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INTERNET USE IN RELATION TO GENDER AND PERCEIVED SOCIAL SUPPORT WITH DIFFERENT LEVELS OF INTERNET SELF EFFICACY

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ABSTRACT: -

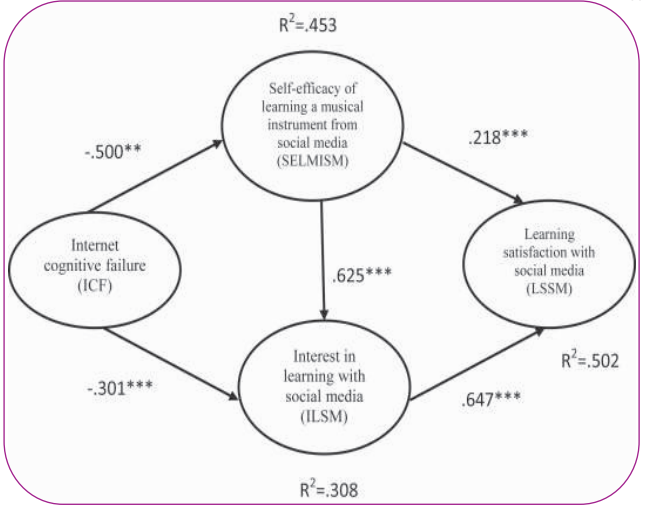
The study was conducted to find out internet use in relation to gender and perceived social support with different levels of internet self efficacy. Sample comprised of 400 adolescents of IXth class (i.e. 200 males and 200 females) of Government Senior Secondary Schools of Chandigarh.Descriptive method was used. The result of the study showed that no significant difference was found among adolescents with low, moderate and high internet self efficacy with respect to internet use.Also no significant interaction was found between internet self efficacy and perceived social support of adolescents with respect to internet use but significant interaction was found among gender, internet self efficacy and perceived social support of adolescents with respect to internet use.

KEYWORDS: *Internet Self Efficacy, Gender.*

INTRODUCTION :

INTERNET USE

In the 20th century, Internet has swiftly entered the life of the humankind. It took less than ten years in spreading it all over the world. It has not only become the source of the vast information but the most easiest and rapid source of communication. With the help of Internet one can explore the world while sitting in the comfort of their own home. Since its inception in the last quarter of the 20th century, Internet has been very important and powerful feature in the information. The use of internet has expanded with the passage of time and included many areas such as research, government, education, entertainment, industry and business etc. in it. Internet is also known as information superhighway as it opened the floodgates of information to the common man. The whole process of information handling has been changed in recent years with the help of computers and internet.



Internet connects different sources of information irrespective of their locations. It has also taken the responsibility of organizing, storing, retrieval and dissemination of information. Assessing the valuable information scattered in different parts of the world is possible with the help of internet. There are wide variety of services available on the Internet i.e electronic mail, shopping opportunities, online libraries and journals, social networking sites, multimedia display, interactive collaboration breaking news etc. Invention, use and proliferation of internet has been one of the major shift that the world has witnessed in the last two decades (Mulla & Chandrashekhra, 2006).

STUDIES ON INTERNET USE

Niemz, Griffiths and Banvard (2005) conducted a study on the prevalence of pathological internet use and found that there has been increased interest in the addictive potential of the internet. A total of 371 students responded to the questionnaire, which included the Pathological internet Use (PIU) scale, the General Health Questionnaire (GHQ-12), a self-esteem scale, and two measures of disinhibition. Results showed that 18.3% of the sample was considered to be pathological internet users, whose excessive use of the internet was causing academic, social, and interpersonal problems. Other results showed that pathological internet users had lower self-esteem and were more socially disinhibited. However, there was no significant difference in GHQ scores.

Hardie and Tee (2007) conducted an online survey of excessive internet use on 96 adults and found that over-users and addicts spent increasingly more time in online activities, being more neurotic and less extraverted, more socially anxious and emotionally lonely, and gaining greater support from internet social networks than average internet users. It was also revealed that only neuroticism and perceived support from online social networks were significant predictors of excessive internet use. In addition, over-users were found to be younger and less experienced in computer use than average or addicted users.

Limaye and Fotwengel (2015) investigated the use of Internet facility among undergraduate students from Mumbai University using a validated questionnaire. Cross sectional study was conducted on total of 150 students (75 male and 75 female). Self made questionnaire was used questionnaire to determine the number of hours they spend on the use of internet and also the purpose for which they use internet. The study showed that more than 90% of students spend 2 hours or more daily surfing on internet. For 40% of the students reason for surfing is nonacademic work. Thus it is essential to orient the students on using internet for their studies for better career and life.

GENDER

The term 'gender' will be used according to the description of McGregor & Bazi (2001): "Whereas the sex of an individual is biologically determined, gender refers to the socially constructed definition of females and males and the relationship between them. Gender is culture-specific and also varies over time. It determines the conception of tasks, functions and roles attributed to women and men in society, in both public and private life". As early as in the1960s, technology is known as being biased towards the interest and styles of men. Women look at computers and see them more as machines, thus considering computers as masculine. This issue is being discussed by many researchers and it is seen as evidence that culture shapes the way a woman is brought up. Therefore, woman basically has this phenomenon that they do not belong to technology. For instance, many researchers indicate that parents, teachers and software manufacturers tend to give girls clues that computer science is not for them, thus it affects the feeling of girls towards information technology (Bimber, 2000).

STUDIES ON GENDER

Luan, Fung and Atan (2008) conducted a study on the problems of gender disparity in the usage and attitude towards the Internet Data were collected from 152 student teachers (80 females and 72 males). The results of this study revealed no gender disparity in internet usage; the female student teachers were found to spend as much time using the internet as their male counterparts. The results also revealed that the students exhibited positive attitudes toward the internet regardless of gender, again in contradiction to most other findings.

Munusamy and Ismail (2009) examined gender differences in internet usage pattern among male and female academicians. Internet usage pattern covers items such as knowledge and experience on the Internet, purpose of using internet and frequency of using e-mail. It also examined the influence of gender role on internet usage pattern. The data of this qualitative study were based on interviews with five academicians in a private university .The study showed that gender role to a certain extent does influence internet usage pattern at home. Women are seen to have more limitations compared to men to access to the internet at any time due to family commitment.

Wartberg, Kammerl, Broning, Hauenschild, Petersen and Thomasius (2015) conducted a study to found gender differences in adolescents internet use. Sample comprised of 1744 German adolescents aged between 14 and 17 years. Standardized questionnaire was given to their caregivers. Reports showed significant differences between male and female youth in 8 out of 10 problem areas. According to parents assessment boys spent more time on using internet, set wrong priorities in selecting online content, and rather ran into cost traps or legal consequences. More parents of boys than of girls observed adverse effects on adolescents' physical and mental development.

PERCEIVED SOCIAL SUPPORT

Perceived social support refers to the perception that the person is cared for, is valued, and is part of a group. Perceived social support has a buffering effect against negative outcomes, perhaps by an interaction with coping behaviors (Asberg, Bowers, Renk, & McKinney, 2008).

While the perception of support depends upon the availability of supportive structures in the environment, perceived support and support provided by networks are not identical. Perceived Social Support probably is influenced by within person factors, including both long standing traits on the one hand, and temporal changes in attitude or mood on the other. Both of these may influence the perception of whether support is available or has been provided. The Perceived Social Support measures the extent to which an individual perceives that his/her needs for support, information, and feedback are fulfilled by friends (PSS-Fr) and by family (PSS-Fa). The distinction between friend support and family support is considered important. Different populations (e.g., different age cohorts) may rely on or benefit from friend or family support to different extents. At a given time, there might be more change in an individual's friend network (e.g., through moving for education or employment) or family network (e.g., through death). Friend relationships are often of relatively shorter duration than family relationships. And, while an individual's social competence probably plays a role in the maintenance of his/her support network (Heller, 1979) this is probably truer for friend relationships than family relationships since some of the latter are, by definition, ours by birth.

STUDIES ON PERCEIVED SOCIAL SUPPORT

Shaw and Gant (2002) conducted a study on the relationship between internet communication and depression, loneliness, self-esteem, and perceived social support. Study was designed to test the hypothesis that internet usage can affect users beneficially. Participants engaged in five chat sessions with an anonymous partner. At three different intervals they were administered scales measuring depression, loneliness, self-esteem, and social support. Changes in their scores were tracked over time. Internet use was found to decrease loneliness and depression significantly, while perceived social support and self-esteem increased significantly.

Eldeleklioglu (2008) conducted a study on Gender, Romantic Relationships, Internet Use, Perceived Social Support and Social Skills as the Predictors of Loneliness and examined relations between outside school computer experiences, perceived social support for using computers, and self-efficacy and value beliefs about computer learning for 340 elementary school boys and girls. Participants responded to a questionnaire about their access to computer use outside school (e.g. frequency of use and nature of activities), perceived parental and peer support, and computer self-efficacy and value beliefs. Although almost all students used computers outside school, there were significant gender differences in frequency and type of computer use. Also, boys reported more perceived support from their parents and peers to use computers and more positive computer self-efficacy and value beliefs than girls. Parental support and, to a lesser extent, peer support were the factors more strongly associated with boys' and girls' computer self-efficacy and value beliefs, while home computer access was not related to students' motivation.

Leung (2015) conducted a study in Hongkong to examined the effects of social media use and internet connectedness on academic performance and on perceived social support. Results showed that, after controlling demographics and overall grades at Time 1, individual level change in overall grades over the year that followed was attributable to Facebook, blogs, and online game use but not to internet connectedness. Results suggest that heavy Facebook use has a positive effect on overall grades, while heavy use of blogs and

online games leads to grade impairment. In the case of academic competence and perceived social support, individual-level change over the year that followed was only attributable to Facebook use.

STATEMENT OF THE PROBLEM

INTERNET USE IN RELATION TO GENDER AND PERCEIVED SOCIAL SUPPORT WITH DIFFERENT LEVELS OF INTERNET SELF EFFICACY

OBJECTIVES

The main objectives of this study were:

1. To compare the internet use by male and female adolescents.
2. To study the internet use by adolescents:
   - at different levels of internet self efficacy
   - at different levels of perceived social support
3. To study the interaction effect of:
   - internet self efficacy and perceived social support
   - gender and internet self efficacy
   - gender and perceived social support of adolescents with respect to internet use.
4. To study the interaction effect among gender, internet self efficacy and perceived social support among adolescents with respect to internet use.

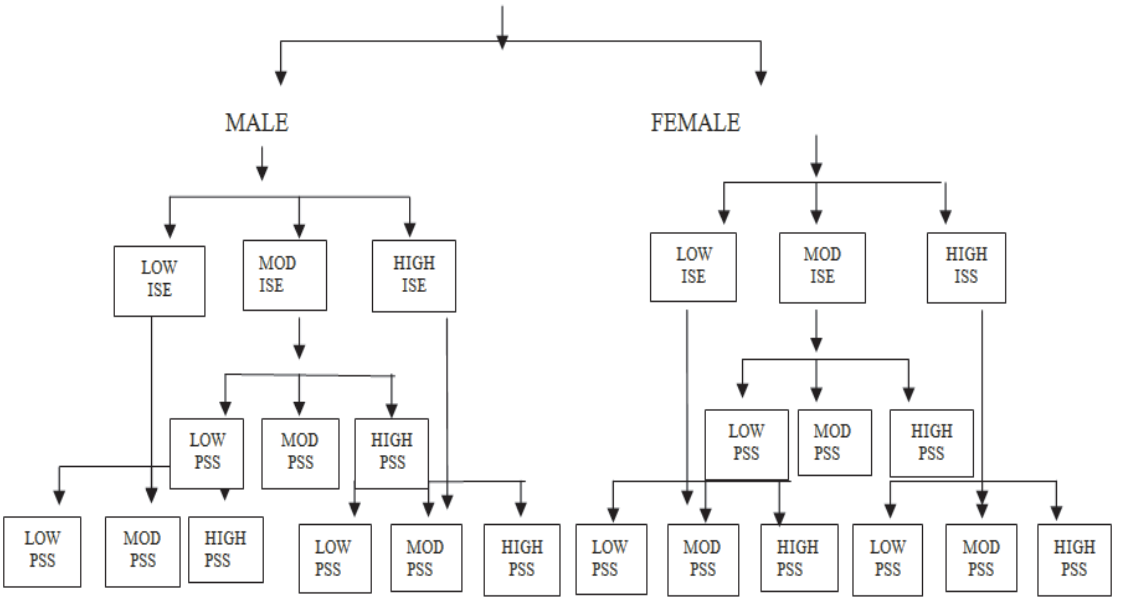
HYPOTHESES

Ho1 There is no significant difference between male and female adolescents with respect to internet use.
Ho2 There is no significant difference among adolescents with low, moderate and high internet self efficacy with respect to internet use.
Ho3 There is no significant difference among adolescents with low, moderate and high perceived social support with respect to internet use.
Ho4 There is no significant interaction between internet self efficacy and perceived social support of adolescents with respect to internet use.
Ho5 There is no significant interaction between gender and internet self efficacy of adolescents with respect to internet use.
Ho6 There is no significant interaction between gender and perceived social support of adolescents with respect to internet use.
Ho7 There is no significant interaction among gender, internet self efficacy and perceived social support of adolescents with respect to internet use.

DESIGN OF THE STUDY

- Descriptive method was used.
- 2×3×3 ANOVA design was employed to study the relationship between internet use, gender and perceived social support of students with low, moderate and high internet self efficacy

INTERNET USE



i) MOD-Moderate
ii) PSS-Perceived social support
iii) ISE-Internet self efficacy

Fig:1 Schematic layout of 2x3x3 factorial design to study the relationship between internet use, gender and perceived social support of students with low, moderate and high internet self efficacy.

SAMPLE

Stratified Random Sampling Technique was used for the selection of the sample in the present study. 400 students (i.e 200 males and females) of Government Senior Secondary schools of Chandigarh were the sample.

TOOLS

Internet use scale developed and validated by the researcher except for dimensions online cognition scale and Internet addiction scale which were developed by Davis, Flett and Besser (2000) and Young (2009) respectively. However these two scales were validated by the researcher in Indian setting.Perceived Social Support scale developed by Procidano and Heller (1983) and Zimet, Dahlem and Farley (1988) and adapted and validated by researcher in Indian setting.

DELIMITATIONS OF THE STUDY

The study was delimited to class IX th students of Senior secondary schools of Chandigarh.

STATISTICAL TECHNIQUES USED

• Descriptive statistics such as means, standard deviations, skewness and kurtosis were computed to study the nature of distribution of scores for all the variables.
• 2×3×3 ANOVA was employed to study the relationship between internet use, gender and perceived social

support of students with low, moderate and high internet self efficacy.

ANALYSIS AND DISCUSSION

Table 1:Means, Medians, Standard deviations, Skewness and Kurtosis for adolescents on internet use.

Gender	N	Mean	Median	SD	Skewness	Kurtosis
Male	200	321.94	323.00	27.398	-.498	-.196
Female	200	246.39	258.00	67.013	-.398	-.587
Total	400	284.17	301.50	63.598	-1.077	.538

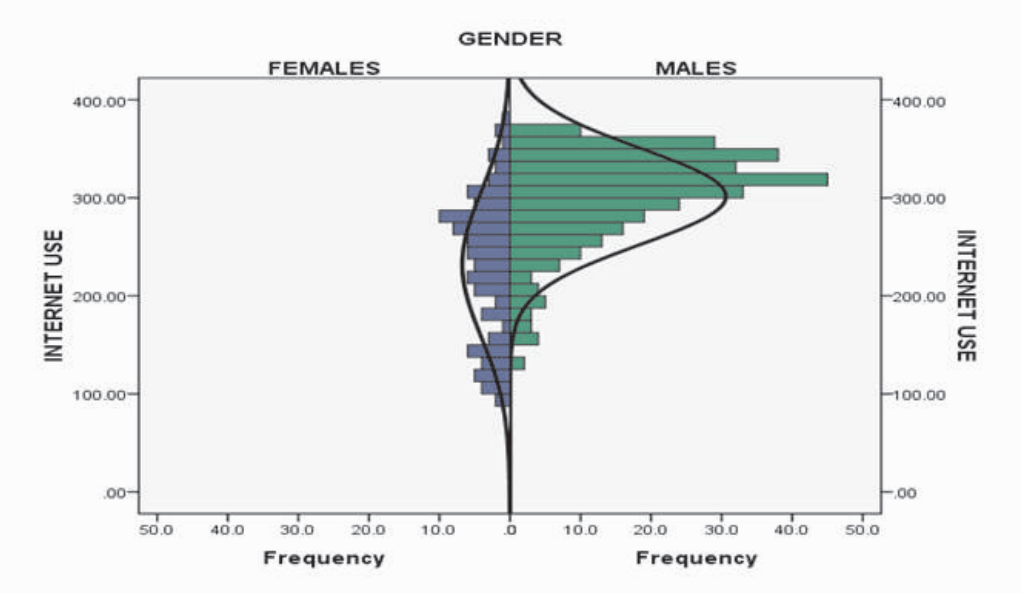


Figure 2: Distribution of sample of male and female adolescents on Internetuse

Regardless adolescents Internet use value of mean scores for male, female and total sample is 321.94, 246.39 and 284.17 respectively, mean scores of male students is clearly higher as compared to the their female counterparts. Value of median in case of male is 323 and for female is 258, while for the total sample are 301.50. The values of mean and median are nearly equal. It may be inferred that the distribution is normal. S.D value for female is 67.01, which is higher than males' value (27.40), for total sample S.D. is 63.60. For male and female adolescents Internet use distribution is skewed towards left and is slightly platykurtic. For total sample, distribution is skewed towards left and is slightly leptokurtic.

Table 2: Means, Medians, Standard deviations, Skewness and Kurtosis for adolescents on perceived social support.

Gender	N	Mean	Median	SD	Skewness	Kurtosis
Male	200	126.60	127.50	20.218	-.174	-.417
Female	200	104.47	112.00	31.835	-.690	-.178
Total	400	115.53	119.00	28.847	-.909	.832

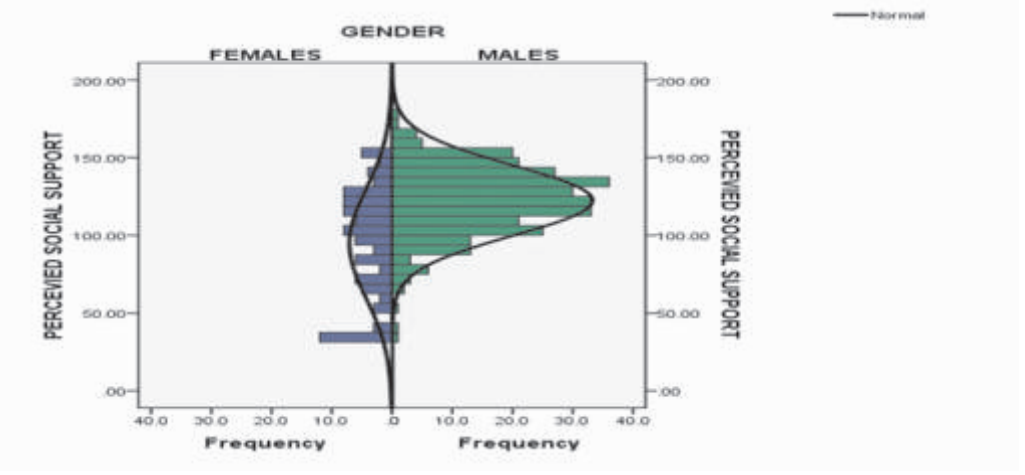


Figure 3: Distribution of sample of male and female adolescents on perceived social support.

Regarding perceived social support the value of mean scores for male, female and total sample is 126.60, 104.47 and 115.53 respectively. Mean scores of male adolescents are clearly higher than their female counterparts. Value of median in case of male is 127.50 and for female is 112, while for the total sample is 119. S.D value for female is 31.835 which is higher than male's value (20.218) and for total sample S.D is 28.847. The distribution of scores in case of male and female adolescents is slightly skewed towards left and is slightly platykurtic. For total sample distribution is slightly skewed towards left and is leptokurtic.

Table 3: Means, Medians, Standard deviations, Skewness and kurtosis for adolescents on internet self efficacy.

Gender	N	Mean	Median	SD	Skewness	Kurtosis
Male	200	91.67	91.00	13.283	.739	4.897
Female	200	93.08	93.00	19.276	-.163	-.441
Total	400	92.37	93.00	16.547	.107	.910

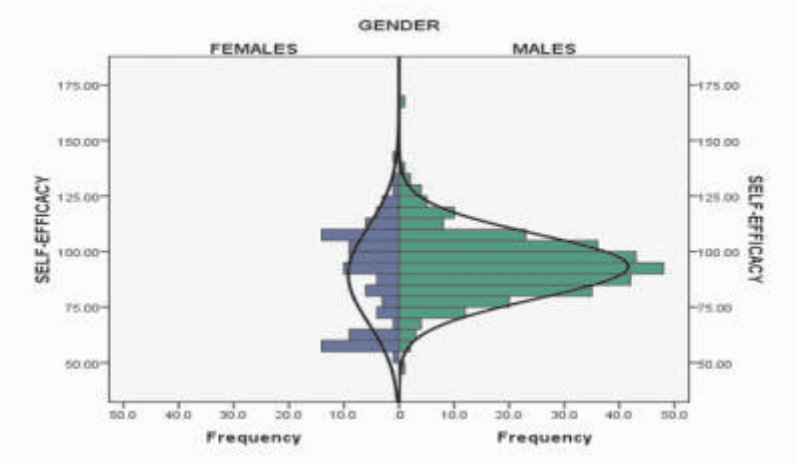


Figure 4: Distribution of sample of male and female adolescents on Internet self efficacy

Regarding Internet self-efficacy, the distribution is slightly skewed towards right for male adolescents and is leptokurtic. While for female distribution is slightly skewed towards left and is slightly platykurtic Value of mean scores for male, female and total sample is 91.67, 93.08 and 92.37 respectively. Value of median in case of male is 91 and for female and total sample is 93. The values of mean and median are almost equal. It can be said that the distribution is nearly normal. For total sample distribution is slightly skewed towards right and is leptokurtic.

Table 4: Summary of 2x3x3 ANOVA for adolescents internet use in relation to gender and perceived social support with respect to different levels of internet self efficacy.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Result
Corrected Model	1060116.593[a]	17	62359.800	43.022	.000	S
Intercept	22660388.708	1	22660388.708	15633.35	.000	S
Gender	392049.501	1	392049.501	270.473	.000	S
ISE	424.867	2	212.433	.147	.864	NS
PSS	191788.965	2	95894.482	66.157	.000	S
Gender * ISE	1235.845	2	617.923	.426	.653	NS
Gender * PSS	159564.011	2	79782.005	55.041	.000	S
ISE * PSS	7303.853	4	1825.963	1.260	.285	NS
Gender * ISE * PSS	18017.206	4	4504.302	3.108	.015	S
Error	553706.517	382	1449.494			
Total	33913722.000	400				
Corrected Total	1613823.110	399				

* Significant at the 0.05 level
** Significant at the 0.01 level.
NS- Not significant

MAIN EFFECTS

H1. Gender

F ratio for the difference in the Internet use between males and females adolescents was found to be significant at 0.01 level of confidence. Male adolescents Internet usage was found higher than internet use of female adolescents, so there exists difference between male and female adolescents, which indicated that male adolescents Internet usage was higher than female adolescents. Hence H1 was rejected as significant difference was found between male and female adolescents with respect to internet use.

H2. Internet self efficacy

F ratio for the difference among adolescents Internet self-efficacy with respect to the Internet use was found to be not significant. This suggests that adolescents with different levels of Internet self-efficacy exhibited comparable internet use. So this study could not provide sufficient evidence to reject the null hypothesis H2. Hence H2 was retained as no significant difference was found among adolescents with low, moderate and high internet self efficacy with respect to internet use.

H3. Perceived social support

F ratio for the difference among adolescents perceived socialsupport with respect to Internet use was found to be significant at 0.01 level of confidence. Further t-test was employed to identify different levels at which perceived social support comes significant.

LPSS = Low Perceived Social Support
MPSS =Moderate Perceived Social Support
HPSS = High Perceived Social Support
M=Mean

Table 5: t-test among adolescents with low, moderate and high perceived social support with respect to internet use.

	LPSS (M=264.82)	MPSS (M=290.67)	HPSS (M=292.42)
LPSS (M=264.82)		6.379**	7.428**
MPSS (M=290.67)			2.801**
HPSS (M=292.42)			
* Significant at the 0.05 level. ** Significant at the 0.01 level.			

From the above mentioned table 5, it was clear that significant difference was found between low, moderate and high perceived social support of adolescents with respect to internet use. Table 5 also indicated that:

• Adolescents with moderate perceived social support exhibited better internet use as compared to adolescents with low perceived social support (t=6.379).

• Adolescents with high perceived social support exhibited better internet use as compared to adolescents with low perceived social support (t=7.428).

• Adolescents with high perceived social support exhibited better internet use as compared to adolescents with moderate perceived social support (t=2.801).

So this study provides sufficient evidence to reject null hypothesis H3. Hence H3 was rejected as significant difference was found among adolescents with low, moderate and high perceived social support with respect to internet use.

INTERACTION EFFECTS

H4 . Internet self efficacy X Perceived social support (ISE X PSS)

F- ratio for the interaction between Internet self-efficacy and perceived social support was not found to be significant. This suggests that Internet self-efficacy and perceived social support did not interact to yield significant difference scores on the student's internet use scores. So this study could not provide sufficient evidence to reject the null hypothesis H4. Hence H4 was retained as no significant interaction was found between internet self efficacy and perceived social support of adolescents with respect to internet use.

H5. Gender X Internet self efficacy (G X ISE)

F- ratio for the interaction between gender and Internet self-efficacy was not found to be significant. This suggests that gender and Internet self-efficacy did not interact to yield significant difference scores on students Internet use. Hence H5 was retained as no significant interaction was found between gender and internet self efficacy of adolescents with respect to internet use.

H6. Gender X Perceived social support (G X PSS)

F- ratio for the interaction between gender and perceived social support was found to be significant at 0.01 level of confidence. Further t-test was employed to study differences among low, moderate and high perceived social support of male and female adolescents.

F LPSS (female low perceived social support)
F MPSS (female moderate perceived social support)
F HPSS (female high perceived social support)
M LPSS (male low perceived social support)

M MPSS (male moderate perceived social support)
M HPSS (male high perceived social support)
M= Mean

Table 6 -test among low, moderate and high perceived social support of male and female adolescents.

	FLPSS (M=170.80)	F MPSS (M=262.33)	F HPSS (M=294.83)	M LPSS (M=316.56)	M MPSS (M=324.36)	M HPSS (M=323.20)
F LPSS (M=170.80)		11.018**	14.146**	19.339**	24.564**	20.219**
F MPSS (M=262.33)			4.075**	7.527**	10.664**	8.449**
F HPSS (M=294.83)				3.148**	5.085**	4.111**
M LPSS (M=316.56)					1.664	1.266
M MPSS (M=324.36)						.246
M HPSS (M=323.20)					.	

* Significant at the 0.05 level.
** Significant at the 0.01 level.

From the above mentioned table 6, it was clear that interaction effect was found to be significant between gender and perceived social support. Table also indicated that:

• Male adolescents with low perceived social support exhibited better internet use as compared to female adolescents with low perceived social support (t=19.339).
• Male adolescents with moderate perceived social support exhibited better internet use as compared to female adolescents with moderate perceived social support (t=10.664).
• Male adolescents with high perceived social support exhibited better internet use as compared to female adolescents with high perceived social support (t=4.111).
• Male adolescents with low perceived social support exhibited comparable internet use as compared to male adolescents with moderate perceived social support (t=1.664) and male adolescents with high perceived social support (t=1.266).

So this study provides sufficient evidence to reject null hypothesis H6. Hence H6 was rejected as significant interaction was found between gender and perceived social support of adolescents with respect to internet use.

H 7. Gender X Internet self efficacy X Perceived social support (G X ISE X PSS)

F- ratio for the interaction among gender, Internet self-efficacy and perceived social support was found to be significant at 0.01 level of confidence. Further t-test was employed to identify different levels at which gender, Internet self-efficacy and perceived social support comes significant.

• FLISE-LPSS(M=162.48)female low internet self efficacy -low perceived social support
• F LISE-MPSS (M=246.74)female low internet self efficacy-moderate perceived social
• F LISE-HPSS (M=328.50) female low internet self efficacy-high perceived social support
• F MISE-LPSS (M=182.29) female moderate internet self efficacy-low perceived social support
• F MISE-MPSS (M=266.40) female moderate internet self efficacy-moderate perceived social support
• F MISE-HPSS (M=288.93) female moderate internet self efficacy-high perceived social support
• F HISE-LPSS (M= 181.56) female high internet self efficacy-low perceived social support
• F HISE-MPSS (M=266.35) female high internet self efficacy-moderate perceived social support
• F HISE-HPSS (M=296.23) female high internet self efficacy-high perceived social support
• M LISE-LPSS (M=332.10) male low internet self efficacy-low perceived social support
• M LISE-MPSS (M=327.14) male low internet self efficacy-moderate perceived social support

- M LISE-HPSS (M=317.56) male low internet self efficacy-high perceived social support
- M MISE-LPSS (M=319.21) male moderate internet self efficacy-low perceived social support
- M MISE-MPSS (M=316.31) male moderate internet self efficacy-moderate perceived social support
- M MISE-HPSS (M=328.81) male moderate internet self efficacy-high perceived social support
- M HISE-LPSS (M=301.07) male high internet self efficacy-low perceived social support
- M HISE-MPSS (M=331.93) male high internet self efficacy-moderate perceived social support
- MHISE-HPSS (M=317.64 male high internet self efficacy-high perceived social support

Table 7: t-test between male and female adolescents at low, moderate and high perceived social support at all levels of Internet self-efficacy.

	FLISE-LPSS 162.48	FLISE-MPSS 246.74	FLISE-HPSS 328.50	FMISE-LPSS 182.29	FMISE-MPSS 266.40	FMISE-HPSS 288.93	FHISE-LPSS 181.56	FHISE-MPSS 266.35	FHISE-HPSS 296.23	MLISE-LPSS 332.10	MLISE-MPSS 327.14	MLISE-HPSS 317.56	MMISE-LPSS 319.21	MMISE-MPSS 316.31	MMISE-HPSS 328.81	MHISE-LPSS 301.07	MHISE-MPSS 331.93	MHISE-HPSS 317.64
FLISE-LPSS 162.48		5.316**	6.326**	1.236	9.282**	10.349**	1.030	8.014**	9.757**	10.181**	15.222**	10.926**	14.525**	15.44**	15.38**	9.860**	15.812**	9.571**
FLISE-MPSS 246.74			2.691**	3.397**	1.436	2.888**	3.009**	1.272	3.019**	4.440**	6.350**	4.260**	5.721**	5.921**	6.511**	3.330**	6.804**	3.772**
FLISE-HPSS 328.50				6.114**	2.580**	1.866	7.111**	2.967**	1.366	.337	.098	.624	.636	.830	.025	2.018*	.259	.7798
FMISE-LPSS 182.29					5.908**	7.620**	.040	5.832**	7.280**	9.832**	13.089**	9.366**	12.155**	12.52**	13.49**	8.776**	13.744**	8.828**
FMISE-MPSS 266.40						2.105*	5.065**	.005	2.483*	4.299**	6.243**	4.003**	5.460**	5.623**	6.390**	2.711**	6.782**	3.464**
FMISE-HPSS 288.93							6.904**	1.961*	.592	3.191**	4.126**	2.371*	3.253**	3.142**	4.354**	1.040	4.710**	2.151*
FHISE-LPSS 181.56								5.402**	6.607**	11.283**	12.847**	9.330**	11.797**	11.86**	13.59**	9.318**	13.683**	9.617**
FHISE-MPSS 266.35									2.320*	4.912**	6.449**	4.175**	5.557**	5.572**	6.734**	2.968**	7.075**	3.852**
FHISE-HPSS 296.23										2.384*	2.996**	1.584	2.214*	2.065*	3.195**	.372	3.511**	1.441
MLISE-LPSS 332.10											.550	1.280	1.365	1.669	.393	3.437**	.020	1.544
MLISE-MPSS 327.14												1.054	1.099	1.560	.244	3.145**	.694	1.027
MLISE-HPSS 317.56													.177	.140	1.284	1.561	1.623	.0068
MMISE-LPSS 319.21														.412	1.370	2.114*	1.808	.163
MMISE-MPSS 316.31															1.842	1.808	2.294*	.140
MMISE-HPSS 328.81																3.530**	.468	1.284
MHISE-LPSS 301.07																	3.852**	1.683
MHISE-MPSS 331.93																		1.604
MHISE-HPSS 317.64																		

* Significant at the 0.05 level
** Significant at the 0.01 level.

From the above table 7it was clear that interaction effect was found between above mentioned groups. Table 7 also indicated that :

- Male adolescents with low internet self efficacy and low perceived social support exhibited better internet use as compared to female adolescents with low internet self efficacy and low perceived social support (t=10.18).
- Male adolescents with moderate internet self efficacy and low perceived social support exhibited better internet use as compared to female adolescents with moderate internet self efficacy and low perceived social support (t=12.155).
- Male adolescents with high internet self efficacy and low perceived social support exhibited better internet use as compared to female adolescents with high internet self efficacy and low perceived social support (t=9.318).
- Male adolescents with low internet self efficacy and moderate perceived social support exhibited better

internet use as compared to female adolescents with low internet self efficacy and moderate perceived social support (t=6.35).

• Male adolescents with moderate internet self efficacy and moderate perceived social support exhibited better internet use as compared to female adolescents with moderate internet self efficacy and moderate perceived social support (t=5.623).

• Male adolescents with high internet self efficacy and moderate perceived social support exhibited better internet use as compared to female adolescents with high internet self efficacy and moderate perceived social support (t=7.075).

• Male and female adolescents with low internet self efficacy and high perceived social support exhibited comparable internet use (t=0.624).

• Male adolescents with moderate internet self efficacy and high perceived social support exhibited better internet use as compared to female adolescents with moderate internet self efficacy and high perceived social support (t=4.354).

• Male and female adolescents with high internet self efficacy and high perceived social support exhibited comparable internet use (t=1.441).

This indicated that gender, Internet self-efficacy and perceived social support interact to yield significant difference on students Internet use. Hence H7 was rejected as significant interaction was found among gender, internet self efficacy and perceived social support of adolescents with respect to internet use.

RESULTS

H1: There found a significant difference between male and female adolescents with respect to internet use.Male adolescents exhibited better internet use as compared to female adolescents. Hence H1 was rejected.

H2. There found no significant difference among adolescents with low, moderate and high internet self efficacy with respect to internet use.This suggested that adolescents with different levels of Internet self-efficacy exhibited comparable internet use. So this study could not provide sufficient evidence to reject the null hypothesis H2. Hence H2 was retained.

H3. There found a significant difference among adolescents with low, moderate and high perceived social support with respect to internet use.

• Adolescents with moderate perceived social support exhibited better internet use as compared to adolescents with low perceived social support.

• Adolescents with high perceived social support exhibited better internet use as compared to adolescents with low perceived social support.

• Adolescents with high perceived social support exhibited better internet use as compared to adolescents with moderate perceived social support.

So this study provided sufficient evidence to reject null hypothesis H3. Hence H3 was rejected.

H4. There found no significant interaction between internet self efficacy and perceived social support of adolescents with respect to internet use. This suggested that Internet self-efficacy and perceived social support did not interact to yield significant difference scores on the student's internet use scores. So this study could not provided sufficient evidence to reject the null hypothesis H4. Hence H4 was retained.

H5. There found no significant interaction between gender and internet self efficacy of adolescents with respect to internet use. This suggested that gender and Internet self-efficacy did not interact to yield significant difference scores on students Internet use. Hence H5 was retained.

H6. There found a significant interaction between gender and perceived social support of adolescents with respect to internet use.

• Male adolescents with low perceived social support exhibited better internet use as compared to female adolescents with low perceived social support.

• Male adolescents with moderate perceived social support exhibited better internet use as compared to female adolescents with moderate perceived social support.

• Male adolescents with high perceived social support exhibited better internet use as compared to female

adolescents with high perceived social support.

• Male adolescents with low perceived social support exhibited comparable internet use as compared to male adolescents with moderate perceived social support and male adolescents with high perceived social support .

This suggested that gender and perceived social support interact to yield significant difference scores on students Internet use. So this study provided sufficient evidence to reject null hypothesis H6. Hence H6 was rejected.

H7. There found a significant interaction among gender, internet self efficacy and perceived social support of adolescents with respect to internet use.

• Male adolescents with low internet self efficacy and low perceived social support exhibited better internet use as compared to female adolescents with low internet self efficacy and low perceived social support.

• Male adolescents with moderate internet self efficacy and low perceived social support exhibited better internet use as compared to female adolescents with moderate internet self efficacy and low perceived social support.

• Male adolescents with high internet self efficacy and low perceived social support exhibited better internet use as compared to female adolescents with high internet self efficacy and low perceived social support.

• Male adolescents with low internet self efficacy and moderate perceived social support exhibited better internet use as compared to female adolescents with low internet self efficacy and moderate perceived social support.

• Male adolescents with moderate internet self efficacy and moderate perceived social support exhibited better internet use as compared to female adolescents with moderate internet self efficacy and moderate perceived social support.

• Male adolescents with high internet self efficacy and moderate perceived social support exhibited better internet use as compared to female adolescents with high internet self efficacy and moderate perceived social support.

• Male and female adolescents with low internet self efficacy and high perceived social support exhibited comparable internet use.

• Male adolescents with moderate internet self efficacy and high perceived social support exhibited better internet use as compared to female adolescents with moderate internet self efficacy and high perceived social support.

• Male and female adolescents with high internet self efficacy and high perceived social support exhibited comparable internet use.

This indicated that gender, Internet self-efficacy and perceived social support interact to yield significant difference scores on students Internet use. Hence H7 was rejected.

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