THEORETICAL PERSPECTIVE OF THE STUDY

“Internet” refers to the global information system that...(i) is logically linked together by a globally unique address space based on the Internet Protocol (IP) or its subsequent extensions/follow-ons; (ii) is able to support communications using the Transmission Control Protocol/Internet Protocol (TCP/IP) suite or its subsequent extension/follow-ons and/or other IP-compatible protocols; and (iii) provides, uses or makes accessible, either publicly or privately, high level services layered on the communications.

Federal Networking Council (1995, cited in Leiner et al., 2010)

The Internet with a capital I is one of the world’s most interesting achievements in computer science and networking technology. It provides a world-wide mechanism for user-to-user, computer-to-computer communication that spans corporate and national boundaries (Miller, 2004). It is a communication revolution that is sweeping through the world and nothing will ever be the same again (Dinnick, 2000). With the growth rate of 6000% p.a. it surely is, as Bill Gates quotes, “the road ahead” (Lambert et al., 2005).

The Internet is the world’s largest computer network. It links computer terminals together via wires or telephone lines in a web of networks and shared software. With the proper equipments, an individual can access vast amounts of information and search databases on various computers connected to the Internet, or communicate with someone located anywhere in the world as long as one has the proper equipments (Handy Science Answer Book, 2003).

The Internet was an American invention, but its influence and impact have swept through the world like a seismic wave. Internet is in indeed the most outstanding innovation in the field of communication added in the history of mankind. It is a combination of most advanced technologies till today. But most advanced technologies often have a dark side also just like nuclear power and pesticides (Lambert et al., 2005). The Internet is no different. The influences of the Internet potentially range across the whole landscape of human endeavour, raising profoundly important issues - technological, social, political,
legal, economic, environmental and cultural (Lambert et al., 2005). A broad perspective is required to understand and solve the controversial issues. Though Internet has its own advantages and disadvantages by using it, but it is dramatically changing the way people live, work, communicate, recreate and participate in public life all over the world (Haseloff, 2005).

Internet access and use among adolescents and other age brackets have grown exponentially over the past decade. The 2002 Gallup survey (Whitlock, Powers and Eckenrode, 2006) reported that Internet is preferred by many adolescents to the other media, including the telephone, TV and radio. It is also reported that the primary purpose why adolescents use the Internet remains social reasons (Gross, 2004) despite various activities including doing school work, playing games, shopping and downloading music (Shen and Shakir, 2009). As a social context, the Internet enables multiple communication functions, such as e-mail, instant messaging, chat and blogs to allow adolescents to participate and construct their own environments (Greenfield and Yan, 2006). The Pew Internet and American Life Project (Lenhart, Madden, and Hitlin, 2005; Whitelock et al., 2006) indicated that the vast majority (89%) of teens use e-mail, 75% use instant messaging. Over 50% of teens possess more than one e-mail address or screen name, which they can use to send private messages to friends or to participate anonymously in online forums, such as chat rooms (Lenhart et al., 2005). However, the Internet access and usage among Indian adolescents is little and sparse. According to a research presented in a special issue of American Psychological Association (APA), spending a lot of time on the web can have both negative and positive effects on young people (Willenz, 2006) in terms of their social life, emotional state of mind and health.

Some evidence suggests that Internet communication may be especially advantageous for shy, socially anxious or marginalized youth, enabling them to practice social skills without the risks associated with face-to-face interactions (Heitner, 2002; Mckenna, Green & Gleason, 2002; Subrahmanyam et al., 2004). This freedom from social pressure may help adolescents build more confidence in real social situations and can elicit a sense of connection to others an important aspect in adolescent social development (Louge, 2006).
Although the Internet has consistent positive impacts on modern society, it has also caused various societal concerns about privacy, security, pornography, Internet crime and virtual community (Greenfield & Yan, 2006). Its easy accessibility poses greater risks and dangers for youth as compared to other forms of media. 85% of parents reported that among all forms of media, the Internet posed the greatest risk to their children (Common Sense Media, 2006). Parental concerns are valid, especially considering that teens are essentially free to view and post whatever they choose and communicate with whomever they want (as cited in Louge, 2006).

Thus, the Internet is transforming the social world of adolescents by influencing how they communicate, establish and maintain relationships and find social support. Therefore, it is essential to gain awareness of both the potential benefits and risks of teen Internet use and provide strategies to guide safe and positive practice. So, the children’s Internet Protection Act was signed into law in 2000, requiring schools and libraries receiving federal e-rate funds to filter online visual depictions that are harmful to children under the age of 17 and representing widely implemented federal policy decisions to protect children from damaging impacts of the Internet (Parsad and Jones, 2005).

SIGNIFICANCE OF THE STUDY

A subtle shift is occurring in our society. We are becoming a “dot com” nation. As a society, we are changing. We are inventing new ways of communication, doing business, sharing information, both personal and public. It is the Internet, most powerful invention of the century, which makes all these things possible in every manner. The Internet is one of the major technological systems currently changing how we define knowledge, personal value and social relationships (Postman, 1992; Webster, 1995). Internet is the most popular daily routine activity. Different kinds of people with different ethnicities, backgrounds, social standing is using the Internet on a daily basis. Using the Internet, we can connect with just about anybody from anywhere in the world. We can have multiple conversations with people from different countries in real time. It’s amazing to think that we can also view a person via webcam from hundreds of thousands miles away with a single click. This is the genius and beauty of the Internet.
Internet access among adolescents has grown exponentially over the past decade. Pre adolescents and younger children also use the Internet to a large extent. As a new information and communications system, the Internet poses a practical problem that demands reflective and critical thinking on the part of individuals especially adolescents and families. The Internet is more exciting and challenging as a research environment than earlier media because it is a complex virtual social and physical world that children and adolescents participate in and co-construct, rather than something that is merely watched (TV) or merely used (PC). It becomes a complex virtual universe behind a small screen on which developmental issues play out in old and new ways, offering new views into the thoughts, feelings, and behaviours of children and adolescents. This universe will continue to expand as web-connected cell phones and other new Internet applications emerge. This is an important and healthy sign of a new and growing residential background of research.

The Internet has implications for the physical, cognitive, social, and behavioural development of children and adolescents (Finkelhor, Mitchell, and Wolak, 2000; Finkelhor, Mitchell, and Wolak, 2003; Greenfield, 2004; Huston et al., 1998; Katz and Rice, 2002; Kraut et al., 1998; Subrahmanyam et al., 2001; Thornburgh and Lin, 2002). So, it is essential to find out the influence of Internet on adolescent’s social competence, emotional maturity and general well-being so that findings of the study can be used to design the curriculum. The studies reported above demonstrate that different factors associated with Internet use operate differently in different race, culture and sex-groups and since there is dearth of systematic study under Indian set up, it is appropriate to investigator that whether or not Internet use independently or interaction with each other accountable for differences in Social Competence, Emotional Maturity and General Well-being. Research about the perceived influence of Internet use on social competence, emotional maturity and general well-being of adolescents is still in its infancy especially in India, and needs to be qualitatively and quantitatively improved. The present study is an effort in this direction.
STATEMENT OF THE PROBLEM

The problem under study stated as, “A Study of Perceived Influence of Internet Use on Social Competence, Emotional Maturity and General Well-being of Adolescents.”

DEFINITION OF THE KEY TERMS USED

Perceive – To attain awareness or understanding of, to become aware of through the senses (http://www.merriam-webster.com/dictionary/perceived).

Internet – The Internet is a global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. It carries a vast range of information resources and services (http://en.wikipedia.org/wiki/Internet).

Internet User – Internet World Stats (http://www.internetworldstats.com) defines an Internet User as anyone currently in capacity to use the Internet. In their opinion, there are only two requirements for a person to be considered an Internet User:

(3) The person must have available access to an Internet connection point, and

(4) The person must have the basic knowledge required to use web technology.

Internet Penetration Rate – Internet Penetration Rate corresponds to the percentage of the total population of a given country or region that uses the Internet. No adjustments have been made for infants or illiteracy in the Internet Penetration Rate calculations (http://www.internetworldstats.com).

Internet Growth Rate – In order to establish the relative growth rate of the Internet on a global basis, Internet World Stats compare the current (latest) Internet usage figures for each country or region with the year 2000, baseline year for Internet usage figures, and express this ration as a percentage (http://www.internetworldstats.com).
**Social Competence** – The definition given by Benard (1995) was used as an operational definition of the term Social Competence which states that Social Competence as consists of relationship skills. It involves responsiveness, especially the ability to elicit positive responses from others; flexibility, including the ability to move back and forth between primary culture and dominant culture (cross-sectional competence); and empathy, caring, communication skills, and a sense of human.

**Emotional Maturity** – Skinner (2001) defined Emotional Maturity as “the degree to which the person has realized his potentials for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole heartedness.

**General Well-Being** – It is a state of being or doing well in life (www.people.vcu.edu/~swarkin/swhpages/glossary). General well-being as a construct refers to the harmonious functioning of the physical as well as psychological aspects of the personality, giving satisfaction to the self and benefit to the society (Siwach, 2000).

**Adolescents** – Adolescence (Latin in origin, derived from the verb *adolescere*, which means to grow into adulthood) is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood (age of majority), but largely characterized as beginning and ending with the teenage stage. According to Erik Erikson's stages of human development, for example, a young adult is generally a person between the ages of 20 and 40, whereas an adolescent is a person between the ages of 13 and 19 (http://www.answers.com/topic/adolescence).

**Metropolitan Residential background** - A metropolitan residential background is a region consisting of a populous urban core with a high density of employment plus surrounding territory that is socio-economically linked to the urban core by commuting. In India, the Census Commission defines a metropolitan city one having a population of over 4 million. Mumbai, Delhi, Chennai, Kolkata, Bengaluru, Hyderabad, Ahmedabad, Pune, Nashik, Surat are the ten cities that qualify. Residents of these cities are also entitled to a higher House rent allowance. The figure only applies to the city region and not the conurbation (http://en.wikipedia.org/wiki/metropoliten_residential_background).
**Non-metropolitan Residential background** - The residential backgrounds located outside the metropolitan residential background are referred to as non-metropolitan residential background. Non-metropolitan residential backgrounds cover all other parts of a state or territory excluding the Metropolitan residential backgrounds as defined above (http://adl.brs.gov.au/mapserv/fishcoast/glossary.html).

**OBJECTIVES OF THE STUDY**

The present study aimed at the following objectives:

1. To construct and standardize the General Well-being Scale to assess the General Well-being of adolescents.
2. To study the influence of Residential Background, Gender, Academic Stream, Frequency of Internet Access and their various interactions on Social Competence of Internet user adolescents.
3. To study the influence of Residential Background, Gender, Academic Stream, Frequency of Internet Access and their various interactions on Emotional Maturity of Internet user adolescents.
4. To study the influence of Residential Background, Gender, Academic Stream, Frequency of Internet Access and their various interactions on General Well-being of Internet user adolescents.

**HYPOTHESES OF THE STUDY**

The following hypotheses were formulated for the present study:

1. There is no significant influence of Residential Background, Gender, Academic Stream, Frequency of Internet Access and their various interactions on Social Competence of Internet user adolescents.
2. There is no significant influence of Residential Background, Gender, Academic Stream, Frequency of Internet Access and their various interactions on Emotional Maturity of Internet user adolescents.
There is no significant influence of Residential Background, Gender, Academic stream, Frequency of Internet Access and their various interactions on General Well-being of Internet user adolescents.

VARIABLES IN THE STUDY

Variables are defined as characteristics of persons, objects, groups or events to which qualitative and quantitative values can be assigned. These values can also be categorical (Mason and Bramble, 1989). Two types of variables were worked upon in the present study. These were Demographic and Criterion variables. The demographic and criterion variables applicable to the present study are discussed below:

Demographic Variables

There were four demographic variables that grouped respondents by common characteristics. The demographic variables included Residential Background, Gender, Academic Stream and Frequency of Internet Access. Two levels of Residential Background i.e. Metropolitan and Non-metropolitan were taken. Gender is a dichotomous variable (Male and Female). Two levels of Academic Stream i.e. Science Group and Commerce Group were taken. Three levels of Frequency of Internet Access – Regular, Moderate and Infrequent Internet Access were included in the study.

Criterion Variables

There were three criterion variables that grouped responses by content categories. The criterion variables included Social Competence, Emotional Maturity and General Well-being. The objective of taking these variables was to find out the perceived influence of Internet use on these variables on adolescents because of their Internet Access. These variables measured by administering Social Competence Scale, Emotional Maturity Scale and General well-being Scale.

RESEARCH DESIGN

The present study was intended to find out the perceived influence of Internet use on Social Competence, Emotional Maturity and General Well-being of adolescents. Hence,
the descriptive survey research with factorial design was applied. Descriptive survey research is probably the most frequently used mode of observation in the social sciences. Typically, the researcher selects a sample of respondents from a certain population and administers standardised questionnaires/scales to them (Beukman, 2005).

To study the main and interactive influences among Residential Background, Gender, Academic Stream and Frequency of Internet Access on Social Competence, Emotional Maturity and General Well-being of Internet user adolescents, $2 \times 2 \times 2 \times 3$ factorial design was employed. In this design, the three demographic variables were varied at two levels and fourth demographic variable was varied at three levels. Residential Background was designated as ‘A’ ($A_1$ for Metropolitan and $A_2$ for Non-metropolitan Residential Background), Gender as ‘B’ ($B_1$ for Male and $B_2$ for Female), Academic Stream was designated as ‘C’ ($C_1$ for Science Group and $C_2$ for Commerce Group) and Frequency of Internet Access as ‘D’ factor ($D_1$ for Regular, $D_2$ for Moderate and $D_3$ for Infrequent Internet Access). Metropolitan Male adolescents of Science Group with Regular, Moderate and Infrequent Internet access were designated as $A_1$, $B_1$, $C_1$, $D_1$; $A_1$, $B_1$, $C_1$, $D_2$ and $A_1$, $B_1$, $C_1$, $D_3$ whereas Non-metropolitan Female adolescents of Commerce Group with Regular, Moderate and Infrequent Internet access were designated as $A_2$, $B_2$, $C_2$, $D_1$; $A_2$, $B_2$, $C_2$, $D_2$ and $A_2$, $B_2$, $C_2$, $D_3$. In this way, the adolescent students belonging to different Residential Background were divided according to Gender and then the Male and Female students were relegated in Academic Stream and finally Science Group and Commerce Group were classified in different Frequencies of Internet Access. All these categories of the adolescents were different from one another. So, the descriptive survey design adopted in the present study was four-way factorial ($2 \times 2 \times 2 \times 3$) design. There were, thus $2 \times 2 \times 2 \times 3 = 24$ (Twenty Four) combinations. The next step was to select the respondents for participation.

**SAMPLE**

The initial sample for the present study consisted of 570 Internet user adolescents studying in different senior secondary schools of Delhi and Bahadurgarh. The sample included both Male and Female adolescent students of Science and Commerce Academic Stream. A stratified multi-stage random sampling technique was used to collect the data.
Delhi was selected to represent the Metropolitan area and Bahadurgarh was for Non-metropolitan area. Delhi and Bahadurgarh was divided in five zones i.e. east, west, north, south and central zone. A list of schools of Delhi and Bahadurgarh was obtained from the concerned District Education Officer (DEO) for each zone. In order to attain a reasonable stratification, 20 schools were randomly selected by lottery method from the list. Only those Internet user adolescents were considered sample that completed all measuring tools. 25 Internet user adolescents from each school were selected for the study. In this way, a sample of 496 Internet user adolescents was adequately representative of the population of Metropolitan and Non-metropolitan area for the study. Total sample was divided at each level according to the design of the study.

There were thus 24 groups in the present study. From each of these groups, because in each cell, numbers of respondents were unequal at level of frequency of Internet access therefore, the investigator decided to pick up all respondents from each cell. In this way, the final sample comprised of 496 Internet user adolescents in all. Thus the factorial design had Four hundred Ninety Six respondents.

**MEASURING INSTRUMENTS**

As per the requirement of the study, the following tools were employed:

1) **Social Competence Scale**

In order to measure the Social Competence of the sampled adolescents, a Social Competence Scale (SCS) constructed and standardized by Sharma, Shukla and Shukla (1992) was used. The scale comprised of 50 items measuring 18 factors of social skills and behaviour of Indian adolescents of both the sexes. It is a five point scale ranging from ‘very high’, ‘high’, ‘average’, ‘low’ and ‘very low’ respectively. The scoring was done as per directions in the manual. The highest score on the scale can be obtained 250 and lowest can be 50. The coefficient of temporal stability employing test-retest method has been estimated to be \( r_{tt} = .56 \) where as the coefficient of interrater reliability has been found to be \( r_{ir} = .67 \) and validity was found to be .84. All the components of the SCS have been found positively correlated with the composite social competence ranging from \( r = +.701 \) to \( r = +.142 \) which indicates that all the 18 components of the social competence
scale measure broadly the same attribute of social competence through these components what the composite social competence scale is measuring.

ii) **Emotional Maturity Scale**

Emotional Maturity Scale is constructed and standardized by Singh and Bhargava (1990). The scale contained of 48 items and is based on five major residential backgrounds of emotional maturity i.e. emotional unstability, emotional regression, social maladjustment, personality disintegration, lack of independence. The highest the score on the scale is greater the degree of the emotional immaturity and vice-versa. It is a self–reporting five point scale. Items of the scale are in question form demanding information for each in any of the five options- ‘very much’, ‘much’, ‘undecided’, ‘probably’, ‘never’. The highest score of the Emotional Maturity Scale can be obtained 240 and lowest can be 48. The test-retest reliability of the scale was 0.75 and internal consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the five residential backgrounds i.e. emotional unstability (.75), emotional regression (.63), social maladjustment (.58), personality disintegration (.86), lack of independence (.42). The scale was validated against external criteria i.e. the Gha (.64). This scale is meant for adolescents and adults.

iii) **General Well-being Scale**

General Well-being Scale (GWBS) is constructed and standardised by investigator and supervisor (Kalia and Deswal, 2010). The scale consisted of 55 items represented in four subscales: physical well-being, emotional well-being, social well-being and school well-being. It is a self-reported five point scale included positive and negative items ranging from ‘strongly disagree’, ‘disagree’, ‘undecided’, ‘agree’, and ‘strongly agree’. The reliability of the GWBS was estimated by using Split-half method and Spearman-Brown Prophecy method. The reliability coefficient was found .989 and total reliability of the scale was estimated .994. The validity of the scale was checked by calculating the coefficient of correlations between scores on the total scale and scores on each of the four subscales. The correlations ranged from .639 to .715 and all the correlations are significant at .01 level. With its so high reliability and validity, the scale ensures greater significance and wide application in the measurement of general well-being of adolescents.
iv) **Internet Use Questionnaire**

To provide a reliable and valid base for the present study, Internet use questionnaire is developed by investigator and supervisor. Internet use was confirmed by filling out the Internet Use Questionnaire about their access to the Internet, the total time they spent online, time spent on e-mail, and where (e.g., home versus school) they typically accessed the Internet, information about their online activities and nature and extent of their online relationships. The statements in question form included in the questionnaire have a reliable and valid base of previous and recent researches conducted in this field. The one and only need to fill this questionnaire is to get the authentic information about adolescents’ Internet access. This information is very essential to conduct the quality descriptive survey and to know the perceived influence of Internet use on Social Competence, Emotional Maturity and General Well-being of adolescents. Thus, findings of the study can be generalized and implemented in a positive manner.

**PROCEDURE OF DATA COLLECTION**

The next step after measuring instruments selection was data collection by administering the scales and questionnaire. Data was collected through direct administration of scales and questionnaire to respondents. The investigator personally visited the schools located in metropolitan and non-metropolitan residential background and request principals to allow her to collect the data for research. All school principals assured full co-operation to the investigator. Respondents in the study included those who participated directly through filling the scales and questionnaire. Investigator sought information from male and female adolescents who used the Internet. The scales and questionnaire were administered to a group of randomly selected respondents. Detailed information and essential guidelines was provided to all respondents and aim of the survey was also fully explained to all respondents. Data was collected by using scales and questionnaire filled out in the classroom settings. The students were asked to tick mark and write the most appropriate responses in their opinion. The investigator assured the respondents that the information so collected will be used only for research purpose. On completion, the researcher collected scales and questionnaire from the respondents.
SCORING PROCEDURE

Scoring of all the scales, used for research purpose in the present study was done by the investigator keeping in view the norms accordingly the manual of the scale under the guidance of supervisor.

STATISTICAL TECHNIQUES EMPLOYED

The collected data was analyzed keeping in view the objectives and design of the study. The data was analyzed by using SPSS Package. The following statistical techniques were employed for analysis the data:

1. Descriptive statistics such as Means and Standard Deviations were worked out to describe the nature of data.
2. In order to find out the perceived influence of Residential Background, Gender, Academic Stream and Frequency of Internet Access on Social Competence, Emotional Maturity and General Well-being of Internet user Adolescents, Four- way Analysis of Variance (2×2×2×3) was employed.
3. Further, where F-ratio was significant, it was supplemented with student t-test in case of main influence and in case of interactive influences, simple influences and simple interactive influences at each level of significant interaction was obtained by employing ANOVA to understand the direction of significance.
4. To represent the significant results pictorially, line diagram were plotted.
5. Partial eta squared method was used to determine the effect size.

SAMPLE CHARACTERISTICS

Descriptive information of 496 sampled adolescent respondents is discussed as:

- 71.00% of metropolitan and 82.00% of non-metropolitan adolescent respondents have marked the exact full form of the Internet in the given options.
- 86.00% of metropolitan and 96.00% of non-metropolitan respondents defined Internet in their own words.
Majority of metropolitan (50.00%) and non-metropolitan (72.00%) respondents accessed Internet at their own home followed by cyber cafe. However, 4.00% of metropolitan respondents reported having access to Internet at friend’s home whereas 3.00% of non-metropolitan adolescents used Internet at school library.

36.00% of metropolitan adolescents were using the Internet since 2-3 years followed by more than 4 years (32.00%) whereas 32.00% of non-metropolitan respondents were using Internet since 1-2 years followed by less than one year (25.00%).

68.00% of metropolitan and 61.00% of non-metropolitan respondents reported regular visit of certain websites. They also mentioned websites’ names according to their preference.

54.00% of metropolitan adolescents reported use of social networking sites on a regular basis while 72.00% of non-metropolitan adolescents did not report for the same.

18.00% of metropolitan adolescents visited chatting, educational and download music websites whereas pornographic websites was preferred by only 2.00% of metropolitan respondents in the last two months. 20.00% of non-metropolitan adolescents visited educational websites in the last two months followed by games (16.50%) and chatting (15.00%) websites. 2.50% of non-metropolitan adolescents reported visit to pornographic websites in the last two months.

11.00% of metropolitan and 28.00% of non-metropolitan adolescents reported their person web-page.

29.00% of metropolitan adolescents have created 3 email accounts while 18.00% adolescents reported none e-mail account. 30.00% of non-metropolitan respondents did not have any e-mail account while 11.00% of non-metropolitan adolescents reported more than 4 e-mail accounts.

Watching videos/movies was preferred by 25% metropolitan adolescents followed by e-mail (21.00%) and search directories (21.00%) while non-metropolitan adolescents reported their preference for search directories (21.00%) followed by online chat (25.00%) and e-mails (17.00%).
Second most often used Internet application by metropolitan adolescents (29.00%) was online chat followed by download music (23.00%). Download music was preferred by non-metropolitan adolescents (26.00%) for second most often used Internet application.

47.00% of metropolitan and 49.00% of non-metropolitan adolescents were reported having less than 1 hour Internet access whereas 47.00% of metropolitan and 32.00% of non-metropolitan adolescents were reported 1-2 hours on the Internet.

35.00% of metropolitan and 51.00% of non-metropolitan adolescents reported playing games on the Internet while 65.00% of metropolitan and 49.00% of non-metropolitan reported that they did not play games online.

Equal number of metropolitan and non-metropolitan (12.50%) respondents retained that they pretended to be someone else in chat, instant messages and e-mails while 87.50% of both residential background adolescents denied for the same activity on the Internet.

14.00% of metropolitan and 17.00% of non-metropolitan respondents retained their romantic involvement through online while majority of the metropolitan (86.00%) and non-metropolitan (83.00%) respondents denied their online romantic involvement.

4.00% of metropolitan and 15.00% of non-metropolitan respondents reported that they met in real life with their online romantic involvement while majority of the metropolitan (96.00%) and non-metropolitan (85.00%) respondents denied for the same activity on the Internet.

7.00% of metropolitan and 14.00% of non-metropolitan respondents got hurt online.

12.50% of metropolitan and 29.00% of non-metropolitan adolescents reported frequent use of adult sites.

17.00% of metropolitan and 32.00% of non-metropolitan respondents feel comfortable while using adult sites on the Internet while majority of metropolitan (83.00%) and non-metropolitan (68.00%) respondents reported disturbed while using these sites.
33.00% of metropolitan and 35.00% of non-metropolitan respondents used e-mail and instant messages to talk to someone they never met before while 21.00% of metropolitan and 15.00% of non-metropolitan adolescents blocked unwanted messages from a person they do not want to hear.

46.00% of metropolitan and 58.00% of non-metropolitan respondents considered Internet as a way of escaping from problems or of relieving stress.

Majority of the metropolitan (89.00%) and non-metropolitan (79.00%) respondents reported no adverse effect of Internet on their grades and school work.

Majority of metropolitan (79.00%) and non-metropolitan (81.00%) respondents reported that Internet does not affect their physical health as well as psychological health.

Majority of metropolitan (79.00%) and non-metropolitan (93.00%) adolescents reported their parent’s permission to access the Internet.

71.00% of metropolitan and 65.00% of non-metropolitan respondents suggests that there is a strong need to be careful while surfing the Internet.

39.00% of metropolitan and 39.00% of non-metropolitan respondents suggest that less than 1 hour should be spend on accessing the Internet while 54.00% of metropolitan and 39.00% of non-metropolitan respondents indicated that 1-2 hours is enough time for Internet access.

61.00% of metropolitan and 49.00% of non-metropolitan respondents were using Internet for entertainment while 21.00% of metropolitan and 19.00% of non-metropolitan respondents’ trend was to use Internet generally for educational purpose.

Majority of metropolitan (60.00%) and non-metropolitan (43.00%) adolescents considered somewhat importance of Internet in their life while 22.00% of metropolitan and 39.00% of non-metropolitan weighed Internet very important in their life.

Majority of adolescents of metropolitan (61.00%) and non-metropolitan (65.00%) considered life without the Internet would be boring, empty and joyless while rest
of the metropolitan and non-metropolitan respondents reported their response in no.

- 82.00% of metropolitan and 92.00% of non-metropolitan adolescents wrote comment on place of Internet in their life in the questionnaire.

Thus, a description of sample of 496 adolescents reflects adolescents’ trend to access the Internet due to various reasons.

**FINDINGS OF THE STUDY**

On the basis of data analysis and interpretation of results, the following main findings of the perceived influence of Internet use on Social Competence, Emotional Maturity and General Well-being of adolescents have emerged out of this study:

- There is no significant influence of Residential Background on Social Competence of Internet user adolescents indicating that both Metropolitan and Non-metropolitan Internet user adolescents were found to have Social Competence to the same extent.

- There is no significant influence of Gender on Social Competence of Internet user adolescents indicating that Male and Female Internet user adolescents were found to have Social Competence to the same extent.

- There is no significant influence of Academic Stream on Social Competence of Internet user adolescents indicating that Science Group and Commerce Group Internet user adolescents were found to have Social Competence to the same extent.

- There is no significant influence of Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents were found to have Social Competence to the same extent.

- There is no significant interactive influence between Residential Background and Gender on Social Competence of Internet user adolescents indicating that Male
and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background were found to have Social Competence to the same extent.

- There is no significant interactive influence between Gender and Academic Stream on Social Competence of Internet user adolescents indicating that Male and Female Internet user adolescents of Science Group and Commerce Group were found to have Social Competence to the same extent.

- There is no significant interactive influence between Academic Stream and Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of Science Group and Commerce Group were found to have Social Competence to the same extent.

- There is no significant interactive influence between Residential Background and Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan Residential Background were found to have Social Competence to the same extent.

- A significant interactive influence was found between Residential Background and Academic Stream on Social Competence of Internet user adolescents at .05 level of confidence. Internet user adolescents having Science Stream belonging to Non-metropolitan area were found to have higher Social Competence in comparison to others.

- There is no significant interactive influence between Gender and Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and Female Internet user adolescents were found to have Social Competence to the same extent.

- There is no significant interactive influence among Residential Background, Gender and Academic Stream on Social Competence of Internet user adolescents.
indicating that Male and Female Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have Social Competence to the same extent.

- There is no significant interactive influence among Gender, Academic Stream and Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Male and Female Internet user adolescents of Science Group and Commerce Group having Regular, Moderate and Infrequent Internet Access were found to have Social Competence to the same extent.

- There is no significant interactive influence among Residential Background, Academic Stream and Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have Social Competence to the same extent.

- There is no significant interactive influence among Residential Background, Gender and Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and female Internet user adolescents having Metropolitan and Non-metropolitan Residential Background were found to have Social Competence to the same extent.

- There is no significant interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access on Social Competence of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and Female Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have Social Competence to the same extent.

- A significant influence of Residential Background was found on the Emotional Maturity of Internet user adolescents at .05 level of confidence. Non-metropolitan Internet user adolescents were found significantly higher emotionally maturity as compared to Metropolitan Internet user adolescents.
There is no significant influence of Gender on Emotional Maturity of Internet user adolescents indicating that both Male and Female Internet user adolescents were found to have Emotional Maturity to the same extent.

There is no significant influence of Academic Stream on Emotional Maturity of Internet user adolescents indicating that Science Group and Commerce Group Internet user adolescents were found to have Emotional Maturity to the same extent.

There is no significant influence of Frequency of Internet Access on Emotional Maturity of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents were found to have Emotional Maturity to the same extent.

There is no significant interactive influence between Residential Background and Gender on Emotional Maturity of Internet user adolescents indicating that Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background were found to have Emotional Maturity to the same extent.

There is no significant interactive influence between Gender and Academic Stream on Emotional Maturity of Internet user adolescents indicating that Male and Female Internet user adolescents of Science Group and Commerce Group were found to have Emotional Maturity to the same extent.

A significant interactive influence between Academic Stream and Frequency of Internet Access on Emotional Maturity of Internet user adolescents was found at .05 level of confidence indicating that Internet user adolescents having Infrequent Internet Access but belonging to Commerce Group were found to have significantly higher Emotional Maturity as compared to others.

There is no significant interactive influence between Residential Background and Frequency of Internet Access on Emotional Maturity of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of
Metropolitan and Non-metropolitan Residential Background were found to have Emotional Maturity to the same extent.

- A significant interactive influence between Residential Background and Academic Stream on Emotional Maturity of Internet user adolescents was found at .05 level of confidence indicating that Internet user adolescents having Metropolitan Residential Background but belonging to Science Group were found to have significantly higher Emotional Maturity as compared to others.

- There is no significant interactive influence between Gender and Frequency of Internet Access on Emotional Maturity of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and Female Internet user adolescents were found to have Emotional Maturity to the same extent.

- There is no significant interactive influence among Residential Background, Gender and Academic Stream on Emotional Maturity of Internet user adolescents Male and Female Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have Emotional Maturity to the same extent.

- There is no significant interactive influence among Gender, Academic Stream and Frequency of Internet Access on Emotional Maturity of Internet user adolescents Male and Female Internet user adolescents of Science Group and Commerce Group having Regular, Moderate and Infrequent Internet Access were found to have Emotional Maturity to the same extent.

- There is no significant interactive influence among Residential Background, Academic Stream and Frequency of Internet Access on Emotional Maturity of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have Emotional Maturity to the same extent.
A significant interactive influence among Residential Background, Gender and Frequency of Internet Access on Emotional Maturity of Internet user adolescents was found at .05 level of confidence. Regular, Moderate and Infrequent Male Internet user adolescents of Metropolitan Residential Background were found to have significantly higher Emotional Maturity as compared to others. Further, Moderate Female Internet user adolescents of Metropolitan Residential Background were also found significantly higher Emotional Maturity as compared to others.

There is no significant interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access on Emotional Maturity of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and Female Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have Emotional Maturity to the same extent.

There is no significant influence of Residential Background on General Well-being of Internet user adolescents indicating that both Metropolitan and Non-metropolitan Internet user adolescents were found to have General Well-being to the same extent.

There is no significant influence of Gender on General Well-being of Internet user adolescents indicating that Male and Female Internet user adolescents were found to have General Well-being to the same extent.

There is no significant influence of Academic Stream on General Well-being of Internet user adolescents indicating that Science Group and Commerce Group Internet user adolescents were found to have General Well-being to the same extent.

There is no significant influence of Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents were found to have General Well-being to the same extent.
There is no significant interactive influence between Residential Background and Gender on General Well-being of Internet user adolescents indicating that Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background were found to have General Well-being to the same extent.

There is no significant interactive influence between Gender and Academic Stream on General Well-being of Internet user adolescents indicating that Male and Female Internet user adolescents of Science Group and Commerce Group were found to have General Well-being to the same extent.

There is no significant interactive influence between Academic Stream and Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of Science Group and Commerce Group were found to have General Well-being to the same extent.

There is no significant interactive influence between Residential Background and Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan Residential Background were found to have General Well-being to the same extent.

A significant interactive influence between Residential Background and Academic Stream on General Well-being of Internet user adolescents was found at .05 level of confidence. A significant interactive influence between Residential Background and Academic stream on General Well-being of Internet user adolescents was found. Internet user adolescents having Metropolitan Residential Background but belonging to Commerce Group were found to have significantly higher General Well-being as compared to others. Further, Non-metropolitan Internet user adolescents of Science group were also found to have significantly higher General Well-being as compared to others.
There is no significant interactive influence between Gender and Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and Female Internet user adolescents were found to have General Well-being to the same extent.

There is no significant interactive influence among Residential Background, Gender and Academic Stream on General Well-being of Internet user adolescents indicating that Male and Female Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have General Well-being to the same extent.

There is no significant interactive influence among Gender, Academic Stream and Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Male and Female Internet user adolescents of Science Group and Commerce Group having Regular, Moderate and Infrequent Internet Access were found to have General Well-being to the same extent.

There is no significant interactive influence among Residential Background, Academic Stream and Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Regular, Moderate and Infrequent Internet user adolescents of Science Group and Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have General Well-being to the same extent.

There is no significant interactive influence among Residential Background, Gender and Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and female Internet user adolescents having Metropolitan and Non-metropolitan Residential Background were found to have General Well-being to the same extent.

There is no significant interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access on General Well-being of Internet user adolescents indicating that Regular, Moderate and Infrequent Male and Female Internet user adolescents of Science Group and
Commerce Group having Metropolitan and Non-metropolitan Residential Background were found to have General Well-being to the same extent.

**DELIMITATIONS OF THE STUDY**

The present investigation provided an exploratory investigation of perceived influence of Internet use on Social Competence, Emotional Maturity and General Well-being of adolescents. Before drawing conclusions, there is a need to highlight some delimitations of this study that should be considered in externalizing the conclusions to general population. The following delimitations were made for the study:

- The first delimitation of the study was sample size. Although a sample of 570 adolescent respondents was collected but only a sample of 496 respondents could be used for research purpose.

- The second delimitation of the study was school sample size. Only two schools from each zone were taken to conduct the study.

- The sample was biased in terms of its economically developed and urban school context.

- The study was delimited to only Internet user adolescents in respect of Residential Background, Gender, Academic Stream and Frequency of Internet Access.

- The study was delimited to three criterion variables: Social Competence, Emotional Maturity and General Well-being.

- A delimitation of the present study was that longitudinal data were available only on Social Competence Scale, Emotional Maturity Scale and General Well-being Scale, not on Internet use Questionnaire.

- The findings of the present study are related to adolescents who live in Delhi and Bahadurgarh. These factors might limit the generalization of the findings to a wider population, such as today’s Internet users.
Despite these delimitations, the study enhances our knowledge of the perceived influence of Internet use on Social competence, Emotional Maturity and General Well-being of adolescents, an area that suffers from the paucity of research.

CONCLUSION

The present study was designed to investigate the perceived influence of Internet use on Social Competence, Emotional Maturity and General Well-being of adolescents. In view of the analysis and interpretation of data and discussion of results, the following conclusions can be drawn from the present research:

- Social Competence of Internet user adolescents was found to be independent of Residential Background, Gender, Academic Stream and Frequency of Internet Access.

- First order interactions of Residential Background and Gender, Gender and Academic Stream, Academic Stream and Frequency of Internet Access, Residential Background and Frequency of Internet Access, Gender and Frequency of Internet Access did not interact significantly to yield significant results on Social Competence.

- A significant interactive influence was found between Residential Background and Academic Stream on Social Competence of Internet user adolescents. Internet user adolescents having Science Stream belonging to Non-metropolitan area were found significantly higher Social Competence as compared to others.

- Second order interactions of Residential Background, Gender and Academic Stream, Gender, Academic Stream and Frequency of Internet Access, Residential Background, Academic Stream and Frequency of Internet Access, Residential Background, Gender and Frequency of Internet Access did not interact significantly with regard to Social Competence.

- Social Competence of Internet user adolescents was found to be independent of third order interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access.
A significant influence of Residential Background was found on Emotional Maturity of Internet user adolescents. Non-metropolitan Internet user adolescents were found to have significantly higher Emotional Maturity as compared to Metropolitan Internet user adolescents.

Emotional Maturity of Internet user adolescents was found to be independent of Gender, Academic Stream and Frequency of Internet Access.

First order interactions of Residential Background and Gender, Gender and Academic Stream, Residential Background and Frequency of Internet Access, Gender and Frequency of Internet Access did not interact significantly to yield significant results on Emotional Maturity.

A significant interactive influence was found between Academic Stream and Frequency of Internet Access on Emotional Maturity of Internet user adolescents. Internet user adolescents having Infrequent Internet Access but belonging to Commerce Group were found to have significantly higher Emotional Maturity as compared to others.

A significant interactive influence was found between Residential Background and Academic Stream on Emotional Maturity of Internet user adolescents. Internet user adolescents having Metropolitan Residential Background but belonging to Science Group were found to have significantly higher Emotional Maturity as compared to others.

Second order interactions of Residential Background, Gender and Academic Stream, Gender, Academic Stream and Frequency of Internet Access, Residential Background, Academic Stream and Frequency of Internet Access did not interact significantly with regard to Emotional Maturity.

A significant interactive influence was found among Residential Background, Gender and Frequency of Internet Access on Emotional Maturity of Internet user adolescents. Regular, Moderate and Infrequent Male Internet user adolescents of Metropolitan Residential Background were found to have significantly higher
Emotional Maturity as compared to others. Further, Moderate Female Internet user adolescents of Metropolitan Residential Background were also found to have high Emotional Maturity as compared to others.

- Emotional Maturity of Internet user adolescents was found to be independent of third order interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access.

- General Well-being of Internet user adolescents was found to be independent of Residential Background, Gender, Academic Stream and Frequency of Internet Access.

- First order interactions of Residential Background and Gender, Gender and Academic Stream, Academic Stream and Frequency of Internet Access, Residential Background and Frequency of Internet Access did not interact significantly to yield significant results on General Well-being.

- A significant interactive influence was found between Residential Background and Academic Stream on General Well-being of Internet user adolescents. Internet user adolescents having Metropolitan Residential Background but belonging to Commerce Group were found to have significantly higher General Well-being as compared to others. Further, Non-metropolitan Internet user adolescents of Science Group were also found to have significantly higher General Well-being as compared to others.

- Second order interactions of Residential Background, Gender and Academic Stream, Gender, Academic Stream and Frequency of Internet Access, Residential Background, Academic Stream and Frequency of Internet Access, Residential Background, Gender and Frequency of Internet Access did not interact significantly with regard to Social Competence.
Social Competence of Internet user adolescents was found to be independent of third order interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access.

Thus, Internet use is now fairly balanced by Residential Background, Gender and Frequency of Internet Access. For the adolescents in the present research, online activities were part of their daily lives. Having grown up during society’s transition to Internet use, they are maturing at the magical time of transition, ready for more sophisticated use of virtual technology at the same time it became available.

**EDUCATIONAL IMPLICATIONS**

As the Internet has become pervasive in the lives of adolescents, their online activities and interactions have become the focus of intense research (Guan and Subrahmanyam, 2009). The present study examined the perceived influence of Internet use on Social Competence, Emotional Maturity and General Well-being of adolescents.

The most outstanding characteristic of any research is that it contributes something to the development of the area concerned. Keeping in view objectives of the study, the investigator has suggested the implications of present study to the field of education. This study has implications for parents, teachers, educational administrators, other lay persons and all those involved in the lives of adolescents which are as follows:

- The present study is of greater importance in recent time because we are living in a post-industrial era in which modernization and globalization exists. Use of Internet is a crucial need of present time whether user are adults or adolescents. Internet is a readymade forum for social interaction easily available to adolescents of 21st century at home, schools and cyber cafes at anytime. So, there is a strong need to aware and motivate the adolescents to safe and appropriate use of Internet from information, education and communication point of view.

- The sample description of the study highlight the importance of recognizing that the Internet has become an integral part of the social context surrounding today's adolescents. However, because adolescents are the early adopters of this virtual
world to a large extent, it is even more important to consider the Internet influence when studying adolescent development.

- Now-a-days family, educational institutions, communities and social complexities are so complex that the adolescents are facing adjustment problems in their adolescent age due to many changes in their personality in terms of physical, emotional, social, intellectual and moral aspects which affects their Social Competence, Emotional Maturity and General Well-being. Because of easy access of Internet, adolescents consider Internet as a substitute to escape or relieving stress of the real life situations. It is the responsibility of the researchers, teachers and parents that the problems should be identified at an early stage and immediate remedial measures should be provided to the adolescents to lead a better life in the virtual world as well as real world.

- The sample description of the present study reflects that adolescents access the Internet from home, friend’s home, school, library and cyber cafe for various purposes. They use Internet mainly for communication and entertainment purpose and also access Internet pornography. So, parents and educators can educate themselves about the Internet. Parents can set rules for Internet use and discuss them with adolescents. Parents can make sure that rules are for his protection and apply to all instances of Internet usage. Parents should not be afraid to monitor their adolescent’s use of the Internet. They should become involved in their adolescents online activities. If they have concerned about their adolescents Internet addiction, they should try to seek out the personal and professional guidance and counselling by teachers, professional counsellors, psychologists and other parents.

- The role of a teacher is to provide a rich environment for the students to explore their learning. The findings of the present study revealed that Academic Stream has a significant influence on Social competence, Emotional Maturity and General Well-being of Internet user adolescents which is an important indicator of the new trend in respect of Academic Stream among adolescents. The teachers have to take note of this remarkable change in the trend. Teachers can use the
Internet and its resources for professional development and student instruction. Therefore, proper guidance and motivation for educational use of Internet may be provided to the adolescents by educational counsellors.

- Use of Internet in teaching-learning process should be according to the needs, interests, ability and the potential of the adolescents.

- It is important to mention the implication of the present study for the educational administration. Educational policy-makers must restructure the school curriculum in keeping the necessity of connecting to virtual world in the classroom to motivate the adolescents for excellence in learning which makes them rise to meet competition and higher expectations of the society especially in case of rural/remote area’s adolescents.

- Schools should incorporate media literacy into their curriculum in order to educate adolescents about the risks and benefits of Internet use. These programs will help adolescents in identifying deceiving information on Internet, blockage of unwanted messages and never trust of non-accredited websites.

- Orientation programmes on appropriate use of Internet may be organized for adolescents by school administration and government officials time to time.

- The school counsellor should provide counselling services with the focus on pattern of Internet usage and its influence on Social Competence, Emotional Maturity and General Well-being of adolescents. Adolescents should be encouraged to use these services frequently as per their needs, so that they can have a positive attitude and better adjustment which is essential to live a happy and healthy life.

- The sample characteristics of the present study also suggest that when parents and others assess adolescents' Internet use, it is not enough to consider only the time that they spend online. Even more important are what they do, with whom they interact and the kinds of relationships they have with their online partners. These
activities are closely related and influence the Social competence, Emotional Maturity and General Well-being of adolescents.

So, there is a strong need to see the Internet as a new object of cognition, neither a concrete artefact nor a visible social partner, but a gigantic virtual complex network of networks. Present study is an effort and healthy sign of a new and growing area of research.

RECOMMENDATIONS FOR FUTURE RESEARCH

Any research work cannot be a final word on a problem because it is very difficult for a researcher to touch all aspects of a problem. So, a few suggestions for further research in this direction are needed. The researcher by virtue of her experience in the field of study offers the following suggestions for further research work:

- The present study was conducted on certain limitations. The study was confined to 400 Internet user adolescents drawn from different schools keeping in view of levels of Residential Background, Gender and Frequency of Internet access. The study, therefore, cannot claim to have comprehensiveness. It is, therefore suggested that this research may be carried out on a large sample other than studied in this study.
- This study was confined to three levels of sample of Internet user adolescents i.e. Residential Background, Gender and Frequency of Internet access. A similar study can be expanded to other levels/categories also.
- A similar study may be conducted on samples drawn from schools situated in other states of the Indian Union and a comparison and validation of results may be made.
- The studies may be replicated by drawing samples from different grade levels in different educational set-ups (Govt., Semi-govt., Private and deemed), colleges and universities to confirm the generalization of the conclusion drawn.
- It will also be advisable to conduct some comparative, follow-up, longitudinal and/or experimental studies as it is likely to go a long way to evaluate the
perceived influence of Internet use on different age groups at different levels e.g. school level, college level and university level.

- Some studies covering pattern of Internet usage, Internet addiction and influence on the behaviour pattern among the Internet user could be undertaken.

The present research explored the influence of Internet use on Social Competence, Emotional Maturity and General Well-being of adolescents. The data, however, provide more than an interesting glimpse into influence of Internet among adolescents. Recognizing the Internet as a repository for information as well as a dynamic vehicle for learning, future researchers may be able to contribute to our understanding of personalized learning and its role in building confidence and competence.