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To study the effects of internet user adolescent's residential background, gender, academic stream, and frequency of internet access, as well as their interactions, on their overall well-being

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Abstract

Colleges are either directly or indirectly determined by all school-related activities as well as government policies and initiatives. Any new innovations must be approved by educational professionals before being introduced into the system. Regretfully, nothing is actually practiced. Teachers' mental health is impacted by frequent changes and unpsychological policies and programs, which ultimately affect academic performance. A person with emotional intelligence lives a contented and tranquil existence. He or she is comfortable with others, the environment, and oneself. He or she can be classified as mentally healthy. They exhibit traits like a durable and adoptable mind, a positive and upbeat attitude, well-controlled instincts and habits, self-awareness, a good temper, social adoptability, a clear life philosophy, realistic imagination, etc. Therefore, for the personality to develop harmoniously, emotional development is crucial. A study on the psychological well-being and individual adjustment of both male and female secondary school pupils was carried out by Bhugendranath Panda in 1989. He discovered that Oriya groups are more socially adjusted than other groups, and their mental health is the same for all other group combinations.

Keywords: Adoptability, Good Temper, Challenging, Socioeconomic Status

Introduction

When it comes to the harmonious development of personality, the school has a lot of responsibility. Kids attend school for six to seven hours. By attending to their needs, schools can assist in the development of children's potential. The different steps that can be taken in schools to ensure that children's physical, mental, and spiritual talents are properly developed are briefly mentioned here.

1. **School environment:** The school atmosphere is crucial for the growth of positive attitudes. There should be no caste, creed, or religious sentiments present. It should give every pupil a sense of security, regardless of their socioeconomic background or faith. It should offer a comfortable setting free from stress, anxiety, and annoyance for learning.
2. **Democratic environment:** As an institution, schools ought to operate democratically. In order for students to identify with the university, they should be represented on a variety of committees. Teachers and students should talk about school issues, and decisions should be made after gaining the trust of the students.
3. **Provision for various curricular activities:** The school should provide a variety of extracurricular activities that cater to people's needs and help them let go of their suppressed emotions. Regular sports, debates, scouting, guided reading, plays, educational exhibits, well-magazines, and conversations can all be arranged by the school.
4. **Teacher's role:** In order to address his students' issues, the teacher needs to be knowledgeable about the basic concepts of human behavior. He needs to be emotionally secure and approach teaching with positivity. He needs to care for the welfare of the students.
5. **Freedom of expression:** Students should be given the chance to freely voice their opinions about issues in the classroom.

6. **Variety of interests:** The instructor should make an effort to foster a range of interests in his pupils, including games, reading, and various hobbies that could support the formation of positive attitudes. The instructor need to value and support his pupils' worthwhile endeavors.
7. **Reading for mental health:** Teachers should choose age-appropriate books and encourage their students to read them.
8. **Classes in human relationships:** Human relations classes ought to be offered by the school. Problems in daily life should be discussed. It is important to stress the significance of living. Additionally, students must to be encouraged to openly express their issues.
9. **Provision for sex and moral education:** The majority of teenage issues stem from moral and sex conflicts, which lead to mental health issues. If sex and moral education are incorporated into the regular curriculum, it will be more beneficial.
10. **Art and craft:** Mental health programs can also utilize writing as a means of understanding and releasing emotional tensions.
11. **Guidance:** For the advantage of the pupils, schools ought to set up guidance services. There are three categories of guidance: vocational, educational, and personal.

Role of teachers in mental health

One of the most crucial elements in fostering children's mental health is a supportive classroom environment. This includes preventing mental health issues from developing, preventing them from getting worse, and lessening the influence that mental health issues have on a child's daily life and academic performance.

A teacher should be upbeat, cultivate relationships of compassion, uphold polite interactions, embrace individual differences, offer chances for achievement and involvement, set an example, be upbeat, promote positive behavior, and comprehend and accept emotions.

The role of teacher with the children

The instructor ought to: When initially attempting to ascertain what might be going on, proceed cautiously because a child might not be able to articulate it or may feel uncomfortable disclosing specifics.

- Refrain from passing judgment, both orally and nonverbally.
- Refrain from criticizing or reprimanding the pupil. If kids feel you won't be judging them, they're more likely to open up.
- Making eye contact, expressing interest, and providing verbal and reassurance will help the youngster feel understood and not judged.
- Express empathy for the child's situation and awareness to the issue.
- Consider the child's words to be private.
- Never discuss personal issues pertaining to the child in front of the class.
- To make the child feel valued and welcomed, provide an environment of acceptance. All of the students in the classroom benefit from such a wonderful learning environment and great example.

The role of the teacher with the parents

The instructor ought to

- Encourage parents to participate in school activities by keeping in regular, written contact with them.
- To avoid placing the blame on parents and making them feel accountable for their child's behavior, focus on the child's accomplishments and strengths rather than only the behavior that is causing concern.
- Find out whether parents observe the same behavior at home.
- If this is the case, find out from the parents how they handle this behavior when it occurs at home. Do their answers improve or worsen the situation?
- Recognize the efforts parents are making on behalf of their children and the reality that they may be facing numerous obstacles pertaining to their child, other life circumstances, or both.
- Ask the parents what they think about the conduct and if they would like to see a change made.
- Instead of appearing to be the expert and instructing parents what to do, work together to try to find solutions for any issues that have been detected.
- Honor the cultural and religious heritage of your parents. They might have a completely different perspective on their child's issues and responses than you do. Remain receptive to diverse opinions. Accompany the parents as they figure out how to support their child.

Need of the study

A person with emotional intelligence lives a contented, healthy, and tranquil existence. They can be classified as mentally healthy individuals if they are comfortable with themselves, their surroundings, and other people. They exhibit traits like a durable and adoptable mind, a positive and upbeat attitude, well-controlled instincts and habits, self-awareness, a good temper, social adoptability, a clear life philosophy, realistic imagination, etc. Therefore, for the personality to develop harmoniously, emotional development is crucial. Young people will be far better equipped to manage their emotions and achieve mental stability and balance with the help of appropriate training and instruction. Since emotions are the main drivers of behavior and thought, it is crucial to manage them. A person with emotional intelligence will also have sound mental health, which will ultimately have a direct impact on their academic success. Thus, it is evident that academic success, mental health, and emotional intelligence are all strongly related ideas. There is an urgent need to look into the connection between secondary school students' mental health and emotional intelligence.

Objectives of the study

The following goals were pursued in this study

1. To investigate the effects of residential background, gender, academic stream, Internet access frequency, and their interactions on the emotional maturity of Internet users.
2. To investigate the effects of Internet user adolescent's residential background, gender, academic stream, and frequency of Internet access, as well as their interactions, on their overall well-being.

Research Methodology

The goal of the current study was to determine how adolescents' perceived use of the Internet affected their social competence, emotional maturity, and general well-being. Descriptive survey research using a factorial design was therefore used. In the social sciences, descriptive survey research is arguably the most used method of observation. According to Beukman (2005) [1], the researcher usually chooses a sample of respondents from a certain community and gives them standardized questionnaires or scales. A 2×2×2×3 factorial design was used to examine the primary and interrelated effects of residential background, gender, academic stream, and frequency of internet use on the social competence, emotional maturity, and general well-being of teenagers who use the Internet. The fourth demographic variable in this design was varied at three levels, whereas the other three were modified at two levels. The factors that were assigned were: Academic Stream (C1 for Science Group and C2 for Commerce Group), Residential Background (A1 for Metropolitan and A2 for Non-metropolitan Residential Background), Gender (B1 for Male and B2 for Female), and Frequency of Internet Access (D1 for Regular, D2 for Moderate, and D3 for Infrequent Internet Access). A1, B1, C1, D1; A1, B1, C1, D2; and A1, B1, C1, D3 were recognized as metropolitan male adolescents of the Science Group who had regular, moderate, and infrequent Internet access, while A2, B2, C2, D1; A2, B2, C2, D2, and A2, B2, C2, D3 were recognized as non-metropolitan female adolescents of the Commerce Group. Adolescent students from various residential backgrounds were thus separated based on their gender, and male and female students were subsequently placed in the Academic Stream. Lastly, the Science Group and the Commerce Group were categorized based on their Internet access frequencies. Each of these teenage types was distinct from the others.

Therefore, the four-way factorial (2×2×2×3) design was used as the descriptive survey design in this investigation. As a result, there were twenty-four (2×2×2×3) combinations. Selecting the responders to participate was the next stage. 500 Internet-using teenagers enrolled in various senior secondary schools in Delhi and Bahadurgarh made up the initial sample for this study. Adolescent male and female students in the Science and Commerce Academic Stream were included in the sample. The data was gathered using a stratified multi-stage random sampling technique. Bahadurgarh was chosen to represent the non-metropolitan area, whereas Delhi was chosen to represent the metropolitan area. Five zones-the east, west, north, south, and center zones-were established for Delhi and Bahadurgarh. The relevant District Education Officer (DEO) for each zone provided a list of Delhi and Bahadurgarh schools. Twenty schools were chosen at random from the list using the lottery method in order to achieve a suitable stratification. Only teenagers who used the Internet and filled out all the measurement forms were included in the sample. For the study, 25 teenagers who use the Internet were chosen from each school. In this sense, the study's sample of 496 teenagers who use the Internet was suitably representative of the metropolitan and non-metropolitan populations. Each level of the whole sample was separated based on the study's design.

Results and Data Interpretation

Table 1: Personal Web-Page

S. No	Area	Metropolitan	Non-metropolitan
1.	Yes	29 (11.00%)	70 (28.00%)
2.	No	221 (89.00%)	180 (72.00%)

It is clear from Frequency Table that 11.00% of teenagers in urban areas and 28.00% of adolescents outside of metropolitan areas reported having a personal webpage. It appears many teenagers were unclear about the idea of a personal webpage.

Table 2: Number of E-mail Accounts Created by Adolescents

S. No	Area	Metropolitan	Non-metropolitan
1.	1	28 (11.00%)	56 (22.00%)
2.	2	70 (28.00%)	53 (21.00%)
3.	3	73 (29.00%)	22 (09.00%)
4.	4	17 (07.00%)	17 (07.00%)
5.	More than 4	17 (07.00%)	28 (11.00%)
6.	None	45 (18.00%)	74 (30.00%)

Regularity The number of email accounts that metropolitan and non-metropolitan adolescents created is shown in Table. According to the table, 29.00% of teenagers in urban areas have three email accounts, whilst 18.00% say they have none. Subsequent investigation revealed that 11.00% of non-metropolitan teenagers reported having more than four email accounts, whilst 30.00% of non-metropolitan respondents had no email accounts at all.

Table 3: Most Frequently Used Internet Application

S. No	Area	Metropolitan	Non-metropolitan
1.	E-mail	53 (21.00%)	43 (17.00%)
2.	Play Games	10 (04.00%)	37 (15.00%)
3.	Online Chat	38 (15.00%)	62 (25.00%)
4.	Download Music	35 (14.00%)	28 (11.00%)
5.	Adult Sites	-------	-------
6.	Watch Videos/Movies	62 (25.00%)	28 (11.00%)
7.	Search Directories	52 (21.00%)	52 (21.00%)

The frequency distribution of the most commonly utilized Internet applications among adolescents in metropolitan and non-metropolitan areas is shown in Frequency Table.

Twenty-five percent of metropolitan adolescents said that their favorite Internet application was watching videos or movies, followed by e-mail (21.00%) and search directories (21.00%). In contrast, non-metropolitan adolescents said that they preferred search directories (21.00%), online chat (25.00%), and emails (17.00%). The trends for the most popular Internet applications among teenagers are shown in the table.

Table 4: Second Most Often Used Internet Application

S. No	Area	Metropolitan	Non-metropolitan
1.	E-mail	17 (07.00%)	22 (09.00%)
2.	Play Games	10 (04.00%)	43 (17.00%)
3.	Online Chat	73 (29.00%)	28 (11.00%)
4.	Download Music	57 (23.00%)	66 (26.00%)
5.	Adult Sites	06 (02.00%)	22 (09.00%)
6.	Watch Videos/Movies	52 (21.00%)	34 (14.00%)
7.	Search Directories	35 (14.00%)	35 (14.00%)

According to Frequency Table, online chat was the second most popular Internet application among urban teenagers (29.00%), followed by music downloads (23.00%). The table also reveals that the second most popular Internet application among adolescents who did not live in cities was music downloads (26.00%). The trends for the second most popular Internet application among teenagers are shown in the table.

Table 5: Time Duration Per Day to Access the Internet

S. No	Area	Metropolitan	Non-metropolitan
1.	Less than 1 Hour	118 (47.00%)	122 (49.00%)
2.	1-2 Hours	118 (47.00%)	80 (32.00%)
3.	2-3 Hours	14 (06.00%)	25 (10.00%)
4.	3-4 Hours	------	10 (04.00%)
5.	More than 4 Hours	------	13 (05.00%)

Frequency Table shows the amount of time spent on the Internet each day. While 47.00% of teenagers in metropolitan areas and 49.00% of adolescents in non-metropolitan areas reported using the Internet for less than an hour, 47.00% of adolescents in metropolitan areas and 32.00% of adolescents in non-metropolitan areas reported using the Internet for 1-2 hours. According to the table, many adolescents, both in and out of cities, use the Internet on a daily basis.

Table 6: Playing Games on the Internet

S. No	Area	Metropolitan	Non-metropolitan
1.	Yes	87 (35.00%)	127 (51.00%)
2.	No	163 (65.00%)	123 (49.00%)

Frequency Table indicates that 35.00% of teenagers in metropolitan areas and 51.00% of adolescents in non-metropolitan areas reported playing online games, whereas 65.00% of adolescents in metropolitan areas and 49.00% of adolescents in non-metropolitan areas reported not playing online games.

Table 7: Pretended to be someone else in Chat, Instant Messages and E-mails

S. No	Area	Metropolitan	Non-metropolitan
1.	Yes	32 (12.50%)	32 (12.50%)
2.	No	218 (87.50%)	218 (87.50%)

Frequency Table shows that while 87.50% of adolescents from both residential backgrounds denied engaging in the same online behavior, an equal percentage of respondents from metropolitan and non-metropolitan areas (12.50%) admitted to pretending to be someone else in chat, instant messages, and emails.

6. Conclusion

Adolescent Internet users' general well-being was not significantly impacted by the interaction of residential background, academic stream, and frequency of internet access. Adolescents with science and commerce streams who are regular, moderate, and infrequent Internet users from metropolitan and non-metropolitan residential backgrounds show similar results on the General Well-Being scores. The likely explanation for this is that, while the Internet encourages people to express themselves freely and write blogs, comments, articles, and expert opinions about health, these factors do not have as much of an impact on adolescents' overall well-being as family care, government-sponsored health care programs, appropriate social norms, sports, exercise, and yoga, genetic factors, and ethical codes.

The general well-being of teenagers who use the Internet was not significantly impacted by the interaction of residential background, gender, and frequency of access. Adolescents from metropolitan and non-metropolitan backgrounds who used the Internet regularly, moderately, and infrequently had equal mean scores on general well-being. It might be because the Internet is, in reality, the most notable invention in the communication and information domains. However, it is not the only factor that affects adolescents' general well-being; the main elements that have a positive impact include stress management, healthy lifestyles, psychosocial factors, effective health services, pollution-free environments, and healthy conditions and surroundings.

The results of the four-way interaction indicated that there is no cumulative effect of the independent variables of residential background, gender, academic stream, and frequency of internet access on the general well-being of adolescents who use the Internet. The study's conclusion is that there is a wealth of knowledge available on the Internet. Although Internet use is not the only factor that affects adolescents' general well-being, other factors that have a significant impact include parental care, health and nutrition awareness, physical fitness, coping mechanisms for life transitions, personal autonomy factors like the capacity for choice and control, genetic factors, ethics, a pollution-free environment, and awareness of health issues.

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