MAIN FINDINGS, DISCUSSION OF RESULTS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

"An insuperable part of the story where the themes are brought together and some sort of resolution is offered."
CHAPTER VI

MAIN FINDINGS, DISCUSSIONS OF RESULTS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

6.0 INTRODUCTION

This chapter discusses main findings of the study, discussion of results, delimitations and conclusions of the present study. It furthermore, discusses educational implications and recommendations for future research.

6.1 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. 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.

6.2 DISCUSSION OF RESULTS

Reviews of research finding indicate that Internet is a gigantic but almost invisible universe (Yan, 2006). The Internet has not only had pervasive positive impacts on modern society, but also has caused various societal concerns about privacy, security, pornography, a digital divide, Like almost every technology that human beings have invented, the Internet is essentially another double-edge sword that has profound positive and negative social consequences (Katz and Rice, 2002). Greater use of the Internet is also associated with declines in adolescents’ well-being (Kraut et al., 1998) in terms of physical health as well as mental health. The discussion of results of the present study revealed that:

The main influence of Residential Background on Social Competence of Internet user adolescents was found not significant. The mean score of Metropolitan and Non-metropolitan Internet user adolescents did not differ significantly. It may be due to the facts that Internet is a universe of information and knowledge easily accessible to everyone with a computer and an Internet connection. Internet user adolescents whether they belong to Metropolitan or Non-metropolitan Residential Background have equivalent opportunities to access the Internet wherever they want according to their convenience. They are not only connecting to the outside world through Internet but also using Internet services in different ways. No doubt, Internet is changing the social world of adolescents. However, personalities do not exist in vacuum but to a large extent depend upon social environment. Almost everything that adolescents learn is acquired from family, school, community, society and peer-groups which make adolescents social, cultured and competent.
No significant main influence of Gender was found on Social Competence of Internet user adolescents. The mean score of Male and Female Internet user adolescents on Social Competence were found identical reflecting that both groups were found similar on Social Competence. It can be said in this context that Internet is not the one and only factor which influence the adolescents' Social Competence. Family plays most dominant role in development and influencing the social competence of adolescents. It is by living in the family that adolescents get knowledge of desirable behaviour pattern according to Gender because Indian society is a male dominant society and Males and Females have to play their role in society. Their beliefs, attitudes and habits are shaped by the family. The result of the present investigation is in line with the study conducted by Subrahmanyam et al (2001). However, the study conducted by Jupiter Communications (2000) reported that Boys might be more likely to spend their time online alone, playing violent online games, while Girls might be more likely to spend their time online in social interaction. The result is contrary to the findings which have reported that Female Internet user adolescents are more likely to report socially competent than male Internet user adolescents (Mesch and Talmud, 2007; Peter and Valkenburg, 2006; Roberts, Fochr and Rideout, 2005; Gross, 2004; Yan and Fisher, 2004; Robbins, 2001).

The study indicates that the main influence of Academic Stream was found not significant revealing that Science Group and Commerce Group Internet user adolescents were not significantly different as far as Social Competence was concerned. The probable reason for this can be that Internet is moving into schools and widely used in education by each and everyone right from kindergarten to teaching and from students to teachers. Internet provides convenient access to huge educational resources, offer opportunities for remote dialog with subject matter experts to every user adolescent students whether they belong to Science Stream or Commerce Stream and they get benefited. But classroom and school environment, adolescent students' IQ level, comfortable with subjects of relevant academic stream according to their mental level, friends circle, co-operation, motivation and teacher’s support also exert a significant influence upon the Social Competence of Internet user adolescents. The result of the present research is inconsistent with the studies conducted by Livingston and Bober (2004); van Romapaey et al., (2002); Lenhart et al., (2001); Turow and Nir (2000).
The main influence of Frequency of Internet Access did not generate significant variance on Social Competence of Internet user adolescents. It shows that Regular, Moderate and Infrequent Internet user adolescents were found to have Social Competence to the same extent. The feasible reason for this can be that Regular Internet user adolescents spends more time on Internet rather than on social and physical activities. On the other hand, Moderate Internet user adolescents spends equal time on Internet access and social interaction while Infrequent Internet user adolescents involved more in social activities and social interaction. Thus they involved in social activities and social interaction in any form whether it is real social interaction or virtual social interaction according to opportunities available to them. But family's environment, opportunities for self-expression, everyday experiences and proper social protocols also influence the Social Competence of Internet user adolescents in a positive manner. The result of the present study is in line with the study conducted by Kraut et al. (2001). However, the result is contrary to the findings which have reported that Frequency of Internet Access influence the adolescents in social manner (Mazalin and Moore, 2004; Mesch, 2003; Lenhart, Rainie and Lewis, 2001; Mesch, 2001; Nie, 2001; Sanders et al, 2000).

The two-way interactive influence between Residential Background and Gender did not emerge as significant indicating that interactive influence was redundant and did not influence Social Competence of Internet user adolescents. Male and female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background have yielded equal outcome on the scores of Social Competence. The possible reason behind this fact can be that today's adolescents whether they belong to any Residential Background or Gender, they have same opportunities to access the Internet according to their convenience. Internet provides exposure to every adolescent who so ever use it, because of its common sharing applications. However, it is not the only factor which influences the Social Competence of Internet user adolescents; but all these factors - parent-adolescent relationship, family support system, socio-economic status of family, acceptance in peer-groups, school environment, participation in co-curricular activities and society's ethics – work together in making the adolescents socially competent.
The interactive influence between Gender and Academic Stream on Social Competence of Internet user adolescents was found not significant. The mean score of Male and Female Internet user adolescents of Science Group and Commerce Group were found identical showing that interactive influence between Gender and Academic Stream did not account for substantial amount of variation on Social Competence of Internet user adolescents. It may be due to the fact that use of Internet in classroom environment allows to adolescents whether they are Male or Female having Science or Commerce Stream to work and learn together, encourage the sharing of ideas and motivate for cooperative learning. Although, it does not influence the Social Competence of Internet user adolescents up to that extent as family care, social support network, friends circle, teacher’s attention and motivation, role model, social acceptance and exposure inspires them to become socially competent.

The interactive influence between Academic Stream and Frequency of Internet Access did not generate significant variance on Social Competence of Internet user adolescents. The result reveals that Regular, Moderate and Infrequent Internet user adolescents of Science Group and Commerce Group were found similar on Social Competence. It can be said in this context that Internet provides the adolescents ideal conditions for independent and self-paced learning without any discrimination on the basis of Academic Stream and Frequency of Internet Access, but this is not sufficient for influencing the adolescent’s Social Competence. Family support, role of gender in family structure, social interactions and social maturity, school environment, adolescents’ philosophy of life and social interest are to be considered important factors in influencing the adolescents’ Social competence. However, the finding of the study is in contrary to the findings which have reported that frequency of Internet access and informal Internet classes had small but significant effects on social understanding (Jackson et al., 2006; Yan, 2006).

No significant interactive influence was found between Residential Background and Frequency of Internet Access on Social Competence of Internet user adolescents. Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan area were found to have social competence to the same extent. The probable
reason for this can be that adolescents whether they are Metropolitan or Non-metropolitan having Regular, Moderate or Infrequent Internet Access have the same opportunity to access the Internet for information, communication and entertainment purposes. Although this virtual world is artificial not real, but it does not influence the Social Competence of Internet user adolescents up to that extent as parent-adolescent relationship, guidance by elders, participation in social activity, extended family and social environment, every-day experiences and standard of living influence the Social Competence of Internet user adolescents in a significant manner.

The interactive influence between Residential Background and Academic Stream on Social Competence of Internet user adolescents emerged as significant indicating that both the independent variables have joint influence on Social Competence of Internet user adolescents. Non-metropolitan Internet user adolescents having Science stream scored significantly higher mean score than all other groups of adolescents based on different combinations of two levels of Residential Background and two levels of Academic Stream. It may be due to the fact that as Non-metropolitan adolescents, they have limited exposure but Internet connects them to virtual world which is a powerful mean of social interaction through technology. They get attracted towards this novel technology quickly and use it more in every possible manner as compared to Metropolitan adolescents. Being Science students, they use Internet for their requirements regarding their studies e.g. assignments, projects, recent researches and modification in the relevant curriculum and field. So, they become more competent because Internet provides them tremendous opportunities of information, communication and entertainment purposes which positively influence their social life also.

The study indicates that interactive influence between Gender and Frequency of Internet Access was found not significant revealing that Male and Female of Science Group and Commerce Group Internet user adolescents were not significantly different as far as Social Competence was concerned. The feasible reason for this can be that whether adolescents are Male or Female having any Academic Stream, they need real social support along with virtual world interaction. Family support system, social acceptance, a
sense of identity, role and responsibilities are the factors which contribute to adolescents’ Social Competence in a substantial manner.

The three-way interaction showed that interactive influence among Residential Background, Gender and Academic Stream did not generate significant variance on Social Competence of Internet user adolescents. The mean scores of Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background having Science and Commerce stream were found identical on Social Competence. The possible reason behind this fact can be that Internet is easily accessible to adolescents which is independent of time, space and gender. It can influence the adolescents’ social world up to some extent because of online interaction but cannot replace the existence of family and social structure, peer-groups, teacher and society which plays a crucial role in adolescents’ Social Competence and social development. An adolescent spend some hours on accessing the Internet, but most of the time, he/she spends with his family, in school, in peer-groups and society. So, it can be said that Internet is not the one and only factor which influence the Social Competence of adolescents, but the environment in which he/she is surviving, available facilities, social structure, role models, identity and opportunity for self-expression also influence the social competence of adolescents.

The three-way interactive influence among Gender, Academic Stream and Frequency of Internet Access did not emerge as significant meaning thereby that there was no significant cumulative interactive influence between these variables on Social Competence of Internet user adolescents. The Regular, Moderate and Infrequent Male and Female Internet user adolescents having Science and Commerce Stream were found to have Social Competence to the same extent. It can be said in this context that Male and Female Internet user adolescents of Science Group and Commerce Group have equivalent opportunity to access the Internet. It may be possible that Frequency of Internet Access can be differ due to availability of Internet facility to adolescents. Internet provides them same exposure to come together to learn and share knowledge with same challenges in same manner which makes them stand shoulder to shoulder in their respective fields. It can influence the Social Competence of adolescents through its communication application but social concepts of adolescents, consolidation of identity,
habits of personal maintenance, care consistent with common peer-group standards, affectionate personal relationships, perception skill and positive attitude towards oneself and others also deeply and strongly influence the Social Competence of Internet user adolescents.

The interactive influence among Residential Background, Academic Stream and Frequency of Internet Access did not generate significant variance on Social Competence of Internet user adolescents. Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan Residential Background having Science and Commerce Stream have yielded equal outcome on the scores of Social Competence. The probable reason for this can be that although Internet is changing the social world of adolescents but not to that extent as family, society, peer-groups, problem solving skills, competence motivation, social skills and social understanding, appropriate regulations of antisocial tendencies, curiosity and active exploration of the environment play a crucial role in influencing the adolescents' Social Competence.

No significant interactive influence was found among Residential Background, Gender and Frequency of Internet Access on Social Competence of Internet user adolescents. The mean score of Regular, Moderate and Infrequent Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background were found similar on Social Competence. It may be due to the fact that Internet is not one and only factor which influence the Social Competence of adolescents but adaptation of social values, development of a sense of personal identity, acquisition of interpersonal skills, learning how to regulate personal behaviour in accord with societal expectations, ability to work cooperatively with others, socio-emotional integrity, communicability, problem orientation and social participation also exert a significant influence upon the Social Competence of Internet user adolescents.

The four-way interaction showed that interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access did not emerge as significant meaning thereby that no cumulative influence of these independent variables was found on Social Competence of Internet user adolescents. 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. It can be said in this context that Internet is a readymade forum for information, communication and entertainment easily available to adolescents of 21st century at home, schools, cyber cafes at anytime. Internet user adolescents whether they are Male or Female belongs to Metropolitan and Non-metropolitan having any Academic Stream (Science or Commerce), they have equivalent opportunity to access the Internet accordingly to their convenience without any differentiation and limitations. It may be possible that their Frequencies to Access the Internet can be different. Exposure to Internet influence Social Competence of adolescents positively especially for those who belongs to rural/remote areas. On the other hand, Internet is not one and only the factor which influence the Social Competence, but also family environment, social support network, guidance by elders, friend circle, school environment, proper social protocols and positive energy from own active source are to be considered important factors which conduce to their Social Competence in a positive manner.

The study indicates that the main influence of Residential Background was found significant revealing that Metropolitan and Non-metropolitan Internet user adolescents were significantly different as far as Emotional Maturity was concerned. The mean score of Non-metropolitan Internet user adolescents were found significantly higher on Emotional Maturity as compared to Metropolitan Internet user adolescents. The possible reason behind this fact can be that Internet is a universe of information and knowledge easily accessible to adolescents with a computer and an Internet connection. They are connecting to the outside world through Internet which is independent of time and space. Thus Internet is changing the emotional world of adolescent users. The Non-metropolitan adolescents with their rustic curiosity explore and experiment the possibilities of the Internet when they are exposed to such modern technology whereas Metropolitan adolescents are getting exposure from their childhood to till date in terms of use of advanced technology. Non-metropolitan Internet user adolescents have higher level of emotional maturity, understanding, feeling and resistance as compared to Metropolitan Internet user adolescents because of their social interaction and involvement in social activities. Consequently, Non-metropolitan Internet user adolescents learn to control over
their abhorrent nature, behaviour and express their emotions in a balanced manner and at appropriate time due to living in an extended family system. On the other hand, Metropolitan Internet user adolescents are independent and freely express their emotions whether emotions are positive or negative due to living in a nucleus family system and Metropolitan Residential Background. Hence, the pattern of Internet usage of Metropolitan and Non-metropolitan Internet user adolescents differ in respect of Emotional Maturity.

No significant main influence of Gender was found on Emotional Maturity of Internet user adolescents. The mean score of Male and female Internet user adolescents on Emotional Maturity were found identical reflecting that both groups were found similar on Emotional Maturity. It can be said in this context that Male and Female adolescents are treated in same manners in this era of modernization and globalization which affects their Emotional Maturity to the same extent. Adolescence is the stage of transition in which Male and Female adolescents start transforming mentally and physically into adulthood. Though Males and Females differ in their psychological and emotional problems at this stage, they all have the confusion and curiosity of growing. Hence, clash in the society’s aspiration level and behaviour pattern of parents are common at this stage. But, virtual world through its communicative nature provides them equivalent opportunity and exposure to come together to learn and share knowledge with same challenges which makes them stand shoulder to shoulder in their respective fields. On the other hand, effective adjustment with him/her, family environment, peers in school and society, the enjoyment of daily living, socialisation and domestication are the main factors which influence the Emotional Maturity of Male and Female Internet user adolescents in a positive manner. The finding is in line with the earlier finding (Gould et al., 2002) in which it was found that the proportions of male and females seeking help on the Internet for emotional problems did not differ significantly.

The third main influence of Academic Stream on Emotional Maturity of Internet user adolescents was found not significant. The mean score of Science Group and Commerce Group Internet user adolescents were found identical showing that Academic Stream did not account for substantial amount of variation on Emotional Maturity. It may be due to
the facts that adolescents are very much emotional due to many physical, intellectual and emotional changes at this stage. Adolescents of same age whether they have different Academic Stream (Science or Commerce Stream) react in different ways to similar situation. At this stage, they find a friend in terms of Internet which provides them platform for self-expression and to connect with unknown peers, so that, they get emotional support. But Internet is not the one and only factor which influence the adolescents’ Emotional Maturity. Family, a primary agency for the emotional development of the adolescents’ which helps in shaping beliefs, habits, social virtues and other behavioural patterns plays a crucial role in influencing the emotional maturity of adolescents, no matter which Academic Stream they have. The finding of the present study is contrary with the earlier studies conducted by Atewell (2001); Robbins (2001); Dede (1997); Atewell and Battle (1999).

The study indicates that the main influence of Frequency of Internet Access was found not significant revealing that Regular, Moderate and Infrequent Internet user adolescents were not significantly different as far as Emotional Maturity was concerned. In this context, it can be said that Internet is not one and only factor which contribute to adolescents’ Emotional Maturity but behaviour pattern of family, community and society, concern for others, common emotional pattern e.g. emotions of love, anger, worry and jealousy are to be considered important. The result of the present study is in line with the earlier studies conducted by Gross, Juvonen and Gable (2002); Wastlund, Norlander and Archer (2001). However, the findings of the present study is consistent with some studies that investigated the effect of frequency of daily Internet use by adolescents on the quality of their relationships with parents and friends and found that low Internet use was associated with better relationships with parents and friends than was high Internet use (Mesch, 2001; Sanders, Field, Diego, & Kaplan, 2000) which influence adolescents in emotional manner.

The two-way interactive influence between Residential Background and Gender did not emerge as significant indicating that interactive influence was redundant and did not influence Emotional Maturity of Internet user adolescents. Male and female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background have yielded
equal outcome on the scores of Emotional Maturity. The feasible reason for this can be that adolescent is an age of emotional upheavals. There is no mental peace, calm and quiet for the adolescent and no serenity of mind for them whether they are Male or Female having Metropolitan and Non-metropolitan Residential Background. At the same time, Internet provides exposure to adolescents who so ever use it for self-expression and communication with peer-groups where they get support in terms of emotional maturity. But it is not the single factor which influences the Emotional Maturity of Internet user adolescents, but parent-adolescent relationship, family and peer acceptance, egotism, flexibility and adaptability, self-control and emotional openness and society’s ethics are main factors which work together to make the adolescents emotionally mature without any discrimination on the basis of Residential Background and Gender.

The interactive influence between Gender and Academic Stream on Emotional Maturity of Internet user adolescents was found not significant. The mean score of Male and Female Internet user adolescents of Science Group and Commerce Group were found identical showing that interactive influence between Gender and Academic Stream did not account for substantial amount of variation on Emotional Maturity of Internet user adolescents. It may be due to the fact that use of Internet in classroom environment allows adolescents whether they are Male or Female having Science and Commerce Stream to work and learn together, encourage for the sharing of ideas and motivate for co-operative learning. But it does not influence the Emotional Maturity of Internet user adolescents up to that extent which is influenced by family’s awareness and support regarding adolescent changes, participation in social activities, friends circle, handling and capacity of sharing emotions, teacher’s attention and motivation, role model and exposure inspires them to become emotionally mature in a substantive way.

The interactive influence between Academic Stream and Frequency of Internet Access generate significant variance on Emotional Maturity of Internet user adolescents. The result reveals that Internet user adolescents having Infrequent Internet Access but belonging to Commerce Group was found to have significantly higher Emotional Maturity as compared to others. It can be said in this context that easy and continuous access to the Internet provides tremendous opportunities to Infrequent Internet user
adolescents for socialization, allowing them to connect with their peers as well as with strangers from across the world. Being a Commerce student, they face globalized world through Internet. Commerce students are less burned from study point of view in terms of practical session timings performed by Science students and get more involved in social activities and co-curricular activities as compared to Science students. Society does not have much aspiration from the students of Commerce Stream as compared to Science Stream students due to their academic discipline. Commerce students do not have study pressure, so, they enjoy their studies and their life as well which helps in dealing social interactions and making them more emotionally mature. So, keeping the same facts in view, it may be said that although they are Infrequent Internet user adolescents but they are more social and more emotionally mature as compared to others.

No significant interactive influence was found between Residential Background and Frequency of Internet Access on Emotional Maturity of Internet user adolescents. Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan area were found to have Emotional Maturity to the same extent. The probable reason for this can be that adolescents whether they are Metropolitan or Non-metropolitan having Regular, Moderate and Infrequent Internet Access have the same opportunity to access the Internet for information, communication and entertainment purposes. But this virtual world is artificial not real. It does not influence the Emotional Maturity of Internet user adolescents up to that extent as parent-adolescent relationship, guidance by elders, participation in social activity, extended family and social environment, every-day experiences, coping mechanisms for adaptation to life changes and a firm sense of reality factors deeply influence the Emotional Maturity of Internet user adolescents.

The interactive influence between Residential Background and Academic Stream on Emotional Maturity of Internet user adolescents emerged as significant indicating that both the independent variables have joint influence on Emotional Maturity of Internet user adolescents. Metropolitan Internet user adolescents having Science stream scored significantly higher mean score than all other groups of adolescents based on different combinations of two levels of Residential Background and two levels of Academic
Stream. It may be due to the fact that being a Metropolitan residents, adolescents has opportunity to access the Internet according to their convenience for various purposes. Science students are considered more disciplined, studious, adjusting and controlled in their emotions and devote more time to their studies and access the Internet according to their study requirements (e.g. Project, Assignments and New Researches). They also use Internet services for entertainment and communication which provides a common platform to connect with different people of different age groups and different ethnicity. This interaction makes them emotionally mature. In spite of all the facts, Science is also related to our basic environment which helps in balancing their emotions as compared to others.

The study indicates that the interactive influence between Gender and Frequency of Internet Access was found not significant revealing that Regular, Moderate and Infrequent Male and Female Internet user adolescents were not significantly different as far as Emotional Maturity was concerned. From the finding of the present study, it is extracted that Internet is not the one and only factor which influence the Emotional Maturity of adolescents but variations in emotional moods, empathy, family and school atmosphere, social and peer-group interaction plays an important role in making the adolescent emotionally mature.

The three-way interaction showed that interactive influence among Residential Background, Gender and Academic Stream did not generate significant variance on Emotional Maturity of Internet user adolescents. The Mean scores of Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background having Science and Commerce Stream were found identical on Emotional Maturity. The probable reason for this can be that Internet can influence the adolescents’ emotional world up to some extent because of online interaction but cannot replace the existence of family and social structure, peer-groups, teacher and society which plays a crucial role in adolescents’ Emotional Maturity and social development. An adolescent spend some hours on accessing the Internet, but most of the time, he/she spends with his family, in school, in peer-group and society. So, it can be said that Internet is not the one and only factor which influences the Emotional Maturity of adolescents, but heightening of
emotions, love, trust, role confusion, complexity in emotions, the environment in which he/she is surviving, available facilities, social structure, role models and development of a sense of identity factors work together in influencing the Emotional Maturity of adolescents.

The three-way interactive influence among Gender, Academic Stream and Frequency of Internet Access did not emerge as significant meaning thereby that there was no significant cumulative interactive influence between these variables on Emotional Maturity of Internet user adolescents. The Regular, Moderate and Infrequent Male and Female Internet user adolescents having Science and Commerce Stream were found to have Emotional Maturity to the same extent. It may be due to the fact that Male and Female Internet user adolescents of Science Group and Commerce Group have equivalent opportunity to access the Internet. It may be possible that frequency of Internet access can differ due to availability of Internet facility to adolescents. Internet provides them same exposure to come together to learn and share knowledge with same challenges and same exposure which makes them stand shoulder to shoulder in their respective fields. It can influence the Emotional Maturity of adolescents by its communication application and freedom for self-expression in virtual world but social concepts of adolescents, consolidation of identity, habits of personal maintenance, care consistent with common peer-group standards, affectionate personal relationships, perception skill and positive attitude towards oneself and others, capacity of sharing emotions deeply and strongly influence the Emotional Maturity of Internet user adolescents in a substantial manner.

The interactive influence among Residential Background, Academic Stream and Frequency of Internet Access did not emerge significant indicating that interactive influence was redundant and did not influence the Emotional Maturity of Internet user adolescents. Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan Residential Background having Science and Commerce Stream have yielded equal outcome on the scores of Emotional Maturity. The probable reason for this can be that although Internet is changing the emotional world of adolescents by its communication application but not to that extent as family, society, peer-groups, common
emotional pattern e.g. emotion of love, anger, worry and jealousy, competence motivation, social skills and appropriate regulations of antisocial tendencies play a crucial role in influencing the adolescents Emotional Maturity.

A significant interactive influence among Residential Background, Gender and Frequency of Internet Access was found on Emotional Maturity of Internet user adolescents. It reflects that 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 high Emotional Maturity as compared to others. Being a Metropolitan Male adolescent resident, either they are Regular, Moderate or Infrequent Internet user adolescents have comparatively more opportunity, exposure and freedom to access Internet for educational purposes, social interaction and entertainment as compared to Non-metropolitan Regular, Moderate and Infrequent Male Internet user adolescents. Because they live in metropolitan area where life is very fast, maximum parents are working and adolescents deal virtual world independently. So, they are more emotionally mature as compared to others. In case of Non-metropolitan Internet user adolescents either they are Regular, Moderate or Infrequent Internet user, they are under strict control of their parents. On the other hand, parents are more protective in case of girls because of events happening around them. Female Internet user adolescents whether they are Metropolitan or Non-metropolitan also have same freedom and exposure but not to that extent as Male Internet user adolescents. In case of Moderate Female Internet user adolescents, the feasible reason for this can be that those girls who access the Internet more, they have less exposure with the real social world because they are searching options for their loneliness in terms of Internet. They do not deal practical world, so, they are not emotionally mature. On the other hand, Females who have Infrequent Internet access, they are also not getting sufficient exposure to connect with the world outside. So, they are also not emotionally mature. But in case of Moderate Female Internet user adolescents, they have sufficient exposure and support from parents as well as friends circle with Moderate Internet access. They are spending equal time with siblings and virtual world which makes them more emotionally mature as compared to others.
The four-way interaction showed that interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access did not emerge as significant meaning thereby that no cumulative influence of these independent variables was found on Emotional Maturity of Internet user adolescents. The possible reason behind this fact can be that Internet as the most powerful invention of the century is easily available to adolescent generation whether they belong to any Residential Background without any discrimination on the basis of Gender and Academic Stream. It may be possible that adolescent access Internet at different frequencies, but it is transforming the emotional world of adolescents because they can connect with anybody from anywhere in the world. They have opportunities of multiple conversations with people of different cultures, different age groups from different countries at any time in virtual world and they use Internet in many different ways and for diverse purposes including entertainment, education, information retrieval and communication. This virtual world interaction makes adolescents emotionally mature because this communication facility is available to every adolescent who so ever access the Internet.

On the other hand, Internet is not only single factor which influences the Emotional Maturity of adolescents but also parent-adolescent relationship, school environment, socio-economic status of family, dealing with emotions, social integration and social isolation also have their own importance.

The main influence of Residential Background on General Well-being of Internet user adolescents was found not significant. The mean score of Metropolitan and Non-metropolitan Internet user adolescents did not differ significantly. It may be due to the facts that Internet provides valuable information on health care and health promotion. The result of the study indicates that Internet helps Non-metropolitan Internet user adolescents to be aware of knowledge related to their own issues of General Well-being and grasp the influence of media/Internet as Metropolitan Internet user adolescents. For example, teens in Accra, Ghana use the Internet as a source of health information in order to gain the necessary information on both sexual and general health issues that they would probably not have access to in their local environment (Cassell et al., 2006). On the other hand, all these factors- supportive economic and social conditions, regular
supply of nutritious food, psychosocial factors, healthy lifestyle and genetic factors work together in influencing the General Well-being of adolescents.

No significant main influence of Gender was found on General Well-being of Internet user adolescents. The mean score of Male and female Internet user adolescents on General Well-being were found identical reflecting that both groups were found similar on General Well-being. It can be said in this context that cyberspace is an extremely attractive social area for Male and Female adolescents. They search intensively for online information regarding health issues, publish personal issues regarding their well-being in blogs and frequently respond to those of others. Internet provides information to Male and Female to attain a level of well-being in a similar way which makes them stand on the same ground and affects their General Well-being in same manner. But supportive family environment, no discrimination on the basis of age, gender and race, positive self-esteem and pollution free environment plays a crucial role in influencing the General Well-being of Male and Female Internet user adolescents.

The study indicates that the main influence of Academic Stream was found not significant revealing that Science Group and Commerce Group Internet user adolescents were not significantly different as far as General Well-being was concerned. The probable reason for this can be that adolescents accesses Internet frequently for communication purpose as well as health information, no matter which Academic Stream they have. Internet offers health blogs, comments, articles and specialists opinion regarding being well. Though it aware adolescents regarding health issues but family care, government sponsored health care programmes, proper social protocols, participation in sports, physical exercise and yoga plays a crucial role in influencing the adolescents General Well-being in substantive manner.

The main influence of Frequency of Internet Access did not generate significant variance on General Well-being of Internet user adolescents. It indicates that Regular, Moderate and Infrequent Internet user adolescents were found to have General Well-being to the same extent. The finding of the study indicates that General Well-being of adolescents is not affected by only Internet use, but participation in civic activities and social
engagement, feeling of trust and control over life decisions, regular physical activity, parental care and general awareness regarding health issues also affects positively.

The two-way interactive influence between Residential Background and Gender did not emerge as significant indicating that interactive influence was redundant and did not influence General Well-being of Internet user adolescents. Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background have yielded equal outcome on the scores of General Well-being. The possible reason behind this fact can be that today's Internet user adolescents whether they are Male or Female having Metropolitan or Non-metropolitan Residential Background have equivalent opportunities and freedom to access the Internet for various purposes. Although Internet is not one and only the factor which helps in influencing the level of General Well-being, but also family environment, social support network, public health policy, elder guidance and positive energy from our own active sources are to be considered.

The interactive influence between Gender and Academic Stream on General Well-being of Internet user adolescents was found not significant. The mean score of Male and Female Internet user adolescents of Science Group and Commerce Group were found identical showing that interactive influence between Gender and Academic Stream did not account for substantial amount of variation on General Well-being of Internet user adolescents. It may be due to the fact that Internet is a useful communication, gathering and educational tool for Male and Female adolescents having Science and Commerce Stream to work, learn together, talk and discuss their academic issues as well personal issues that enhances a sense of General Well-being. But Internet does not influence the General Well-being of Internet user adolescents up to that extent as family care, social support network, standard of living, heredity, effect of physical and living environment inspires them to be well in physical manner as well as psychological manner.

The interactive influence between Academic Stream and Frequency of Internet Access did not generate significant variance on General Well-being of Internet user adolescents. The result reveals that Regular, Moderate and Infrequent internet user adolescents of Science Group and Commerce Group was found similar on General Well-being. It can be said in this context that Internet provides the adolescents ideal conditions for independent
and self-paced learning without any discrimination on the basis of Academic Stream and Frequency of Internet Access, but this is not sufficient for development of adolescent's General Well-being. Family support, role of gender in family structure, social interactions and emotional maturity, school environment, personal hygiene are to be considered important factors in influencing the adolescent’s General Well-being.

No significant interactive influence was found between Residential Background and Frequency of Internet Access on General Well-being of Internet user adolescents. Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan area were found to have General Well-being to the same extent. The finding of the study indicates that although Internet is a global phenomenon but it does not influence the General Well-being of Internet user adolescents up to that extent as effect of family and social environment, socio-economic indicators, habit of personal hygiene, hobbies, leisure and community participation in the planning and delivery of health services contribute in a substantive manner.

The interactive influence between Residential Background and Academic Stream on General Well-being of Internet user adolescents emerged as significant indicating that both the independent variables have joint influence on General Well-being of Internet user adolescents. Internet user adolescents having Metropolitan Residential Background but belonging to Commerce Group was found to have significantly higher General Well-being as compared to others. Further, Non-metropolitan Internet user adolescents of Science Group were found to have significantly higher General Well-being as compared to others. It can be said in this context that adolescents, whether they are Metropolitan or Non-metropolitan having any Academic Stream, use a variety of Internet applications such as instant messaging, bulletin boards, chat rooms and blogs to connect with their peers and to explore typical adolescent issues such as sexuality, identity and partner selection. Commerce Group Internet user adolescents of Metropolitan Residential Background face globalized world freely in the field of commerce through media/Internet as compared to others. Being a Metropolitan resident they have more opportunity and facilities to get awareness regarding health issues and facilities. From study point of view, they do not have pressure of society’s aspiration level and have time to engage in
various social activities directly or indirectly in virtual world and also have time for their hobbies and interests. Thus they become not only social but also mature and healthy due to their standard of living, exposure and awareness they get. On the other hand, the Non-metropolitan Internet user adolescents of Science Group live in pollution free environment as compared to metropolitan area as well as they get awareness due to exposure to Internet which is a powerful tool for health awareness. Non-metropolitan parents are also more concerned for General Well-being of their adolescents in terms of nutritious food and care.

The interactive influence between Gender and Frequency of Internet Access did not emerge as significant indicating that interactive influence was redundant and did not influence General Well-being of Internet user adolescents. Regular, Moderate and Infrequent Male and female Internet user adolescents have yielded equal outcome on the scores of General Well-being. The feasible reason for this can be that Internet contributes to adolescents, whether they are Male or Female having Regular, Moderate and Infrequent Internet Access, sense of well-being and to their satisfaction of psychological needs by its exposure to the world. But at the stage of adolescence due to many adolescent changes, they need more parent care and support, well-balanced diet, feeling of love and trust, self-determination, sensitivity to the effects of environment and healthy life style to be well. Thus General Well-being of adolescents is not affected by Internet use, but all these factors work together in a positive manner.

The study indicates that the interactive influence among Residential Background, Gender and Academic Stream was found not significant revealing that Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Residential Background having Science Commerce Stream were not significantly different as far as General Well-being was concerned. The possible reason behind this fact can be that Internet can provide information and aware adolescents regarding well-being issues but this virtual world cannot take care of adolescents General Well-being in terms of regular physical exercise, meditation, nutritious food, safe physical environment and healthy lifestyle. Thus parental care and psychosocial factors exert a significant influence upon General Well-being of Internet user adolescents.
The three-way interactive influence among Gender, academic Stream and Frequency of Internet Access did not emerge as significant meaning thereby that there was no significant cumulative interactive influence between these variables on General Well-being of Internet user adolescents. The Regular, Moderate and Infrequent Male and Female Internet user adolescents having Science and Commerce Stream were found to have General Well-being to the same extent. It can be said in this context that Male and Female Internet user adolescents of Science Group and Commerce Group have equivalent opportunity to access the Internet. It may be possible that Frequency of Internet Access can be different due to availability of Internet facility to adolescents. Although Internet provides a common platform to adolescents to get awareness regarding health care and health promotion issues, but it does not influence the General Well-being of adolescents up to that extent as supportive family environment and socio-economic conditions, restricted access to drugs, community participation in the planning and delivery of health services plays a significant role in influencing the General Well-being of adolescents.

The interactive influence among Residential Background, Academic Stream and Frequency of Internet Access did not generate significant variance on General Well-being of Internet user adolescents. Regular, Moderate and Infrequent Internet user adolescents of Metropolitan and Non-metropolitan Residential Background having Science and Commerce Stream have yielded equal outcome on the scores of General Well-being. The feasible reason for this can be that although Internet is promoting well-being through its freedom of self-expression, writing blogs, comments, articles and specialists opinion regarding being well but not to that extent as family care, government sponsored health care programmes, proper social protocols, participation in sports, physical exercise and yoga, genetic factors and ethical codes plays a crucial role in influencing the adolescents General Well-being in significant manner.

No significant interactive influence was found among Residential Background, Gender and Frequency of Internet Access on General Well-being of Internet user adolescents. The mean score of Regular, Moderate and Infrequent Male and Female Internet user adolescents of Metropolitan and Non-metropolitan Background were found similar on
General Well-being. It may be due to the fact that Internet is indeed the most outstanding innovation in the fields of information and communication. However, it is not one and only factor which influence the General Well-being of adolescents but healthy conditions and environments, psychosocial factors, effective health services, healthy lifestyle, stress management and pollution free environment are the key factors which influence in a positive manner.

The four-way interaction showed that interactive influence among Residential Background, Gender, Academic Stream and Frequency of Internet Access is not significant meaning thereby that there is no cumulative influence of these independent variables on General Well-being of Internet user adolescents. The finding of the study indicates that Internet is a vast source of information. Although General Well-being of adolescents is not only affected by Internet use, but parental care, health and nutritious awareness, physical fitness, coping mechanism for adaptation to life changes, personal autonomy factors such as ability to make choice and control, heredity factors, ethics, pollution free environment and awareness regarding health issues also affects the General Well-being in substantial manner.

### 6.3 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.

6.4 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, Gender 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.

6.5 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.

6.6 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.

6.7 SUM-UP

This chapter discussed main findings of the study, discussion of results, delimitations and conclusions of the present study. It furthermore, discussed educational implications and recommendations for future research.