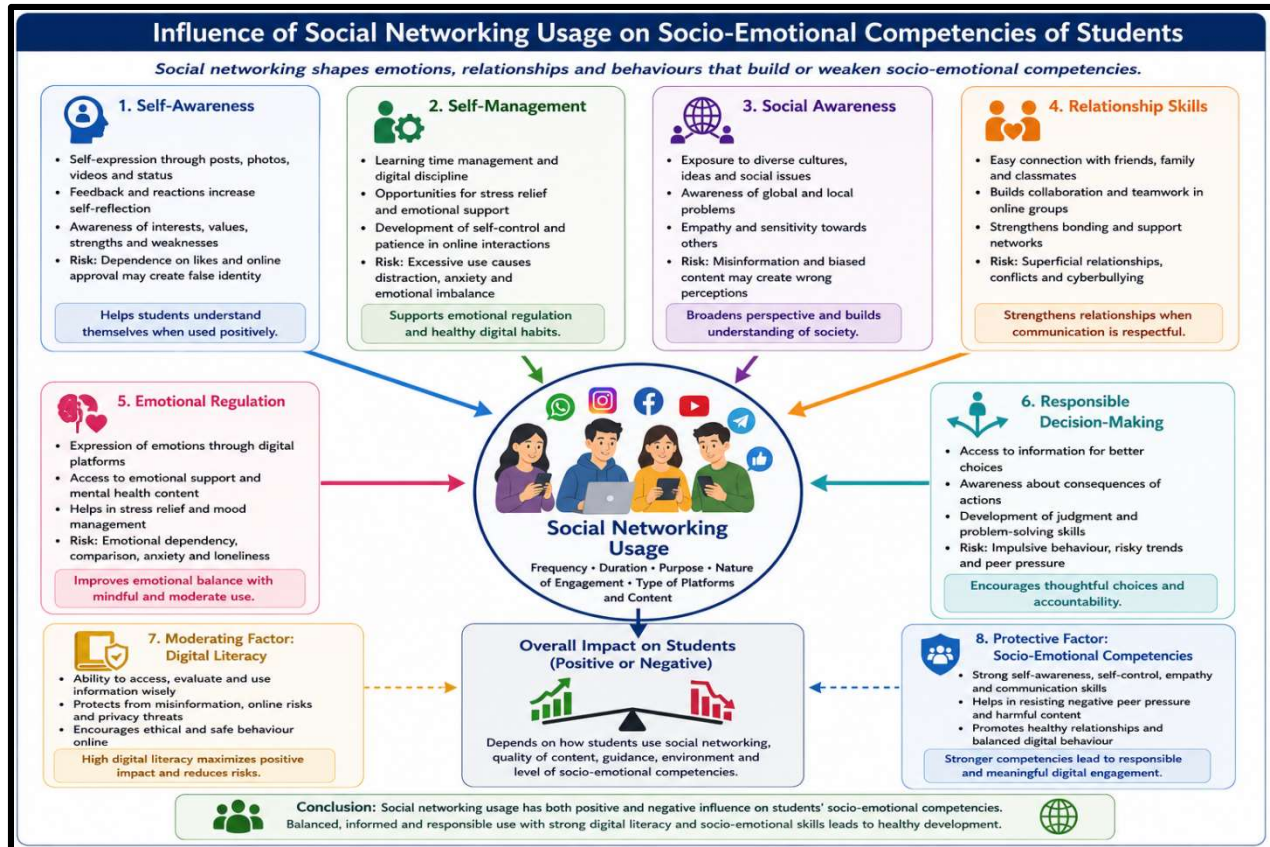
The conceptual framework also emphasizes digital literacy as a protective factor. Digital literacy refers to the ability to access, understand, evaluate and use digital content responsibly. In the context of social networking, digital literacy helps students identify reliable information, avoid misinformation, protect privacy, understand online risks and behave ethically in digital spaces. Students with higher digital literacy are more likely to use social networking for learning, awareness, positive communication and self-development. They are also better able to recognize harmful content, fake news, cyberbullying, online manipulation and drug-related misinformation. On the other hand, students with low digital literacy may easily believe misleading information, follow harmful trends and become influenced by risky online content. Therefore, the framework presents digital literacy as a moderating variable that influences the direction and strength of the relationship between social networking usage and digital behaviour among students (Kaur, 2021).

The framework further links social networking usage with socio-emotional competencies. Socio-emotional competencies include self-awareness, self-management, empathy, social awareness, relationship skills and responsible decision-making. These competencies help students use social networking in a thoughtful and balanced manner. Students with strong socio-emotional competencies are more capable of managing online conflicts, resisting peer pressure, respecting others'

opinions, avoiding harmful content and making responsible choices. They are also more likely to use social networking for constructive purposes such as learning, awareness, motivation and support. In contrast, students with weaker socio-emotional competencies may become more affected by online comparison, emotional impulsiveness, cyber aggression, peer approval and unhealthy digital dependency. Thus, the framework suggests that socio-emotional competencies are both outcomes and protective factors in the context of social networking usage. Responsible social networking may strengthen these competencies, while these competencies may also help students regulate their digital behaviour (Yadav, 2024).

#### **4. Influence of Social Networking Usage on Socio-Emotional Competencies of Students**

Social networking usage has become one of the most influential factors in the social, emotional and behavioural development of students in the digital era. Students now use social networking platforms not only for entertainment but also for communication, academic discussion, emotional expression, information sharing, peer bonding and identity formation. Platforms such as WhatsApp, Instagram, Facebook, YouTube, Telegram and other digital communities provide students with opportunities to remain connected with friends, teachers, classmates and wider social groups. This continuous online connection has changed the way students interact, understand emotions, respond to others and make decisions. Socio-emotional competencies refer to the abilities that help students recognize their own emotions, manage behaviour, understand others' feelings, build healthy relationships and take responsible decisions. These competencies include self-awareness, self-management, empathy, social awareness, relationship skills, emotional regulation, cooperation, communication and responsible decision-making. In the present context, social networking usage has a direct and indirect influence on all these competencies because students' online experiences shape their thoughts, feelings, attitudes and social behaviour (Sharma, 2024).



**Figure 2: Influence of Social Networking**

The role of digital literacy is very important in determining whether social networking positively or negatively influences socio-emotional competencies. Digital literacy enables students to use online platforms safely, critically and responsibly. It helps them identify fake news, avoid harmful content, protect privacy, understand online ethics and make informed decisions. Students with strong digital literacy are more likely to benefit from social networking because they can select useful content and avoid risky engagement. They can understand that online life may not always represent reality and that digital approval should not define personal worth. They are also better able to identify misinformation related to drugs, health and lifestyle. Therefore, digital literacy acts as a protective factor that supports socio-emotional development in the digital environment (Gupta, 2022).

Teachers, parents and educational institutions play an important role in guiding students' social networking usage. Students require support to understand how digital platforms should be used for

learning, emotional growth, social responsibility and awareness. Parents can guide students by encouraging balanced screen time, open discussion and healthy online habits. Teachers can integrate digital literacy, socio-emotional learning and value education into classroom activities. Counsellors can help students manage emotional distress, peer pressure, cyberbullying and digital dependency. Schools and colleges can organize workshops on responsible social media use, drug awareness, mental health and online safety. Such institutional support can transform social networking from a source of distraction into a tool for socio-emotional development (Rani, 2023).

In relation to drug awareness, socio-emotional competencies become even more important. Students who have self-control, emotional regulation, confidence and responsible decision-making are better able to resist peer pressure and avoid risky behaviour. Social networking can expose students to both preventive and harmful drug-related content. Anti-drug campaigns, health education videos and counselling messages can create awareness, but glamorized or misleading

content can increase curiosity and risk. Therefore, socio-emotional competencies help students critically evaluate such content and make healthy choices. When students understand their emotions, recognize peer influence and make responsible decisions, they become more capable of using social networking safely and constructively. Thus, the influence of social networking usage on socio-emotional competencies is directly connected with drug awareness and preventive behaviour among students (Mehta, 2020).

Thus, the influence of social networking usage on socio-emotional competencies of students is significant in the digital era. Social networking platforms shape how students think, feel, communicate, relate to others and make choices. When students use these platforms with discipline, awareness and positive intention, social networking can become a constructive medium for emotional development and social learning. However, when usage becomes excessive, comparison-based or unguided, it may create emotional and behavioural risks. Therefore, schools, colleges, families and counsellors must work together to promote responsible social networking practices. Integrating socio-emotional learning, digital literacy and drug awareness into student development programmes can help students become emotionally balanced, socially responsible and digitally mature individuals. In this way, social networking usage can truly function as a cornerstone of socio-emotional competencies among students in the digital era (Sharma & Kaur, 2026).

### **5. Social Networking Platforms as a Tool for Drug Awareness and Preventive Education**

Social networking platforms have emerged as powerful tools for drug awareness and preventive education among students in the digital era. Students today spend a considerable amount of time on platforms such as WhatsApp, Instagram, Facebook, YouTube, Telegram and other online communities. These platforms have become important sources of information, communication, peer interaction and social influence. In earlier times, drug awareness programmes were mainly conducted through classroom lectures, posters, seminars, rallies and counselling sessions. Although these methods are still important, their reach is sometimes limited. Social networking platforms, on the other hand, can spread awareness

messages quickly, repeatedly and widely among students. Through posts, videos, reels, stories, online campaigns, infographics and live sessions, drug awareness messages can be presented in a simple, attractive and student-friendly manner. Therefore, social networking can serve as an effective medium for educating students about the harmful effects of drugs and encouraging preventive behaviour (Sharma, 2024).

Social networking platforms also support peer-based drug awareness. Peer influence is one of the strongest factors affecting student behaviour. The same influence that sometimes pushes students towards risky behaviour can also be used positively for prevention. When students share anti-drug messages, awareness videos and personal reflections within their peer groups, the message becomes more relatable and acceptable. Peer-led campaigns on social networking platforms can encourage students to support drug-free behaviour and reject harmful habits. Students may feel more comfortable discussing sensitive issues such as drugs, addiction, stress and peer pressure in online groups or guided digital forums. Positive peer communication can strengthen refusal skills, responsible decision-making and confidence. Thus, social networking can transform peer influence into a protective factor when it is used for awareness and prevention (Patel, 2021).

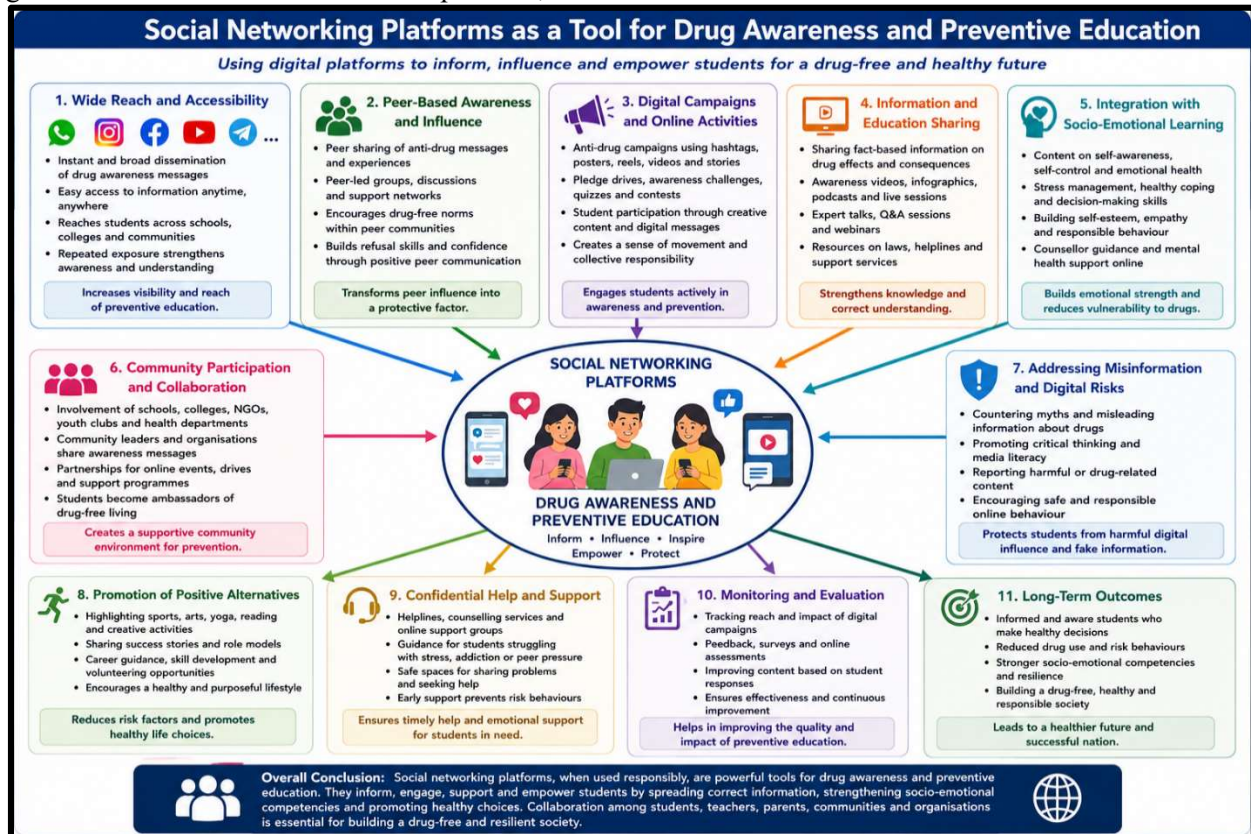
Digital campaigns are another effective use of social networking platforms for drug awareness. Schools, colleges, universities and community organizations can organize online anti-drug campaigns using hashtags, posters, reels, student messages, pledge activities and awareness challenges. For example, campaigns such as “Drug-Free Campus”, “Choose Life, Not Drugs” or “Healthy Youth, Healthy Nation” can be promoted through social networking platforms. Students can participate by sharing posters, writing messages, recording short videos or taking digital pledges. Such campaigns increase involvement and make students active participants rather than passive listeners. Digital campaigns can also create a sense of collective responsibility. When students see their friends, teachers and institutions promoting drug-free behaviour, they may feel encouraged to follow the same path (Gupta, 2022).

Teachers and counsellors can use social networking platforms to promote socio-emotional learning along with drug awareness. Since drug-related

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vulnerability is often connected with stress, peer pressure, loneliness, low self-esteem and poor decision-making, preventive education should focus on emotional strength. Teachers can share content related to self-confidence, emotional regulation, stress management, healthy friendships and responsible decision-making. Counsellors can guide students about how to handle pressure, how

to refuse harmful offers and how to seek help when needed. When socio-emotional competencies are strengthened, students become more capable of resisting negative online and offline influences. Thus, social networking becomes more effective when it is linked with emotional education and student support systems (Patel, 2021).



**Figure 3: Social Networking Platforms as a Tool for Drug Awareness**

Social networking platforms can also encourage community participation in drug prevention. Drug awareness is not only the responsibility of schools or families; it requires collective action from society. Community leaders, health workers, youth clubs, NGOs and local authorities can use social media to spread awareness and organize preventive activities. Community-based digital messages can highlight the importance of drug-free youth. In the digital era, misinformation is a major challenge in drug awareness. Students may come across false claims, incomplete information or misleading content related to drugs and their effects. Some online content may present drugs as harmless, fashionable or stress-relieving. Such misinformation can be dangerous because students

healthy lifestyles and social responsibility. Students may also participate in online community service campaigns and become ambassadors of drug awareness. Such involvement helps students feel responsible for themselves and others. It also develops leadership, empathy and social awareness, which are important socio-emotional competencies (Rani, 2023).

may not always have the maturity to judge its accuracy. Social networking platforms should therefore be used to promote fact-based awareness. Verified pages, institutional accounts, health professionals and educational organizations should share correct information in simple language. Students should also be taught to check the source

of information before accepting it. Critical thinking and media literacy are essential to protect students from harmful digital influence (Mehta, 2020).

Preventive education through social networking should also focus on positive alternatives. Merely telling students to avoid drugs is not enough. Students need meaningful alternatives that support their emotional and social needs. Social networking can promote sports, yoga, creative arts, reading, volunteering, career guidance, mental health awareness and healthy peer relationships. When students are engaged in positive activities and feel supported, the risk of drug-related behaviour may reduce. Digital platforms can highlight success stories of students who chose healthy lifestyles, overcame peer pressure or contributed to awareness campaigns. These positive narratives can motivate others and create a hopeful environment (Gupta, 2022).

## **6. Risks, Challenges and Preventive Strategies in Responsible Social Networking Usage**

Responsible social networking usage has become an important concern in the digital era because students are highly connected with online platforms for communication, entertainment, learning, peer interaction and self-expression. Social networking platforms provide many benefits, such as quick access to information, academic discussion, emotional support, awareness campaigns and social

The role of language and presentation is also important in social media-based drug awareness. Messages should be presented in a language that students understand easily. Content should be concise, clear and relatable. Visual material such as posters, short videos, animations and real-life stories can be more effective than long theoretical explanations. The tone should be supportive rather than threatening. Awareness messages should respect students' dignity and encourage them to talk openly about problems. When students feel judged, they may hide their difficulties. But when they feel understood, they may become more open to guidance and prevention (Kaur, 2021).

participation. However, these platforms also create several risks and challenges when they are used excessively, carelessly or without proper guidance. Students are at a sensitive stage of emotional, social and psychological development, and their online experiences may strongly influence their thoughts, feelings, behaviour and decision-making. Therefore, responsible social networking usage is necessary to protect students from harmful digital influences and to promote healthy socio-emotional growth (Sharma, 2024).

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**Figure 4: Risks, Challenges and Preventive Strategies: Analysis**

One of the major risks of social networking usage is excessive screen time. Many students spend long hours scrolling through posts, watching videos, chatting, sharing content and checking notifications. This continuous engagement may disturb their academic routine, sleep pattern, concentration and physical health. Excessive use may also reduce time for reading, outdoor activities, family communication and face-to-face interaction. When students become dependent on social networking, they may feel restless or uncomfortable without checking their phones. This behaviour may gradually affect self-control and time management. Therefore, excessive screen time is not only a digital habit but also a behavioural challenge that can weaken students' socio-emotional competencies (Kumar & Singh, 2023). Another important challenge is emotional dependency on online approval. Students often measure their social value through likes, comments, shares, followers and views. When they receive appreciation online, they may feel happy and confident, but when they do not receive expected responses, they may feel ignored, rejected or emotionally disturbed. This dependency may create low self-esteem, anxiety and social comparison.

Many students compare their appearance, lifestyle, academic success and popularity with others on social networking platforms. Since most online posts show selected and polished versions of life, such comparison may create unrealistic expectations and dissatisfaction. As a result, students may lose confidence and develop emotional insecurity (Verma, 2022). Cyberbullying is another serious risk associated with social networking usage. Students may face insulting comments, teasing, trolling, rumours, edited images, public humiliation or threatening messages through digital platforms. Unlike traditional bullying, cyberbullying can spread quickly and may continue even outside school hours. It can deeply affect the emotional health of students and may lead to fear, anxiety, sadness, anger, isolation and loss of trust. Some students may hesitate to report cyberbullying due to shame, fear of punishment or fear of losing access to their devices. Therefore, schools, parents and counsellors must create a supportive environment where students feel safe to report online harassment (Patel, 2021). Misinformation is another major challenge in responsible social networking usage. Students are

frequently exposed to unverified information, fake news, misleading health advice, false educational content and harmful trends. In the context of drug awareness, misinformation can be particularly dangerous. Some online content may present drugs as fashionable, harmless or stress-relieving, while some posts may hide their harmful physical, psychological and social consequences. Students who lack critical thinking and digital literacy may accept such content as true. This may affect their attitudes, choices and decision-making. Therefore, students must be trained to verify information, check credible sources and avoid blindly sharing online content (Mehta, 2020).

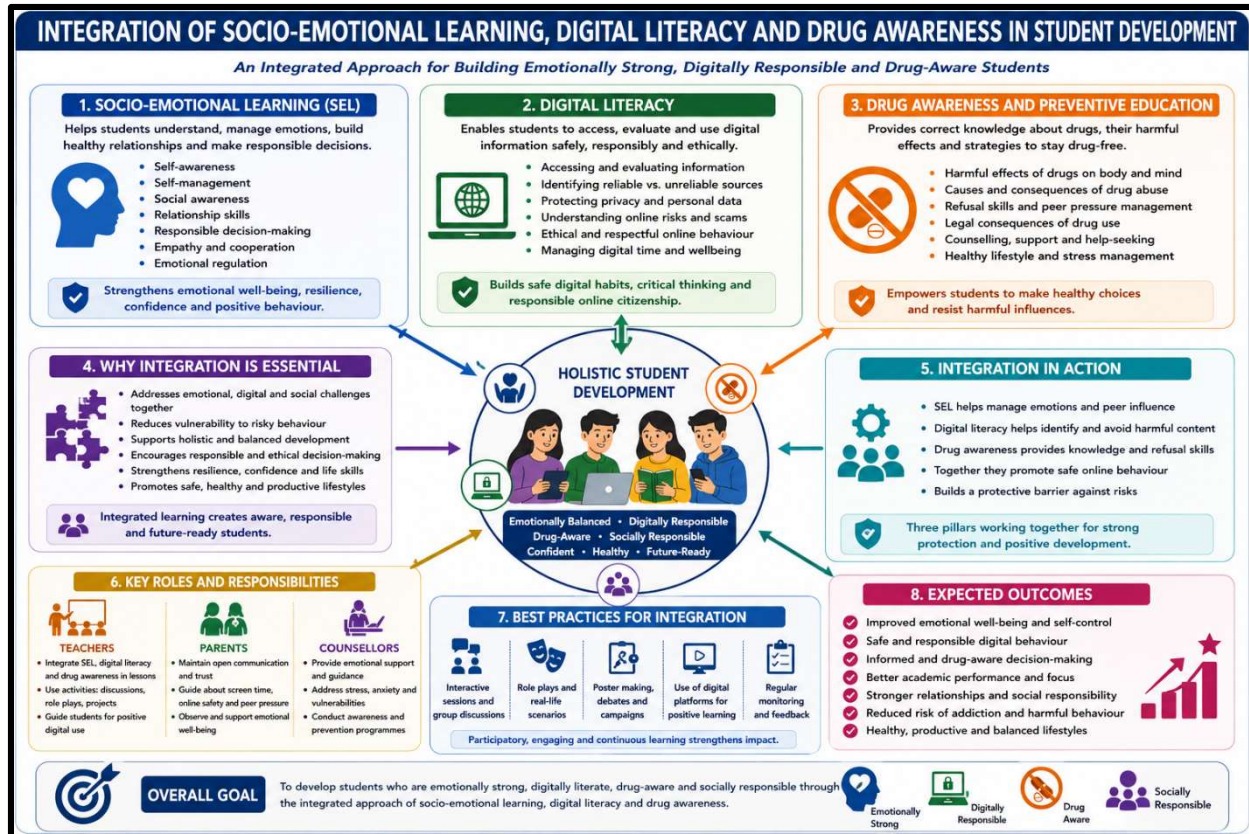
### **7. Integration of Socio-Emotional Learning, Digital Literacy and Drug Awareness in Student Development**

The integration of socio-emotional learning, digital literacy and drug awareness has become highly important for the overall development of students in the digital era. Students today are not only learners in classrooms but also active participants in digital spaces, social networking platforms and peer-based online communities. Their thoughts, emotions, relationships, habits and decisions are influenced by both offline and online environments. Therefore, student development cannot be limited only to academic achievement. It must also include emotional maturity, social responsibility, safe digital behaviour and awareness regarding harmful practices such as drug use. Socio-emotional learning helps students understand and manage emotions, digital literacy helps them use online platforms responsibly, and drug awareness helps them make healthy and informed decisions. When these three areas are integrated, students become better prepared to face emotional, social and digital challenges of modern life (Sharma, 2024).

Digital literacy is another important component of student development. It refers to the ability to access, understand, evaluate and use digital information safely and responsibly. In the digital era, students receive large amounts of information through social networking platforms, websites, videos, reels, online groups and digital advertisements. Not all information available online is accurate or healthy. Students may be exposed to fake news, misleading health claims, harmful trends, online scams, privacy risks and drug-related misinformation. Digital literacy helps students identify reliable sources, protect personal information, avoid harmful content and behave ethically in online spaces. It also enables students to understand that online content can influence emotions, attitudes and decisions. Thus, digital literacy acts as a protective shield for students in the digital world (Verma, 2022).

Drug awareness is equally important because students are at a stage where curiosity, emotional stress, peer influence and experimentation may increase vulnerability. Drug awareness means correct knowledge about the harmful effects of drugs on the body, mind, family, education, career and society. It also includes awareness about causes of drug abuse, prevention methods, refusal skills, legal consequences, counselling support and help-seeking behaviour. Students must understand that drug use can affect physical health, emotional stability, academic performance, relationships and future opportunities. Awareness should not be fear-based only; it should also provide practical guidance on how to resist peer pressure, manage stress and seek help when needed. In this way, drug awareness becomes an essential part of preventive education and responsible student development (Patel, 2021).

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**Figure 5: Integration of Socio-Emotional Learning, Digital Literacy and Drug Awareness**

The integration of socio-emotional learning and drug awareness is especially meaningful because drug-related vulnerability is often connected with emotional and social factors. Students may turn towards risky behaviour due to stress, loneliness, low self-esteem, peer pressure, anxiety or lack of coping skills. Socio-emotional learning helps students develop emotional regulation, confidence, resilience and decision-making ability. These skills reduce the chances of harmful choices. For example, a student who can manage stress in a healthy way is less likely to adopt harmful coping methods. A student with strong self-confidence is better able to say no to peer pressure. A student with responsible decision-making ability can understand the long-term consequences of drug use. Therefore, socio-emotional learning strengthens the preventive impact of drug awareness (Mehta, 2020). Teachers play a central role in this integration. They interact with students regularly and can observe changes in behaviour, academic performance, peer relationships and emotional condition. Teachers can encourage students to use digital platforms for learning, awareness and

positive communication. They can also guide students about the risks of excessive social networking, misinformation and harmful online trends. In classroom activities, teachers can include group discussions, role plays, case studies, poster making, debates and reflective writing on topics related to socio-emotional skills, digital responsibility and drug awareness.

## 8. Conclusion

The present review concludes that social networking usage has become a significant factor in shaping the socio-emotional competencies and drug awareness of students in the digital era. Social networking platforms are no longer limited to communication and entertainment; they have become powerful spaces for learning, emotional expression, peer interaction, awareness generation and behavioural influence. Students use these platforms to connect with friends, share ideas, access information, participate in online communities and express their feelings. Therefore, social networking usage plays an important role in influencing how students think, communicate, regulate emotions, develop relationships and make decisions in their academic and personal lives. The

review highlights that social networking usage can positively contribute to socio-emotional competencies when students use digital platforms in a balanced and responsible manner. Positive online engagement can improve self-awareness, emotional expression, empathy, communication skills, social participation, relationship management and responsible decision-making. Students may gain confidence through healthy interaction, receive emotional support from peers, participate in educational discussions and access motivational or counselling-related content. In this way, social networking can become a constructive medium for socio-emotional learning and personality development. However, the impact depends on the purpose, duration, frequency and quality of social networking usage (Sharma, 2024).

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