

**INTERNET USE AND FAMILY RELATIONS
AMONG COLLEGE GOING YOUTH IN MIZORAM**

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*Submitted In Partial Fulfilment Of The Requirement Of The Degree Of
Master Of Philosophy In Social Work Of Mizoram University, Aizawl*

MIZORAM UNIVERSITY

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DECLARATION

I, R. Lallianzela,, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form bias of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institution.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Social Work Department.

Dated: 11th July, 2014

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CERTIFICATE

This is to certify that the dissertation **“Internet Use and Family Relations Among College Going Youth in Mizoram”** submitted by R.Lallianzela for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student’s bonafide research and this has not been submitted for award of any degree in this or any other university or institution of learning.

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ABBREVIATIONS

IAMAI:	Internet and Mobile Association of India
IMRB:	Indian Market Research Bureau
IWS:	Integrated Wireless Solutions
FTF:	Face To Face
SNS:	Social Networking Sites
PC:	Personal Computer
SNG:	Social Networking Games
:	
ICT	Information Communication Technology

CHAPTER I

INTRODUCTION

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INTRODUCTION

This study is an attempt to assess the internet use and family relations among college going youth in Mizoram.

1.1.Scenario of InternetUse

According to Miniwatts Marketing Group (2012), at the global level, internet users in the world as a whole based on distribution by world regions as on 2012 there are 44.8 percent in the continent of Asia, 21.5 percent in Europe, 11.4 percent in North America, 10.4 percent in Latin America, 7 percent in Africa, Middle East comprise of 3.7 percent and Australia/Oceania 1 percent.

According to Internet and Mobile Association of India (IAMAI) and IMRB International (2006), Internet users in India have reached 37 million in the month of September 2006, up from 33 million in March 2006. During the same period the number of "active users" has risen from 21.1 Million in March 2006 to 25 Million in September 2006. "Active User" is an internationally accepted and widely used category to define users who have used the internet at least one in the last 30 days. The numbers are a result of the largest "offline" survey so far carried out in India to estimate the "ever user" and "active user" categories. The primary survey for the study was conducted in early 2006 amongst 16,500 households covering 65,000 individuals across 26 major metros and small towns in India, with additional coverage of 10,000 business and 250 cyber café owners. The survey did not include rural areas. In November 2013, IWS (Integrated Wireless Solutions) considers that the number of internet users in India is now 150,000,000 to give credit to surveys and field work performed till December 31, 2013.

In Mizoram, based on the study by Ralte (2014) among 365 youth of four localities in Aizawl city, there are 242 internet users out of which 59.09 percent are male and 40.90 comprise of female. Out of these, 50.13 percent use computers to access internet, 6.84 percent use mobile phones while 9.58 percent get access to internet by both computer and mobile phone.

1.2. Internet

According to Federal Networking Council (1995),

“Internet” refers to the global information system that –

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

1.3.Social Networking Sites

Social Networking is defined as ‘social space’ for people who want to expose themselves among others and staying connected with each other.

Social network sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system.

While the term “social network site” is used to describe the phenomenon, the term “social networking sites” also appears in public discourse, and the two terms are often used interchangeably. (seeBoyd. D.2008)

1.4. Family Relationship

Family relationships are an important part of the glue that holds society together and comprises of family cohesion, family conflicts and family time. (Mesch, 2006)

K.Davis (1989) defines family as a group of persons whose relations to one another are based upon consanguinity and who are therefore kin to one another. Family is generally regarded as a major social institution and a locus of much of a person's social activity. It is a social unit created by blood, marriage, or adoption, and can be described as nuclear (parents and children) or extended (encompassing other relatives). It is a social institution organised to meet certain essential societal needs. It is a group consisting of parent, with or without children and relatives, united by bonds of love and affection and sharing common social activities. Huang (2010) explained home is one of the significant social environments and among the five dominant socialization agents (family, school, peer, environment and mass media), family is the primary socialization context in which children develop beliefs, attitudes and knowledge from their parents. Parent-child communication, therefore, has been considered “one of the most pervasive forces” that can affect individuals’ traits and personality developments. (see Johnson.M.H.2007)

Family relationships are an important part of the glue that holds society together and they have traditionally been regarded as one of the key determinants of social cohesion. But important social developments — such as the increasingly ‘fragile’ nature of relationships, dwindling family size, social and spatial mobility, and individualisation — have had a major impact on the position of the family within society. A mutually satisfying family relationship can help promote social cohesion and prevent social exclusion. The family is, after all, the most important institution in which future generations are raised, in which norms and values are transferred, where the foundations of the future generations’ position within society are laid and where informal support and care are exchanged. But, the introduction of new

technologies such as the Internet into the household can potentially change the quality of family relationships.

1.5. Family Systems Theory

This theory emerged from General Systems. It has many applications to families and other social systems. According to Constantine, “any system is defined as a bounded set of interrelated elements exhibiting coherent behavior as a trait. A definition from Webster also suggests that it is an assemblage of objects related to each other by some regular interaction or interdependence). Families are considered systems because they are made up of interrelated elements or objectives, they exhibit coherent behaviors, they have regular interactions, and they are interdependent on one another. The basic rationale is that all parts of the family are interrelated. Further, the family has properties of its own that can be known only by looking at the relationships and interactions among all members.

The theoretical contribution of the family systems approach involves a sense of how family members come to share beliefs about themselves and the world around them. Family systems approach involves a sense of how family members come to share beliefs about themselves and the world around them. Family systems theory is more than a therapeutic technique (see Fingerman K. and Bermann 2000).

For this study, the Family Systems Theory will be understood better in a context where the college going youth interaction and relationship with their family members are associated with their access to internet. The usage of internet enters the realm of the family which is standing as a system. Also, internet at the other level is now becoming part of the daily activity and more of as an essential part of the youth today’s world.

1.6. Youth

Youth is best understood as a period of transition from the dependence of childhood to adulthood’s independence. That’s why, as a category, youth is more fluid than other fixed

age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because 'youth' is often referred to a person between the ages of leaving compulsory education, and finding their first job (Lalneiha 2005).

The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. The Secretary General first referred to the current definition of youth in 1981 in his report to the General Assembly on International Youth Year and endorsed it in ensuing reports. However, in both the reports, the Secretary-General also recognized that, apart from that statistical definition, the meaning of the term 'youth' varies in different societies around the world. When the General Assembly, by its resolution 50/81 in 1995, adopted the World Programme of Action for Youth to the Year 2000 and beyond, it reiterated that the United Nations defined youth as the age cohort of 15-24.

Youth is characterised as a transition period, that is, from childhood to adulthood. It is the stage of physical change and development from puberty to 35 years when a person's body grows at the maximum. Internal and external changes take place. It is a period of emotional development when the young people learn how to cope with emotional stress and to face realities in life. Further, it is a stage of acquiring new roles and responsibilities. In this stage, the young people learn much life coping skills at home and in educational institutions. The role of young people expands as a brother, sister, friend, son, daughter, student and non-student, church member, youth leader and as a member of the community and society. Another important characteristic of youth is that it is a stage of ambition and goals. Usually young people are ambitious and have a desire to accomplish goals in life. He/she may seek attention and status in society by fulfilling his/her ambition. At the same time, it is the period of stress and strain. A young person faces many challenges and may have difficulties in dealing with them.

The [National Youth Policy](#) 2003 defines Youth into two broad sub-groups viz. 13-19 years and 20-35 years. The youth belonging to the age group 13-19, which is a major part of the adolescent age group, is regarded as a separate constituency.

1.6. Statement of the Problem

Communicating and downloading content are two primary uses of the Internet by young people, but education also plays an important role. Gaming is also a popular activity including multiplayer online games. Above all, Social networking is a fast-growing online activity aided by the rapid advancement in mobile phone technologies of various ranges of brands and with tempting designs and prices. Acting in a media-rich environment and a bedroom culture, the Net-generation or digital natives express different values, attitudes, and behaviours than previous generations. Understanding the place of the internet in the lives of young individuals requires avoiding a purely deterministic interpretation and recognizing the social embeddedness of technology and its variable outcomes. The internet can be constitutive of new cultural features of young social life, but it can also reproduce older conditions.

Youth of Mizoram are also not left aside from the rapidly changing world of technology. With the investment of various service providers companies, the access to internet is getting easier and the frequency of usage and new users also alarmingly on the rise. But, now the question is how has their social life being changed? Have their face to face communication with friends, families and dear ones being reduced and destroyed?

Living in a close-knit society where the family still holds the basic social institution, how have the usage of internet connectivity hampered the family relationship and communication. This study will attempt to bring into deeper and wider scene of the impact of internet among the youth, its effect on their family relations and look forward for redressing the technological gaps and barriers in the society.

Now, the question arise - To what extend and how often are the youth being sitting in front of their computers/mobile phones living their own virtual world and how have this impacted upon their relationship with their parents and family members? Does the usage of internet have any boundaries in regards to its effect or impact with differing to rural and urban population and to where does the face-to-face human interaction or contact have been reduced or diluted with the youth ever emerging internet exposure? Do the online youth still regard themselves as belonging to their families and what are the parental conflicts that arise out of their excessive online-lives?

1.7. Objectives

The objectives of the present study are as follows:

1. To study the demographic profile of student youth.
2. To assess the various patterns of internet use among the youth.
3. To find out the internet use among the youth with reference to their family relations-cohesion, conflicts and time.
4. To suggest measures for social policy and social work practice.

1.8. Chapter Scheme

The present study will be organised in the following chapters:

1. Introduction
2. Review of literature
3. Methodology
4. Results and Discussion
5. Conclusion and Suggestions

CHAPTER II

LITERATURE REVIEW

CHAPTER II

REVIEW OF LITERATURE

Review of literature is necessary to help the researcher in understanding the theoretical background and findings of various studies. Research Gap is also brought about with this. The current chapter presents review of literature on various aspects such as Family, Internet usage and Family, Effects of Internet Communication, Internet usage including Youth and Social Networking Sites.

2.1. Family

The study conducted by Laughrea K (2008) , “*Alienated Family Relationship Scale: Validation with Young Adults*”, identify the alienated dynamic within the family from the young adult’s perspective among 493 Canadian undergraduate students recruited throughout all of the faculties at the University of Moncton. The age of the students ranged from 17 to 22 years with a mean age of 19 years. The sample consisted of 363 women and 117 men, the majority (93%) of whom were single. Thirty-five percent were still living at home. The mean annual income of fathers was \$49,500 Canadian and that of mothers was \$32,000 Canadian. Within the present sample, 417 participants came from intact families (IF) and 76 were from divorced-separated families (DF). Parents from DF have been divorced-separated for about nine years. Child custody was divided among the mothers (73%), the fathers (14%) and joint custody (13%). Young adults from IF and DF did not differ significantly in terms of age, parent’s income and the percentage of male-female in each group. The more young adults perceived alienated relationships within their family the more they evaluated themselves and their parents as psychologically distressed, actually felt angry towards them, and have developed an insecure attachment in their peer and close relationships. Those from DF perceived more conflicts and alienating attitudes between their parents and perceived them as

less capable of resolving their conflicts as compared to those from IF. Furthermore, participants from DF, compared with those from IF, reported more alienating attitudes and intense anger toward their father as opposed to their mother.

Ayşe Ç. Uruk. et al (2008) in their study (2008), “*Examining the Influence of Family Cohesion and Adaptability on Trauma Symptoms and Psychological Well-Being*”, specifically examined the influence of family cohesion and adaptability on college students’ trauma symptoms and psychological well-being in a sample of 189 undergraduate students. The participants were administered the Family Adaptability and Cohesion Evaluation Scales-III (FACES-III), L.A. Symptom Checklist, and Scales of Psychological Well-Being. Two regression analyses were conducted to understand the influence of FACES on trauma symptoms and psychological well-being. Most participants were female (78%). Ninety-two were Caucasian (49%) with 84 (44%) African American, seven (4%) Asian-American, four (2%) from other. Seventy-four of the participants reported education as their academic major (39%), with 67 as nursing (35%), 25 as engineering (13%), seven as arts and sciences (4%), and six as integrative (3%). Participants ranged in age from 18 to 50. The overall results of this study suggest that gender and ethnicity do not contribute significantly in explaining trauma symptoms and psychological well-being. However, family cohesion and adaptability has a significant influence on trauma symptoms and psychological well-being. More specifically, the relationship of family cohesion and adaptability with trauma is negative; whereas with psychological well-being it is positive. The results revealed that the family adaptability and cohesion has a significant unique variance in explaining both trauma symptoms and psychological well-being.

Lehto, Y.X., et al. (2012) in their study, “*Family Vacation Activities and Family Cohesion*” explores the interplay of vacation activity patterns and family cohesion. Their study aimed at exploring the nature and dimensionality of family vacation activities and

investigating the interplay between family vacation activity patterns and family cohesiveness. Family travellers were targeted for the purpose of this study. A convenience sample was used. The family traveller database of one of the largest travel clubs based in the mid-west region of the United States served as a starting point for data collection. With the permission and assistance from the travel club manager, the members of the club were invited to fill out a self-administered survey, one per each family, at the conclusion of their family vacation. The survey time frame was between March and July 2005 when most family vacations occurred. A total of 314 questionnaires were distributed by the club managers and 265 (84.4%) valid questionnaires were returned. The majority of respondents were female (60.5%), married (70.1%), Caucasian (92.0%), and above 45 years of age (58.1%). More than half of respondents (63.3%) had an educational level above bachelor's degree. About half of respondents reported their annual household income above US\$100,000. On average, the families participated in the survey took four overnight vacation trips in the 2 years prior to the time the survey was conducted. The average trip length was about five days. The results showed that the 10 most popular vacation activities consumed by the sampled families as a unit were swimming, dining in restaurant, enjoy local specialties and delicacies, shopping for clothes, enjoy nightlife and entertainment, visiting a historical site, sightseeing in a city, shopping for arts and crafts, visiting friends and relatives, and visiting a zoo. The least popular activities for family travellers included camping, volunteering, visiting a farm, horse riding and shopping for toys. It reveals taxonomy of four types of family travellers with respect to their patterns of activities and needs for cohesion. They are "bonded and nature seeking"; "attached and enthusiastic"; "self-directed and recreation oriented"; and "sociable but static" family travellers. This research provides empirical evidence for the proposition that vacation activities are valuable contributors to family cohesion.

According to Aufseeser. D, Jekielek. S., & Brown. B. (2006) in their article, "*The Family Environment and Adolescent Well-being: Exposure to Positive and Negative Family Influences*", which is a compilation of the report data from Child Trends and the National Adolescent Health Information Centre on teens' experiences in their families with a particular focus on differences across social groups with special preferences on identify where disparities exist and where needs for intervention are greatest. The results show that over three-quarters of all parents report very close relationships with their adolescent children. Many 15-year-olds report difficulty talking with their mothers and fathers about things that really bother them. Adolescents who live with two parents are more likely to have parents who know their whereabouts after school. Hispanic parents are less likely than white and black parents to know who most of their adolescent's friends are. Foreign-born adolescents are more likely than their native-born peers to eat meals with their family. Adolescents with better-educated parents are less likely to be exposed to smoking and heavy drinking by their parents. Adolescents whose parents exercise are less likely to be sedentary themselves.

According to Mesch. S. G. (2006) in his study, "*Family characteristics and intergenerational conflicts over the Internet*", consisted of 754 children, aged 12 to 17, who used the Internet, and one of their parents or guardians (a total of 1508 persons were interviewed). The study shows that the average age of the children was 14 years; 50.4 percent were boys and 82.9 percent lived in intact families. A large majority of the adolescents (72.9%) reported having used the Internet for between one and three years. Almost half of the adolescents (41.5%) reported that they went online everyday, and another third (33.3%) went online a couple of times a week. In terms of expertise, about two-thirds of the adolescents (66.3%) reported that they were better at using the Internet than their parents. Regarding parents' characteristics, on average they were 43.94 years old, with

more than half (55.7%) having less than completed college education. In terms of duration of Internet use, more than one fourth (28.4%) reported has used the Internet for less than a year. Almost half of the parents (48.8%) reported going online every day, and 22 percent a couple of times a week. As to conflicts, 40.2 percent of the parents reported that as a result of the Internet they had arguments with their children. Almost two-thirds of the families (60.6%) reported having rules about when and for how long the children could go online. Only 46.9 percent limited the time that the adolescent could spend talking on the phone and only 40.1 percent limited the time their adolescent child could spend watching TV. More than half the parents expressed concern that strangers would try to contact their children (56.8%), that adolescents would be exposed to content that parents did not want them to see or watch (62.4%), and that adolescents would disclose family information to commercial companies (58.7%). As for the consequences of the new medium, over two-thirds (68.2%) of the parents were concerned that the Internet kept young people from doing more important things, and almost half of them (46.7%) were concerned that the Internet could cause young people to do harmful things.

similarities and differences in the factors affecting arguments with fathers and with mothers. Both fathers and mothers reported that the likelihood of arguments over Internet use was related to family size, rules regulating Internet use, parental attitudes, adolescent frequency of use and children being Internet experts. Length of parental Internet use was significant only for mothers. The shorter the time of Internet use by the mother, the less likely were conflicts over Internet use. The most salient finding was the effect of the adolescent's gender. Boys were more likely to argue with their mothers than girls. This gender effect might have been an artefact, in that boys were more likely to be experts. Adolescent-parent conflict over Internet use was widespread. Conflicts were reported by 40% of the parents in the sample.

Conflicts were found to be more prevalent in large families. It was very likely that number of siblings is a proxy for the number of family users. As this number increases, competition for computer time is fiercer, resulting in more conflicts. Mothers and fathers have different sorts of relationships with their children. Fathers are perceived as distant authority figures and mothers as more close emotionally.

2.2 Internet and Family

Cho.C. and Cheon.J.H. in their study (2005), “ *Children’s Exposure to Negative Internet Content: Effects of Family Context*”, examines the effect of family context factors (family cohesion, shared Web activities, parents’ Internet skill, and parents’ perceived control) on children’s exposure to negative Internet content. 178 Participating families were recruited through a developmental research school system associated with a large South Eastern University. One child was randomly selected if a parent had multiple children at the school between the ages of 11 and 16 (6th to 10th grade), which assures that they have reached a cognitive level that provides the abstract thinking capacity required to complete the survey instrument. This allowed students to understand and interpret the survey question items. Among the 178 participating parents, 55 were fathers, 116 were mothers, and 7 were legal guardians. Parents and guardians ranged in age from 28 to 74 years, with a mean of 44.4. For participating children, 46.9 percent were male, and 53.1 percent were female, and their ages ranged from 11 to 16 years, with a mean of 13.04. Discrepancy was found between children’s actual exposure to negative Internet content (violent online games, sexually explicit sites, online chatting with unknown persons, and online gambling) and parents’ perception of children’s Internet exposure. Children’s accidental and/or intentional exposure to negative Internet content is not related with other demographic variables such as family income, parents’ education level, gender of parents, and age of children.

The study found that parents generally underestimate their children's exposure to negative Internet content. This finding suggests that children are more exposed to negative Internet content than what parents expect. It implies that the effect of negative Internet content on children can be more serious than what most parents estimate.

Nikken, P. and Jeroen Jansz, J. (2013) in their study, "*Developing scales to measure parental mediation of young children's internet use*", examined about how parents guide the online activities of toddlers and young children. An online survey was submitted by a professional research institute (Motivation) to a representative sample of Dutch parents with one or more children at home. 1097 parents participated although 287 (26.6%) had children who never used the internet. The other 792 parents (73.4%) reported that their children are online on a regular basis. The sample included slightly more mothers (53.2%) than fathers. The average age was 40.1 varying from 20 up to 55 years. The parents reported slightly more often about their daughters (51.1%) than their sons. The average age of the children was 8.8 years for technical guidance 31 percent of parents used a spam filter and 56 percent an anti-virus programme. With regard to the characteristics of the parent, mothers essentially apply all types of parental mediation more often than fathers. Furthermore, parents who have been educated to a lower standard set more content restrictions on their children's internet use and apply active mediation more often. The parents' own experiences with the internet had a parallel in the amount of general restrictions put on their children's web surfing: the parents who go online less often restricted their child's online behaviour more often.

Finally, parental perceptions of internet risks and opportunities are clearly related to their mediation. The parents who worry about online risks reported that they apply all types of mediation more often, except for technical guidance. Positive expectations about the internet's influence on social-cognitive outcomes are more common among parents using active

mediation and content-specific restrictive mediation, and particularly among those applying co-use.

According to Cummings, N.J. and Robert Kraut, R. (2011) in their study, "*Domesticating Computers and the Internet*", explained how personal computers and the Internet have become increasingly domesticated since 1995 and to explore the mechanisms for this shift. Three sets of analysis were conducted. The first compared domestication trends in 1995, 1998, and 2000, controlling for the demographic differences in the user population between these two periods. The second used the 1998 and 2000 surveys to contrast veteran Internet users, who had been online for 2 years or more with novice users, who had been online for 1 year or less. The third analysis is longitudinal, comparing responses from 1995 and 1996 from a single sample. The longitudinal analysis, by comparing the same people at two time periods, holds constant changes in users' characteristics, to examine changes in what they are doing over time. Comparisons of 1995, 1998, and 2000 Internet users show that in the later period, users were more likely to be female (38% female in 1995 vs. 49% female in 2000). Even though there remain gender, age, and education differences between Internet users and nonusers, the demographics of Internet users are certainly becoming more diverse. However, the gap between users and nonusers in minority status and income has not declined as much as the gaps in gender, age, and education. The demographic differences between veteran and novice users in 1998 and 2000 were similar to the demographics shifts in the general population of users between 1995 and 2000 reported earlier.

Compared to veteran users, novices in both years are more likely to be women, older, and less well educated. Veterans and novices did not differ on minority status in both years and on income in 1998, though veterans were wealthier than novices in 2000. Across a number of measures, novices used computers and the Internet less heavily than veterans. They were less likely to use a computer from home, less likely to use a home computer for work,

and less likely to use the Internet for a variety of purposes. Comparing the same people across time the trends were consistent with the prediction that the same individuals treat computing more domestically in 1996 than in 1995, none of the 1995/1996 interactions reached statistical significance. In 1996 the subsample was a little more likely to use the Internet from home and a little less likely to use it at work.

Women, children, and less well-educated individuals are increasingly using computers and the Internet and have a more personal set of motives than well-educated men. In addition, the widespread diffusion of the PC and the Internet and the response of the computing industry to the diversity in consumers have led to a rich set of personal and domestic services.

Bella, G.L. and Bell, C.D. (2009) in their study "*Effects of family connection and family individuation*", explores the differential effects of family connection and family individuation measured during adolescence on later midlife well-being. Data were gathered on 99 families during structured home interviews. Families were recruited through one of three high schools in one school district; the area was white, middle class, suburban. All families had two parents and their two or three children, one of whom was a 15–17-year-old daughter. Almost all children were biological offspring, but adoptive families were not excluded. Relating the family systems, variables measured during adolescence with adult well-being measured at midlife. The quality of the family systems was measured using self-report, projective, and observer measures (coding of family interaction process) from structured home interviews in the 1970s. Data on well-being at midlife were taken from telephone interviews conducted 22–27 years after the original home interviews with individuals who were adolescents at the time of the 1970s interviews.

The result showed that almost all of the parents were raised during the Depression and married after World War II. Of the fathers, 89% had graduated high school; 32% were college graduates. As for mothers, 97% had graduated high school; 18% were

college graduates. The parents had stayed married and had two or three children. It is interesting that an individuated family system was not associated with marriage at midlife, suggesting that warmth and acceptance does more to support future marriage than respect and validation. The results of this study also reinforce the importance of the family environment throughout the life course, supporting the idea that the family system as experienced in adolescence can have life-long implications for well-being. Family connection (measured during adolescence) was associated with self-acceptance and positive relationships at midlife partially mediated by marriage. Family individuation (measured during adolescence) was associated with personal autonomy at midlife.

Boudreaux, K. and Consalvo, M. (2014) in their article, "*Families and social network games*", focused on the opinions and practices of people who play Facebook games with family members. The study consisted of 163 respondents ranging in age between 18 and 70, with the largest group, 37 percent between 30 and 39 years old. Of the 163 respondents, 50 percent said they started playing Facebook games out of curiosity, while 11 percent claimed to have started due to being asked to play by a family member. Results were then filtered to focus on the respondents who had stated that they have played or currently play SNG with family members for a total of 58 completed questionnaires, or 44 percent of the overall respondents. The questionnaire consisted of 57 multiple-choice and open-ended questions and covered demographic information including age, education level, as well as social network game genre preferences, frequency, and reasons for playing social networked games, types and extent of interactions with family members, how players prioritize their gameplay activities based on relationships with other players, how players negotiate the boundaries between gameplay activities that occur out of the game but within their social network, and perspectives on cheating in SNG. The majority, 63 percent of respondents, said they played

puzzle games such as Bejeweled and Bubble Witch Saga, while 58 percent said they played 'build and harvest' games such as Farmville and Cityville.

Just over half of the respondents (57%) stated that they played a social network game solely to help a family member, and 48 percent said they have asked or convinced a family member to play a game solely for the purpose of their own gameplay progress. Of the 58 respondents who stated that they actively play SNG with family members, just over half claim that they do not talk about SNGs with their family. When asked specifically how often players who did talk about SNG with their family, just under half said that they did so 'about the same' as they do with their friends. Only 14 percent stated that they talked about SNG with their family more than they did with their friends. For those who said they did talk about SNG with family members, 40 percent said they did so in face-to-face conversations, whereas 19 percent discussed them over the telephone. SNGs can offer family a convenient means or excuse for interaction, a reason to meet or reconnect, a conversational topic, or a new way to meet familial obligations as families become increasingly geographically dispersed. Moreover, families who play SNG have the potential to not only draw on, but also expand their social ties beyond the confines (and context) of the game. By playing together, family players add another dimension to their existing relationships.

Traditionally, people's closest family members resided locally where face-to-face interaction was the predominant mode of communication. Today, in addition to face-to-face visits, one can use a landline telephone, cellular telephone, or any number of the computer-mediated communications such as e-mail (see Stern J.M. & Messer C. 2009).

Most researchers have focused on computer anxiety, a term used to describe the negative reactions of individuals who experience bad feelings and agitation in the presence of, interacting with or thinking about computers. One of the most important correlates of computer anxiety has proved to be length of computer usage. Time since being online was

found to be related to perceptions of Internet self-efficacy, namely the belief in one's ability to organize and execute Internet actions required to produce given attainments. Length of access to the Internet proved to be related to more confidence in conducting online activities such as searching for information, conducting banking operations and using the Internet to enhance social relationships. (Mersch 2006)

Lenhart et al., (2001); Livingstone & Bober, 2004; Turow & Nir, (2000) and (Livingstone & Bober, 2004; Romapae, Van Veerle, Roe, & Struys, 2002) have shown that most parents seem to view the Internet as a positive new force in children's lives, and surveys in different countries report that families buy computers and connect their children to the Internet at home mainly for educational purposes. Many parents believe that the Internet can help their children to do better at school, do more thorough research for homework, and help them learn worthwhile things (see Mesch 2009).

2.3 Effects of Internet Communication

According to Chapman.E.S. (2003) in his study "*Preference for Online Social Interaction : A Theory of Problematic Internet Use and Psychosocial*", explains that lonely and depressed individuals may develop a preference for online social interaction, which, in turn, leads to negative outcomes associated with their Internet use. The participants consisted of 386 individuals from undergraduate students (270 females and 116 males) who ranged in age from 18 to 57 years old. About half of the participants were recruited from an introductory communication course, where they received extra credit for their participation. These participants were offered additional credit if they brought a second person from outside of the class to participate. Almost every participant brought a second student from outside of the class to the lab to participate in the study. Students from outside of the class constituted about half of the sample. The result shows that online social interaction is due to loneliness and depression. Also, online social interaction is due to symptoms of PIU

that leads to negative outcome. Moreover, preference for online socialization is a key contributor to the development of problematic Internet use.

Zhao.S. (2006) in his study, "Do Internet Users Have More Social Ties? A Call for Differentiated Analyses of Internet Use" (2006), based on data from the 2000 General Social Survey, finds that different types of Internet usage are differentially related to social connectivity. The General Social Survey (GSS), which has been conducted nearly annually since 1972 (biannually after 1994) by the [National Opinion Research Center](#).

Each survey is a national sample of approximately 1,500 (increased to 3,000 since 1994) noninstitutionalized Americans 18 years of age or older. The response rate over the years ranges from 73 percent to 79 percent. This study is based on the GSS data collected in the year 2000. The General Social Survey contains a special topical module on Internet use, covering topics like type of online programs used, type of online activities engaged in, amount of time spent online, as well as levels of interpersonal contact through traditional means of communication. A total of 2,353 adult respondents, about 84% of the sample were asked questions regarding Internet use. 45.29 percent of the respondents never used the Internet. Among the 47.1 percent Internet users, 87.18 percent used the World Wide Web, 89.35 percent used email, and 20.21 percent used many-to-many online communications programs. The percentages suggest that the majority of Internet users used both the World Wide Web and email, but only one-fifth of them used online chat. The mean total number of friends and relatives kept in contact with at least once a year was 17.82 percent for nonusers, 17.47 percent for web users, 24.20 percent for email users, and 27.91 percent for chat users. The relationship does differ between light users and heavy users. For Web users, heavy use of the Internet was associated with a reduction in number of social ties: 19.61 for light users and 11.50 for heavy users. For both email users and chat users, on the other hand, heavy use of the Internet was associated with an increase in number of social

ties: 20.98 for light email users and 28.53 for heavy email users; likewise, 27.14 percent for light chat users and 29.29 percent for heavy chat users.

Gencer, L. S. & Koc, M. in their study (2012), "*Internet Abuse among Teenagers and Its Relations to Internet Usage Patterns and Demographics*", focused on exploring Internet abuse among teenagers and its relations to some Internet usage patterns and demographic characteristics. The data were collected from 1380 high school students through a paper-based questionnaire. Cluster sampling was employed to recruit the participants from the population of high school students in 20 schools in the city of Isparta, Turkey. Regarding gender breakdown of the participants, the proportion of females (56%) was larger than those of males (44%). When asked about the SES, the majority of the students (86%) perceived their family as middle class while the remaining evenly divided between low (7%) and high (7%) class. As far as academic achievement was concerned, students with a perception of average school performance were the largest group (64%), followed by those with a perception of good (25%) and poor (11%) school performance. In terms of the frequency of use, almost one third (30.8%) used the Internet every day, just less than half (45.5%) used it a few times a week, and one fifth (20.1%) used it a few times a month. Only 3.6 percent of the students reported that they had never used the Internet. Therefore, most of them (76.3%) were at least weekly users. More than half of the users (63.8%) reported "home", one quarter (25%) reported "cybercafés," and a small proportion (5.4%) reported "school" as their dominant place of Internet use. Moreover, a tiny proportion (5.8%) specified other places that included workplace, friends', relatives', and neighbours' houses. When asked about the purpose for which they mostly use the Internet, 39.2 percent, 30.6 percent, and 29.7 percent indicated communication, information, and entertainment respectively. The remaining, less than one percent, reported using the Internet mostly for business purposes. Most students (73%) were identified as average users (AUs) with a mean score of 27.56 percent, who have

control over their Internet usage. Almost one quarter (24.3%) were classified as possible Internet abusers (PIAs) with a mean score of 49.48, who experience occasional or frequent problems in their lives. The remaining fraction (2.7%) was diagnosed as Internet abusers (IAs) with a mean score of 80.16 (SD=8.92), who suffer significant problems from their usage. It can be said that a little more than one fourth (27%) appear to experience some problems with Internet use. Almost three percent of the students were diagnosed as IAs experiencing severe problems in their lives. Almost one quarter of the participants (24.3%) had symptoms of potential Internet abuse with moderate problems.

The study indicated that the level of Internet abuse was the highest among those students who used the Internet mostly at home because home access provides anytime and unlimited access.

Simmel commented on the positive effect and easy means of communication brought about by internet by elaborating that prior to the advent of the Internet, public gathering places existed only in the zone of the "here and now" or the world of face-to-face interaction, but the spread of the Internet has made it possible for such places to also appear in the online world. The online public domain resides in the electronic networks that allow for many-to-many contact, either synchronically or asynchronously, in an anonymous environment. Anonymity is characteristic of all public places. In face-to-face situations, anonymity stems from lack of familiarity among strangers who are brought together by an incidental encounter. In online situations, on the other hand, anonymity results from the disembodiment of the text environment in which interlocutors are unable to see each other. Plain electronic text, retractable screen names, and non institutional email addresses all contribute to the masking of a user's true identity, allowing individuals to be in contact and in hiding at the same time. The online public domain, therefore, provides individuals with a gathering place

for establishing acquaintanceship with others outside of face-to-face situations or the zone of the “now and here”(see Zhao 2008).

With excessive amount of time spent online by the youth, the real actual contact is slowly beginning to decline and disrupted and there may be significant consequences for their development of social skills and their presentation of self. To this concern, Goffman suggested that individuals who lack the normative communication, cultural, and civility skills in a society would find it difficult to interact with others successfully(see Brignal and Valey 2007).

2.4 Internet and Youth

According to McKinney.B.C. et.al.(2012) in their article, “*Narcissism or Openness?: College Students’ Use of Facebook and Twitter*” viewed SNSs as tools for communication and maintaining relationships, examining whether providing information about oneself reflects a positive attitude about sharing such information with one’s social network, rather than reflecting narcissism. The respondents comprised of 233 undergraduate students in communication classes at a medium-sized, Southern university and at a medium-sized, Northeastern university were administered an anonymous survey. Of the respondents, 86.6% were White, 5.2 percent were Hispanic, 4.7 percent were African American, 0.4 percent were Asian, and 3 percent were “other.” The result showed that (97.4%) participants use Facebook, only one-third use Twitter. Results of this study indicated that narcissism is unrelated to the frequency of using Facebook to post about oneself. However, narcissism was significantly related to using Twitter to send tweets about oneself.

Finally, attitude toward being open about sharing information about oneself was significantly related to the frequency of using Facebook and Twitter to provide self-focused updates and photos of oneself. The study examined the attitude toward being open about sharing self-focused information that reflects the communicative and relationship maintenance functions of SNSs. The behavior of posting about oneself on Facebook may be better

explained by the attitude that it is appropriate and enjoyable to share information with a wide circle of friends. Finally, results of this study suggest that the use of SNSs by college students is not evidence of narcissism. It appears that the posting of photos of oneself and updating of one's status on Facebook is more a reflection of young adults' orientation to openness with regard to their daily lives. However, the usage of Twitter does appear to be somewhat narcissistically driven.

Thus, it appears that it is not the technology that creates narcissism as much as it is the narcissistic personality that seeks a form of technology allowing one to be the centre of attention.

Leon.T.D.&Rotunda.J.R (2008) in their article, "*Contrasting Case Studies of Frequent Internet Use: Is It Pathological or Adaptive?*", explained about two case studies that describe individuals who use the Internet eight hours or more per day are presented. Two frequent Internet users were identified and agreed to be interviewed about their Internet use patterns and associated consequences. The participants were not seeking counselling of any kind. Both were students attending a mid-size regional university in the Southeast. They were briefed on the general purpose of the interview, and gave their informed consent in writing. Identifying information was omitted or altered to protect the participants' anonymity. The first portrays and discusses the severe problems that occurred in a student's social, occupational and scholastic life as a result of his frequent Internet use. The second case study shows how the Internet has both improved and hindered a foreign exchange student's life. These cases illustrate how interactive technologies engage users psychologically, and may prompt both adaptive and maladaptive behaviours and consequences among college students. While one case's use of the Internet is self-destructive, the other case's use of the Internet is actually a remedy for what some would call homesickness.

The findings showed that extremely frequent Internet use is excessive, pathological, or comprises an addiction, is simplistic and ignores contextual and dispositional factors associated with the behavior. Internet use or misuse is a function of the interface between human and computer factors, driven by evolving and ubiquitous psychological needs which include curiosity, creative expression, control, sensory (multimedia) stimulation, and intellectual provocation.

Anderson, J.K. (2010) in his article, "Internet Use Among College Students: An Exploratory Study", identified how the students' use of the Internet has affected their social or academic lives. The questionnaire consisted of 69 items that elicited a variety of data from the students: demographics, the participants' college life experiences, their Internet use, and their perceptions of social or academic consequences of use. For this study, we defined Internet use as *time voluntarily spent* on any of the following activities: browsing the Web, sending and receiving e-mail, participating in newsgroups (Usenet), playing interactive games, using FTF to collect software, exploring cybersex, and a general category of other activities. 1,302 respondents was the total out of which 649 were men, 647 women, plus 6 that did not provide gender information. Of the 1,302 usable surveys, 224 were from participants who indicated that they did not use the Internet. The overall average online time of Internet-using students was 100 minutes per day. Roughly 6% of the responding Internet users indicated that they spent more than 400 minutes per day online. Of the 1,078 Internet users in this survey, 106 (9.8%) responded affirmatively to three or more of the seven questions used as criteria for Internet dependence. Of the 106 who fit the criteria for dependence, 93 were men and 13 were women.

Therefore, it is reasonable for mental health professionals to explore the Internet behaviour of some of their students in becoming more aware of the warning signs of

Internet dependence in order to be able to assume a more preventive, as opposed to reactive, role.

According to Englander, F. et al. (2010) in their study, "*Internet use among college students: tool or toy?*", analyzed the relationship between the grade performance of 128 students in an introductory micro-economics course and the average number of hours per week these students report spending on the Internet. Data for the 128 subjects in the study were accumulated from eight sections of an introductory micro-economics course; the result showed that students believed that greater use of or access to the Internet was having a positive and productive impact on their academic performance.

There is a negative and statistically significant relationship between a student's hours per week of Internet use and the student's exam performance in an introductory micro-economics course. The study suggested that the distractive dimensions of Internet use outweigh the productive dimensions.

According to Ralte, R. (2014) in his study, "Information And Communication Technology (ICT) And Development Of Urban Youth In Mizoram", based on his study comprising of 365 samples of 188 youth from core and 177 from peripheral community of Aizawl, India. He found that the youth in core part of the city spent more than the youth in the peripheral areas for internet bill. There are 67 percent youth in peripheral areas and 38.30 percent of youth in core areas who spent less than Rs.100/- per month. Out of the total respondents only 13.15% spent more than Rs.100 but a little more than 23.84 percent spent between Rs.500 - `1000/-.

From his study; the findings are such that ICTs have brought many new opportunities to youth. It enable them to achieve more in less time and provide new, easy and faster ways of communication and new ways of relaxing. Playing computer games is the highest purpose of computer usage by the youth, only one third used computers for income generating

activities. It is also noted that male respondents used more than their counterpart female respondents for playing computer games, watching movies, typing and printing, editing video and photo, graphic designing and accounting; while the female youth usage of computer was higher than the male in respects to career enhancement and educational purposes.

Youth adoption of the internet presents opportunities for participation in the information society. The most frequent use of the internet is for conducting social contact with family, friends, and acquaintances. For the large majority of adolescents, the internet is being used mostly for another important developmental task: relationship formation and maintenance with their existing friends. For the large majority of adolescents, the internet is being used mostly for another important developmental task: relationship formation and maintenance with their existing friends. Youth have an opportunity to express online their “real” or inner selves, using the relative anonymity of the internet to be the person they want to be and experimenting with their identity and self. (see Mersch 2009)

Belch, Krentler, & Willis-Flurry, (2005) stated that several studies have demonstrated that teens expertise results in increased influence in family decisions because they are often most familiar with new technologies (see Lanigan J.D. 2009).

2.5. Youth and Social Networking

Raackea.J. and Bonds-Raackeb.J. (2013) in their study, “*Are students really connected? Predicting college adjustment from social network usage*”, examined the relationships between social network usage and adjustment to college in the academic, social, personal-emotional and university affiliation domains. Participants from a public east coast university and a public Midwest university were recruited from general psychology classes for a study on student internet usage. Participants were recruited without directly mentioning social networking sites so its popularity and use among college students could be obtained. A total of 264 participants completed the survey. Of the participants, 116 (43.9%)

were men and 148 (56.1%) were women. The mean age of participants was 19.34 years. The dimensions of study include: (a) friendship dimension (to keep in touch with old friends, to keep in touch current friends and to locate old friends), (b) connection dimension (for dating purposes, to make new friends, to feel connected) and (c) information dimension (to post social functions, to learn about events, to share information about oneself).

The study specifically evaluated whether these dimensions of use could predict college student adjustment in the above outlined areas, with lower scores indicating students who are at risk for a problem transition and higher scores indicating students who were at less of a risk for a problem transition. Of the participants, almost all (99%) reported having a social networking account. Specifically, almost all (97.3%) reported having a Facebook account; a little more than half (54.8%) a MySpace account; and 53.7 percent accounts at both sites. Most participants had had their accounts for 1–2 years. Although 90 percent of participants made information about them available and over 85% posted schedules on their accounts, only 20 percent set their accounts to private. Women (61%) were significantly more likely than men (39%) to set accounts to private. The mean number of friends linked to these accounts was 558.21 with half (50%) of participants indicating that they knew all their friends. Participants indicated they spent an average of 2.25 hours per day on their own social networking accounts and an average of .85 hours per day on other's accounts. Finally, participants logged into their accounts an average of 5.77 times per day.

The findings demonstrate a relationship between increased social media usage and lower rates of college adjustment. However, there were no differences between the two universities, indicating that having a social media strategic plan does not influence students in the area of college adjustment.

According to APS National Psychology Week Survey 2010 on "*The Social and Psychological Impact of Online Social Networking*" investigated the patterns of online social

networking and the social and psychological impact of online social networking in an adult population. A total of 1,834 Australians responded to the survey. Fourteen per cent of survey respondents were male and 73 per cent were female. Thirteen per cent of respondents did not disclose their gender. Thirty-four per cent of participants identified themselves as single and 43 per cent were married or had a life partner. The greatest number of respondents were employed full-time (41%), followed by part-time/casual workers (18%) and full-time students (17%). The remaining participants were home makers (5%), part-time students not working elsewhere (3%), not currently employed (3%) and retired (2%). majority of respondents reported using Facebook (95%). Smaller numbers of participants were using sites like Twitter (2%), RSVP (1%), and Windows Live Spaces (1%).

A total of 252 participants reported they did not currently use online social networking sites and the majority of those were over 50 years of age (36%). Of the non-users, 29 per cent reported previously using online social networking sites. The main reasons for withdrawal from online social networking were a loss of interest (43%), having better things to do with their time (38%), and preferring to speak with people directly (33%). Only a small number reported that they stopped using online social networking because of a bad experience (9%). A large portion of respondents (77%) indicated that they were logging onto social networking sites daily: 51 per cent reported logging on several times a day and 26 per cent about once a day. Across the age groups, young adults were accessing social networking sites most often with 59 per cent of young adults reporting logging on to these sites more than once a day when compared with 36 per cent for adults aged 31 to 50 and 23 per cent for adults over 50. A considerable number of respondents (28%) reported having had a negative online experience with adults aged below 30 the most likely to report this (60%). A large proportion of respondents (53%) felt that online social networking allowed them to be in contact with people more regularly, and for 79 per cent of survey participants it helped them

to keep in touch with people who live far away. Twenty-six per cent of respondents stated that they attend more social events when compared to before they were using social networking sites, suggesting that the use of online social networking sites increases both online and face-to-face social interactions. The convenience of being able to communicate with people more regularly than they otherwise might, with 53 per cent of participants endorsing this statement, and being able to communicate for longer periods of time was (24%) also reported to be a benefit.

Much media attention has focused on the “dangers” of online social networking, particularly for young people. This has led to fears about online social networking and calls for increased regulation and accountability of providers of these sites.

Miller.R.,Parsons.K.&Lifer.D. (2009) in their article, “*Students and social networking sites: the posting paradox*”, explores undergraduate students use of social networking sites and the appropriateness of the content that they post. Respondents include youth who use MySpace and Facebook. Focus groups were conducted with students who were active users of the sites. These focus groups were made up of students from a variety of disciplines – all attending a small private university in the Midwest United States. The survey contained questions to collect demographic data along with questions about the students’ use of social-networking sites and the content of their site profiles.

The sample for the study was comprised of 165 undergraduate students attending the same university as those from the focus groups. The survey results confirmed that student use of social networking sites is significant. Of the students who responded, the vast majority (88.5%) admitted to visiting the sites at least once a day. Perhaps more interestingly, 60% of the students reported that they visit the sites multiple times a day. In fact, the students reported that their individual visits tend to be short 7 60.0% less than 10 min and 35.2% between 10 and 30 min. To determine the extent of this phenomenon, the students were asked if they screened

friend requests before accepting them. Although the majority of students (78.8%) indicated that they did verify requests, a large percentage (21.2%) admitted that they did not. A significant percentage of the respondents readily posted their most private information.

According to a survey conducted among students using MySpace and Facebook, the student use of social networking sites is significant. The vast majority (88.5%) admitted to visiting the sites at least once a day. Perhaps more interestingly, 60% of the students reported that they visit the sites multiple times a day. In addition to capturing the frequency and duration of visits, the survey also asked students what they typically did during a visit to the sites. The main ways students use these social-networking sites include: (1) staying in contact with old friends; (2) checking pictures; and (3) connecting with students in a class. With regards to varying friend request, majority of students (78.8%) indicated that they did verify requests while a large percentage (21.2%) admitted that they did not. (see Boudreaux & Consalvo 2014).

Since social networking sites first appeared on the World Wide Web in the 1990s, they have become extremely popular, especially with college students. The reasons for the popularity of these sites are as diverse as the students who use them. Many students view the sites as a way to maintain existing relationships or to form new friendships. This may be particularly important for students as they leave their families and high school friends to head off to college campuses where they may feel isolated or lonely. Once at college, students can also use social networking sites to identify study partners or exchange ideas for school projects. Although the reasons why students use these sites may vary, the profiles posted by students are often consistent in their open display of very private information. (see Miller, Persons and Liffer 2009).

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.1 Field of the Study

The study was conducted in two colleges Govt. Hrangbana College, Aizawl and Lunglei Govt. College, Lunglei of Mizoram respectively.

3.1.2 Hrangbana College

Hrangbana College located in the heart of Aizawl, the capital of Mizoram was established in July 1980. The College is christened after the name of Mr. Hrangbana (Late), an Education-minded and prominent Businessman who generously donated a sum of Rs. 1,00,000/- to start the college from scratch and to promote commerce education in Mizoram.

Affiliated to the NEHU till the year 2002, the college was one of the prominent members of the NEHU family. With two streams – Arts and Commerce and 10 departments offering both General and Honors, good infrastructure facilities, students from different ethnic background, dedicated to the pursuit of knowledge, carefully nurtured by devoted academicians, administrators and well-endowed faculty, the college has acquired a distinct place of pride in the minds of the people of the state and also won a prominent position on the academic map of the affiliating Mizoram University.

The college has secured Permanent Affiliation in 1995 and had been listed under 2(f) and 12(B) of the UGC Act on 23rd February, 1998.

The college was accredited 'B++' in 2006 and Re-accredited 'A' in 2011 by National Assessment and Accreditation Council (NAAC), Bangalore.

3.1.3 Lunglei Govt. College

Lunglei Government College (LGC) was established in the year 10th September, 1964 by concerted efforts of the then elites of the society. It was provincialized in 1976 by the Government of Mizoram, i.e. the first Government financed College in the State. The College is affiliated to Mizoram University.

The College was awarded Grade 'B' by National Assessment and Accreditation Council (NAAC) on 10th February 2007. The College was then recognized under section 12(b) of the University Grant Commission (UGC) Act on 5th July, 2008.

3.2 Research Design

This study is cross-sectional in nature and descriptive in design. The present study was based on primary data collected through quantitative, qualitative and participatory methods. The secondary data was collected from books, magazines, journals, articles etc. Quantitative data was collected from the internet user youth and their parents respectively by using the structured interview schedule. A number of four case studies represented the qualitative approach along with two sessions of Focus Group Discussions. Participatory method of daily activity schedule was used to study the daily time allotment of the respondents.

The areas of the study were of two places – Lunglei town and Aizawl city for wider and comparative study. One college each from Lunglei town and Aizawl city represent the respondents.

3.3 Sampling

Stratified proportionate sampling was used both in Aizawl city and Lunglei town. This was necessary to select and classify the samples based on rural population and urban population with departmental wise.

Students from Fourth semesters (as on 2013) represent the overall college population. The two highest populations on departmental wise based on rural and urban population were selected. The overall sample size was 139 comprising 53 from Lunglei Govt College and 86 from Govt Hrangbana College.

3.4 Tools of Data Collection

Semi Structured Questionnaire was used for collection of data for the study. The questionnaire has 8 sections with a number of sub-sections. The major sections are Profile of

respondents, Family profile, academic profile, patterns of internet use, frequency and activities of internet use, expenditure and favourite activity of internet, family cohesion, family time, family conflict, members using internet and suggestions. The questionnaire was pre-tested in the colleges and discussions were also held as a part of pilot study.

3.5 Sources of Data

The primary data was collected through questionnaire, case studies and focus group discussions. The secondary data were collected from books, magazines, journals, articles etc.

3.6 Analysis

The quantitative data collected through field survey was processed with computer packages of MS Excel and SPSS. To analyze the data sample, statistical methods of averages, percentages, ratios and proportions were used.

CHAPTER IV

RESULTS AND DISCUSSIONS

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, an attempt has been made to present the results of the analysis of the data collected through case studies, focus group discussions and questionnaire in colleges of Lunglei Govt. College and Govt.Hrangbana College, Aizawl.

4.1.1 Profile of the Respondents

Profile of the respondent is presented into twelve categories viz., age group, marital status, religion, denomination, sub-tribe, socio-economic status, type of family, form of family, ownership of house, type of house, place of permanent residence and place of temporary residence. (See Table 4.1.1)

Age is an important factor in this study. The age group is divided into two main categories – 18-21 years and 22-24 years. Two third (66.2%) of the respondents are in the age group 18-21 where as one third (33.8%) are between 22-24 years of age.

Marital status was grouped into married and unmarried. More than three fourth (97.1%) are unmarried while only less than one ninth (2.9%) are married.

Being a Mizo society where Christianity is the main religion, almost all (99.3%) of the respondents are Christian with contrast to Buddhism where only less than one ninth (0.7%) are Buddhist.

Since the study is conducted both in Lunglei and Aizawl, there is wide distinct population in regards to denomination which is mainly divided into Baptist and Presbyterian respectively. More than one third (42.4%) are Presbyterian followed by Baptist with one third (37.4%). Meanwhile, less than one fifth (0.7%) are a Buddhist which is not applicable and falls under no response category.

The sub-tribes are divided as Lushei, Ralte, Hmar, Paite, Pawi, others and No Response. One third (33.1%) of the respondents are of the sub-tribes that does not belong to the above listed main tribes and are categorized as others while less than one ninth (1.4%) are Paite which forms the minority.

With regards to socio-economic status, the variables are grouped as APL, BPL and AAY. More than three fourth belong to APL, one ninth (10.8%) are BPL family and the remaining 2.2 percent belongs to AAY family.

The type of family is categorized into nuclear and joint family respectively. More than half (64%) of the respondents belong to nuclear family while joint family constitute of a little more than one third (36%).

For this study, the form of family is classified as stable, broken and reconstituted/step family. Majority (95.7%) are born and brought up in a stable family while broken family and reconstituted/ step family constitute of less than one ninth (2.2%) respectively.

Ownership of house is an important element in studying the economic condition of the respondents. The houses are owned by themselves/family and rented as well. A little less than three fourth (74.1%) are living in houses that their families owned themselves. Meanwhile, one fourth (25.9%) live in rented houses.

To examine and give a comparative study of the respondents, the place of permanent residence plays a crucial role. Here, the variables are divided into Lunglei, Aizawl, Lunglei Rural and Aizawl Rural respectively. Residents of Aizawl form the majority with a little more than one third (38.1%), followed by Aizawl rural with a little less than one fourth (24.5%). Lunglei constitutes a little less than one fifth (19.4%) and at the minority forms Lunglei rural with 18.1 percent.

Since the study was conducted in two colleges viz., LungleiGovt.College and Govt.Hrangbana College, the temporary residence of the respondents are classified into

Lunglei and Aizawl respectively. Aizawl forms less than two third (61.9%) while the remaining of a little more than one third (38.1%) have their permanent residence as Lunglei.

4.1.2 Household Profile

It is important to study and analyze the family profile of the respondents in order to understand the socio economic status of their families in connection to their internet use, which involves both finance and materials. For this purpose the variables are categorized into three units – number of earners, number of dependence and monthly income of the family (See Table 4.1.2)

Of the total 139 respondents, one third (33.8%) of the families have two earners meanwhile only 4.3 percent belongs to family that have four earners.

One fourth 25.2 percent of the respondents come from families that have a number of four dependents whereas minority (3.6%) families have six dependents.

In terms of monthly income one fifth (20%) belong to families that have an average income of a range between Rs15001-20000. At the same time, just a few 1.4 percent come from families earning a range of 35001-40000 monthly.

4.1.3 Academic records

The academic record/academic profile of the respondents is classified into three categories as Division in HSLC, Division in HSSLC and Department/Subject studied in Bachelor Degree (See Table 4.1.3)

Academic record is an important variable in understanding the internet use patterns of the respondent in relation to their academic performances. With regards to the Division secured in HSLC examination, less than half (42.4%) of the respondents secured Second division while only a few (2.9%) secured Distinction.

Half (50.4%) of the respondents passed their HSSLC examination in Second Division and one fifth (20.9) of the respondents are secured or passed in First Division.

With regard to department/subject studied in the bachelor degree. The respondents belong to Political Science(LungleiGovt College), Education (LungleiGovt College), Geography (GovtHrangbana College), Mizo (GovtHrangbana College) and Political Science (Hrangbana College). More than one fifth (21.6%) belong to Political Science from LungleiGovt College. More than one tenth (12.9%) of the respondents belong to Geography department and Political Science department from GovtHrangbana College respectively.

4.1.4 Frequency of Use

Pattern of internet use provides a glaring picture of the inter connection between the college going youth and internet in their day to day living. For this, seven distortions are asked. They are direct questions on whether internet is ever access by the respondent, means of access, place of access, type on internet connection, frequency of usage on daily basis and whether signed up on facebook and whatsapp (See Table 4.1.4).

Almost all (96.4%) of the entire college respondents used internet while only 3.6 percent of the respondents are not using internet.

More than half of the respondents get accessed to internet through their mobile phones whereas a little more than one third (36.7%) use both mobile phones and computers for internet accessing. With contrast to the above figures a few 3.6 percent of the respondents did not respond at all.

In reference to place of internet access majority 87.8 percent of the respondents access at home. The remaining 5 percent access from college while the least falls into other places and no response with 3.6 percent each.

Regarding the type of internet connection, more than half 52.5 percent used mobile phones and only a few (2.2%) used dialup.

Vast majority of the respondents (88.5%) have accounts on facebook while a little less than a ninth 7.9 percent of the respondents do not have facebook account.

In context to having an account on Whatsapp, a little less than two third of the respondents responded 'no' with contrast to a half of 'yes'.

Frequency of internet usage is grouped into six categories - daily at least once, a few times a week, once a week, forth nightly once, less than once a month and no response. Here less than a half (41%) get accessto internet daily at least once and forth nightly once the least (2.9%) access.

4.1.5. Internet connections and particulars

Activities or applications engaged on the internet with the frequency of engagement highlights the interdependence between college youth and internet. In this connection, certain variables ranging from Income, Facebook , Twitter, Google plus, Whatsapp., J store, Carrier advancement or job, Education and learning purpose, Health information, Recreational activities, Online journals and Online shopping (See Table 4.1.5)

More than fourth (75.5%) of the respondent never use internet for income generating activities with only 1.4 percent used on forth nightly basis.

A little less than a half 41% used Facebook on a daily basis while just a few 2.2 percent used forth nightly.

With regard to Twitter the respondents that never use belong to the majority (91.4%) in contrast to the ones using on weekly basis of only 0.7 percent.

Google plus is never used by the majority 51.8 percentwhile 0.7 percent used on forth nightly basis.

With regards to Whatsapp usage, less than two third (64%) never use and 2.9 percent use Whatsapp on a weekly basis.

The daily and monthly users of J store forms the least (1.4%) each with contrast to the majority (93.5%) of the respondent that never use J store.

For carrier advancement a little less than a fifth (15.1%) used daily whereas a majority (51.1%) never get accessed to internet for carrier advancement or job.

A majority of the respondent used the internet for daily and learning purpose. At the same time a few (2.2%) of the respondents get accessed to internet for education and learning purposes.

For health information purpose, less than a half (44.6%) never make use where one fifth of the respondents(20.1%) get used to health information through the internet weekly.

A little less than a half (40.3%) never used the internet for recreational activities and a forth (25.2%) of the respondents daily engaged for recreation.

Majority (80.6%) of the respondents never accessed to internet for online journals while only less than a ninth (8.6%) make used of online journals daily.

Online marketing is regularly used by a little more than a forth (28.8%) of the respondents monthly with contrast that never used belong to a little less than two third 61.2 percent.

4.1.6. Ownership of Personal Web Page/Blog

The question of the respondents having or not having their personal web/blog can go a long way in accessing their regularity of using the internet. (See Figure 4.1)

Majority (84.9%) of the respondents did not have their personal web/blog while only a ninth (11.5%) response to have their own personal web/blog.

4.1.7. Period of using internet

For effective analysis of the connection between the youth and their internet usage, the probing into the period of internet use is very much relevant and necessary. The period of internet use is grouped into six categories – No response, 1 year, 2 years, 3 years, 4 years and 5 years & above (See figure 4.2)

A little less than one third (31.7%) of the respondents have been using internet for the last 2 years and 3 years respectively. At the same time, a few of the respondent (3.6%) did not respond to the question.

4.1.8. Pattern of monthly expenditure on Internet

Expenditure is an important variable to understand the monthly financial involvement within a period on monthly basis by the respondents. The expenditure (in Rs) is categorized into 1-50, 51-100, 101-150, 151-200, 201-250, 251 and above including No response (See Table 4.1.6)

A little less than one third (36 %) of the respondents spend between 51-100 monthly on internet recharging while only a few (0.7 %) of the respondents spend between 201-250 on monthly basis.

4.1.9. Favourite activity in using internet

For studying the favorite activity of the respondents, a list of the most commonly engaged activity were put forward including Facebook, Whatsapp, Downloading, Chatting, Social Networking, Academic, Online Shopping, Online Games and Online news (See Table 4.1.7)

Facebook is the favorite activity for two third (66.2%) of the respondents while just a few (0.7%) regarded online shopping as their favorite activity.

4.10. Family conflict of college youth

Family conflict is an important aspect where the respondents' relationship with the family members is clearly put into the spotlight. Family conflict in this situation can be classified into eight measures such as curse from parents, insult from parents, pushed or shoved by parents, dismissal of decisions, feeling of regret being parent's son/daughter, quarrel with parents, witness violence in family and feeling of worthlessness (See Table 4.1.8)

A little less than two third (61.2%) of the respondents rated that their parents have never cursed them during the past year while 0.7% responded frequently.

With response to insult by the parents during the past year, a little less than half (48.2%) of the respondents are Never whereas only a few (4.3%) of the respondents face insult from their parents frequently.

A little less than two third (63.3%) of the respondents felt that their parents have Never pushed or shoved them during the past year. But, there a few (5.8%) who have been pushed and shoved by their parents frequently over the course of the past year.

In connection to dismissal of decisions by parents over the last one year, a little more than half (58.3%) of the respondents have Never been dismissed of their decisions by the parents while 2.9 percent were dismissed frequently.

Regarding the feeling of regret being their parents son/daughter, a little less than three fourth (71.9%) of the respondents are never while a few (13.7%) Rarely have such kind of feelings.

A little less than half (44.6%) reports quarrel with their parents sometimes while 6.5 percent of the respondents frequently quarrel with their parents.

With regards to witnessing a forms of violence within the family, a little more than half (59.7%) of the respondents Never witness such while 1.4 percent of the respondents frequently witness violence in the family.

As for experiencing feeling of worthlessness in the family, a little less than a half (41.7%) of the respondents are Never whereas only a few (4.3%) frequently felt worthless in the family.

4.1.11. Family time and college youth

Family time notes the amount of time the respondents' spend with their family and the relationship with their family can be understood. With regards to this, the family time is

categorized into a number of divisions including hours spent with parents talking and sharing ideas on weekday basis, hours spent by parents leaving home for social and religious activities on weekday basis, hours spent by self leaving home for social and religious activities on weekday basis, hours spent with father on nightly basis, hours spent with mother on nightly basis, hours spent with siblings on nightly basis, hours spent talking and sharing ideas with parents on weekend basis, hours spent by parents leaving home for social and religious activities and also by self for the same (See Table 4.1.9)

Almost half (49.6%) of the respondents spend less than 01 hour talking and sharing with their parents while a few (3.6%) regard themselves as not spending any time at all for talking and sharing with their parents on average weekday basis.

More than one third (35.3%) of the respondents' parents spend 1 -2 hours leaving their home for other activities on average weekday basis while only 9.4% of them regard the time their parents leave their home as nil.

A little more than one-third(36.7%) of the respondent spend 1-2 hours leave their home for social and religious activities on average week days basis while 4.3 percent are nil.

On average nightly a little a more than one-fourth (28.8%) of the respondent spend less than 1 hour while a little more one –fifth (22.3%) spend 1-2 hours with their fathers.

On average nightly a little a less than one-third (32.4%) of the respondent spend more than 2 hours while quite a few (17.3%) regard themselves as their time spend with their mothers as nil.

With regards to the time spend with siblings on nightly basis, a little less than one third (31.7%) each spend less than 01 hour and between 01-02 hours respectively while 7.9% are Nil

As on average weekend basis, a little more than one third (38.8%) spend less than 01 hour for talking and sharing with their parents whereas 7.2% regard the hours spend as nil.

A little more than one third (38.1%) of the respondents agreed that they spend more than 02 hours on weekend basis for social and religious activities and leave their homes.

4.1.12. Family cohesion of college youth

Family cohesion signifies the unity and closeness of the family members. It highlights the family integration as a unit. For this purpose, family cohesion is studied in various aspects including parents attentiveness to problems, getting along together with parents, emotional closeness with parents, advice from parents, acknowledgement of values and interests by parents, parents sharing of problems with respondents, parents trust upon respondents and parents openness to decisions (See Table 4.1.10)

Majority (51.1%) of the respondents agreed that their parents are attentive to their problems with contrast to a few (2.9%) who strongly disagree to the statement

As for getting along together with their parents, a little more than a majority (57.6%) of the respondents Agree that they get along well with their parents while a few (1.4%) of the respondents strongly disagreed.

Two third (65.5%) of the respondents agree that they are emotionally close with their parents; with contrast to (1.4%) who strongly disagreed.

Majority (51.1%) of the respondents are often given advice by their parents. But, a few (2.2%) of the respondents strongly disagree to the statement.

Less than two third (61.2%) agree that their parents know of their values and interests while (1.4%) strongly disagree.

Nearly half (47.5%) of the respondents agreed to the statement that their parents share their works and other personal problems with them while (1.4%) of the respondents strongly disagreed.

With regards to the statement of the parents laying trust upon the respondents, a little more than half (59%) of them agreed while (0.7%) strongly disagree.

A little less than two third (63.3%) of the respondents agreed that their parents are open to their decisions while only a few (2.9%) of them strongly disagreed.

4.1.13. Correlates of Internet use and Family Time

The table 4.1.11 shows the correlates of internet use and family time. The internet use has been classified into use of internet, signing in Facebook, Twitter, Google Plus and Whatsapp. The family time has been categorised into on average weekday, about how many hours do you spend talking and sharing ideas with your parents, on average weekday, how many hours do your parents leave your home for social and religious activities, on an average weekday, about how many hours do you leave your home for social and religious activities, on an average nightly basis, about how many hours you spend with your father, on an average nightly basis, about how many hours do you spend with your mother, on an average nightly basis, about how many hours you spend with your siblings, on an average weekend, about how many hours do you spend talking and sharing ideas with your parents, on an average weekend, how many hours do your parents leave your home for social and religious activities and on an average weekend, about how many hours do you leave your home for social and religious activities.

From the table, it is found that there is a significant relationship between use of internet and hours spent by parents leaving their home on weekend basis for social and religious activities at 0.01(-.307**) level. Similarly there is a relationship between Facebook and spending time for chatting and sharing ideas with parents on nightly basis at .001(.291**) level. Also, Twitter has a relationship with hours the respondent spent for social and religious activities on weekday basis at .043 (.172*) level. Further, there is a relationship between Google Plus and hours the respondent spent for social and religious activities on weekday basis at .030 (.184*) level and also with the hours spent by respondents with siblings on average nightly basis at .001 (.270**) level.

4.14. Correlates of Internet use and Family Cohesion

The table 4.1.12 shows the correlates of internet use and family cohesion. The internet use has been classified into use of internet, signing in Facebook, Twitter, Google Plus and Whatsapp. The family cohesion has been categorized into statements like my parents are attentive to my problems, my parents and I get along together, my parents and I are emotionally close, my parents often give me advice, my parents know my values and interests, my parents share their works and other personal problems with me, I believe my parents lay great trust upon me and my parents are open to my decisions.

From the table it is found that there is a significant correlation between Facebook and often parental advice at .010 (.219**) level and also parental knowledge of the respondents values and interests at .001 (.268**) level. Further, there is relationship between Google Plus and parents sharing of works and other personal problems with the respondents at .019 (.198*) level.

4.15. Correlates of Internet use and Family Conflict

The table 4.1.13 shows the correlates of internet use and family conflict. The internet use has been classified into use of internet, signing in Facebook, Twitter, Google Plus and Whatsapp. The family conflict has been categorized into your parents have cursed you during the past year, your parents have insulted you during the past year, your parents have pushed or shoved you during the past year, your parents have dismissed your decisions during the past year, do you feel you regret being your parents son/daughter, do you quarrel with your parents, do you witness or experience any form of violence within your family and do you ever experience a feeling of worthlessness in your family.

From the table it is found that there is a significant correlation between Facebook and curse by parents during the past year at .019 (.198*) level, insult by parents during the past year at .000 (.310**) level, pushed or shoved by parents in the past year at .003 (.251**)

level, regret of being parents' son/daughter at .014 (-.207*) level, quarrel with parents at .004 (.240**) level and experience of feeling worthless in the family at .033 (.181*) level.

Furthermore, there is a significant correlation between Tweeter and curse by parents in the past year at .015 (.206*) level, pushed or shoved during the past year at .002 (.256**) level, dismissal of decisions by parents in the past year at .042 (.173*) and quarrel with parents at .044 (.171*).

Also, there is a significant correlation between use of Whatsapp and insult by parents during the past year at .024 (-.192*) level.

4.2. Case Studies

Case 1:

Name: Mr. Andy (fictitious name)

Age: 22

Sex: Male

College: LungleiGovt College

Mr. Andy is a regular user of internet over the last 3 years. He gets access through his Laptop and mobile phone. On average, he spent Rs.250/- monthly for internet. His favorite activity on the net is Facebook. He is very fond of electronic gadgets and quite skillful with electronic appliances. He spent around 6 hours daily on internet.

Born and brought up in a town from a stable family where he lives with his parents both earning more than Rs.25000/- per month and have two younger sisters too. In spite of his huge amount of time spent on the internet, yet his relation with his family is not affected. This is because his parents are well aware of the harmful effects of the internet both physically and mentally and socially as well.

Case 2:

Name: Mrs. Betty (fictitious name)

Age: 21

Sex: Female

College: LungleiGovt College

Mrs.Betty came from a rural family of 6 members. The father is a peon in a Govt. school and mother a farmer who have a small plot of land for growing vegetables. Mrs. Betty is the youngest among her siblings and all her sisters have been married.

Internet is becoming a crucial part of a daily life now for Mrs.Betty. She spent at least 5 hours engaged in the internet. She lives in the town close to her college in a rented house with her cousin sisters where she has an old desktop computer with her and a mobile phone for browsing the net. She is found of downloading pictures of celebrities and fashion news and designs. Yet like all other youths, her favorite activity is Facebook. The monthly expenditure for internet is around Rs.150/-. With regards to family relations, the excessive internet use have been a talking point from her parents who are not educated about the needs and trend of it being a part of life for today's youth.

Case 3:

Name: Mr. Jacob (fictitious name)

Age: 22

Sex: Male

College: Govt.Hrangbana College

Living in a city from a well-to-do family, internet is simply a part and parcel of modern life and means of socializing especially among the youth. Mr. Jacob belongs to a stable family where both his parents are Govt. servants of high officials and live with his two other siblings who are both in higher secondary levels.

Mr. Jacob has been using internet since the last 5 years or more. He has both his computers and mobile phone for browsing where he spent at least more than 7 hours on the

net for online games and other activists. His monthly expenditure is also huge with his broadband connection at home ranging more than Rs.900/- per month. Above all the close link between his life and internet, it is important and surprising to note that his family life, social life and academic performances are least affected.

Case 4:

Name: Mrs. Jennifer (fictitious name)

Age: 21

Sex: Female

College: Govt. Hrangbana College

Mrs. Jennifer has been using internet since the last three years. Both mobile phone and computer are her modes of connection. She is a brilliant student and performs really well in both academic and co-curricular activities. On daily basis she spend around 5hours browsing the net. Facebook and Whatzapp are her favorite activities and the monthly expenditure on internet is more than Rs.150/-.

Both her parents and Govt. servants and live in the Aizawl city. She has two siblings both male and they are also both using internet regularly like her. Meanwhile her parents are not internet users and seem to know little about internet. They never question or have any negative comment s of them using internet. Hence, there is no result of negative family impact.

Findings:

From the case studies, it can be concluded that internet usage among college youth has not much impact upon the family relationship and there is no negative income from internet use. Parents from cities and towns are broad-minded with the advancing trend of internet as part of the daily life. Thus, there is no restriction towards internet use among the

youth. Also, excessive usage of internet or internet addiction is not experienced by the college students.

4.3. Focus Group Discussion

FGD- 01

Members present: 15

Date: 18/04/2014

Time: 12:30 – 1pm (10 male; 05 female)

Venue: LungleiGovt College

The discussion was started with brief explanation of the topic and the purpose. Since the respondents have already been used to the topic from the data collection period, the meeting started well. With regards to time spent on the internet on daily basis, the average hours were 4-5 hours. This is similar with both male and female. There is no intent of going online for abusing or other illegal activities. Viewing Pornography sites to some extent is common among the male but explained that they were access not solely for the purpose instead as part of other activities only.

There were no restrictions or bad comments about them using the internet so often. With regards to internet use and family relations there is no negative or unwanted result leading to family disputes or parental disagreement and disappointment.

FGD - 02

Members present: 10 (07 female; 03 male)

Date: 22/04/2014

Time: 01-1:30pm

Venue: Govt.Hrangbana College

After a series of highlighting the topic and points of discussions, the meeting began with listing the most common activities on the internet and continued with the average hours

spent daily which is 5-6 hours and Facebook is the most common activity. Since the group is dominated by female majority, pornography was out of the context. Online shopping is starting to become more and more popular among the female group. They love to browse for fashion designing and beauty tips.

There is no parental debate or disagreement with the internet use. But there are times in rare cases where parents scolded them of being too addictive to internet (computers and mobile phones). College life is least affected and they have their own mobile phone which they use to browse the internet in the college premises. But, often teachers make complains of excessive use of internet with the mobile phones

Findings:

From the Focus Group Discussions, we can conclude that Facebook is the most common activity on the internet and usually 5-6 hours are spent daily on browsing the internet. Recently, online shopping is becoming a popular activity on the internet especially among the female gender. The family life is least affected by the youth usage of the internet.

Table 4.1.1 Profile of the respondents

Sl.No	Variables	College		Total N =139
		Lunglei Govt. College n= 53	Govt. Hrangbana College n= 86	
I	Age Group			
	18 - 21 Years	25 (18.00)	67 (48.20)	92 (66.20)
	22 - 24 Years	28 (20.10)	19 (13.70)	47 (33.80)
	Mean age	21.08		
II	Gender			
	Male	26 (18.70)	38 (27.30)	64 (46.00)
	Female	27 (19.40)	48 (34.50)	75 (54.00)
III	Marital status			
	unmarried	51 (36.70)	84 (60.40)	135 (97.10)
	married	2 (1.40)	2 (1.40)	4 (2.90)
IV	Religion			
	Christian	52 (37.40)	86 (61.90)	138 (99.30)
	Buddhist	1 (0.70)	0 (0.00)	1 (0.70)
V	Denomination			
	No Response	1 (0.70)	0 (0.00)	1 (0.70)
	Presbyterian	3 (2.20)	56 (40.30)	59 (42.40)
	Adventist	0 (0.00)	9 (6.50)	9 (6.50)
	Salvation Army	1 (0.70)	3 (2.20)	4 (2.90)
	United Pentecostal Church	4 (2.90)	4 (2.90)	8 (5.80)
	Baptist	44 (31.70)	8 (5.80)	52 (37.40)
	Roman Catholic	0 (0.00)	2 (1.40)	2 (1.40)
	Others	0 (0.00)	4 (2.90)	4 (2.90)

VI	Sub-Tribe			
	No Response	0 (0.00)	17 (12.20)	17 (12.20)
	Lushei	11 (7.90)	19 (13.70)	30 (21.60)
	Ralte	8 (5.80)	12 (8.60)	20 (14.40)
	Hmar	4 (2.90)	7 (5.00)	11 (7.90)
	Paite	2 (1.40)	0 (0.00)	2 (1.40)
	Pawi	9 (6.50)	4 (2.90)	13 (9.40)
	Others	19 (13.70)	27 (19.40)	46 (33.10)
VII	Socio Economic Status			
	APL	42 (30.20)	79 (56.80)	121 (87.10)
	BPL	10 (7.20)	5 (3.60)	15 (10.80)
	AAY	1 (0.70)	2 (1.40)	3 (2.20)
VIII	Type of Family			
	Nuclear	25 (18.00)	64 (46.00)	89 (64.00)
	Joint	28 (20.10)	22 (15.80)	50 (36.00)
IX	Form of Family			
	Stable	50 (36.00)	83 (59.70)	133 (95.70)
	Broken	1 (0.70)	2 (1.40)	3 (2.20)
	Reconstituted/Step Family	2 (1.40)	1 (0.70)	3 (2.20)

IX	Ownership of House			
	Owned	43 (30.90)	60 (43.20)	103 (74.10)
	Rented	10 (7.20)	26 (18.70)	36 (25.90)
X	Type of House			
	Kutcha	26 (18.70)	45 (32.40)	71 (51.10)
	Semi Pucca	18 (12.90)	26 (18.70)	44 (31.70)
	Pucca	9 (6.50)	15 (10.80)	24 (17.30)
XI	Permanent Residence			
	Lunglei	27 (19.40)	0 (0.00)	27 (19.40)
	Aizawl	2 (1.40)	51 (36.70)	53 (38.10)
	Lunglei Rural	24 (17.30)	1 (0.70)	25 (18.00)
	Aizawl Rural	0 (0.00)	34 (24.50)	34 (24.50)
XII	Temporary Residence			
	Lunglei	53 (38.10)	0 (0.00)	53 (38.10)
	Aizawl	0 (0.00)	86 (61.90)	86 (61.90)

Source: Computed Figures in parenthesis are percentages

Table 4.1.2 Household profile

Sl.No	Variables	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
I	Number of Earners			
	No Response	1 (0.7)	18 (12.9)	19 (13.7)
	1	30 (21.6)	15 (10.8)	45 (32.4)
	2	13 (9.4)	34 (24.5)	47 (33.8)
	3	7 (5)	15 (10.8)	22 (15.8)
	4	2 (1.4)	4 (2.9)	6 (4.3)
II	Number of Dependents			
	No Response	1 (0.7)	18 (12.9)	19 (13.7)
	1	5 (3.6)	4 (2.9)	9 (6.5)
	2	12 (8.6)	19 (13.7)	31 (22.3)
	3	10 (7.2)	22 (15.8)	32 (23)
	4	17 (12.2)	18 (12.9)	35 (25.2)
	5	8 (5.8)	0 (0)	8 (5.8)
	6	0 (0)	5 (3.6)	5 (3.6)

III	Monthly income (in Rupees)			
	No Response	1 (0.7)	18 (12.9)	19 (13.7)
	50001-10000	5 (3.6)	1 (0.7)	6 (4.3)
	10001-15000	5 (3.6)	2 (1.4)	7 (5)
	15001-20000	13 (9.4)	19 (13.7)	32 (23)
	20001-25000	10 (7.2)	16 (11.5)	26 (18.7)
	25001-30000	6 (4.3)	16 (11.5)	22 (15.8)
	30001-35000	6 (4.3)	5 (3.6)	11 (7.9)
	35001-40000	0 (0)	2 (1.4)	2 (1.4)
	40001-45000	2 (1.4)	1 (0.7)	3 (2.2)
	45000 and above	5 (3.6)	6 (4.3)	11 (7.9)

Source: Computed Figures in parenthesis are percentages

Table 4.1.3 Academic records

Sl.No	Variables	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
I	Year Of Passing HSLC			
	2004	0	1	1
		(0.00)	(0.70)	(0.70)
	2005	1	0	1
		(0.70)	0.00	(0.70)
	2006	0	2	2
		(0.00)	(1.40)	(1.40)
	2007	4	1	5
		(2.90)	(0.70)	(3.60)
	2008	11	26	37
		(7.90)	(18.70)	(26.60)
	2009	37	55	92
		(26.60)	(39.60)	(66.20)
	2010	0	1	1
		(0.00)	(0.70)	(0.70)
II	HSLC Division			
	Distinction	3	1	4
		(2.20)	(0.01)	(0.03)
	First Division	12	20	32
		(8.60)	(0.14)	(0.23)
	Second Division	22	37	59
		(15.80)	(0.27)	(0.42)
	Third Division	16	28	44
		(11.50)	(0.20)	(0.32)
III	HSSLC Year			
	2007	1	0	1
		(0.70)	(0.00)	(0.70)
	2008	0	1	1
		(0.00)	(0.70)	(0.70)
	2009	2	0	2
		(1.40)	(0.00)	(1.40)
	2010	8	8	16
		(5.80)	(5.80)	(11.50)
	2011	42	77	119
		(30.20)	(55.40)	(85.60)

IV	HSSLC Division			
	First Division	10	19	29
		(7.20)	(13.70)	(20.90)
	Second Division	22	48	70
		(15.80)	(34.50)	(50.40)
	Third Division	21	19	40
		(15.10)	(13.70)	(28.80)
V	Bachelor's Degree Year			
	2013	53	86	139
		(38.10)	(61.90)	(100.00)
VI	Department/Subject			
	Political Science	30	0	30
		(21.60)	(0.00)	(21.60)
	Education	23	0	23
		(16.50)	(0.00)	(16.50)
	Geography	0	18	18
		(0.00)	(12.90)	(12.90)
	Mizo	0	22	22
		(0.00)	(15.80)	(15.80)
	English	0	28	28
		(0.00)	(20.10)	(20.10)
	Political Science (Hrangbana College)	0	18	18
		(0.00)	(12.90)	(12.90)

Source: Computed Figures in parenthesis are percentages

Table 4.1.4 Internet connections and particulars

Sl.No	Variables	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
I	Did you use internet?			
	Yes	51 (36.7)	83 (59.7)	134 (96.4)
	No	2 (1.4)	3 (2.2)	5 (3.6)
II	How do you access internet?			
	No Response	2 (1.4)	3 (2.2)	5 (3.6)
	Mobile Phone	36 (25.9)	47 (33.8)	83 (59.7)
	Both	15 (10.8)	36 (25.9)	51 (36.7)
III	Where do you access internet most often			
	No Response	2 (1.4)	3 (2.2)	5 (3.6)
	At Home	45 (32.4)	77 (55.4)	122 (87.8)
	College	3 (2.2)	4 (2.9)	7 (5)
	Others	3 (2.2)	2 (1.4)	5 (3.6)
IV	What are the types of internet connections you use?			
	No Response	2 (1.4)	3 (2.2)	5 (3.6)
	Dial-Up	0 (0)	3 (2.2)	3 (2.2)
	Photon	2 (1.4)	3 (2.2)	5 (3.6)
	Broadband	4 (2.9)	12 (8.6)	16 (11.5)
	Wifi	1 (0.7)	4 (2.9)	5 (3.6)
	Mobile Phone	32 (23)	41 (29.5)	73 (52.5)
	Mobile Internet 2G	9 (6.5)	18 (12.9)	27 (19.4)
	Mobile Internet 3G	3 (2.2)	2 (1.4)	5 (3.6)

V	Did you have Facebook account?			
	No Response	2 (1.4)	3 (2.2)	5 (3.6)
	Yes	47 (33.8)	76 (54.7)	123 (88.5)
	No	4 (2.9)	7 (5)	11 (7.9)
VI	Did you have Whatsapp account?			
	No Response	2 (1.4)	3 (2.2)	5 (3.6)
	Yes	27 (19.4)	23 (16.5)	50 (36)
	No	24 (17.3)	60 (43.2)	84 (60.4)
VII	How often you use internet?			
	No Response	2 (1.4)	3 (2.2)	5 (3.6)
	Less Than Once A Month	5 (3.6)	16 (11.5)	21 (15.1)
	Fortnightly Once	3 (2.2)	1 (0.7)	4 (2.9)
	Once A Week	10 (7.2)	8 (5.8)	18 (12.9)
	A Few Times A Week	14 (10.1)	20 (14.4)	34 (24.5)
	Daily At Least Once	19 (13.7)	38 (27.3)	57 (41)

Source: Computed Figures in parenthesis are percentages

Table 4.1.5 Online activities and frequency of use

Sl.No	Variables	College		Total N=139	
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86		
I	Income				
	No Response	2	3	5	
		(1.40)	(2.20)	(3.60)	
	Never	38	67	105	
		(27.30)	(48.20)	(75.50)	
	Daily	2	4	6	
		(1.40)	(2.90)	(4.30)	
	Weekly	8	6	14	
		(0.00)	(4.30)	(10.10)	
	Fortnightly	1	1	2	
		(0.70)	(0.70)	(1.40)	
	Monthly	2	5	7	
		(1.40)	(3.60)	(5.00)	
	II	Communication			
		No Response	2	3	5
(1.40)			(2.20)	(3.60)	
Never		22	65	87	
		(15.80)	(46.80)	(62.60)	
Daily		2	6	8	
		(1.40)	(4.30)	(5.80)	
Weekly		11	8	19	
		(7.90)	(5.80)	(13.70)	
Fortnightly		1	0	1	
		(0.70)	(0.00)	(0.70)	
Monthly		15	4	19	
		(10.80)	(2.90)	(13.70)	

III	Facebook			
	No Response	2	3	5
		(1.40)	(2.20)	(3.60)
	Never	6	6	12
		(4.30)	(4.30)	(8.60)
	Daily	22	35	57
		(15.80)	(25.20)	(41.00)
	Weekly	15	26	41
		(10.80)	(18.70)	(29.50)
	Forthnightly	2	1	3
		(1.40)	(0.70)	(2.20)
	Monthly	6	15	21
		(4.30)	(10.80)	(15.10)
IV	Twitter			
	No Response	2	3	5
		(1.40)	92.2)	(3.60)
	Never	49	78	127
		(35.30)	(56.10)	(91.40)
	Daily	0	4	4
		(0.00)	(2.90)	(2.90)
	Weekly	1	0	1
		(0.70)	(0.00)	(0.70)
	Monthly	1	1	2
		(0.70)	(0.70)	(1.40)
VIII	Google+			
	No Response	2	3	5
		(1.40)	(2.20)	(3.60)
	Never	27	45	72
		(19.40)	(32.40)	(51.80)
	Daily	10	10	20
		(7.20)	(7.20)	(14.40)
	Weekly	8	11	19
		(5.80)	(7.90)	(13.70)
	Forthnightly	0	1	1
		(0.00)	(0.70)	(0.70)
	Monthly	6	16	22
		(4.30)	(11.50)	(15.80)

XI	Whatsapp				
	No Response	2	3	5	
		(1.40)	(2.20)	(3.60)	
	Never	27	62	89	
		(19.40)	(44.60)	(64.00)	
	Daily	18	17	35	
		(12.90)	(12.20)	(25.20)	
	Weekly	3	1	4	
		(2.20)	(0.70)	(2.90)	
	Monthly	3	3	6	
		(2.20)	(2.20)	(4.30)	
	XII	Jstore			
		No Response	2	3	5
(1.40)			(2.20)	(3.60)	
Never		49	81	130	
		(35.30)	(58.30)	(93.50)	
Daily		1	1	2	
		(0.70)	(0.70)	(1.40)	
Monthly		1	1	2	
		(0.70)	(0.70)	(1.40)	
XIII	Carrier advancement/Job				
	No Response	2	3	5	
		(1.40)	(2.20)	(3.60)	
	Never	29	42	71	
		(20.90)	(30.20)	(51.10)	
	Daily	7	14	21	
		(5.00)	(10.10)	(15.10)	
	Weekly	7	8	15	
		(5.00)	(5.80)	(10.80)	
	Forthnightly	2	7	9	
		(1.40)	(5.00)	(6.50)	
	Monthly	6	12	18	
		(4.30)	(8.60)	(12.90)	

XIV	Education and learning				
	No Response	2	3	5	
		(1.40)	(2.20)	(3.60)	
	Never	9	26	35	
		(6.50)	(18.70)	(25.20)	
	Daily	23	27	50	
		(16.50)	(19.40)	(36.00)	
	Weekly	15	22	37	
		(10.80)	(15.80)	(26.60)	
	Forthnightly	0	3	3	
		(0.00)	(2.20)	(2.20)	
	Monthly	4	5	9	
		(2.90)	(3.60)	(6.50)	
	XV	Health Information			
		No Response	2	3	5
(1.40)			(2.20)	(3.60)	
Never		21	41	62	
		(15.10)	(29.50)	(44.60)	
Daily		7	18	25	
		(5.00)	(12.90)	(18.00)	
Weekly		13	15	28	
		(9.40)	(10.80)	(20.10)	
Forthnightly		3	3	6	
		(2.20)	(2.20)	(4.30)	
Monthly		7	6	13	
		(5.00)	(4.30)	(9.40)	
XVI		Recreation			
-		No Response	2	3	5
	(1.40)		(2.20)	(3.60)	
	Never	23	33	56	
		(16.50)	(23.70)	(40.30)	
	Daily	11	24	35	
		(7.90)	(17.30)	(25.20)	
	Weekly	8	15	23	
		(5.80)	(10.80)	(16.50)	
	Forthnightly	4	6	10	
		(2.90)	(4.30)	(7.20)	
	Monthly	5	5	10	
		(3.60)	(3.60)	(7.20)	

XVIII	Online Journals				
	No Response	2	3	5	
		(1.40)	(2.20)	(3.60)	
	Never	37	75	112	
		(26.60)	(54.00)	(80.60)	
	Daily	10	2	12	
		(7.20)	(1.40)	(8.60)	
	Weekly	2	6	8	
		(1.40)	(4.30)	(5.80)	
	Forthnightly	1	0	1	
		(0.70)	(0.00)	(0.70)	
	Monthly	1	0	1	
		(0.70)	(0.00)	(0.70)	
	XXI	Online Marketing			
		No Response	2	3	5
(1.40)			(2.20)	(3.60)	
Never		35	50	85	
		(25.20)	(36.00)	(61.20)	
Weekly		2	6	8	
		(1.40)	(4.30)	(5.80)	
Forthnightly		0	1	1	
		(0.00)	(0.70)	(0.70)	
Monthly		14	26	40	
		(10.10)	(18.70)	(28.80)	

Source: Computed

Figures in parenthesis are percentages

Figure 4.1 Ownership of Personal Web Page/Blog

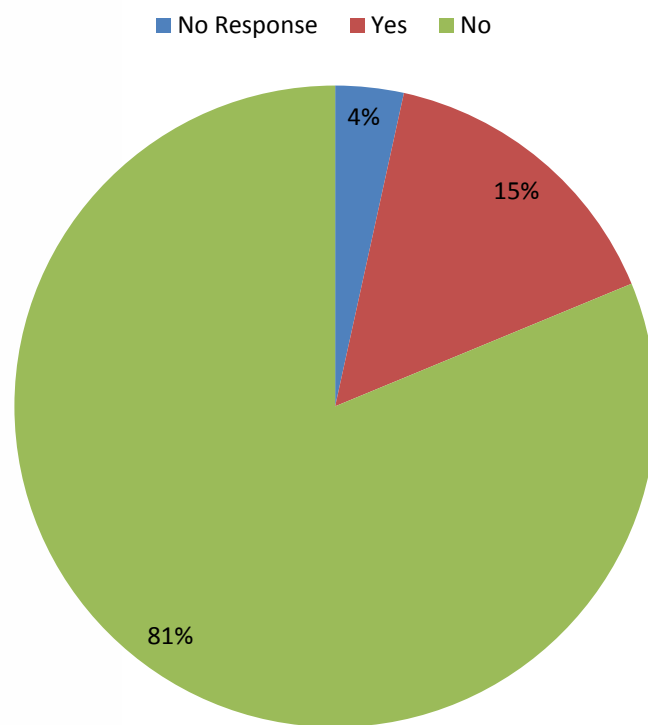


Figure 4.2 Period of using internet

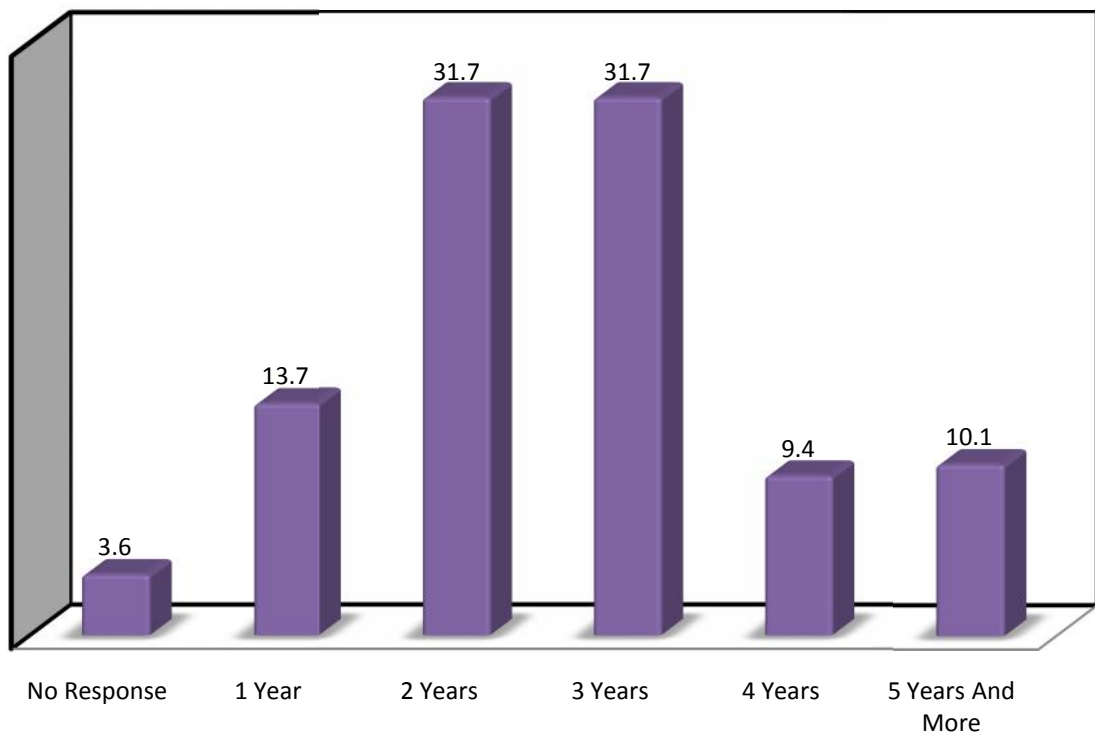


Table 4.1.6 Pattern of Monthly Expenditure on Internet

Sl.No	Expenditure (In Rs.)	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
I	No Response	2	3	5
		(1.40)	(2.20)	(3.60)
II	0-50	7	33	40
		(5.00)	(23.70)	(28.80)
III	51-100	26	24	50
		(18.70)	(17.30)	(36.00)
IV	101-150	8	6	14
		(5.80)	(4.30)	(10.10)
V	151-200	5	8	13
		(3.60)	(5.80)	(9.40)
VI	201-250	0	1	1
		(0.00)	(0.70)	(0.70)
VII	251 and above	5	11	16
		(3.60)	(7.90)	(11.50)

Source: Computed Figures in parenthesis are percentages

Table 4.1.7 Favourite activity in using internet

Sl.No	Favorite Activities	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
	No Response	2 (1.4)	3 (2.2)	5 (3.6)
	Facebook	38 (27.3)	54 (38.8)	92 (66.2)
	Whatsapp	2 (1.4)	1 (0.7)	3 (2.2)
	Downloading	1 (0.7)	7 (5)	8 (5.8)
	Chatting	0 (0)	5 (3.6)	5 (3.6)
	Social Networking	1 (0.7)	8 (5.8)	9 (6.5)
	Academic	3 (2.2)	2 (1.4)	5 (3.6)
	Online Shopping	1 (0.7)	0 (0)	1 (0.7)
	Online Games	3 (2.2)	3 (2.2)	6 (4.3)
	Online News	2 (1.4)	3 (2.2)	5 (3.6)

Source: Computed Figures in parenthesis are percentages

Table 4.1.8 Family Conflict of College Youth

Sl.No	Variables	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
I	"Your parents have cursed you during the past year"			
	Never	36	49	85
		(25.90)	(35.30)	(61.20)
	Rarely	6	12	18
		(4.30)	(8.60)	(12.90)
	Sometimes	11	24	35
		(7.90)	(17.30)	(25.20)
	Frequently	0	1	1
		(0.00)	(0.70)	(0.70)
II	"Your parents have insulted you during the past year"			
	Never	36	31	67
		(25.90)	(22.30)	(48.20)
	Rarely	11	18	29
		(7.90)	(12.90)	(20.90)
	Sometimes	6	31	37
		(4.30)	(22.30)	(26.60)
	Frequently	0	6	6
		(0.00)	(4.30)	(4.30)
III	"Your parents have pushed or shoved you during the past year"			
	Never	32	56	88
		(23.00)	(40.30)	(63.30)
	Rarely	14	11	25
		(10.10)	(7.90)	(18.00)
	Sometimes	5	13	18
		(3.60)	(9.40)	(12.90)
	Frequently	2	6	8
		(1.40)	(4.30)	(5.80)
IV	" Your parents have dismissed your decisions during the past year"			
	Never	34	47	81
		(24.50)	(33.80)	(58.30)
	Rarely	9	19	28
		(6.50)	(13.70)	(20.10)
	Sometimes	6	20	26
		(4.30)	(14.40)	(18.70)
	Frequently	4	0	4
		(2.90)	(0.00)	(2.90)

V	Do you feel any regret being your parents' son/daughter?			
	Never	42	58	100
		(30.20)	(41.70)	(71.90)
	Rarely	8	11	19
		(5.80)	(7.90)	(13.70)
	Sometimes	3	17	20
		(2.20)	(12.20)	(14.40)
	Frequently	0	0	0
		(0.00)	(0.00)	(0.00)
VI	Do you quarrel with your parents?			
	Never	24	19	43
		(17.30)	(13.70)	(30.90)
	Rarely	11	14	25
		(7.90)	(10.10)	(18.00)
	Sometimes	17	45	62
		(12.20)	(32.40)	(44.60)
	Frequently	1	8	9
		(0.70)	(5.80)	(6.50)
VII	Do you witness or experience any form of violence within your family?			
	Never	37	46	83
		(26.60)	(33.10)	(59.70)
	Rarely	3	21	24
		(2.20)	(15.10)	(17.30)
	Sometimes	12	18	30
		(8.60)	(12.90)	(21.60)
	Frequently	1	1	2
		(0.70)	(0.70)	(1.40)
VIII	Do you ever experience a feeling of worthlessness in your family?			
	Never	28	30	58
		(20.10)	(21.60)	(41.70)
	Rarely	5	27	32
		(3.60)	(19.40)	(23.00)
	Sometimes	16	27	43
		(11.50)	(19.40)	(30.90)
	Frequently	4	2	6
		(2.90)	(1.40)	(4.30)

Source: Computed Figures in parenthesis are percentages

Table 4.1.9 Family Time and College Youth

Sl.No	Variables	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
I	On average weekday, about how many hours do you spend talking and sharing ideas with your parents?			
	Nil	5	0	5
		(3.60)	(0.00)	(3.60)
	Less Than 01 Hour	20	49	69
		(14.40)	(35.30)	(49.60)
	01-02 Hours	19	16	35
		(13.70)	(11.50)	(25.20)
More Than 02 Hours	9	21	30	
	(6.50)	(15.10)	(21.60)	
II	On an average weekday, about how many hours do your parents leave your home for social and religious activities?			
	Nil	10	3	13
		(7.20)	(2.20)	(9.40)
	Less Than 01 Hour	16	16	32
		(11.50)	(11.50)	(23.00)
	01-02 Hours	15	34	49
		(10.80)	(24.50)	(35.30)
More Than 02 Hours	12	33	45	
	(8.60)	(23.70)	(32.40)	
III	On an average weekday, about how many hours do you leave your home for social and religious activities?			
	Nil	6	0	6
		(4.30)	(0.00)	(4.30)
	Less Than 01 Hour	12	35	47
		(8.60)	(25.20)	(33.80)
	01-02 Hours	18	33	51
		(12.90)	(23.70)	(36.70)
More Than 02 Hours	17	18	35	
	(12.20)	(12.90)	(25.20)	
IV	On an average nightly basis, about how many hours do you spend with your father?			
	Nil	17	18	35
		(12.20)	(12.90)	(25.20)
	Less Than 01 Hour	15	25	40
		(10.80)	(18.00)	(28.80)
	01-02 Hours	10	21	31
		(7.20)	(15.10)	(22.30)
More Than 02 Hours	11	22	33	
	(7.90)	(15.80)	(23.70)	

V	On an average nightly basis, about how many hours do you spend with your mother?			
	Nil	18	6	24
		(12.90)	(4.30)	(17.30)
	Less Than 01 Hour	12	25	37
		(8.60)	(18.00)	(26.60)
	01-02 Hours	8	25	33
		(5.80)	(18.00)	(23.70)
	More Than 02 Hours	15	30	45
		(10.80)	(21.60)	(32.40)
VI	On an average nightly basis, about how many hours do you spend with your siblings?			
	Nil	8	3	11
		(5.80)	(2.20)	(7.90)
	Less Than 01 Hour	13	31	44
		(9.40)	(22.30)	(31.70)
	01-02 Hours	16	28	44
		(11.50)	(20.10)	(31.70)
	More Than 02 Hours	16	24	40
		(11.50)	(17.30)	(28.80)
VII	On an average weekend, about how many hours do you spend talking and sharing ideas with your parents?			
	Nil	9	1	10
		(6.50)	(0.70)	(7.20)
	Less Than 01 Hour	17	37	54
		(12.20)	(26.60)	(38.80)
	01-02 Hours	14	26	40
		(10.10)	(18.70)	(28.80)
	More Than 02 Hours	13	22	35
		(9.40)	(15.80)	(25.20)
VIII	On an average weekend, about how many hours do your parents leave your home for social and religious activities?			
	Nil	1	3	4
		(0.70)	(2.20)	(2.90)
	Less Than 01 Hour	17	25	42
		(12.20)	(18.00)	(30.20)
	01-02 Hours	12	28	40
		(8.60)	(20.10)	(28.80)
	More Than 02 Hours	23	30	53
		(16.50)	(21.60)	(38.10)

Source: Computed Figures in parenthesis are percentages

Table 4.1.10 Family Cohesion of College Youth

Sl.No	Variables	COLLEGE		Total N=139
		Lunglei Govt. College n=53	Govt. Hrangbana College n=86	
I	"My parents are attentive to my problems"			
	Strongly Disagree	3	1	4
		(2.20)	(0.70)	(2.90)
	Disagree	8	23	31
		(5.80)	(16.50)	(22.30)
	Agree	25	46	71
		(18.00)	(33.10)	(51.10)
	Strongly Agree	17	16	33
		(12.20)	(11.50)	(23.70)
II	"My parents and I get along together"			
	Strongly Disagree	1	1	2
		(0.70)	(0.70)	(1.40)
	Disagree	11	23	34
		(7.90)	(16.50)	(24.50)
	Agree	32	48	80
		(23.00)	(34.50)	(57.60)
	Strongly Agree	9	14	23
		(6.50)	(10.10)	(16.50)
III	"My parents and I are emotionally close"			
	Strongly Disagree	2	0	2
		(1.40)	(0.00)	(1.40)
	Disagree	1	17	18
		(0.70)	(12.20)	(12.90)
	Agree	41	50	91
		(29.50)	(36.00)	(65.50)
	Strongly Agree	9	19	28
		(6.50)	(13.70)	(20.10)
IV	"My parents often give me advise"			
	Strongly Disagree	3	0	3
		(2.20)	(0.00)	(2.20)
	Disagree	1	4	5
		(0.70)	(2.90)	(3.60)
	Agree	28	43	71
		(20.10)	(30.90)	(51.10)
	Strongly Agree	21	39	60
		(15.10)	(28.10)	(43.20)

V	"My parents know my values and interests"			
	Strongly Disagree	2	0	2
		(1.40)	(0.00)	(1.40)
	Disagree	6	12	18
		(4.30)	(8.60)	(12.90)
	Agree	33	52	85
		(23.70)	(37.40)	(61.20)
Strongly Agree	12	22	34	
	(8.60)	(15.80)	(24.50)	
VI	"My parents share their works and other personal problems with me"			
	Strongly Disagree	2	0	2
		(1.40)	(0.00)	(1.40)
	Disagree	10	38	48
		(7.20)	(27.30)	(34.50)
	Agree	27	39	66
		(19.40)	(28.10)	(47.50)
Strongly Agree	14	9	23	
	(10.10)	(6.50)	(16.50)	
VII	"I believe my parents lay great trust upon me"			
	Strongly Disagree	1	0	1
		(0.70)	(0.00)	(0.70)
	Disagree	3	7	10
		(2.20)	(5.00)	(7.20)
	Agree	30	52	82
		(21.60)	(37.40)	(59.00)
Strongly Agree	19	27	46	
	(13.70)	(19.40)	(33.10)	
VIII	"My parents are open to my decisions"			
	Strongly Disagree	2	2	4
		(1.40)	(1.40)	(2.90)
	Disagree	6	11	17
		(4.30)	(7.90)	(12.20)
	Agree	29	59	88
		(20.90)	(42.40)	(63.30)
Strongly Agree	16	14	30	
	(11.50)	(10.10)	(21.60)	

Source: Computed Figures in parenthesis are percentages

Figure 4.1.11 Correlates of Internet use and Family Time

INTERNET USE		On average weekday, about how many hours do you spend talking and sharing ideas with your parents?	On an average weekday, about how many hours do your parents leave your home for social and religious activities?	On an average weekday, about how many hours do you leave your home for social and religious activities?	On an average nightly basis, about how many hours do you spend with your father?	On an average nightly basis, about how many hours do you spend with your mother?	On an average nightly basis, about how many hours do you spend with your siblings?	On an average weekend, about how many hours do you spend talking and sharing ideas with your parents?	On an average weekend, about how many hours do your parents leave your home for social and religious activities?	On an average weekend, about how many hours do you leave your home for social and religious activities?
Use internet	Pearson Correlation	0.034	-0.142	-0.051	-0.008	-0.02	-0.085	-0.067	-.307**	-0.053
	Sig. (2-tailed)	0.687	0.095	0.549	0.925	0.817	0.321	0.434	0	0.532
	N	139	139	139	139	139	139	139	139	139
Facebook	Pearson Correlation	0.094	0.139	0.035	-0.022	0.054	.308**	.291**	-0.147	-0.145
	Sig. (2-tailed)	0.271	0.102	0.684	0.797	0.527	0	0.001	0.084	0.089
	N	139	139	139	139	139	139	139	139	139
Twitter	Pearson Correlation	0.017	0.104	.172*	0.034	0.135	0.144	0.118	0.154	0.087
	Sig. (2-tailed)	0.838	0.223	0.043	0.688	0.114	0.09	0.168	0.07	0.311
	N	139	139	139	139	139	139	139	139	139
Google Plus	Pearson Correlation	-0.085	0.092	.184*	-0.157	0.002	.270**	-0.029	0.075	0.045
	Sig. (2-tailed)	0.317	0.279	0.03	0.065	0.982	0.001	0.734	0.383	0.597
	N	139	139	139	139	139	139	139	139	139
Whatsapp	Pearson Correlation	-0.037	0.062	0.006	-0.121	-0.091	0.005	-0.03	0.065	-0.025
	Sig. (2-tailed)	0.667	0.469	0.942	0.155	0.284	0.955	0.728	0.445	0.768
	N	139	139	139	139	139	139	139	139	139

Table 4.1.12 Correlates of Internet use and Family Cohesion

Internet use		"My parents are attentive to my problems"	"My parents and I get along together"	"My parents and I are emotionally close"	"My parents often give me advise"	"My parents know my values and interests"	"My parents share their works and other personal problems with me"	"I believe my parents lay great trust upon me"	"My parenrts are open to my decisions"
Use Internet	Pearson Correlation	0.011	-0.084	-0.013	-0.045	-0.026	0.109	0.049	-0.01
	Sig. (2-tailed)	0.898	0.328	0.875	0.599	0.765	0.202	0.565	0.904
	N	139	139	139	139	139	139	139	139
Facebook	Pearson Correlation	-0.07	-0.03	-0.09	.219**	.268**	-0.092	0.136	-0.018
	Sig. (2-tailed)	0.415	0.728	0.29	0.01	0.001	0.28	0.11	0.829
	N	139	139	139	139	139	139	139	139
Twitter	Pearson Correlation	0.141	0.131	0.074	0.094	0.102	-0.02	-0.004	0.107
	Sig. (2-tailed)	0.098	0.123	0.387	0.272	0.232	0.818	0.961	0.208
	N	139	139	139	139	139	139	139	139
Google Plus	Pearson Correlation	-0.049	0.054	-0.14	0.002	-0.055	-.198*	0.03	-0.023
	Sig. (2-tailed)	0.564	0.531	0.099	0.984	0.522	0.019	0.728	0.791
	N	139	139	139	139	139	139	139	139
Whatsapp	Pearson Correlation	-0.023	0.042	0.004	-0.01	0.066	0.041	-0.114	-0.093
	Sig. (2-tailed)	0.785	0.627	0.963	0.908	0.44	0.629	0.18	0.276
	N	139	139	139	139	139	139	139	139

Table 4.1.13 Correlates of Conflict and College Youth

Internet Use		"Your parents have cursed you during the past year"	"Your parents have insulted you during the past year"	"Your parents have pushed or shoved you during the past year"	" Your parents have dismissed your decisions during the past year"	Do you feel any regret being your parents' son/daughter?	Do you quarrel with your parents?	Do you witness or experience any form of violence within your family?	Do you ever experience a feeling of worthlessness in your family?
Use-inter	Pearson Correlation	0.032	-0.136	-0.129	-0.014	0.099	-0.053	0.034	-0.036
	Sig. (2-tailed)	0.709	0.11	0.131	0.874	0.244	0.536	0.69	0.671
	N	139	139	139	139	139	139	139	139
Facebook	Pearson Correlation	.198*	.310**	.251**	-0.021	-.207*	.240**	0	.181*
	Sig. (2-tailed)	0.019	0	0.003	0.804	0.014	0.004	0.999	0.033
	N	139	139	139	139	139	139	139	139
Twitter	Pearson Correlation	-0.143	-0.038	0.007	0.015	-0.136	0.021	-0.086	0.083
	Sig. (2-tailed)	0.093	0.657	0.936	0.86	0.109	0.806	0.315	0.33
	N	139	139	139	139	139	139	139	139
Google Plus	Pearson Correlation	.206*	0.124	.256**	.173*	-0.165	.171*	-0.129	0.026
	Sig. (2-tailed)	0.015	0.145	0.002	0.042	0.052	0.044	0.13	0.763
	N	139	139	139	139	139	139	139	139
Whatsapp	Pearson Correlation	-0.126	-.192*	0.034	0.112	-0.076	0.074	-0.16	0.083
	Sig. (2-tailed)	0.139	0.024	0.692	0.188	0.372	0.384	0.06	0.332
	N	139	139	139	139	139	139	139	139

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, conclusion and suggestions of the present study is presented. It has been divided into sections with its sub-sections.

5.1. Conclusion

The study attempts to understand the impact of internet use among college students upon their relationship with their basic social institution i.e., their family members. In today's world of rapid advancement in science and technology, the very first users and consumers are the youth. This growth of pace in gadgets and complicated new mode of communication or means of social life is become a nightmare for most of the parents that are alien or ignorant with the technology.

As of now, using internet is not only a means of communication but also becoming a part of parcel of our day to day life and is being often more considered as a fashion. This in turn brings about generation gap between the youth and their fail members and in turn results in many families disputes and act as an unwanted agent for deteriorating the strong family bond or relationship. It is important to consider the youths' perspective in this respect because parents' most often simply blame their children for breaking their family rules and laws instead never really accept the wave of this internet connected-life of the modern world.

In this chapter, an attempt has been made to present the results of the analysis of the data collected through questionnaire in colleges of Lunglei Govt. College and Govt.Hrangbana College, Aizawl.

5.2.1. Profile of the Respondents

The findings reveals that two third (66.2%) of the college youth are in the age group of 18-21 years of age. With regards to marital status, a vast majority (97.1%) still

remains unmarried. Christianity is the main religion comprising the vast majority (99.3%) of which more than one third (42.4%) belongs to the denomination of Presbyterian Church. With regards to socio-economic status, majority (87.1%) belong to APL family. More than half (64%) belongs to the nuclear family and also the vast majority (95.7%) are born and brought up in a stable family. A little less than three fourth (74.1%) are living in houses that their families owned themselves. With respect to permanent residence, a little less than two third (61.9%) are permanent residents of Aizawl.

5.2.2. Academic Profile

From the findings it is clear that with regards to academic performance, the peak performance was during their HSSLC examination where half (50.4%) passed in second division.

5.2.3. Frequency of Use

Vast majority (96.4%) of the entire colleges' respondents used internet. More than half (59.7%) of the respondents get accessed to internet through their mobile phones. Vast majority (87.8%) get access to internet at home. More than half (52.5%) used mobile phones for browsing internet. Almost all (88.5%) have accounts on Facebook and a little less than two third (60.4%) do not have Whatsapp account.

5.2.4. Internet connections and particulars

The findings with connection to activities online, the findings of the study shows that three fourth (75.5%) of the respondents never use internet for income generating activities. Vast majority (91.4%) never use Twitter. Majority (51.8%) of the respondents never use Google Plus. A little less than two third (64%) of the respondents never use Whatsapp. Vast majority (93.5%) of the respondents never use Jstore. Vast majority (80.6%) of the respondents never accessed to internet for online journals.

5.2.5. Ownership of Personal Web Page/Blog

The findings indicate that vast majority (84.9%) of the respondents did not have their personal web/blog and Facebook is the favorite activity for two third (66.2%) of the respondents.

5.2.6. Family Conflict of college youth

In this section the family conflict is studied by using 8 different indicators and the findings indicate that less than two third (61.2%) of the respondents have never been revoked/scolded by their parents during the past year. Among the respondents less than two third (63.3%) felt that their parents have never pushed or shoved them during the past year. Also, more than half (58.3%) of the respondents have never been dismissed of their decisions by the parents. More than three fourth (71.9%) felt that they have never regret being their parents son/daughter. At the same time, more than half (59.7%) have never witness any form of violence within the family.

Thus, this reveals that the family relation of the youth in terms of conflict with their parents is good and there is no sign of disputes or conflict with their parents.

5.2.7. Family Time of college youth

The family time is studied by using 8 measures which shows that half (49.6%) of the respondents spend less than an hour talking and sharing with their parents on average weekday basis. More than one-third (36.7) of the respondents spend 1-2 hours leaving their home for social and religious activities on average week days basis. As on average weekend basis, more than one third (38.8%) of the respondents spend less than 01 hour for talking and sharing with their parents. Also, more than one third (38.1%) of the respondents agreed that their parents spend more than 02 hours on weekend basis for social and religious activities and leave their homes.

These findings reveal that the family time allotted for and from each member in the family is quite below expectation and show signs of weak family time spent together.

5.2.8. Family Cohesion of college youth

In this study, there is a series of questions referring to family cohesion indicating that majority(51.1%) of the respondents agreed that their parents are attentive to their problems. Majority (57.6%) of the respondents agree that the youth get along well with their parents. Two third (65.5%) of the respondents agreed of being emotionally close with their parents. Among the respondents, majority (51.1%) are often given advice by their parents. Two third (61.2%) of the respondents agreed that their parents know of their values and interests. Nearly half (47.5%) of the respondents agreed to the statement that their parents share their works and other personal problems with them. More than half (59%) of the respondents agreed that their parents lay trust upon them. Two third (63.3%) of the respondents agreed that their parents are open to their decisions.

Thus, there is an indication of good family cohesion among the respondents with their parents. This shows the strong family bond and unity of the families which is significant for happy family leading to healthy environment for each other.

5.3. Suggestions

After series of cross sectional study of the internet usage by youth, its impact, activities and the family relations, the following points have been suggested and recommended for the enhancement of building good family relations along with the usage of internet among the college youth in Mizoram.

- Youth use internet as part of their daily routine activity. Thus, there is a chance of over accessing the internet and therefore, parental control of the use should be imposed to a favorable extend.

- Since almost all of the youth are using the internet in today's world, it is wise for the parents to some extent in knowing the impact and consequences of excessive internet usage that can hamper their sons/daughters life and at the worst affect the family relationship.
- Safety measures and rules must be imposed. If already imposed and been carried out in educational settings to control usage of internet during academic hours to avoid distraction of classroom learning and progress.
- Knowing the rapid advancement and the tempting contents and usage of internet, more and more youth going online even more. For this matter, there can always be chances of cyber bullying and other cyber related crimes and the likes. Therefore, awareness on cyber crimes and bullying is highly recommended.
- To counter the chances and evidences of the effects of internet, there needs to be a creation of campaigns or training on the various uses of internet that can be useful for the college youth in their development towards better life.
- To improve family time the parents should spend more time with siblings and devote more quality family time like going out for picnic and other recreational activities together. This is favorable for the youth growth and feeling of belongingness in the family.
- Youth needs recognition and acceptance in their day to day performance as future seeking individuals. Therefore, rooted in the family itself, there should be an environment of Love and respect towards each other.
- To enhance family unity, the parents are expected to constitute a family practice such that there is open space for Sharing thoughts, feelings and emotions with family members.
- An environment and practice where a mutual and cooperation among each family member is allowed to be practiced is where the final output is strong family tie. Such practice is recommended for building good family relationship.

- With the trend of youth going online daily, the various laws and acts needs to be strictly imposed to avoid and warn youth in engaging in such cyber crimes.
- As for the field of social work, the importance of family as a unit and the inter-relation of internet communication usage can be focused as a study at the micro level.
- Social workers need to understand internet usage and apply a more holistic approach.

APPENDICES

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Internet Use and Family Relations Among College Going Youth in Mizoram

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(Dear respondent, kindly offer your valuable time for this questionnaire. This is purely academic confidential and for research purpose only. Thanking you with anticipation)

Date:

Place:

Section A - Profile of the Respondent

1. Gender : 1 Male; 2 Female
2. Age : _____
3. Marital Status : 1 Unmarried; 2 Married; 3 Divorced; 4 Remarried
4. Religion : 1 Christian; 2 Hindu; 3 Muslim; 4 Buddhist; 5 Others
5. Denomination : 1 Presbyterian; 2 Adventist; 3 Salvation Army; 4 United Pentecostal Church; 5 Baptist; 6 Roman Catholic; 7 Others
6. Sub-tribe : 1. Lushei; 2 Ralte; 3 Hmar; 4 Paite; 5 Pawi; 6. Others
7. Socio-economic status : 1 APL; 2 BPL; 3 AAY
8. Type of Family : 1 Nuclear; 2 Joint
9. Form of Family : 1 Stable; 2 Broken; 3 Reconstituted/Step Family
10. Ownership of House : 1 Owned; 2 Rented
11. Type of house : 1 Kutcha; 2 Semi Pucca; 3 Pucca
12. Place of permanent residence : 1 Lunglei; 2 Aizawl; 3 Lunglei Rural; 4 Aizawl Rural
13. Place of temporary residence : 1 Lunglei; 2 Aizawl
14. Household Profile
 - a) No of family members : _____
 - b) No of dependants : _____
 - c) No. of earners : _____
 - d) Total monthly household income: _____
15. Academic records

Sl.No	Examinations	Year	Division
1	HSLC		
2	HSSLC		
3	Bachelor's degree (latest semester)		

Section B – Patters of Internet use

16. Did you ever use the internet? **1** Yes; **2** No
17. How do you access internet? **1** Computer; **2** Mobile Phone; **3**. Both
18. Where do you use the internet most often?
1 At home; **2** Friends home; **3** College; **4** Cyber café; **5** Others
19. Type of internet connection used? **1** Dial-up; **2** Photon; **3** Broadband; **4** Wifi
5 Mobile Phone; **6** Mobile internet 2G **7** Mobile internet 3G
20. Do you have an email address? **1** Yes; **2** No
21. If Yes, kindly provide your email id _____
22. Do you have a facebook account? **1** Yes **2** No
23. Do you have a whatsapp account? **1** Yes **2** No
24. How often do you browse/use the internet?
1 Less than once a month; **2** Fortnightly once; **3** Once a week;
4 A few times a week; **5** Daily at least once
25. How frequently you use internet for the following purposes (kindly tick () the most appropriate to you

Purpose	Never	Daily	Weekly	Fortnightly	Monthly
Income generating activities	1	2	3	4	5
Communication (E-mail)	1	2	3	4	5
Social networking					
Facebook	1	2	3	4	5
Twitter	1	2	3	4	5
Google Plus+	1	2	3	4	5
WhatsApp	1	2	3	4	5
Jstore	1	2	3	4	5
Other purpose					
Career Advancement/ Job search	1	2	3	4	5
Education and learning	1	2	3	4	5
Getting health related information	1	2	3	4	5
Recreational purpose(Songs, films etc)	1	2	3	4	5
Recreational purpose (Playing Games)	1	2	3	4	5
E Banking	1	2	3	4	5
Online Marketing or Purchase of Goods	1	2	3	4	5

26. On average, how much money do you spend per month on using the internet?

27. Do you have any personal website/webpage/blog? **1** Yes; **2** No

28. What is your favourite activities using internet.

29. For how long have you been using internet? _____

Section C – Family Relations

Family Cohesion

30. Rate yourself with the following statements

My parents are attentive to my problems	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
My parents and I get along together	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
My parents and I are emotionally close	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
My parents often give me advise	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
My parents know my values and interests	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
My parents share their works and other personal problems with me	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
I believe my parents lay great trust upon me	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree
My parents are open to my decisions	1. Strongly disagree	2. Disagree	3. Agree	4. Strongly Agree

Family Conflict

31. Rate yourself with the following statements

Your parents have cursed you during the past year	1. Never	2. Rarely	3. Sometimes	4. Frequently
Your parents have insulted you during the past year	1. Never	2. Rarely	3. Sometimes	4. Frequently
Your parents have pushed or shoved you during the past year	1. Never	2. Rarely	3. Sometimes	4. Frequently
Your parents have dismissed your decisions during the past year	1. Never	2. Rarely	3. Sometimes	4. Frequently
Did you feel u regret being your parents' son/daughter?	1. Never	2. Rarely	3. Sometimes	4. Frequently
Did you quarrel with your parents?	1. Never	2. Rarely	3. Sometimes	4. Frequently
Did you witness or experience any form of violence within your family?	1. Never	2. Rarely	3. Sometimes	4. Frequently
Did you ever experience a feeling of worthlessness in your family?	1. Never	2. Rarely	3. Sometimes	4. Frequently

Family Time

32. Rate yourself with the following questions

On an average weekday, about how many hours do you spend talking and sharing ideas with yours parents?	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average weekday, about how many hours do your parents left your home for social and religious activities?	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average weekday, about how many hours do you leave your home for social and religious activities?	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average nightly basis, about how many hours you spent with your father?	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average nightly basis, about how many hours you spent with your mother?	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average nightly basis, about how many hours you spent with your siblings?	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average weekend, about how many hours do you spend talking and sharing ideas with yours parents	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average weekends, about how many hours do your parents leave your home for social and religious activities	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours
On an average weekends, about how many hours do you leave your home for social and religious activities	1.Nil	2.Less than 01 hour	3.01-02 hours	4.More than 02 hours

33. Suggest any measures to increase your family relationship

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PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : R.Lallianzela

DEGREE : M.Phil

DEPARTMENT : Social Work

TITLE OF DISSERTATION : Internet use and Family Relations
Among College going Youth in Mizoram

DATE OF PAYMENT OF ADMISSION : 5th September, 2012

COMMENCEMENT OF SECOND SEMESTER : 18th February, 2013

1. BOARD OF PROFESSIONAL STUDIES : 22nd April, 2013
2. SCHOOL BOARD : 23rd October, 2013
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Details of Educational Qualification

Class	Subject	Board/University	Percentage	Division
H.S.L.C.	-	Mizoram Board of School Education	69	First
H.S.S.L.C.	Arts	Mizoram Board of School Education	61.2	First
Bachelor of Social Work	Social Work	North Eastern Hill University	48	Second
Master of Social Work	Social Work	Mizoram University	58.6	Second

Field work experience (B.S.W.) in Shillong, Meghalaya

1. **Impulse NGO Network:** During the fieldwork, the main activities were awareness campaigns on child rights and human trafficking. Education upliftment program with children from slum areas were also carried out in the backward localities. Extensive drives were carried out to promote Childline 1098. A series of documentations were also performed for office use.
2. **WISE (Women for Integrated Sustainable Empowerment):** Newspaper documentation on violence against women was prepared ranging from a period of 10 years. Observation Home was also the area of fieldwork where case studies and group work therapy and family visits were conducted. SHG promotions were also an all time activity during the engagement in this activity.
3. **VHAM (Voluntary Health Association of Meghalaya):** Here, the main activities were health promotion and research on Malaria and TB in the remote parts of Ribhoi District and Jaintia Hills. At the mean time, formation and development of SHGs were always the focus through the fieldwork activities.

Fieldwork experience (MSW) in Aizawl, Mizoram

1. **ZDRB (Zoram Driver Ramthim Board):** This is a rehabilitation centre for drug users and alcoholics. The main activities were conducting case work and group work. Fund raising for sports meet was also performed. Meanwhile, project sites for IDUs in the nearby areas outside Aizawl were also visited.
2. **COD Nerc (Centre for Community Development through Network, Education, Research, Training, Resource Mobilization and Capacity Building):** Profiling and promotion of SHGs within and outside Aizawl city was the main activity. Networking was also extensively performed where a series of other networking partners both NGOs and Govt. agencies were visited. Sponsorship was also received for the department rural camp.
3. **Community placement at Sakawrtuichhun:** This placement was for two semesters (3rd and 4th). During this time, community profiling through PRA exercises were conducted. A study on the lives of Stone Quarry workers was also made followed with a health campaign. A research was also conducted on substance abuse among school students followed with intervention programs.