Based on the objectives of the study, the results of the present study have been divided into three sections.

Section one describes the prevalence of Internet use among adolescents. According to Young's Internet Addition Test criteria, the users are divided in four categories, viz., "Below Average Users (BAU)", "Average Users (AU)", "Above Average Users (AAU)" and "Significantly Above Average Users (SAAU)". This section comprises of descriptive statistics and frequency analysis performed on the total sample of 1657 students.

Section two describes the findings for the nature of Internet use among adolescents, i.e., how often do the students use the Internet and for what purposes, the number of hours they use the Internet and from where do they access the web, etc. The analysis comprises of descriptive statistics, cross- tabulations and frequency analysis.

Section three describes the findings for the psycho-social correlates of the Internet use among adolescents. The results indicate how much impact does Internet use have on individual's general physical health, mental health, social health, sleeping habits and eating habits. The analysis comprises of descriptive statistics, frequency analysis, One-way ANOVA and Post Hoc Tests, Correlations and Regression analysis.

3.1 Section One: Prevalence of Internet Use

3.1.1 Prevalence of Internet use

Table 3: Frequency Distribution of Internet Use among adolescents

	Frequency	**Percent**
Below Average Users (BAU)	660	**39.8%**
Average Users (AU)	742	**44.8%**
Above Average Users (AAU)	246	**14.8%**
Significantly Above Average Users (SAAU)	9	**0.5%**
Total	**1657**	**99.9%**

Table 3 describes the frequency of Internet use among the adolescents. As we see from the table, there are 39.8% of the participants who are "Below Average Users (BAU)" of the Internet; 44.8% of them who are "Average Users (AU)" of the Internet, 14.8% of them are "Above Average Users (AAU)" of the Internet while only 0.5% of them are "Significantly Above Average Users (SAAU)" of the Internet.

Table 4: Gender wise frequency distribution in the use of Internet.

		BAU	AU	AAU	SAAU	Total
Males	**N**	240	430	155	9	**834**
	% within Gender	28.8%	51.6%	18.6%	1.1%	**100%**
	% with Internet use	36.4%	58%	63%	100%	**50.3%**
	% of Total	14.5%	26%	9.4%	0.5%	**50.3%**
Females	**N**	420	312	91	0	**823**
	% within Gender	51%	37.9%	11.1%	0%	**100%**
	% with Internet use	63.6%	42%	37%	0%	**49.7%**
	% of Total	25.3%	18.8%	5.5%	0%	**49.7%**
Total	**N**	660	742	246	9	**1657**
	% within Gender	39.8%	44.8%	14.8%	0.5%	**100%**
	% with Internet use	100%	100%	100%	100%	**100%**
	% of Total	39.8%	44.8%	14.8%	0.5%	**100%**

Table 5: Chi-Square Value

	Value	Df	Significance
Pearson's Chi-Sqaure	93.438	3	.000

Table 4 describes the frequency of Internet usage by male and female participants. Results indicate that there are 51% of females who are BAUs of the Internet use as compared to 28.8% of the males. Almost half of the male adolescents are Average Users (51.6%) as compared to their female counterparts which are 37.9%. Results also show that 18.6% of males and 11.1% of females are AAUs, while 1.1% of the males are Significantly Above Average Users (SAAUs) of the Internet. Results also indicate that a total of 50.3% of the males use the Internet while 49.7% of the females use the Internet. From Table 5 we can say that the difference in the males' and females' use of the Internet is significant.

Table 6: Grade wise frequency distribution in the use of Internet.

		BAU	AU	AAU	SAAU	Total
9th	**N**	214	257	76	1	**548**
	% within Grades	39.1%	46.9%	13.9%	0.2%	**100%**
	% with Internet use	32.4%	34.6%	30.9%	11.1%	**33.1%**
	% of Total	12.9%	15.5%	4.6%	0.1%	**33.1%**
10th	**N**	197	224	72	4	**497**
	% within Grades	39.6%	45.1%	14.5%	0.8%	**100%**
	% with Internet use	29.8%	30.2%	29.3%	44.4%	**30%**
	% of Total	11.9%	13.5%	4.3%	0.2%	**30%**
11th	**N**	138	129	49	3	**319**
	% within Grades	43.3%	40.4%	15.4%	0.9%	**100%**
	% with Internet use	20.9%	17.4%	19.9%	33.3%	**19.3%**
	% of Total	8.3%	7.8%	3%	0.2%	**19.3%**
12th	**N**	111	132	49	1	**293**
	% within Grades	37.9%	45.1%	16.7%	0.3%	**100%**
	% with Internet use	16.8%	17.8%	19.9%	11.1%	**17.7%**
	% of Total	6.7%	8%	3%	0.1%	**17.7%**
Total	**N**	660	742	246	9	**1657**
	% within Grades	39.8%	44.8%	14.8%	0.5%	**100%**
	% with Internet use	100%	100%	100%	100%	**100%**
	% of Total	39.8%	44.8%	14.8%	0.5%	**100%**

Table 7: Chi-Square Value

	Value	Df	Significance
Pearson's Chi-Square	7.449	9	.591

Table 6 describes the frequency of Internet usage by the participants studying in different grades. Results indicate that the highest number of participants belonging to the BAU category is from Grade 9 (39.1%), followed by Grade 10 and 11 (39.6% and 43.3% respectively) and the least being that of Grade 12 (37.9%). Highest number of participants belonging to the AU category is also from Grade 9 (46.9%), followed by Grade 10 and 12 (45.1% each) and the least of them belong to Grade 11 consisting of 40.4% of the total sample. Results indicate that Grade 9 participants have been highest users among the BAUs, AUs and the AAUs. However, it was seen that the in the SAAUs category, Grade 10 participants were highest (44.4%) users of the Internet among all the four grades, followed by Grade 11 (33.3%). From Table 7 we observe that the difference in the use of the Internet by participants of different grades is not significant.

Table 8: Medium wise frequency distribution in the use of Internet.

		BAU	AU	AAU	SAAU	Total
English	**N**	135	263	116	3	**517**
	% within Medium	26.1%	50.9%	22.4%	0.6%	**100%**
	% with Internet use	20.5%	35.4%	47.2%	33.3%	**31.2%**
	% of Total	8.1%	15.9%	7%	0.2%	**31.2%**
Gujarati	**N**	525	479	130	6	**1140**
	% within Medium	46.1%	42%	11.4%	0.5%	**100%**
	% with Internet use	79.5%	64.6%	52.8%	6.7%	**68.8%**
	% of Total	31.7%	28.9%	7.8%	0.4%	**68.8%**
Total	**N**	660	742	246	9	**1657**
	% within Medium	39.8%	44.8%	14.8%	0.5%	**100%**
	% with Internet use	100%	100%	100%	100%	**100%**
	% of Total	39.8%	44.8%	14.8%	0.5%	**100%**

Table 9 Chi-Square Value

	Value	Df	Significance
Pearson's Chi-Square	70.919	3	.000

Table 8 shows the frequency of Internet usage by English and Gujarati medium participants. Results indicate that there are 26.1% of English medium participants who are "BAUs" as

compared to 46.1% of the Gujarati medium participants. English medium participants are more of "AUs" and "AAUs" (50.9% and 22.4% respectively) as compared to Gujarati medium participants (42% and 11.4% respectively). Not much difference is observed in the number of participants belonging to the SAAU category of English and Gujarati medium (0.6% and 0.5% respectively). Table 9 indicates that the difference between the English medium and Gujarati medium participants in terms of Internet use is significant.

Table 10: Area wise frequency distribution in the use of Internet.

		BAU	**AU**	**AAU**	**SAAU**	**Total**
Urban	**N**	458	545	193	8	**1204**
	% within Area	38%	45.3%	16%	0.7%	**100%**
	% with Internet use	69.4%	73.5%	78.5%	88.9%	**72.7%**
	% of Total	27.6%	32.9%	11.6%	0.5%	**72.7%**
Rural	**N**	202	197	53	1	**453**
	% within Area	44.6%	43.5%	11.7%	0.2%	**100%**
	% with Internet use	30.6%	26.5%	21.5%	11.1%	**27.3%**
	% of Total	12.2%	11.9%	3.2%	0.1%	**27.3%**
Total	**N**	660	742	246	9	**1657**
	% within Area	39.8%	44.8%	14.8%	0.5%	**100%**
	% with Internet use	100%	100%	100%	100%	**100%**
	% of Total	39.8%	44.8%	14.8%	0.5%	**100%**

Table 11: Chi-Square Value

	Value	Df	Significance
Pearson's Chi-Sqaure	9.13	3	.028

Table 10 describes the frequency of the use of Internet among participants residing in urban and rural areas of Vadodara city. Results indicate that there are 38% of urban participants are "BAUs", as compared to 44.6% of the rural participants. There are more urban participants who are "Average" and "Above Average Users" (45.3% and 16%, respectively) as compared to their rural counterparts, which are 43.5% and 11.7% respectively. Results also show that 0.7% of the participants of the SAAUs category belong to the urban areas. This indicates that higher number of AUs, AAUs and SAAUs belong to the urban areas as compared to the rural areas. Table 11 indicates that there is significant difference in the use of Internet by the urban and rural adolescents.

3.2 Section Two: Nature of Internet Use

3.2.1 Time period since participants have been using the Internet.

Table 12: Category wise frequency distribution in the time period since the participants have been using the Internet.

	BAU	%	AU	%	AAU	%	SAAU	%
Less than a year	154	**23.3**	132	**17.7**	20	**8.1**	0	**0**
1-2 years	92	**13.9**	131	**17.6**	41	**16.6**	1	**11.1**
2-3 years	68	**10.3**	132	**17.7**	48	**19.5**	2	**22.2**
3-4 years	44	**6.7**	90	**12.1**	43	**17.4**	3	**33.3**
4-5 years	20	**3**	53	**7.1**	32	**13**	1	**11.1**
More than 5 years	23	**3.5**	84	**11.3**	37	**15**	2	**22.2**
Missing responses	259	**39.2**	120	**16.1**	25	**10.1**	0	**0**
Total	**660**	**99.9**	**742**	**99.6**	**246**	**99.7**	**9**	**99.9**

Table 12 describes the time period since the participants have been using the Internet. Results show that majority of the AAUs (19.5%) have been using the Internet for 2-3 years; 17.4% of them have used it for 3-4 years and as many as 15% of the AAUs have been using the Internet for more than 5 years. The results also indicate that 11.3% of the AUs have been using the Internet for more than 5 years. Contrary to this, we see that most (23.3%) of the BAUs have been using the Internet only recently, i.e., less than a year. Also, 33.3% of the SAAUs have been using the Internet for 3-4 years.

Table 13: Gender wise frequency distribution in the time period since the participants have been using the Internet.

	Males	**%**	**Females**	**%**
Less than a year	137	**16.4**	167	**20.2**
1-2 years	251	**30**	252	**30.6**
2-3 years	112	**13.4**	74	**9**
3-4 years	79	**9.4**	30	**3.6**
4-5 years	63	**7.5**	25	**3**
More than 5 years	44	**5.2**	19	**2.3**
Missing Responses	148	**17.7**	256	**31.1**
Total	**834**	**99.6**	**823**	**99.8**

Table 13 describes the results of time period since the male and female participants have been using the Internet. The results indicate that most of the male (30%) and female (30.6%) participants have been using the Internet for 1-2 years. Higher number of male participants, as compared to female participants, has been using the Internet for 2-3 years (13.4% vs. 9%), 3-4 years (9.4% vs. 3/6%), 4-5 years (7.5% vs. 3%) and more than 5 years (5.2% vs. 2.3%). The general pattern reveals that male participants are twice more likely to have been using the Internet for more than 2 years as compared to the female participants.

Table 14: Grade wise frequency distribution in the time period since the participants have been using the Internet.

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
Less than a year	110	**20**	95	**19.1**	75	**23.5**	24	**8.2**
1-2 years	168	**30.6**	165	**33.2**	87	**27.2**	83	**28.3**
2-3 years	46	**8.3**	54	**10.8**	46	**14.4**	40	**13.6**
3-4 years	25	**4.5**	36	**7.2**	17	**5.3**	31	**10.5**
4-5 years	15	**2.7**	23	**4.6**	19	**5.9**	31	**10.5**
More than 5 years	7	**1.2**	18	**3.6**	20	**6.2**	18	**6.1**
Missing Responses	177	**32.3**	106	**21.3**	55	**17.2**	66	**22.5**
Total	**548**	**99.6**	**497**	**99.8**	**319**	**99.7**	**293**	**99.7**

Table 14 shows the time period since the participants of different Grades have been using the Internet. Results indicate that most of the participants (30.6% - Grade 9, 33.2% - Grade 10, 27.2% - Grade 11 and 28.3% - Grade 12) have been using the Internet for 1-2 years. Results also show that Grade 12 participants have been higher as compared to other Grades' participants for using the Internet for more than 2 years; 13.6% using it for 2-3 years, 10.5% each using it for 3-4 years and 4-5 years and 6.1% of them using it for more than 5 years. Similarly, Grade 9 participants have a lower score of using the Internet for over varied time periods- 8.3% of them using it for 2-3 years, 4.5% for 3-4 years, 2.7% for 4-5 years and 1.2% of them using the Internet for more than 5 years.

Table 15: Medium wise frequency distribution in the time period since the participants have been using the Internet.

	English	**%**	**Gujarati**	**%**
Less than a year	63	**12.1**	241	**21.1**
1-2 years	175	**33.8**	328	**28.7**
2-3 years	84	**16.2**	102	**8.9**
3-4 years	58	**11.2**	51	**4.4**
4-5 years	53	**10.2**	35	**3**
More than 5 years	38	**7.3**	25	**2.2**
Missing Responses	46	**8.8**	358	**31.4**
Total	**517**	**99.6**	**1140**	**99.7**

Table 15 shows the frequencies between English and Gujarati medium participants and the time period since they have been using the Internet. While 33.8% of the English medium participants have been using the Internet for 1-2 years, a total of 44.9% of them have been using the Internet for more than 2 years. Results indicate that 28.7% of the Gujarati medium participants have been using the Internet for 1-2 years and 21.1% of them have been using it for less than a year. A total of 18.5% of the Gujarati medium participants have been using the Internet for more than 2 years.

Table 16: Area wise frequency distribution in the time period since the participants have been using the Internet.

	Urban	**%**	**Rural**	**%**
Less than a year	193	**16**	111	**24.5**
1-2 years	391	**32.4**	112	**24.7**
2-3 years	165	**13.7**	21	**4.6**
3-4 years	100	**8.3**	9	**1.9**
4-5 years	77	**6.4**	11	**2.4**
More than 5 years	58	**4.8**	5	**1.1**
Missing Responses	220	**18.2**	184	**40.6**
Total	**1204**	**99.8**	**453**	**99.8**

Table 16 shows the frequencies in the time period of using the Internet by the participants in urban and rural areas of Vadodara district. Results indicate that most of the participants in urban (32.4%) and rural (24.7%) areas have been using the Internet for around 1-2 years. Almost a quarter of the rural participants (24.5%) have been using the Internet for less than a year, whereas 16% of the urban participants have been using it for less than a year. A total of 33.2% of urban participants and 10% of the rural participants have been using the Internet for more than 2 years.

3.2.2 Weekly Average Internet Use

Table 17: Category wise frequency distribution of weekly average of Internet use (How many days per week on an average)

No. of Days in a week	BAU	%	AU	%	AAU	%	SAAU	%
1 day	111	**16.8**	118	**15.9**	25	**10.1**	0	**0**
2 days	40	**6.1**	65	**8.7**	10	**4.1**	0	**0**
3 days	41	**6.2**	81	**10.9**	20	**8.1**	0	**0**
4 days	28	**4.2**	62	**8.3**	20	**8.1**	0	**0**
5 days	14	**2.1**	50	**6.7**	28	**11.3**	1	**11.1**
6 days	8	**1.2**	19	**2.5**	15	**6.1**	0	**0**
7 days	14	**2.1**	101	**13.6**	73	**29.6**	8	**88.8**
Not every week	318	**48.1**	211	**28.4**	47	**19.1**	0	**0**
Missing responses	86	**13**	35	**4.7**	8	**3.3**	0	**0**
Total	**660**	**99.8**	**742**	**99.7**	**246**	**99.8**	**9**	**99.9**

Table 17 describes the responses of the participants on their use of the Internet per week. From the results we see that there are 48.1% of the participants of the BAUs, 28.4% of the AUs and 19.1% of the AAUs do not use the Internet every week. From those who use the Internet, there are 88.8% of the SAAUs and 29.6% of the AAUs who use the Internet every day, i.e., all seven days in a week, 13.6% of the AUs use the Internet every day and only 2.1% of the BAU use the Internet every day.

Table 18: Gender wise frequency distribution in the weekly average of Internet use

No. of Days in a week	Males	%	Females	%
1 day	132	**15.8**	122	**14.8**
2 days	63	**7.5**	52	**6.3**
3 days	73	**8.7**	69	**8.3**
4 days	69	**8.2**	41	**5**
5 days	61	**7.3**	32	**3.8**
6 days	26	**3.1**	16	**2**
7 days	119	**14.2**	77	**9.3**
Not every week	225	**27**	351	**42.6**
Missing Responses	66	**7.9**	63	**7.6**
Total	**834**	**99.7**	**823**	**99.7**

Table 18 shows the responses on the weekly average use of Internet by males and females. Results indicate that 14.2% of the males use Internet every day while 9.3% of the females use the Internet every day. Similar number of males (15.8%) and females (14.8%) use the Internet once in a week. Also, there are 27% of the male participants who do not use the Internet every week, while there are almost twice the females (42.6%) who do not use the Internet every week. Overall, males' average use of Internet is more than the females.

Table 19: Grade wise frequency distribution in the weekly average of Internet use

No. of Days in a week	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
1 day	110	**20**	75	**15**	39	**12.2**	30	**10.2**
2 days	44	**8**	37	**7.4**	20	**6.2**	14	**4.7**
3 days	48	**8.7**	49	**9.8**	27	**8.4**	18	**6.1**
4 days	40	**7.2**	34	**6.8**	16	**5**	20	**6.8**
5 days	26	**4.7**	24	**4.8**	20	**6.2**	23	**7.8**
6 days	5	**0.9**	11	**2.2**	12	**3.7**	14	**4.7**
7 days	39	**7.1**	44	**8.8**	52	**16.3**	61	**20.8**
Not every week	184	**33.5**	180	**36.2**	116	**36.3**	96	**32.7**
Missing Responses	52	**9.4**	43	**8.6**	17	**5.3**	17	**5.8**
Total	548	**99.5**	497	**99.6**	319	**99.6**	293	**99.6**

Table 19 shows the weekly average use of Internet in different grades. The results indicate that 20.8% of the Grade 12 participants, 16.3% of Grade 11 participants, 8.8% from Grade 10 and 7.1% of the participants from Grade 9 use the Internet daily. A reverse trend is observed in using the Internet only once a week where we observe that 20% of the Grade 9 participants, 15% of the Grade 10 participants, 12.2% of Grade 11 and 10.2% of Grade 12 participants use it once a week. This implies that Grade 12 participants are more in the weekly average use of the Internet as compared to the other grades' participants.

Table 20: Medium wise frequency distribution in the weekly average Internet use

No. of Days in a week	English	%	Gujarati	%
1 day	68	**13.1**	186	**16.3**
2 days	40	**7.7**	75	**6.5**
3 days	54	**10.4**	88	**7.7**
4 days	42	**8.1**	68	**5.9**
5 days	44	**8.5**	49	**4.2**
6 days	22	**4.2**	20	**1.7**
7 days	91	**17.6**	105	**9.2**
Not every week	147	**28.4**	429	**37.6**
Missing Responses	9	**1.7**	120	**10.5**
Total	**517**	**99.7**	**1140**	**99.6**

Table 20 shows the weekly average of Internet use among participants belonging to English and Gujarati medium. From the results, we observe that as many as 17.6% of the English medium participants use the Internet every day, while only 9.2% of the Gujarati medium participants browse the Internet daily. A majority of English and Gujarati medium participants (28.4% and 37.6% respectively) do not use the Internet every week.

Table 21: Area wise frequency distribution in the weekly average Internet use

No. of Days in a week	Urban	%	Rural	%
1 day	177	**14.7**	77	**17**
2 days	90	**7.4**	25	**5.5**
3 days	103	**8.5**	39	**8.6**
4 days	80	**6.6**	30	**6.6**
5 days	81	**6.7**	12	**2.6**
6 days	37	**3.1**	5	**1.1**
7 days	171	**14.2**	25	**5.5**
Not every week	413	**34.3**	163	**36**
Missing Responses	52	**4.3**	77	**17**
Total	**1204**	**99.8**	**453**	**99.9**

Table 21 shows the weekly average of Internet use among participants belonging to urban and rural areas of Vadodara. From the results, we observe that as many as 14.2% of the urban participants use the Internet every day, while only 5.5% of the rural participants browse the Internet daily. A majority of urban and rural participants (34.3% and 36% respectively) do not use the Internet every week. Also, 14.7% of the urban participants and 17% of the rural participants use the Internet only once a week.

3.2.3 Comparison between the time spent on the Internet during a normal school day and on a weekend/holiday

Table 22: Category wise frequency distribution between the time spent on the *Internet* during a normal school day and a weekend/holiday.

	On a Normal School Day								On a Weekend/ Holiday							
	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**BAU**	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**
Few Minutes	310	**46.9**	212	**28.5**	32	**13**	1	**11.1**	191	**28.9**	69	**9.3**	6	**2.4**	0	**0**
Half an hour	118	**17.8**	211	**28.4**	53	**21.5**	1	**11.1**	155	**23.4**	135	**18.2**	19	**7.7**	1	**11.1**
1-2 hours	40	**6.1**	115	**15.5**	56	**22.7**	1	**11.1**	105	**15.9**	189	**25.4**	30	**12.2**	0	**0**
2-3 hours	11	**1.7**	49	**6.6**	39	**15.8**	0	**0**	34	**5.1**	111	**14.9**	33	**13.4**	0	**0**
3-4 hours	4	**0.6**	22	**2.9**	19	**7.7**	0	**0**	15	**2.2**	49	**6.6**	39	**15.8**	1	**11.1**
About 4 hours	1	**0.1**	9	**1.2**	5	**2**	1	**11.1**	6	**0.9**	37	**4.9**	24	**9.7**	1	**11.1**
More than 4 hours	14	**2.1**	22	**2.9**	23	**9.3**	5	**55.5**	17	**2.5**	58	**7.8**	74	**30.1**	6	**66.6**
Missing Responses	162	**24.5**	102	**13.7**	19	**7.7**	0	**0**	137	**20.7**	94	**12.6**	21	**8.5**	0	**0**
Total	**660**	**99.8**	**742**	**99.7**	**246**	**99.7**	**9**	**99.9**	**660**	**99.6**	**742**	**99.7**	**246**	**99.8**	**9**	**99.9**

Table 22 compares the amount of time participants spent on the Internet on a normal school day and on a weekend or holiday. We observe from the table that most of the participants end up spending more time over the Internet on a weekend/holiday as compared to a normal school day. The results show that 30.1% of the AAUs use the Internet for more than 4 hours during a holiday where as only 9.3% of them use the Internet for more than 4 hours on a regular school day. While around 28% of the AUs spend somewhere around few minutes to half an hour on a normal school day, as many as 25.4% of them spend about 1-2 hours on a weekend using the Internet.

Table 23: Gender wise frequency distribution in the time spent on the Internet during a normal school day and on a weekend/holiday.

	On a Normal school day				**On a Weekend/Holiday**			
	Males	**%**	**Females**	**%**	**Males**	**%**	**Females**	**%**
Few Minutes	244	**29.2**	311	**37.7**	114	**13.7**	152	**18.4**
Half an hour	201	**24.1**	182	**22.1**	123	**14.7**	187	**22.7**
1-2 hours	117	**14**	95	**11.5**	156	**18.7**	168	**20.4**
2-3 hours	70	**8.4**	29	**3.5**	103	**12.3**	75	**9.1**
3-4 hours	28	**3.3**	17	**2**	61	**7.3**	43	**5.2**
About 4 hours	8	**0.9**	8	**0.9**	43	**5.1**	25	**3**
More than 4 hours	37	**4.4**	27	**3.3**	109	**13.1**	46	**5.6**
Missing responses	129	**15.4**	154	**18.7**	125	**15**	127	**15.4**
Total	**834**	**99.7**	**823**	**99.7**	**834**	**99.9**	**823**	**99.8**

Table 23 shows comparison between male and female participants in the amount of time spent on the Internet during a regular school day and on a holiday. From the table, we observe that 29.2% of the males and 37.7% of the females use the Internet for a few minutes on a normal school day while, only 13.7% of the males and 18.4% of the females use it for few minutes on a weekend/holiday. Also, there are higher number of male and females participants using the Internet for more than 4 hours on a weekend (13.1% and 5.6% respectively) as compared to a normal school day (4.4% and 3.3%). Overall, it is seen that the use of the Internet over the weekend or on a holiday is more as compared to a regular school day.

Table 24: Grade wise frequency distribution in the time spent on the Internet during a normal school day and a weekend/holiday.

	On a Normal school day								On a Weekend/Holiday							
	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
Few Minutes	203	**37.1**	147	**29.5**	114	**35.7**	91	**31.1**	108	**19.7**	66	**13.2**	53	**16.6**	39	**13.3**
Half an hour	114	**20.8**	144	**29**	66	**20.6**	59	**20.1**	91	**16.6**	99	**20**	65	**20.4**	55	**18.7**
1-2 hours	63	**11.5**	56	**11.2**	46	**14.4**	47	**16**	116	**21.1**	108	**21.7**	54	**16.9**	46	**15.6**
2-3 hours	25	**4.5**	28	**5.6**	24	**7.5**	22	**7.5**	45	**8.2**	54	**10.8**	41	**12.8**	38	**12.9**
3-4 hours	12	**2.2**	12	**2.4**	14	**4.4**	7	**2.4**	26	**4.7**	35	**7**	20	**6.3**	23	**7.8**
About 4 hours	4	**0.7**	4	**0.8**	1	**0.3**	7	**2.4**	14	**2.5**	17	**3.4**	21	**6.6**	16	**5.4**
More than 4 hours	22	**4**	16	**3.2**	11	**3.4**	15	**5.2**	53	**9.6**	40	**8**	27	**8.4**	35	**11.9**
Missing responses	105	**19.2**	90	**18.1**	43	**13.5**	45	**15.3**	95	**17.3**	78	**15.7**	38	**11.9**	41	**13.9**
Total	**548**	**100**	**497**	**99.8**	**319**	**99.8**	**293**	**100**	**548**	**99.7**	**497**	**99.8**	**319**	**99.9**	**293**	**99.5**

Table 24 shows comparison among participants studying in different grades on the amount of time spent on a regular school day and on a weekend/holiday. Results indicate that more percentage of participants spent not more than an hour on the Internet during a regular school day. This trend is seen in all the grades across 9^{th} to 12^{th}. However, more number of participants tend to use the Internet for more than 2 hours during the weekend/holiday. A majority of grade 12 (11.9%) participants are seen using the Internet for more than 4 hours on a weekend/holiday, whereas only 5.2% of them use the Internet for more than 4 hours during school day. Results also indicate that grade 12 participants are the highest users of Internet whether it is a regular school day or a weekend, followed by grade 11 participants and grade 11 participants. Grade 9 participants are the least in terms of using the Internet.

Table 25: Medium wise frequency distribution in the time spent on the Internet during a normal school day and a weekend/holiday.

	On a Normal school day				On a Weekend/Holiday			
	English	**%**	**Gujarati**	**%**	**English**	**%**	**Gujarati**	**%**
Few Minutes	174	**33.6**	381	**33.4**	57	**11**	209	**18.3**
Half an hour	137	**26.5**	246	**21.5**	103	**20**	207	**18.1**
1-2 hours	80	**15.4**	132	**11.5**	116	**22.4**	208	**18.2**
2-3 hours	43	**8.3**	56	**4.9**	74	**14.3**	104	**9.1**
3-4 hours	21	**4**	24	**2.1**	45	**8.7**	59	**5.1**
About 4 hours	3	**0.6**	13	**1.1**	35	**6.7**	33	**2.9**
More than 4 hours	27	**5.2**	37	**3.2**	61	**11.8**	94	**8.2**
Missing responses	32	**6.2**	251	**22**	26	**5**	226	**19.8**
Total	517	**99.8**	1140	**99.7**	517	**99.9**	1140	**99.7**

Table 25 shows frequencies on the amount of time spent on the Internet by English and Gujarati medium participants. Results show that 33.6% of the English medium and 33.4% of the Gujarati medium participants spend just about few minutes surfing the net during a normal school day whereas 11% of the English medium and 18.2% of the Gujarati medium participants spent few minutes during the weekend/holiday. Results also indicate that the English medium participants are higher users of the Internet for during the weekend/holiday as compared to the Gujarati medium participants. Similar trend is also seen between both the mediums during a regular school day.

Table 26: Area wise frequency distribution in the time spent on the Internet during a normal school day and a weekend/holiday.

	On a Normal school day				**On a Weekend/Holiday**			
	Urban	**%**	**Rural**	**%**	**Urban**	**%**	**Rural**	**%**
Few Minutes	411	**34.1**	144	**31.7**	180	**15**	86	**19**
Half an hour	287	**23.8**	96	**21.2**	243	**20.2**	67	**14.8**
1-2 hours	166	**13.7**	46	**10.1**	256	**21.2**	68	**14.9**
2-3 hours	78	**6.5**	21	**4.6**	135	**11.2**	43	**9.5**
3-4 hours	33	**2.7**	12	**2.7**	80	**6.6**	24	**5.3**
About 4 hours	10	**0.8**	6	**1.3**	56	**4.6**	12	**2.7**
More than 4 hours	47	**3.9**	17	**3.7**	118	**9.8**	37	**8.2**
Missing responses	172	**14.3**	111	**24.5**	136	**11.2**	116	**25.6**
Total	**1204**	**99.8**	**453**	**99.8**	**1204**	**99.8**	**453**	**100**

Table 26 shows frequencies on the amount of time spent on the Internet by urban and rural participants. The results indicate that as many as 9.8% of the urban participants spent more than 4 hours during a weekend/holiday surfing the web, while 8.2% of the rural participants spent more than 4 hours over the Internet. In terms of the general usage of the Internet we observe that the urban participants outnumber the rural participants for whatever time period that they may be using the net.

3.2.4 Use of Social Networking Sites (SNS)

Table 27: Total frequency of users of SNS

Social Networking Sites	Total Users	%
Facebook	410	**24.7**
Twitter	648	**39.1**
Orkut	44	**2.6**
MySpace	36	**2.1**
Others, such as Hike, WeChat, Whats App, etc.	535	**32.2**

Table 27 shows the results of the total number of participants using a particular social networking site. The results indicate that out of the total of 1657 participants, 410 use Facebook, which is almost a quarter of them (24.7%), 648 use Twitter (39.1%), 44 of them use Orkut (2.6%), 36 use MySpace (2.1%) and 535 participants (32.2%) use other social networking and chatting apps such as WeChat, WhatsApp, Hike, etc through their mobile phones. Thus, we observer that Twitter, Facebook and other social networking sites accessed through mobile phones are among the most commonly used social networking sites.

Table 28: Category wise frequency distribution in the daily use of Social Networking Sites (SNS).

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Total**	**%**
Facebook	64	**15.6**	236	**57.5**	104	**25.3**	6	**1.4**	**410**	**99.8**
Twitter	160	**24.7**	342	**52.7**	140	**21.6**	6	**0.9**	**648**	**99.9**
Orkut	12	**27.2**	22	**50**	9	**20.4**	1	**2.2**	**44**	**99.8**
MySpace	4	**11.1**	14	**38.9**	16	**44.5**	2	**5.5**	**36**	**100**
Others (WhatsApp, WeChat, etc.	151	**28.2**	285	**53.2**	94	**17.5**	5	**0.9**	**535**	**99.8**

Table 28 shows the frequencies among the three categories of Internet users and their use of a particular social networking site. The results depict that out of a total of 410 Facebook users, 15.6% of them are the BAUs, a little more than half (57.5%) of them are "AUs, while 25.3% of them are AAUs. Around 1.4% of the total users of Facebook are SAAUs. Similarly, for Twitter, 52.7% of the participants are AUs, while 21.6% of them are the AAUs and 24.7% of the BAUs use Twitter. Comparing all the four types of users, we observe that AUs are in majority when it comes to using the social networking sites such as Facebook and Twitter, except that AAUs outnumber them in using MySpace (44.5%). The results show that more than half (53.2%) of the total AU participants access other social networking sites like Hike, WeChat, WhatsApp, etc. On the whole, we observe that among the all users of the Internet, Twitter, Facebook and other social networking sites and apps are more preferred.

Table 29: Gender wise frequency distribution in the daily use of different SNS

	Males	**%**	**Females**	**%**	**Total**	**%**
Facebook	272	**66.3**	138	**33.6**	**410**	**99.9**
Twitter	431	**66.5**	217	**33.4**	**648**	**99.9**
Orkut	25	**56.8**	19	**43.1**	**44**	**99.9**
MySpace	29	**80.5**	7	**19.5**	**36**	**100**
Others	270	**50.4**	265	**49.5**	**535**	**99.9**

Table 29 describes the frequencies of the use of social networking sites by males and females. The results indicate that as many as 66.3% of the males use Facebook and 66.5% of them use Twitter, whereas only 33.6% and 33.4% of the females use these two SNS respectively. MySpace is also more common among the males and is used by 80.5% of the male participants as compared to 19.5% of the female participants. There is not much difference seen in the use of Other SNS by either of the participants. We observe that the males outnumber the females in using all the above mentioned sites that they engage into while socializing.

Table 30: Grade wise frequency distribution in the daily use of different SNS

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Total**	**%**
Facebook	92	**22.4**	134	**32.7**	93	**22.7**	91	**22.2**	**410**	**100**
Twitter	210	**32.4**	184	**28.4**	134	**20.6**	120	**18.5**	**648**	**99.9**
Orkut	16	**36.4**	17	**38.6**	3	**6.8**	8	**18.2**	**44**	**100**
MySpace	16	**44.4**	11	**30.5**	4	**11.1**	5	**13.8**	**36**	**99.8**
Others	134	**25.1**	186	**34.7**	114	**21.3**	101	**18.8**	**535**	**99.9**

Table 30 shows the frequencies of the use of SNS by participants studying in different grades. We observe from the results that 22.4% of Grade 9 participants, 32.7% of the Grade 10

participants, 22.7% of Grade 11 participants and 22.2% of Grade 12 participants use Facebook. Grade 9 participants are the highest users of Twitter (32.4%) as compared to Grade 10 (28.4%), Grade 11 (20.6%) and Grade 12 (18.5%) participants. The results also indicate that 44.4% of the Grade 9 participants are users of MySpace. Other SNS such as WhatsApp, WeChat, etc are used most by Grade 10 participants (34.7%), followed by Grade 9 (25.1%), Grade 11 (21.3%) and Grade 12 (18.8%). The general trend observed here is that Grades 9 and 10 participants use more of SNS as compared to Grades 11 and 12 participants.

Table 31: Medium wise frequency distribution in the daily use of SNS

	English	**%**	**Gujarati**	**%**	**Total**	**%**
Facebook	224	**54.6**	186	**45.4**	**410**	**100**
Twitter	215	**33.2**	433	**66.8**	**648**	**100**
Orkut	16	**36.4**	28	**63.6**	**44**	**100**
MySpace	10	**27.7**	26	**72.2**	**36**	**99.9**
Others	272	**50.8**	263	**49.1**	**535**	**99.9**

Table 31 shows the frequencies of the use of SNS by participants studying in English and Gujarati medium schools. Results indicate 54.6% of English medium participants and 45.4% of the Gujarati medium participants use Facebook. Twitter is used by 66.8% of the Gujarati medium participants and 33.2% of the English medium participants. Around 72.2% of the Gujarati medium participants use MySpace whereas, only 27.7% of the English medium participants use MySpace. Not much difference is seen among the English medium and Gujarati medium participants in terms of using other SNS (50.8% and 49.1% respectively).

Table 32: Area wise frequency distribution in the daily use of SNS

	Urban	**%**	**Rural**	**%**	**Total**	**%**
Facebook	355	**86.6**	55	**13.4**	**410**	**100**
Twitter	510	**78.7**	138	**21.2**	**648**	**99.9**
Orkut	35	**79.5**	9	**20.5**	**44**	**100**
MySpace	25	**69.5**	11	**30.5**	**36**	**100**
Others	449	**83.9**	86	**16**	**535**	**99.9**

Table 32 shows the frequencies of the use of SNS by participants residing in urban and rural areas. The results indicate that as many as 86.65 of the urban participants and only 13.4% of the rural participants use Facebook. Second most used sites by the urban participants (83.9%) are the other SNS, while only 16% of the rural participants use the other SNS such as WhatsApp, WeChat, etc. The general observation here is that urban participants are frequent users of these social networking sites as compared to their rural counterparts.

3.2.5. Comparison between the time spent of the SNS during normal school day and during weekend/holiday.

Table 33: Category wise frequency distribution of the amount of time spent on *SNS* during a normal school day and a weekend/holiday.

	On a Normal School Day								On a Weekend/Holiday							
	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**BAU**	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**
A Few Minutes	278	**42.1**	183	**24.6**	29	**11.7**	1	**11.1**	189	**28.6**	60	**8**	7	**2.8**	0	**0**
Half an hour	112	**16.9**	223	**30**	48	**19.5**	0	**0**	135	**20.4**	138	**18.6**	15	**6.1**	1	**11.1**
1-2 hours	46	**6.9**	118	**15.9**	61	**24.7**	0	**0**	100	**15.1**	192	**25.8**	32	**13**	0	**0**
2-3 hours	3	**0.4**	43	**5.8**	34	**13.8**	2	**22.2**	45	**6.8**	99	**13.3**	35	**14.2**	0	**0**
3-4 hours	5	**0.7**	22	**2.9**	16	**6.5**	0	**0**	15	**2.2**	50	**6.7**	40	**16.2**	1	**11.1**
4 hours	24	**3.6**	41	**5.5**	18	**7.3**	3	**33.3**	2	**0.3**	29	**3.9**	23	**9.3**	0	**0**
More than 4 hours	1	**0.1**	6	**0.8**	10	**4**	2	**22.2**	18	**2.7**	67	**9**	63	**25.6**	7	**77.7**
Missing Responses	191	**28.9**	106	**14.2**	30	**12.2**	1	**11.1**	156	**23.6**	107	**14.4**	31	**12.6**	0	**0**
Total	**660**	**99.6**	**742**	**99.7**	**246**	**99.7**	**9**	**99.9**	**660**	**99.7**	**742**	**99.7**	**246**	**99.8**	**9**	**99.9**

Table 33 shows the amount of time participants spend on SNS during a normal school day as well on a weekend or on a holiday. The table shows that 42.1% of the BAUs use the SNS for only few minutes while, 24.6 % of the AUs spend few minutes, 11.7% of the AAUs and 11.1% of the SAAUs spend only few minutes on SNS on a regular school day. The results indicate that participants tend to use SNS more during a holiday or weekend for a longer period of time as compared to on a regular school day. For instance, 25.6% of the AAUs and 77.7% of the SAAUs spend more than 4 hours on a holiday/weekend while only 4% and 22.2% of them respectively spend so much time during the normal school day. Only 2.7% of the BAUs spend more than 4 hours on SNS during the weekend/Holiday.

Table 34: Gender wise frequency distribution in the amount of time spent on SNS during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	Males	**%**	**Females**	**%**	**Males**	**%**	**Females**	**%**
A Few Minutes	211	**25.3**	280	**34**	113	**13.5**	143	**17.3**
Half an hour	213	**25.5**	170	**20.6**	133	**16**	156	**18.9**
1-2 hours	127	**15.2**	98	**11.9**	152	**18.2**	172	**20.8**
2-3 hours	56	**6.7**	26	**3.1**	103	**12.3**	76	**9.2**
3-4 hours	22	**2.6**	21	**2.5**	65	**7.8**	41	**4.9**
4 hours	43	**5.1**	43	**5.2**	29	**3.4**	25	**3**
More than 4 hours	13	**1.5**	9	**1**	104	**12.4**	51	**6.2**
Missing Responses	149	**17.8**	179	**21.7**	135	**16.1**	159	**19.3**
Total	**834**	**99.7**	**823**	**100**	**834**	**99.7**	**823**	**99.6**

Table 34 shows gender wise frequencies in the use of SNS during a regular school day and on a weekend/holiday. We observe from the results that on a regular school day, males tend to use SNS for a longer time period as compared to females. 25.5% of the males and 20.6% of the females use SNS for at least half an hour during a school day; while 16%% of the male participants and 18.9% of the female participants use SNS for just half an hour on a weekend. It is also observed that 12.4% of the males and 6.2% of the females use SNS for more than 4 hours during a weekend and only 1.5% of the males and 1% of the females use SNS for more than 4 hours during a regular school day.

Table 35: Grade wise frequency distribution in the amount of time spent on SNS during a normal school day and on a weekend/holiday.

	On a Normal school day								**On a Weekend/Holiday**							
	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
Few Minutes	162	**29.5**	135	**27.2**	108	**33.8**	86	**29.3**	99	**18.1**	59	**11.8**	60	**18.8**	38	**12.9**
Half an hour	124	**22.6**	147	**29.5**	55	**17.2**	57	**19.4**	98	**17.8**	92	**18.5**	53	**16.6**	46	**15.7**
1-2 hours	60	**10.9**	59	**11.8**	52	**16.3**	54	**18.4**	109	**19.9**	107	**21.5**	55	**17.2**	53	**18**
2-3 hours	20	**3.6**	25	**5**	22	**6.9**	15	**5.1**	38	**6.9**	57	**11.4**	43	**13.4**	41	**13.9**
3-4 hours	6	**1.1**	10	**2**	14	**4.4**	13	**4.4**	25	**4.5**	37	**7.4**	21	**6.5**	23	**7.8**
About 4 hours	41	**7.4**	17	**3.4**	13	**4**	15	**5.1**	17	**3.1**	14	**2.8**	11	**3.4**	12	**4**
More than 4 hours	8	**1.4**	3	**0.6**	7	**2.2**	1	**0.3**	43	**7.8**	38	**7.6**	37	**11.6**	37	**12.6**
Missing responses	127	**23.1**	101	**20.3**	48	**15**	52	**17.7**	119	**21.7**	93	**18.7**	39	**12.2**	43	**14.6**
Total	**548**	**99.6**	**497**	**99.8**	**319**	**99.8**	**293**	**99.7**	**548**	**99.8**	**497**	**99.7**	**319**	**99.7**	**293**	**99.5**

Table 35 shows frequencies on the Internet use in terms of number of hours spent on a regular school day and on a weekend/holiday by the participants studying in different grades. Results indicate that most of the participants spent not more than an hour on the Internet during a regular school day. This trend is seen across all the grades. The table also shows that the number of participants tend to increase when it comes to using the Internet for more than an hour during a holiday/ weekend. For example, majority of grade 12 (11.9%) participants are seen using the Internet for more than 4 hours on a weekend/holiday, whereas only 5.2% of them use the Internet for more than 4 hours during school day. Results also indicate that grade 12 participants are the highest users of Internet for a time period of more than 3 hours during a weekend.

Table 36: Medium wise frequency distribution in the amount of time spent on SNS during a normal school day and on a weekend/holiday.

	On a Normal school day				On a Weekend/Holiday			
	English	**%**	**Gujarati**	**%**	**English**	**%**	**Gujarati**	**%**
Few Minutes	161	**31.1**	330	**28.9**	52	**10**	204	**17.8**
Half an hour	142	**27.4**	241	**21.1**	98	**18.9**	191	**16.7**
1-2 hours	87	**16.8**	138	**12.1**	131	**25.3**	193	**16.9**
2-3 hours	40	**7.7**	42	**3.6**	66	**12.7**	113	**9.9**
3-4 hours	19	**3.6**	24	**2.1**	41	**7.9**	65	**5.7**
About 4 hours	11	**2.1**	75	**6.5**	33	**6.3**	21	**1.8**
More than 4 hours	19	**3.6**	0	**0**	67	**12.9**	88	**7.7**
Missing responses	38	**7.3**	290	**25.4**	29	**5.6**	265	**23.2**
Total	**517**	**99.6**	**1140**	**99.7**	**517**	**99.6**	**1140**	**99.7**

Table 36 shows frequencies on the time spent on the Internet by English and Gujarati medium participants. Results show that 31.1% of the English medium and 28.9% of the Gujarati medium participants spend just about few minutes surfing the net during a normal school day whereas 10% of the English medium and 17.8% of the Gujarati medium participants spent few minutes during the weekend/holiday. Results also indicate that the English medium participants are higher users of the Internet for during the weekend/holiday as compared to the Gujarati medium participants. Also, there are 6.5% of the Gujarati medium participants who use the Internet for about 4 hours during a regular school day, while only 2.1% of the English medium participants use it for so long during a regular school day.

Table 37: Area wise frequency distribution in the amount of time spent on SNS during a normal school day and on a weekend/holiday.

	On a Normal school day				On a Weekend/Holiday			
	Urban	**%**	**Rural**	**%**	**Urban**	**%**	**Rural**	**%**
Few Minutes	383	**31.8**	108	**23.8**	171	**14.2**	85	**18.7**
Half an hour	302	**25**	81	**17.8**	233	**19.3**	56	**12.3**
1-2 hours	170	**14.1**	55	**12.1**	260	**21.6**	64	**14.1**
2-3 hours	65	**5.4**	17	**3.7**	139	**11.5**	40	**8.8**
3-4 hours	33	**2.7**	10	**2.2**	74	**6.1**	32	**7**
About 4 hours	37	**3**	49	**10.8**	43	**3.5**	11	**2.4**
More than 4 hours	19	**1.5**	0	**0**	123	**10.2**	32	**7**
Missing responses	195	**16.2**	133	**29.3**	161	**13.3**	133	**29.3**
Total	**1204**	**99.7**	**453**	**99.7**	**1204**	**99.7**	**453**	**99.6**

Table 37 shows frequencies on the time spent on the Internet by urban and rural participants. Results indicate that as many as 10.2% of the urban participants and 7% of the rural participants spent more than 4 hours surfing the web during a weekend/holiday. In comparison to this, only 1.5% of the urban participants end up spending so much time on the Internet during a regular school day. On the contrary, 10.8% of the rural participants spend about 4 hours on the web during a regular school day, whereas only 3% of the urban participants use Internet for about 4 hours during a regular school day.

3.2.6 Time spent of FACEBOOK during normal school day and a weekend/holiday.

Table 38: Category wise frequency distribution of time spent on *Facebook* during a normal school day and a weekend/holiday

	On a Normal School Day								On a Weekend/Holiday							
	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**BAU**	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**
A Few Minutes	17	**26.5**	45	**19**	8	**7.7**	0	**0**	5	**7.8**	9	**3.8**	2	**1.9**	0	**0**
Half an hour	27	**42.1**	87	**36.8**	22	**21.1**	0	**0**	17	**26.5**	37	**15.6**	4	**3.8**	0	**0**
1-2 hours	10	**15.6**	43	**18.2**	35	**33.6**	0	**0**	20	**31.2**	70	**29.6**	10	**9.6**	0	**0**
2-3 hours	0	**0**	23	**9.7**	14	**13.4**	1	**16.6**	11	**17.1**	41	**17.3**	20	**19.2**	0	**0**
3-4 hours	2	**3.2**	12	**5**	6	**5.7**	0	**0**	4	**6.2**	24	**10.1**	20	**19.2**	0	**0**
4 hours	2	**3.2**	13	**5.5**	4	**3.8**	2	**33.3**	1	**1.5**	11	**4.6**	10	**9.6**	0	**0**
More than 4 hours	0	**0**	3	**1.2**	7	**6.7**	2	**33.3**	2	**3.2**	32	**13.5**	32	**30.7**	6	**100**
Missing Responses	6	**9.3**	10	**4.2**	8	**7.7**	1	**16.6**	4	**6.2**	12	**5**	6	**5.7**	0	**0**
Total	**64**	**99.9**	**236**	**99.6**	**104**	**99.7**	**6**	**99.8**	**64**	**99.7**	**236**	**99.5**	**104**	**99.7**	**6**	**100**

Table 38 shows the amount of time participants spend on *Facebook* during a normal school day and on a weekend or on a holiday. The table indicates that 26.5% of the BAUs use the *Facebook* for only few minutes while, 19% of the AUs, and 7.7% of the AAUs spend about just a few minutes on *Facebook* on a regular school day. The results indicate that participants tend to use *Facebook* more during a holiday or weekend for a longer period of time as compared to on a regular school day. For instance, 30.7% of the AAUs and all of the SAAUs spend more than 4 hours on a holiday/weekend while only 6.7% and 33.3% of them respectively spend so much time during the normal school day. Only 3.2% of the BAUs spend more than 4 hours on *Facebook* during the weekend/Holiday.

Table 39: Gender wise frequency distribution in the amount of time spent on *Facebook* during a normal school day and on a weekend/holiday.

	On a normal school day				On a weekend/holiday			
	Males	**%**	**Females**	**%**	**Males**	**%**	**Females**	**%**
A Few Minutes	41	**15**	29	**21**	8	**2.9**	8	**5.7**
Half an hour	91	**33.4**	45	**32.6**	35	**12.8**	23	**16.6**
1-2 hours	53	**19.4**	35	**25.3**	62	**22.7**	38	**27.5**
2-3 hours	30	**11**	8	**5.7**	49	**18**	23	**16.6**
3-4 hours	12	**4.4**	8	**5.7**	30	**11**	18	**13**
4 hours	17	**6.2**	4	**2.9**	14	**5.1**	8	**5.7**
More than 4 hours	9	**3.3**	3	**2.1**	55	**20.2**	17	**12.3**
Missing Responses	19	**6.9**	6	**4.3**	19	**7**	3	**2.1**
Total	**272**	**99.6**	**138**	**99.6**	**272**	**99.7**	**138**	**99.5**

Table 39 shows frequencies of male and female participants in the use of *Facebook* during a regular school day and on a holiday/weekend. We observe from the results that on a regular school day, males tend to use *Facebook* for a longer time period as compared to females. For example, 33.4% of the males and 32.6% of the females use *Facebook* for at least half an hour during a school day. While there are only 3.3% of the male participants who use *Facebook* for more than 4 hours during the week days, almost three times of them, 20.2% use the *Facebook* for more than 4 hours during the weekends. Similar results are also seen with the female participants where 2.1% of them use it for more than 4 hours during the weekend, while 12.3% of them use it for more than 4 hours during the weekend or holidays. Overall, we observe that use of *Facebook* is more during the weekend/holiday.

Table 40: Grade wise frequency distribution in the amount of time spent on *Facebook* during a normal school day and on a weekend/holiday.

	On a normal school day								On a weekend/holiday							
	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
A Few Minutes	13	**14.1**	20	**14.9**	20	**21.5**	17	**18.6**	5	**5.4**	3	**2.2**	5	**5.3**	3	**3.3**
Half an hour	38	**41.3**	50	**37.3**	23	**24.7**	25	**27.4**	14	**15.2**	23	**17.1**	12	**12.9**	9	**9.8**
1-2 hours	13	**14.1**	30	**22.3**	21	**22.5**	24	**26.3**	30	**32.6**	32	**23.8**	20	**21.5**	18	**19.7**
2-3 hours	7	**7.6**	13	**9.7**	10	**10.7**	8	**8.8**	10	**10.8**	26	**19.4**	17	**18.2**	19	**20.8**
3-4 hours	2	**2.1**	4	**2.9**	7	**7.5**	7	**7.7**	7	**7.6**	20	**14.9**	8	**8.6**	13	**14.2**
4 hours	6	**6.5**	6	**4.4**	2	**2.1**	7	**7.7**	5	**5.4**	3	**2.2**	8	**8.6**	6	**6.6**
More than 4 hours	4	**4.3**	1	**0.7**	6	**6.4**	1	**1.1**	12	**13**	18	**13.4**	20	**21.5**	22	**24.1**
Missing Responses	9	**9.7**	10	**7.4**	4	**4.3**	2	**2.2**	9	**9.7**	9	**6.7**	3	**3.2**	1	**1.1**
Total	**92**	**99.7**	**134**	**99.6**	**93**	**99.7**	**91**	**99.8**	**92**	**99.7**	**134**	**99.7**	**93**	**99.8**	**91**	**99.6**

Table 40 shows frequencies on the use of *Facebook* by participants of different grades during a regular school day and on a holiday/weekend. We observe from the results that on a regular school day, 41.3% of Grade 9 participants tend to use *Facebook* for half an hour, followed by grade 10 (37.3%), Grade 12 (27.4%) and Grade 11 (24.7%). While there are only 1.1% of Grade 12 participants using *Facebook* for more than 4 hours during the week days, 24.1% of them use *Facebook* for more than 4 hours during the weekends. Also, there are only 0.7% of Grade 10 participants who use *Facebook* for more than 4 hours during the normal school day, while 13.4% of them use it for more than 4 hours during the weekends. Similar results are seen across all the grades where number of users during the weekends is more than the number of users during the normal school days. Overall, we observe that use of *Facebook* during the weekend/holiday is more as compared to a normal school day. Also, Grade 9 participants tend to use *Facebook* much less than their other counterparts for longer periods of time.

Table 41: Medium wise frequency distribution in the amount of time spent on *Facebook* during a normal school day and on a weekend/holiday.

	On a normal school day				On a weekend/holiday			
	English	**%**	**Gujarati**	**%**	**English**	**%**	**Gujarati**	**%**
A Few Minutes	39	**17.4**	31	**16.6**	5	**2.2**	11	**5.9**
Half an hour	77	**34.3**	59	**31.7**	32	**14.2**	26	**13.9**
1-2 hours	49	**21.8**	39	**20.9**	60	**26.7**	40	**21.5**
2-3 hours	24	**10.7**	14	**7.5**	37	**16.5**	35	**18.8**
3-4 hours	11	**4.9**	9	**4.8**	23	**10.2**	25	**13.4**
4 hours	4	**1.7**	17	**9.1**	18	**8**	4	**2.1**
More than 4 hours	12	**5.3**	0	**0**	42	**18.7**	30	**16.1**
Missing Responses	8	**3.5**	17	**9.1**	7	**3.1**	15	**8**
Total	**224**	**99.6**	**186**	**99.7**	**224**	**99.6**	**186**	**99.7**

Table 41 shows frequencies on the use of *Facebook* by participants studying in English and Gujarati mediums during a regular school day and on a holiday/weekend. We observe from the results that 2.2% of the English medium participants use *Facebook* for few minutes during the holiday, while 5.9% of the Gujarati medium participants use it for few minutes during the holiday. Results also indicate that only 1.7% of the English medium participants use *Facebook* for about 4 hours during a regular school day whereas 9.1% of the Gujarati medium participants use it for 4 hours during a school day. We also observe that 18.7% of the English medium participants and 16.1% of the Gujarati medium participants use *Facebook* for more than 4 hours during the weekends/holiday.

Table 42: Area wise frequency distribution in the amount of time spent on *Facebook* during a normal school day and on a weekend/holiday.

	On a normal school day				On a weekend/holiday			
	Urban	**%**	**Rural**	**%**	**Urban**	**%**	**Rural**	**%**
A Few Minutes	67	**18.8**	3	**5.4**	15	**4.2**	1	**1.8**
Half an hour	120	**33.8**	16	**29.1**	51	**14.3**	7	**12.7**
1-2 hours	78	**21.9**	10	**18.2**	91	**25.6**	9	**16.3**
2-3 hours	33	**9.3**	5	**9.1**	64	**18**	8	**14.5**
3-4 hours	18	**5**	2	**3.6**	36	**10.1**	12	**21.8**
4 hours	13	**3.6**	8	**14.5**	22	**6.2**	0	**0**
More than 4 hours	12	**3.3**	0	**0**	66	**18.6**	6	**10.9**
Missing Responses	14	**3.9**	11	**20**	10	**2.8**	12	**21.8**
Total	**355**	**99.6**	**55**	**99.9**	**355**	**99.8**	**55**	**99.8**

Table 42 shows frequency results of the use of *Facebook* by participants studying in urban and rural areas, during a regular school day and on a holiday/weekend. We observe from the results that 18.8% of the urban participants use *Facebook* for few minutes during a regular school day, while, 5.4% of the rural participants use it for few minutes during a regular school day. On the contrary, during a weekend/holiday, this number is quite less, i.e., only 4.2% of the urban participants and only 1.8% of the rural participants use *Facebook* for only few minutes. We also observe that 14.5% of the rural participants use *Facebook* for 4 hours during a regular school day whereas only 3.6% of the urban participants use it for 4 hours during a school day. However, 18.6% of the urban participants and 10.9% of the rural participants use *Facebook* for more than 4 hours during the weekends/holiday.

3.2.7 Time spent of TWITTER during normal school day and a weekend/holiday.

Table 43: Category wise frequency distribution of time spent on *Twitter* during a normal school day and a weekend/holiday

	On a Normal School Day								On a Weekend/Holiday							
	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**BAU**	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**
A Few Minutes	67	**41.8**	80	**23.4**	15	**10.7**	1	**16.6**	38	**23.7**	20	**5.8**	4	**2.8**	**0**	**0**
Half an hour	45	**28.1**	108	**31.5**	28	**20**	0	**0**	34	**21.2**	60	**17.5**	8	**5.7**	**1**	**16.6**
1-2 hours	18	**11.2**	51	**14.9**	30	**21.4**	0	**0**	39	**24.3**	97	**28.3**	18	**12.8**	**0**	**0**
2-3 hours	1	**0.6**	21	**6.1**	23	**16.4**	2	**33.3**	17	**10.6**	41	**11.9**	16	**11.4**	**0**	**0**
3-4 hours	2	**1.2**	13	**3.8**	8	**5.7**	0	**0**	8	**5**	23	**6.7**	28	**20**	**0**	**0**
4 hours	4	**2.5**	24	**7**	13	**9.2**	2	**33.3**	1	**0.6**	14	**4.1**	12	**8.5**	**0**	**0**
More than 4 hours	1	**0.6**	3	**0.8**	7	**5**	0	**0**	6	**3.7**	42	**12.3**	38	**27.1**	**5**	**83.3**
Missing Responses	22	**13.7**	42	**12.2**	16	**11.4**	1	**16.6**	17	**10.6**	45	**13.1**	16	**11.4**	**0**	**0**
Total	160	**99.7**	342	**99.7**	140	**99.8**	6	**99.8**	160	**99.7**	342	**99.7**	140	**99.7**	**6**	**99.9**

Table 43 shows the comparison between different categories of Internet users using *Twitter* on a normal school day and on a weekend/holiday. Results indicate that 41.8% of the BAUs use *Twitter* for few minutes during a normal school day while 23.7% of them use it for few minutes during a holiday. 23.4% of the AUs and 10.7% of the AAUs use *Twitter* just for few minutes during a normal school day while, 5.8% of the AUs and 2.8% of the AAUs use it for few minutes during a holiday. Results also indicate that 27.1% of the AAUs and 83.3% of the SAAUs tend to use *Twitter* for more than 4 hours during holidays. Though only 0.8% of the AUs use Twitter for more than 4 hours during a regular school day, as many as 12.3% of them use it for more than 4 hours during a weekend/holiday.

Table 44: Gender wise frequency distribution in the amount of time spent on *Twitter* during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	Males	**%**	**Females**	**%**	**Males**	**%**	**Females**	**%**
A Few Minutes	86	**19.9**	77	**35.4**	38	**8.8**	24	**11**
Half an hour	120	**27.8**	61	**28.1**	59	**13.6**	44	**20.2**
1-2 hours	70	**16.2**	29	**13.3**	90	**20.8**	64	**29.4**
2-3 hours	38	**8.8**	9	**4.1**	51	**11.8**	23	**10.6**
3-4 hours	17	**3.9**	6	**2.7**	43	**9.9**	16	**7.3**
4 hours	32	**7.4**	11	**5**	20	**4.6**	7	**3.2**
More than 4 hours	9	**2**	2	**0.9**	71	**16.4**	20	**9.2**
Missing Responses	59	**13.6**	22	**10.1**	59	**13.6**	19	**8.7**
Total	**431**	**99.6**	**217**	**99.6**	**431**	**99.5**	**217**	**99.6**

Table 44 shows gender wise frequency distribution of the use of *Twitter* during a regular school day and on a holiday/weekend. We observe from the results that 35.4% of the females and 19.9% of the males use *Twitter* for just few minutes during a regular school day. While there are only 2% of the male participants and 0.9% of the female participants using Twitter for more than 4 hours during the week days, as many as 16.4% of the males and 9.2% of the female participants use *Twitter* for more than 4 hours during the weekends. Overall, we observe that use of *Twitter* during the weekend/holiday is more as compared to a normal school day. Also, male participants tend to use it more than the female participants for longer periods of time.

Table 45: Grade wise frequency distribution in the amount of time spent on *Twitter* during a normal school day and on a weekend/holiday.

	On a normal school day								On a weekend/holiday							
	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
A Few Minutes	43	**20.4**	43	**23.3**	43	**32.1**	34	**28.3**	18	**8.5**	18	**9.7**	15	**11.2**	11	**9.1**
Half an hour	57	**27.1**	69	**37.5**	30	**22.3**	25	**20.8**	33	**15.7**	24	**13**	29	**21.6**	17	**14.1**
1-2 hours	31	**14.7**	24	**13**	24	**18**	20	**16.6**	50	**23.8**	51	**27.7**	25	**18.6**	28	**23.3**
2-3 hours	11	**5.2**	15	**8.1**	14	**10.4**	7	**5.8**	20	**9.5**	20	**10.8**	18	**13.4**	16	**13.3**
3-4 hours	4	**1.9**	5	**2.7**	7	**5.2**	7	**5.8**	12	**5.7**	25	**13.5**	10	**7.4**	12	**10**
4 hours	19	**9**	8	**4.3**	5	**3.7**	11	**9.1**	9	**4.2**	10	**5.4**	4	**2.9**	4	**3.3**
More than 4 hours	7	**3.3**	2	**1.1**	2	**1.5**	0	**0**	29	**13.8**	17	**9.2**	24	**17.9**	21	**17.5**
Missing Responses	38	**18**	18	**9.7**	9	**6.7**	16	**13.3**	39	**18.5**	19	**10.3**	9	**6.7**	11	**9.1**
Total	**210**	**99.6**	**184**	**99.7**	**134**	**99.9**	**120**	**99.7**	**210**	**99.7**	**184**	**99.6**	**134**	**99.7**	**120**	**99.7**

Table 45 shows frequencies on the use of *Twitter* by participants of different grades during a regular school day and on a holiday/weekend. Results indicate that on a regular school day, 37.5% of Grade 10 participants tend to use *Twitter* for half an hour, followed by Grade 9 (27.1%), Grade 11 (22.3%) and Grade 12 (20.8%). While there are no participants of Grade 12 who use Twitter for more than 4 hours during the week days, 17.5% of them use *Twitter* for more than 4 hours during the weekends. Also, there are only 1.1% of Grade 10 participants and 1.5% of Grade 11 participants who use *Twitter* for more than 4 hours during the normal school day, while 9.2% of Grade 10 and 17.9% of Grade 11 participants.

Table 46: Medium wise frequency distribution in the amount of time spent on Twitter during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	English	**%**	**Gujarati**	**%**	**English**	**%**	**Gujarati**	**%**
A Few Minutes	60	**27.9**	103	**23.7**	21	**9.7**	41	**9.4**
Half an hour	57	**26.5**	124	**28.6**	26	**12**	77	**17.7**
1-2 hours	33	**15.3**	66	**15.2**	60	**27.9**	94	**21.7**
2-3 hours	20	**9.3**	27	**6.2**	25	**11.6**	49	**11.3**
3-4 hours	9	**4.2**	14	**3.2**	18	**8.3**	41	**9.4**
4 hours	8	**3.7**	35	**8**	15	**6.9**	12	**3**
More than 4 hours	11	**5.1**	0	**0**	36	**16.7**	55	**12.7**
Missing Responses	17	**7.9**	64	**14.7**	14	**6.5**	64	**14.7**
Total	**215**	**99.9**	**433**	**99.6**	**215**	**99.6**	**433**	**99.9**

Table 46 shows frequencies of the use of *Twitter* by participants studying in English and Gujarati mediums during a regular school day and on a holiday/weekend. We observe from the results that on a regular school day, 27.9% of the English medium participants use *Twitter* for few minutes while 23.7% of the Gujarati medium participants use *Twitter* for few minutes on a regular school day. Not much difference is observed in the participants of both the mediums using *Twitter* for 1-2 hours on a regular school day. Results also show that only 5.1% of the English medium participants use *Twitter* for more than 4 hours during a regular school day whereas none of the Gujarati medium participants use it for more than 4 hours during a school day. On the contrary, on a weekend/holiday, 16.7% of the English medium participants and 12.7% of the Gujarati medium participants use *Twitter* for more than 4 hours.

Table 47: Area wise frequency distribution in the amount of time spent on Twitter during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	Urban	**%**	**Rural**	**%**	**Urban**	**%**	**Rural**	**%**
A Few Minutes	144	**28.2**	19	**13.7**	50	**9.8**	12	**8.7**
Half an hour	143	**28**	38	**27.5**	83	**16.2**	20	**14.5**
1-2 hours	77	**15**	22	**16**	130	**25.5**	24	**17.4**
2-3 hours	39	**7.6**	8	**5.8**	62	**12.1**	12	**8.7**
3-4 hours	18	**3.5**	5	**3.6**	38	**7.4**	21	**15.2**
4 hours	24	**4.7**	19	**13.7**	22	**4.3**	5	**3.6**
More than 4 hours	11	**2.1**	0	**0**	76	**14.9**	15	**10.8**
Missing Responses	54	**10.5**	27	**19.5**	49	**9.6**	29	**21**
Total	**510**	**99.6**	**138**	**99.8**	**510**	**99.8**	**138**	**99.9**

Table 47 shows frequencies on the use of *Twitter* by participants studying in urban and rural areas, during a regular school day and on a holiday/weekend. Results show that on a regular school day, 28.2% of the urban participants and 13.7% of the rural participants use *Twitter* for few minutes while, 9.8% of the urban participants and 8.7% of the rural participants use it for few minutes during a weekend/holiday. Surprisingly, we also observe that 13.7% of the rural participants use *Twitter* for 4 hours during a regular school day whereas only 4.7% of the urban participants use it for 4 hours during a school day. From the table we also observe that 14.9% of the urban participants and 10.8% of the rural participants use Twitter for more than 4 hours during the weekends/holiday.

3.2.8 Time spent of ORKUT during normal school day and a weekend/holiday.

Table 48: Category wise frequency distribution of time spent on *Orkut* during a normal school day and a weekend/holiday

	On a Normal School Day								On a Weekend/Holiday							
	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**BAU**	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**
A Few Minutes	4	**33.3**	4	**18.2**	1	**11.1**	0	**0**	3	**25**	2	**9**	1	**11.1**	**0**	**0**
Half an hour	1	**8.3**	3	**13.6**	1	**11.1**	0	**0**	2	**16.6**	3	**13.6**	1	**11.1**	**0**	**0**
1-2 hours	4	**33.3**	3	**13.6**	2	**22.2**	0	**0**	1	**8.3**	5	**22.7**	1	**11.1**	**0**	**0**
2-3 hours	0	**0**	3	**13.6**	0	**0**	0	**0**	2	**16.6**	2	**9**	1	**11.1**	**0**	**0**
3-4 hours	0	**0**	0	**0**	0	**0**	0	**0**	2	**16.6**	0	**0**	0	**0**	**0**	**0**
4 hours	1	**8.3**	5	**22.7**	0	**0**	1	**100**	0	**0**	2	**9**	2	**22.2**	**0**	**0**
More than 4 hours	0	**0**	0	**0**	3	**33.3**	0	**0**	0	**0**	4	**18.2**	3	**33.3**	**1**	**100**
Missing Responses	2	**16.6**	4	**18.2**	2	**22.2**	0	**0**	2	**16.6**	4	**18.2**	0	**0**	**0**	**0**
Total	**12**	**99.8**	**22**	**99.9**	**9**	**99.9**	**1**	**100**	**12**	**99.7**	**22**	**99.7**	**9**	**99.9**	**1**	**100**

Table 48 shows the comparison between different categories of Internet users using *Orkut* on a normal school day and on a weekend/holiday. Results indicate that 33.3% of the BAUs use *Orkut* for few minutes during a normal school day while 25% of them use it for few minutes during a holiday. Results also indicate that 33.3% of the AAUs use *Orkut* for more than 4 hours during regular school days and also during holidays. However, all the SAAUs use *Orkut* for more than 4 hours during a weekend/holiday.

Table 49: Gender differences in the amount of time spent on Orkut during a normal school day and on a weekend/holiday

	On a normal school day				**On a weekend/holiday**			
	Males	**%**	**Females**	**%**	**Males**	**%**	**Females**	**%**
A Few Minutes	4	**16**	5	**26.3**	4	**16**	2	**10.5**
Half an hour	2	**8**	3	**15.7**	2	**8**	4	**21.1**
1-2 hours	4	**16**	5	**26.3**	4	**16**	3	**15.7**
2-3 hours	1	**4**	2	**10.5**	0	**0**	5	**26.3**
3-4 hours	0	**0**	0	**0**	1	**4**	1	**5.2**
4 hours	6	**24**	1	**5.2**	4	**16**	0	**0**
More than 4 hours	3	**12**	0	**0**	6	**24**	2	**10.5**
Missing Responses	5	**20**	3	**15.7**	4	**16**	2	**10.5**
Total	**25**	**100**	**19**	**99.7**	**25**	**100**	**19**	**99.8**

Table 49 shows gender wise frequencies on the use of *Orkut* during a regular school day and on a holiday/weekend. We observe from the results that 26.3% of the females and 16% of the males use *Orkut* for just few minutes during a regular school day. While there are 12% of the male participants and none of the female participants using *Orkut* for more than 4 hours

during the week days, as many as 24% of the males and 10.5% of the female participants use *Orkut* for more than 4 hours during the weekends. Overall, we observe that use of *Orkut* during the weekend/holiday is more as compared to a normal school day. Also, males tend to use *Orkut* more than the females for longer periods of time.

Table 50: Grade wise frequency distribution in the amount of time spent on *Orkut* during a normal school day and on a weekend/holiday.

	On a normal school day								**On a weekend/holiday**							
	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
A Few Minutes	3	**18.7**	3	**17.6**	1	**33.3**	2	**25**	4	**25**	0	**0**	1	**33.3**	1	**12.5**
Half an hour	2	**12.5**	2	**11.7**	0	**0**	1	**12.5**	2	**12.5**	3	**17.6**	0	**0**	1	**12.5**
1-2 hours	2	**12.5**	4	**23.5**	1	**33.3**	2	**25**	2	**12.5**	5	**29.4**	0	**0**	0	**0**
2-3 hours	2	**12.5**	1	**5.8**	0	**0**	0	**0**	2	**12.5**	0	**0**	1	**33.3**	2	**25**
3-4 hours	0	**0**	0	**0**	0	**0**	0	**0**	0	**0**	2	**11.7**	0	**0**	0	**0**
4 hours	1	**6.3**	3	**17.6**	1	**33.3**	2	**25**	2	**12.5**	2	**11.7**	0	**0**	0	**0**
More than 4 hours	3	**18.7**	0	**0**	0	**0**	0	**0**	2	**12.5**	1	**5.8**	1	**33.3**	4	**50**
Missing Responses	3	**18.7**	4	**23.5**	0	**0**	1	**12.5**	2	**12.5**	4	**23.5**	0	**0**	0	**0**
Total	**16**	**99.9**	**17**	**99.7**	**3**	**99.9**	**8**	**100**	**16**	**100**	**17**	**99.7**	**3**	**99.9**	**8**	**100**

Table 50 shows frequencies in the use of *Orkut* by participants of different grades during a regular school day and on a holiday/weekend. Results indicate that on a regular school day, 33.3% of Grade 11 participants tend to use *Orkut* for few minutes, followed by grade 12 (25%), Grade 9 (18.7%) and Grade 10 (17.6%). While there are 25% of Grade 12 participants who use *Orkut* for 4 hours during a regular school day, surprisingly, none of them use *Orkut* for that longer period on a weekend/holiday. However, almost half of them (50%) use it for more than 4 hours during the weekend/holiday, followed by Grade 11 (33.3%), Grade 9 (12.5%) and Grade 10 (5.8%) participants.

Table 51: Medium wise frequency distribution in the amount of time spent on *Orkut* during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	English	**%**	**Gujarati**	**%**	**English**	**%**	**Gujarati**	**%**
A Few Minutes	4	**25**	5	**17.8**	2	**12.5**	4	**14.3**
Half an hour	2	**12.5**	3	**10.7**	4	**25**	2	**7.1**
1-2 hours	2	**12.5**	7	**25**	1	**6.2**	6	**21.4**
2-3 hours	1	**6.2**	2	**7.1**	0	**0**	5	**17.8**
3-4 hours	0	**0**	0	**0**	1	**6.2**	1	**3.5**
4 hours	3	**18.7**	4	**14.3**	3	**18.7**	1	**3.5**
More than 4 hours	3	**18.7**	0	**0**	4	**25**	4	**14.3**
Missing Responses	1	**6.2**	7	**25**	1	**6.2**	5	**17.8**
Total	**16**	**99.8**	**28**	**99.9**	**16**	**99.8**	**28**	**99.7**

Table 51 shows frequencies in the use of *Orkut* by participants studying in English and Gujarati mediums during a regular school day and on a holiday/weekend. We observe from

the results that on a regular school day, English medium participants tend to use *Orkut* for a longer time period as compared to Gujarati medium participants. There are 25% of the English medium participants using *Orkut* for few minutes during A regular school day, and 17.8% of the Gujarati medium participants use it for few minutes during a normal school day. We also observe that only 18.7% of the English medium participants use *Orkut* for 4 hours during a regular school day and 14.3% of the Gujarati medium participants use it for 4 hours during a school day. On the Contrary, only 3.5% of the Gujarati medium participants use *Orkut* for 4 hours during a weekend/holiday, while the number of English medium participants remains the same during the weekend/holiday. Results also show that 25% of the English medium participants and 14.3% of the Gujarati medium participants use *Orkut* for more than 4 hours during the weekends/holiday.

Table 52: Area wise frequency distribution in the amount of time spent on Orkut during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	Urban	**%**	**Rural**	**%**	**Urban**	**%**	**Rural**	**%**
A Few Minutes	8	**22.8**	1	**11.1**	5	**14.2**	1	**11.1**
Half an hour	4	**11.4**	1	**11.1**	5	**14.2**	1	**11.1**
1-2 hours	8	**22.8**	1	**11.1**	5	**14.2**	2	**22.2**
2-3 hours	3	**8.5**	0	**0**	4	**11.4**	1	**11.1**
3-4 hours	0	**0**	0	**0**	2	**5.7**	0	**0**
4 hours	5	**14.2**	2	**22.2**	4	**11.4**	0	**0**
More than 4 hours	3	**8.5**	0	**0**	8	**22.8**	0	**0**
Missing Responses	4	**11.4**	4	**44.5**	2	**5.7**	4	**44.5**
Total	**35**	**99.6**	**9**	**100**	**35**	**99.6**	**9**	**100**

Table 52 shows frequencies in the use of *Orkut* by participants studying in urban and rural areas, during a regular school day and on a holiday/weekend. Results point out that 22.8% of the urban participants and 11.1% of the rural participants use *Orkut* for 1-2 hours on a normal school day while 14.2% of the urban participants and 22.2% of the rural participants use *Orkut* for 1-2 hours during a weekend/holiday. Surprisingly, results also show that 22.2% of the rural participants use *Orkut* for 4 hours during a school day, while only 14.2% of the urban participants use it for 4 hours during a regular school day. However, none of the rural participants use *Orkut* for more than 3 hours during the weekend/holiday. 22.8% of the urban participants have been reported to use *Orkut* for more than 4 hours during the weekend.

3.2.9 Time spent of MYSPACE during normal school day and a weekend/holiday.

Table 53: Category wise frequency distribution in time spent on *MySpace* during a normal school day and a weekend/holiday

	On a Normal School Day								On a Weekend/Holiday							
	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**BAU**	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**
A Few Minutes	0	**0**	2	**14.3**	1	**6.3**	0	**0**	0	**0**	0	**0**	1	**6.3**	**0**	**0**
Half an hour	0	**0**	2	**14.3**	2	**12.5**	0	**0**	0	**0**	1	**7.1**	3	**18.7**	**0**	**0**
1-2 hours	2	**50**	5	**35.7**	5	**31.2**	0	**0**	0	**0**	5	**35.7**	2	**12.5**	**0**	**0**
2-3 hours	0	**0**	1	**7.1**	1	**6.3**	1	**50**	0	**0**	1	**7.1**	0	**0**	**0**	**0**
3-4 hours	0	**0**	1	**7.1**	0	**0**	0	**0**	2	**50**	0	**0**	2	**12.5**	**0**	**0**
4 hours	0	**0**	1	**7.1**	0	**0**	1	**50**	0	**0**	0	**0**	1	**6.3**	**0**	**0**
More than 4 hours	0	**0**	0	**0**	4	**25**	0	**0**	0	**0**	5	**35.7**	5	**31.2**	**2**	**100**
Missing Responses	2	**50**	2	**14.3**	3	**18.7**	0	**0**	2	**50**	2	**14.3**	2	**12.5**	**0**	**0**
Total	**4**	**100**	**14**	**99.9**	**16**	**100**	**2**	**100**	**4**	**100**	**14**	**99.9**	**16**	**100**	**2**	**100**

Table 53 shows the comparison between different categories of Internet users using *MySpace* on a normal school day and on a weekend/holiday. Results indicate that 50% of the BAUs use *MySpace* for 1-2 hours on a regular school day while 50% of them use it for 3-4 hours during a weekend/holiday. As many as 35.7% of the AUs use *MySpace* for 1-2 hours on school days and the same number of them use it during the weekend as well for 1-2 hours. While none of the AUs use *MySpace* for more than 4 hours during week days, as many as 21.4% of them use it for more than 4 hours during a weekend/holiday. Results also indicate that 50% of the SAAUs use MySpace for about 4 hours during the regular school day while all of them use it for more than 4 hours over the weekend/holiday.

Table 54: Gender wise frequency distribution in the amount of time spent on *MySpace* during a normal school day and on a weekend/holiday

	On a normal school day				**On a weekend/holiday**			
	Males	**%**	**Females**	**%**	**Males**	**%**	**Females**	**%**
A Few Minutes	3	**10.3**	0	**0**	1	**3.4**	0	**0**
Half an hour	4	**13.7**	0	**0**	4	**13.7**	0	**0**
1-2 hours	8	**27.5**	4	**57.1**	7	**24.1**	0	**0**
2-3 hours	3	**10.3**	0	**0**	0	**0**	1	**14.3**
3-4 hours	1	**3.4**	0	**0**	1	**3.4**	3	**42.8**
4 hours	2	**6.8**	0	**0**	1	**3.4**	0	**0**
More than 4 hours	3	**10.3**	1	**14.3**	10	**34.4**	2	**28.5**
Missing Responses	5	**17.2**	2	**28.5**	5	**17.2**	1	**14.3**
Total	**29**	**99.5**	**7**	**99.9**	**29**	**99.6**	**7**	**99.9**

Table 54 shows gender differences in the use of *MySpace* during a regular school day and on a holiday/weekend. We observe from the results that 10.3% of the males use *MySpace* for just few minutes during a regular school day and only 3.4% of them use it during a weekend/holiday. As many as 57.1% of the females use *MySpace* for 1-2 hours during a regular school day, none of them use it during the weekend for just 1-2 hours. Results also show that 42.8% of females use *MySpace* for 3-4 hours during weekends and 28.5% of them use it for more than 4 hours during the weekends. However, only 3.4% of the males use *MySpace* for 3-4 hours and 34.4% of them for more than 4 hours during a weekend/holiday.

Table 55: Grade wise frequency distribution in the amount of time spent on MySpace during a normal school day and on a weekend/holiday.

	On a normal school day								**On a weekend/holiday**							
	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
A Few Minutes	1	**6.2**	1	**9**	1	**25**	0	**0**	1	**6.2**	0	**0**	0	**0**	0	**0**
Half an hour	1	**6.2**	2	**18.1**	0	**0**	1	**20**	1	**6.2**	2	**18.1**	1	**25**	0	**0**
1-2 hours	5	**31.2**	4	**36.3**	2	**50**	1	**20**	4	**25**	2	**18.1**	0	**0**	1	**20**
2-3 hours	1	**6.2**	2	**18.1**	0	**0**	0	**0**	0	**0**	0	**0**	1	**25**	0	**0**
3-4 hours	1	**6.2**	0	**0**	0	**0**	0	**0**	2	**12.5**	1	**9**	0	**0**	1	**20**
4 hours	0	**0**	0	**0**	0	**0**	2	**40**	1	**6.2**	0	**0**	0	**0**	0	**0**
More than 4 hours	4	**25**	0	**0**	0	**0**	0	**0**	4	**25**	4	**36.3**	1	**25**	3	**60**
Missing Responses	3	**18.7**	2	**18.1**	1	**25**	1	**20**	3	**18.7**	2	**18.1**	1	**25**	0	**0**
Total	**16**	**99.7**	**11**	**99.6**	**4**	**100**	**5**	**100**	**16**	**99.8**	**11**	**99.6**	**4**	**100**	**5**	**100**

Table 55 shows frequencies in the use of *MySpace* by participants of different grades during a regular school day and on a holiday/weekend. Results indicate that on a regular school day, 25% of Grade 11 participants tend to use *MySpace* for few minutes, followed by grade 10 (9%) and Grade 9 (6.2%). It is observed that 25% of the Grade 9 participants use *MySpace* for more than 4 hours during the regular school days, while none of the other Grades' participants use it for more than 4 hours during the school days. However, 60% of the Grade 12 participants, 36.3% of the Grade 10 participants and 25% each of the Grades 9 and 11 participants use *MySpace* for more than 4 hours during weekends/holidays.

Table 56: Medium wise frequency distribution in the amount of time spent on *MySpace* during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	English	**%**	**Gujarati**	**%**	**English**	**%**	**Gujarati**	**%**
A Few Minutes	1	**10**	2	**7.6**	1	**10**	0	**0**
Half an hour	1	**10**	3	**11.5**	0	**0**	4	**15.3**
1-2 hours	1	**10**	11	**42.3**	2	**20**	5	**19.2**
2-3 hours	0	**0**	3	**11.5**	0	**0**	1	**3.8**
3-4 hours	1	**10**	0	**0**	0	**0**	4	**15.3**
4 hours	0	**0**	2	**7.6**	0	**0**	1	**3.8**
More than 4 hours	4	**40**	0	**0**	5	**50**	7	**26.9**
Missing Responses	2	**20**	5	**19.2**	2	**20**	4	**15.3**
Total	**10**	**100**	**26**	**99.7**	**10**	**100**	**26**	**99.6**

Table 56 shows frequencies in the use of *MySpace* by participants studying in English and Gujarati mediums during a regular school day and on a holiday/weekend. 10% of the English

medium participants and 7.6% of the Gujarati medium participants tend to use *MySpace* for few minutes during a regular school day. Results also point out that as many as 42.3% of the Gujarati medium participants use *MySpace* for 1-2 hours during a regular school day, while only 19.2% of them use it for 1-2 hours during weekends. We also observe that 40% of the English medium participants use MySpace for more than 4 hours during a regular school day whereas none of the Gujarati medium participants use it for more than 4 hours during a school day. However, there are 26.9% of the Gujarati medium participants and 50% of the English medium participants using *MySpace* for more than 4 hours during a weekend/holiday.

Table 57: Area wise frequency distribution in the amount of time spent on MySpace during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	Urban	**%**	**Rural**	**%**	**Urban**	**%**	**Rural**	**%**
A Few Minutes	2	**8**	1	**9**	1	**4**	0	**0**
Half an hour	2	**8**	2	**18.1**	1	**4**	3	**27.2**
1-2 hours	8	**32**	4	**36.3**	6	**24**	1	**9**
2-3 hours	2	**8**	1	**9**	1	**4**	0	**0**
3-4 hours	1	**4**	0	**0**	2	**8**	2	**18.1**
4 hours	2	**8**	0	**0**	1	**4**	0	**0**
More than 4 hours	4	**16**	0	**0**	11	**44**	1	**9**
Missing Responses	4	**16**	3	**27.2**	2	**8**	4	**36.3**
Total	**25**	**100**	**11**	**99.6**	**25**	**100**	**11**	**99.6**

Table 57 shows frequencies on the use of *MySpace* by participants studying in urban and rural areas, during a regular school day and on a holiday/weekend. Results indicate that on a regular school day, rural participants do not use *MySpace* for more than 3 hours. However, 18.1% of them use it for 3-4 hours and 9% of them use it for more than 4 hours during a weekend/holiday. With respect to English medium participants, we see that 32% of them use *MySpace* for 1-2 hours during a regular school day and 24% of them use it for 1-2 hours during the weekend/holiday. Results also indicate that 16% of the urban participants use *MySpace* for more than 4 hours during a regular school day while 44% of them use it for more than 4 hours during the weekends/holiday.

3.2.10 Time spent of OTHER SNS such as *WhatsApp, WeChat, Hike, etc.*, during normal school day and a weekend/holiday.

Table 58: Category wise frequency distribution of the time spent on *Other SNS such as WhatsApp, WeChat, Hike, etc.*, during a normal school day and a weekend/holiday

	On a Normal School Day								On a Weekend/Holiday							
	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**BAU**	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**
A Few Minutes	72	**47.6**	68	**23.8**	12	**12.7**	0	**0**	38	**25.1**	14	**4.9**	3	**3.2**	**0**	**0**
Half an hour	44	**29.1**	104	**36.5**	18	**19.1**	0	**0**	50	**33.1**	55	**19.3**	5	**5.3**	**0**	**0**
1-2 hours	15	**9.9**	56	**19.6**	33	**35.1**	0	**0**	38	**25.1**	80	**28**	11	**11.7**	**0**	**0**
2-3 hours	1	**0.6**	22	**7.7**	11	**11.7**	1	**20**	15	**9.9**	51	**17.9**	18	**19.1**	**0**	**0**
3-4 hours	2	**1.3**	10	**3.5**	7	**7.5**	0	**0**	6	**3.9**	28	**9.8**	15	**15.9**	**0**	**0**
4 hours	5	**3.3**	10	**3.5**	2	**2.1**	1	**20**	1	**0.6**	16	**5.6**	9	**9.5**	**0**	**0**
More than 4 hours	0	**0**	3	**1**	6	**6.4**	2	**40**	0	**0**	29	**10.1**	30	**31.9**	**5**	**100**
Missing Responses	12	**7.9**	12	**4.2**	5	**5.3**	1	**20**	3	**1.9**	12	**4.2**	3	**3.2**	**0**	**0**
Total	**151**	**99.7**	**285**	**99.8**	**94**	**99.9**	**5**	**100**	**151**	**99.6**	**285**	**99.8**	**94**	**99.8**	**5**	**100**

Table 58 shows the comparison between different categories of Internet users using *Other SNS* on a normal school day and on a weekend/holiday. Results indicate that as many as 47.3% of the BAUs use *Other SNS* for few minutes during a normal school day while 25% of them use it for few minutes during a holiday. It is also seen that 24.2% of the AUs and 11.8% of the AAUs use *Other SNS* just for few minutes during a normal school day Results indicate that 3.3% of the BAUs *Other SNS* for 4 hours during regular school days while only 0.6% of them use these *Other SNS* for 4 hours during a holiday. However, 6.4% of the AAUs and 40% of the SAAUs tend to use *Other SNS* for more than 4 hours during a regular school day, while 32.2% of AAUs and all of the SAAUs use it for more than 4 hours during a weekend/holiday.

Table 59: Gender wise frequency distribution in the amount of time spent on *Other SNS* during a normal school day and on a weekend/holiday

	On a normal school day				**On a weekend/holiday**			
	Males	**%**	**Females**	**%**	**Males**	**%**	**Females**	**%**
A Few Minutes	58	**21.4**	94	**35.4**	16	**5.9**	39	**14.7**
Half an hour	88	**32.6**	78	**29.4**	50	**18.5**	60	**22.6**
1-2 hours	59	**21.8**	45	**16.9**	62	**22.9**	67	**25.2**
2-3 hours	25	**9.2**	10	**3.7**	48	**17.7**	36	**13.5**
3-4 hours	9	**3.3**	10	**3.7**	28	**10.3**	21	**7.9**
4 hours	8	**2.9**	10	**3.7**	12	**4.5**	14	**5.3**
More than 4 hours	8	**2.9**	3	**1.1**	43	**15.9**	21	**7.9**
Missing Responses	15	**5.5**	15	**5.6**	11	**4.1**	7	**2.6**
Total	**270**	**99.6**	**265**	**99.5**	**270**	**99.8**	**265**	**99.7**

Table 59 shows gender wise frequencies in the use of *Other SNS* during a regular school day and on a holiday/weekend. We observe from the results that 32.6% of the males and 29.4% of the females use Other SNS for half an hour during a regular school day, while 18.5% of them males and 22.6% of the females use it for half an hour during weekends/holiday. While there are only 2.9% of the male participants and 1.1% of the female participants using *Other SNS* for more than 4 hours during the week days, as many as 15.9% of the males and 7.9% of the female participants use *Other SNS* for more than 4 hours during the weekends.

Table 60: Grade wise frequency distribution in the amount of time spent on *Other SNS* during a normal school day and on a weekend/holiday.

	On a normal school day								On a weekend/holiday							
	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**9th**	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**
A Few Minutes	50	**37.3**	48	**25.8**	32	**28.1**	22	**21.7**	25	**18.6**	16	**8.6**	10	**8.7**	4	**3.9**
Half an hour	48	**35.8**	65	**34.9**	26	**22.8**	27	**26.7**	32	**23.8**	44	**23.6**	18	**15.7**	16	**15.8**
1-2 hours	14	**10.4**	33	**17.7**	27	**23.6**	30	**29.7**	38	**28.3**	49	**26.3**	25	**21.9**	17	**16.8**
2-3 hours	7	**5.2**	9	**4.8**	10	**8.7**	9	**8.9**	11	**8.2**	29	**15.6**	22	**19.2**	22	**21.7**
3-4 hours	3	**2.2**	4	**2.1**	8	**7**	4	**3.9**	11	**8.2**	14	**7.5**	10	**8.7**	14	**13.8**
4 hours	6	**4.4**	8	**4.3**	0	**0**	4	**3.9**	7	**5.2**	4	**2.1**	9	**7.9**	6	**5.9**
More than 4 hours	3	**2.2**	2	**1.1**	5	**4.3**	1	**0.9**	9	**6.7**	18	**9.6**	17	**14.9**	20	**19.8**
Missing Responses	3	**2.2**	17	**9.1**	6	**5.2**	4	**3.9**	1	**0.7**	12	**6.4**	3	**2.6**	2	**1.9**
Total	**134**	**99.7**	**186**	**99.8**	**114**	**99.7**	**101**	**99.6**	**134**	**99.7**	**186**	**99.7**	**114**	**99.6**	**101**	**99.6**

Table 60 shows frequencies in the use of *Other SNS* by participants of different grades during a regular school day and on a holiday/weekend. Results indicate that on a regular school day, 35.8% of Grade 9 participants tend to use *Other SNS* for half an hour, followed by grade 10 (34.9%), Grade 12 (26.7%) and Grade 11 (22.8%). While there are no participants of Grade 11 who use *Other SNS* for 4 hours during a regular school day, 7.9% of them use these other SNS for more than 4 hours during a weekend/holiday. Also, only 0.9% of the Grade 12 participants use *Other SNS* for more than 4 hours during a regular school day while, as many as 19.8% of them use it for more than 4 hours during a weekend/holiday. Similar trend is also observed in Grades 9 and 10, where percentage of participants using *Other SNS* during a weekend/holiday is more as compared the percentage of participants using these during a regular school day.

Table 61: Medium wise frequency distribution in the amount of time spent on *Other SNS* during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	English	**%**	**Gujarati**	**%**	**English**	**%**	**Gujarati**	**%**
A Few Minutes	71	**26.1**	81	**30.7**	14	**5.1**	41	**15.5**
Half an hour	86	**31.6**	80	**30.4**	54	**19.8**	56	**21.3**
1-2 hours	55	**20.2**	49	**18.6**	71	**26.1**	58	**22**
2-3 hours	25	**9.2**	10	**3.8**	39	**14.3**	45	**17.1**
3-4 hours	12	**4.4**	7	**2.6**	26	**9.5**	23	**8.7**
4 hours	4	**1.4**	14	**5.3**	20	**7.3**	6	**2.3**
More than 4 hours	11	**4**	0	**0**	41	**15**	23	**8.7**
Missing Responses	8	**2.9**	22	**8.3**	7	**2.5**	11	**4.2**
Total	**272**	**99.8**	**263**	**99.7**	**272**	**99.6**	**263**	**99.8**

Table 61 shows frequencies in the use of Other SNS by participants studying in English and Gujarati mediums during a regular school day and on a holiday/weekend. Results point out that English medium participants are generally high users of Other SNS during a regular school day. From the table it is observed that 31.6% of the English medium participants and 30.4% of the Gujarati medium participants use *Other SNS* for half an hour during a normal school day. Results also show that 4% of the English medium participants use *Other SNS* for more than 4 hours during a normal school day, whereas, 15% of them use it for more than 4 hours during the weekends/holiday.

Table 62: Area wise frequency distribution in the amount of time spent on *Other SNS* during a normal school day and on a weekend/holiday.

	On a normal school day				**On a weekend/holiday**			
	Urban	**%**	**Rural**	**%**	**Urban**	**%**	**Rural**	**%**
A Few Minutes	127	**28.2**	25	**29**	38	**8.4**	17	**19.7**
Half an hour	144	**32**	22	**25.5**	94	**20.9**	16	**18.6**
1-2 hours	89	**19.8**	15	**17.4**	113	**25.1**	16	**18.6**
2-3 hours	32	**7.1**	3	**3.4**	71	**15.8**	13	**15.1**
3-4 hours	16	**3.5**	3	**3.4**	41	**9.1**	8	**9.3**
4 hours	9	**2**	9	**10.4**	23	**5.1**	3	**3.4**
More than 4 hours	11	**2.4**	0	**0**	58	**12.9**	6	**6.9%**
Missing Responses	21	**4.6**	9	**10.4**	11	**2.4**	7	**8.1**
Total	**449**	**99.6**	**86**	**99.5**	**449**	**99.7**	**86**	**99.7**

Table 62 shows frequencies in the use of *Other SNS* by participants studying in urban and rural areas, during a regular school day and on a holiday/weekend. We observe from the

results that on a regular school day, 28.2% of the urban participants use *Other SNS* for few minutes during a regular school day, while, 29% of the rural participants use it for few minutes during a regular school day. On the contrary, during a weekend/holiday, this number is quite less, i.e., only 8.4% of the urban participants and only 19.7% of the rural participants use *Other SNS* for only few minutes. Results also show that 10.4% of the rural participants use *Other SNS* for 4 hours during a regular school day whereas only 2% of the urban participants use it for 4 hours during a school day. On the other hand, 3.4% of the rural participants and 5.1% of the urban participants use *Other SNS* for more than 4 hours during a weekend/holiday. Results show that a many as 12.9% of the urban participants and 6.9% of the rural participants use *Other SNS* for more than 4 hours during the weekends/holiday.

3.2.11 Mode of Internet use

Table 63: Mode of Internet use

	Never	%	Few times in a year	%	Once or twice in a month	%	Once a week	%	Everyday	%	Missing responses	%	Total	%
Own PC	797	**48.1**	210	**12.7**	177	**10.7**	240	**14.5**	186	**11.2**	47	**2.8**	**1657**	**100**
Own laptop	945	**57**	157	**9.5**	115	**6.9**	160	**9.7**	231	**13.9**	49	**2.9**	**1657**	**99.9**
Shared PC	752	**45.4**	257	**15.5**	200	**12.1**	192	**11.6**	187	**11.3**	69	**4.1**	**1657**	**100**
Shared Laptop	821	**49.5**	230	**13.9**	183	**11**	177	**10.7**	186	**11.2**	60	**3.6**	**1657**	**99.9**
Mobile phone	296	**17.9**	167	**10.1**	119	**7.2**	222	**13.4**	807	**48.7**	46	**2.7**	**1657**	**100**
Game console	619	**37.4**	226	**13.6**	202	**12.2**	225	**13.6**	308	**18.6**	77	**4.6**	**1657**	**100**
TV	367	**22.1**	159	**9.6**	121	**7.3**	233	**14.1**	703	**42.4**	74	**4.4**	**1657**	**99.9**
Other Handheld devices such as iPad, Tablets, etc	761	**45.9**	160	**9.7**	115	**6.9**	238	**14.4**	333	**20.1**	50	**3**	**1657**	**100**

Table 63 shows the results of the preferred mode of Internet use by the participants. The results show that of all the participants, almost half of them (48.7%) use mobile phones and 20.1% of them use other handheld devices such as Tablets, iPad, etc., everyday to access the Internet. Results also indicate that 14.5% of the total participants use their own computer at least once a week to go online and surf the net, while 11.2% of them use their own PC everyday to access the Internet. Also, there are 13.9% of the participants who access the Internet everyday through their personal laptops.

Table 64: Category wise frequency distribution of Mode of Internet used daily

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Missing responses**	**%**	**Total**	**%**
Own PC	25	**10.7**	98	**42**	58	**24.9**	5	**2.1**	47	**20.1**	**233**	**99.8**
Own laptop	25	**8.9**	124	**44.2**	78	**27.8**	4	**1.4**	49	**17.5**	**280**	**99.8**
Shared PC	47	**18.3**	99	**38.6**	37	**14.4**	4	**1.6**	69	**26.9**	**256**	**99.8**
Shared Laptop	42	**17**	102	**41.4**	39	**15.8**	3	**1.2**	60	**24.3**	**246**	**99.7**
Mobile phone	197	**23.1**	411	**48.1**	190	**22.2**	9	**1**	46	**5.4**	**853**	**99.8**
Game console	71	**18.4**	140	**36.3**	90	**23.3**	7	**1.8**	77	**20**	**385**	**99.8**
TV	235	**30.2**	324	**41.7**	136	**17.5**	8	**1**	74	**9.5**	**777**	**99.9**
Other Handheld devices such as iPad, Tablets, etc	79	**20.6**	137	**35.7**	108	**28.2**	9	**2.3**	50	**13**	**383**	**99.8**

Table 64 shows the results of the most preferred mode of Internet use by different categories of Internet users. Results show that as many as 27.8% of the AAUs preferring using their own laptop everyday to go online, while 28.2% of them use other handheld devices such as tablets, iPads, etc to go online. Mobile phone is used by 22.2% of the AAUs as their most preferred mode of Internet use. With respect to the BAUs, as many as 23.1% of them use mobile phones and 20.6% of them use other handheld devices to access the web. The highest users of mobile phones are the AUs which constitute around 48.1% of them, using it every day access the Internet. Also, 2.3% of the SAAUs use handheld devices to go online every day.

Table 65: Gender wise frequency distribution in the different modes of Internet use used everyday

	Males	**%**	**Females**	**%**	**Missing responses**	**%**	**Total**	**%**
Own PC	127	**54.5**	59	**25.3**	47	**20.1**	**233**	**99.9**
Own laptop	151	**53.9**	80	**28.5**	49	**17.5**	**280**	**99.9**
Shared PC	95	**37.1**	92	**35.9**	69	**26.9**	**256**	**99.9**
Shared Laptop	88	**35.7**	98	**39.8**	60	**24.3**	**246**	**99.8**
Mobile phone	415	**48.6**	392	**45.9**	46	**5.4**	**853**	**99.9**
Game console	169	**43.8**	139	**36.1**	77	**20**	**385**	**99.9**
TV	341	**43.8**	362	**46.5**	74	**9.5**	**777**	**99.8**
Other Handheld devices such as iPad, Tablets, etc	197	**51.4**	136	**35.5**	50	**13**	**383**	**99.9**

Table 65 shows the frequencies on the most preferred mode of Internet use by male and female participants. We observe from the results that almost half of the male participants (51.4%) use handheld devices such as tablets, iPads, etc to go online. Also, 54.5% of the

males use their own computer to access the web, while only 25.3% of the females use their own PC to access the web. Mobile phones are used more by males (48.6%) as compared to females (45.9%) to go online every day. Not much difference is observed in the use of a shared PC by males and females for accessing the Internet everyday (37.1% and 35.9% respectively).

Table 66: Grade wise frequency distribution in the different modes of Internet use used everyday

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Missing responses**	**%**	**Total**	**%**
Own PC	58	**24.8**	57	**24.4**	34	**14.5**	37	**15.8**	47	**20.1**	**233**	**99.6**
Own laptop	86	**30.7**	67	**23.9**	45	**16.1**	33	**11.7**	49	**17.5**	**280**	**99.9**
Shared PC	58	**22.6**	66	**25.7**	39	**15.2**	24	**9.3**	69	**26.9**	**256**	**99.7**
Shared Laptop	74	**30.1**	56	**22.7**	27	**10.9**	29	**11.7**	60	**24.3**	**246**	**99.7**
Mobile phone	240	**28.1**	224	**26.2**	165	**19.3**	178	**20.8**	46	**5.4**	**853**	**99.8**
Game console	124	**32.2**	94	**24.4**	48	**12.4**	42	**10.9**	77	**20**	**385**	**99.9**
TV	187	**24.1**	206	**26.5**	155	**19.9**	155	**19.9**	74	**9.5**	**777**	**99.9**
Other Handheld devices such as iPad, Tablets, etc	104	**27.1**	108	**28.2**	56	**14.6**	65	**16.9**	50	**13.1**	**383**	**99.9**

Table 66 shows frequencies of the most preferred mode of Internet use by participants studying in different grades. Results show that Grade 12 participants' most preferred mode of Internet use is a mobile phone with 20.8% of them using it to go online daily. Also, 16.9% of them use other handheld devices to access the net every day. Similarly, for Grade 11 participants too, mobile phones are the most preferred mode of Internet use constituting almost 19.3% of them using it daily to go online. Gaming consoles are used by 32.2% of the Grade 9 participants to be online and 30.7% of them prefer using their own laptops to go online daily. Grade 10 participants' most preferred mode of Internet use are handheld devices which constitute almost 28.2% of them using it daily to surf the Internet.

Table 67: Medium wise frequency distribution in the different modes of Internet use used everyday

	English	**%**	**Gujarati**	**%**	**Missing responses**	**%**	**Total**	**%**
Own PC	81	**34.7**	105	**45.1**	47	**20.1**	**233**	**99.9**
Own laptop	80	**28.5**	151	**53.9**	49	**17.5**	**280**	**99.9**
Shared PC	86	**33.5**	101	**39.4**	69	**26.9**	**256**	**99.8**
Shared Laptop	77	**31.3**	109	**44.3**	60	**24.3**	**246**	**99.9**
Mobile phone	299	**35**	508	**59.5**	46	**5.4**	**853**	**99.9**
Game console	84	**21.8**	224	**58.2**	77	**20**	**385**	**100**
TV	257	**33**	446	**57.4**	74	**9.5**	**777**	**99.9**
Other Handheld devices such as iPad, Tablets, etc	145	**37.8**	188	**49**	50	**13**	**383**	**99.8**

Table 67 shows the frequencies of the most preferred mode of Internet use by participants studying in English and Gujarati medium. Results show that 45.1% of the Gujarati medium participants use their own PC, and 53.9% of the Gujarati medium participants use their own laptops to be online, whereas 34.7% of the English medium participants use their own desktop and 28.5% of them use their own laptops to surf the web. More than half of the Gujarati medium participants, 59.5%, use mobile phones while only 35% of the English medium participants use mobile phones to access the Internet. Also, almost half of the Gujarati medium participants (49%) use other handheld devices such as tablets, iPads, etc., while 37.8% of the English medium participants use such devices to surf the Internet.

Table 68: Area wise frequency distribution in the different modes of Internet use used everyday

	Urban	**%**	**Rural**	**%**	**Missing responses**	**%**	**Total**	**%**
Own PC	160	**68.6**	26	**11.1**	47	**20.1**	**233**	**99.8**
Own laptop	179	**63.9**	52	**18.5**	49	**17.5**	**280**	**99.9**
Shared PC	164	**64**	23	**8.9**	69	**26.9**	**256**	**99.8**
Shared Laptop	142	**57.7**	44	**17.8**	60	**24.3**	**246**	**99.8**
Mobile phone	612	**71.7**	195	**22.8**	46	**5.3**	**853**	**99.8**
Game console	206	**53.5**	102	**26.5**	77	**20**	**385**	**100**
TV	581	**74.7**	122	**15.7**	74	**9.5**	**777**	**99.9**
Other Handheld devices such as iPad, Tablets, etc	253	**66**	80	**20.8**	50	**13**	**383**	**99.8**

Table 68 shows the frequencies on the most preferred mode of Internet use by participants residing in urban and rural areas. Results indicate that 68.6% of the urban participants use

their own PC and 63.9% of them use their own laptops to be online, while 11.1% of the rural participants use their own desktop and 18.5% of them use their own laptops to surf the web. As many as 71.7% of the urban participants use mobile phones, while only 22.8% of the rural participants use mobile phones to access the Internet. Also, 66% of the urban participants and 20.8% of the rural participants, use other handheld devices such as tablets, iPads, etc., to surf the Internet.

3.2.12 Preferred location of Internet use

Table 69: Preferred location of Internet use by the participants

	Never	**%**	**Few times in a year**	**%**	**Once or twice in a month**	**%**	**Once a week**	**%**	**Everyday**	**%**	**Missing responses**	**%**	**Total**	**%**
Own Bedroom	860	**51.9**	115	**6.9**	85	**5.1**	133	**8**	429	**25.8**	35	**2.1**	**1657**	**99.8**
Living Room or any other public room	590	**35.6**	187	**11.3**	161	**9.7**	248	**15**	435	**26.3**	36	**2.1**	**1657**	**100**
At school	1159	**69.9**	86	**5.2**	74	**4.5**	76	**4.6**	200	**12.1**	62	**3.7**	**1657**	**100**
Cyber cafe	943	**56.9**	276	**16.7**	182	**11**	126	**7.6**	59	**3.6**	71	**4.2**	**1657**	**100**
Public Library	895	**54**	241	**14.5**	205	**12.4**	158	**9.5**	110	**6.6**	48	**2.9**	**1657**	**99.9**
Friends' home	498	**30.1**	282	**17**	314	**18.9**	333	**20.1**	190	**11.5**	40	**2.4**	**1657**	**100**
Relatives' home	541	**32.6**	333	**20.1**	330	**19.9**	261	**15.8**	142	**8.6**	50	**3**	**1657**	**100**
When 'out and about' (e.g. via mobile phone, tablets, etc.)	553	**33.4**	209	**12.6**	163	**9.8**	211	**12.7**	482	**29.1**	39	**2.3**	**1657**	**99.9**

Table 69 shows the results of where participants prefer to use the Internet most. Out of all the participants, 29.1% of them always use the Internet via a mobile phone or other handheld devices such as tablets or iPads, etc. Also, 25.8% of them always use the Internet in their own bedroom. There are 26.3% of the participants who access the Internet in a public room in their house, 11.5% of the participants use the Internet at their friend's place, and 8.6% of them use it at their relative's place. There were also 6.6% of the participants who used the Internet at a public library, while 3.6% of them used it at a cyber cafe.

Table 70: Category wise frequency distribution of preferred location of Internet use

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Missing responses**	**%**	**Total**	**%**
Own Bedroom	84	**18.1**	217	**46.7**	119	**25.6**	9	**1.9**	35	**7.5**	**464**	**99.8**
Living Room or any other public room	138	**29.3**	199	**42.2**	92	**19.5**	6	**1.2**	36	**7.6**	**471**	**99.8**
At school	74	**28.2**	98	**37.4**	25	**9.5**	3	**1.1**	62	**23.6**	**262**	**99.7**
Cyber cafe	7	**5.3**	31	**23.8**	18	**13.8**	3	**2.3**	71	**54.6**	**130**	**99.8**
Public Library	23	**14.5**	51	**32.2**	31	**19.6**	5	**3.1**	48	**30.3**	**158**	**99.7**
Friends' home	30	**13**	96	**41.7**	57	**24.7**	7	**3**	40	**17.4**	**230**	**99.8**
Relatives' home	20	**10.4**	79	**41.1**	38	**19.8**	5	**2.6**	50	**26**	**192**	**99.9**
When 'out and about' (e.g. via mobile phone, tablets, etc.)	100	**19.2**	248	**47.6**	126	**24.1**	8	**1.5**	39	**7.4**	**521**	**99.8**

Table 70 shows the results of the most preferred location where different categories of Internet users access the Internet daily. Results indicate that 18.1% of the BAUs, 46.7% of the AUs, 25.6% of the AAUs and only 1.9% of the SAAUs prefer to access the Internet in their own bedroom. Results also point out that as many as 47.6% of the AUs, 24.1% of the AAUs, 19.2% of the BAUs and only 1.5% of the SAAUs access the Internet 'on the move'.

Table 71: Gender wise frequency distribution in the preferred location of Internet use

	Males	**%**	**Females**	**%**	**Missing responses**	**%**	**Total**	**%**
Own Bedroom	209	**45**	220	**47.4**	35	**7.5**	**464**	**99.9**
Living Room or any other public room	200	**42.4**	235	**49.9**	36	**7.6**	**471**	**99.9**
At school	88	**33.5**	112	**42.7**	62	**23.6**	**262**	**99.8**
Cyber café	46	**35.4**	13	**10**	71	**54.6**	**130**	**100**
Public Library	69	**43.6**	41	**25.9**	48	**30.3**	**158**	**99.8**
Friends' home	115	**50**	75	**32.6**	40	**17.4**	**230**	**100**
Relatives' home	93	**48.4**	49	**25.5**	50	**26**	**192**	**99.9**
When 'out and about' (e.g. via mobile phone)	264	**50.6**	218	**41.8**	39	**7.4**	**521**	**99.8**

Table 71 shows frequencies in the preferred location of Internet use of male and female participants. We observe that as many as 47.4% of the female participants and 45% of the male participants prefer going online in their own bedroom. Also, 49.9% of the female participants and 42.4% of the male participants prefer to surf the net in a living room or any other public room in their house. Almost half of the male participants, 50.6% and 41.8% of the female participants prefer accessing the Internet when 'out and about'.

Table 72: Grade wise frequency distribution in the preferred location of Internet use

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Missing responses**	**%**	**Total**	**%**
Own Bedroom	145	**31.2**	120	**25.8**	73	**15.7**	91	**19.6**	35	**7.5**	**464**	**99.8**
Living Room or any other public room	107	**22.7**	148	**31.4**	93	**19.7**	87	**18.4**	36	**7.6**	**471**	**99.8**
At school	85	**32.4**	57	**21.7**	29	**11**	29	**11**	62	**23.6**	**262**	**99.7**
Cyber cafe	20	**15.3**	24	**18.4**	7	**5.3**	8	**6.1**	71	**54.6**	**130**	**99.7**
Public Library	45	**28.5**	24	**15.2**	17	**10.7**	24	**15.2**	48	**30.3**	**158**	**99.9**
Friends' home	59	**25.6**	52	**22.6**	44	**19.1**	35	**15.2**	40	**17.4**	**230**	**99.9**
Relatives' home	49	**25.5**	43	**22.4**	25	**13**	25	**13**	50	**26**	**192**	**99.9**
When 'out and about' (e.g. via mobile phone)	129	**24.7**	153	**29.3**	102	**19.5**	98	**18.8**	39	**7.4**	**521**	**99.7**

Table 72 shows frequencies on the most preferred location of Internet use by participants studying in different grades. Results indicate that 31.2% of Grade 9 participants, 25.8% of Grade 10 participants, 15.7% of Grade 11 participants and 19.6% of Grade 12 participants prefer to use Internet in their own bedroom. Also, 28.5% of Grade 9, 15.2% of Grade 10, 10.7% of Grade 11 and 15.2% of Grade 12 participants prefer accessing the web in Public Library. Results also point out that as many as 24.7% of Grade 9, 29.3% of Grade 10, 19.5% of Grade 11 and 18.8% of Grade 12 participants prefer using the Internet when 'out and about' via mobile phones of tablets, etc.

Table 73: Medium wise frequency distribution in the preferred location of Internet use

	English	**%**	**Gujarati**	**%**	**Missing responses**	**%**	**Total**	**%**
Own Bedroom	161	**34.7**	268	**57.7**	35	**7.5**	**464**	**99.9**
Living Room or any other public room	162	**34.4**	273	**57.9**	36	**7.6**	**471**	**99.9**
At school	49	**18.7**	151	**57.6**	62	**23.6**	**262**	**99.9**
Cyber cafe	25	**19.2**	34	**26.1**	71	**54.6**	**130**	**99.9**
Public Library	38	**24**	72	**45.5**	48	**30.3**	**158**	**99.8**
Friends' home	74	**32.1**	116	**50.4**	40	**17.4**	**230**	**99.9**
Relatives' home	58	**30.2**	84	**43.7**	50	**26**	**192**	**99.9**
When 'out and about' (e.g. via mobile phone)	137	**26.3**	345	**66.2**	39	**7.4**	**521**	**99.9**

Table 73 shows frequencies on the most preferred location of Internet use by participants studying in English and Gujarati medium schools. As many as 57.7% of Gujarati medium participants prefer using the Internet in their own bedroom while 34.7% of the English

medium participants prefer their own bedroom to go online. Also, 57.9% of the Gujarati medium participants go online in a public room in their house while 34.4% of the English medium participants prefer a public room of their house to surf the net. Results also indicate that as many as 66.2% of Gujarati medium participants and 26.3% of English medium participants, prefer being online 'out and about' through mobile phones.

Table 74: Area wise frequency distribution in the preferred location of Internet use

	Urban	**%**	**Rural**	**%**	**Missing responses**	**%**	**Total**	**%**
Own Bedroom	329	**70.9**	100	**21.5**	35	**7.5**	**464**	**99.9**
Living Room or any other public room	313	**66.4**	122	**25.9**	36	**7.6**	**471**	**99.9**
At school	105	**40**	95	**36.2**	62	**23.6**	**262**	**99.8**
Cyber cafe	43	**33**	16	**12.3**	71	**54.6**	**130**	**99.9**
Public Library	78	**49.3**	32	**20.2**	48	**30.3**	**158**	**99.8**
Friends' home	144	**62.6**	46	**20**	40	**17.4**	**230**	**100**
Relatives' home	98	**51**	44	**22.9**	50	**26**	**192**	**99.9**
When 'out and about' (e.g. via mobile phone)	345	**66.2**	137	**26.2**	39	**7.4**	**521**	**99.8**

Table 74 shows frequencies among urban and rural participants in their most preferred location of Internet use. The results point out that 70.9% of the urban participants and 21.5% of the rural participants prefer using Internet in their own bedroom. It is also seen that as many as 66.4% of urban participants and 25.9% of rural participants prefer browsing the net in a living room or any other public room in their house. Results also indicate that 66.2% of urban participants and 26.2% of rural participants prefer using mobile devices to surf the net.

3.2.13 Use of Internet for SOCIALIZING

Table 75: Use of Internet for *SOCIALIZING*

	Never	**%**	**Few Times in a year**	**%**	**Once or Twice in a month**	**%**	**At least once a week**	**%**	**Everyday**	**%**	**Missing responses**	**%**	**Total**	**%**
Chat Room	952	**57.4**	201	**12.1**	124	**7.5**	158	**9.5**	188	**11.3**	34	**2**	**1657**	**99.8**
Instant Messaging (IM)	593	**35.8**	294	**17.7**	206	**12.4**	163	**15.9**	260	**15.7**	41	**2.4**	**1657**	**99.9**
Social Networking Sites (SNS)	717	**43.3**	203	**12.2**	192	**11.5**	255	**15.4**	250	**15.1**	40	**2.4**	**1657**	**99.9**
E-mails	822	**49.6**	237	**14.3**	171	**10.3**	196	**11.8**	197	**11.9**	34	**2**	**1657**	**99.9**

Table 75 shows the results of participants using the Internet for the purpose of *Socializing*. Of all the participants, 15.7% of them use the Internet for Instant Messaging (IM) every day, while another 15.1% of them use Internet to visit Social Networking Sites (SNS) daily; 11.9% of them use Internet everyday to check their e-mails, while 11.3% of them use it for chatting. Results also indicate that 15.9% of the participants who use Internet once in a week for IM and another 15.4% of them use the Internet for SNS once in a week.

Table 76: Category wise frequency distribution of Use of Internet for *SOCIALIZING*

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Missing responses**	**%**	**Total**	**%**
Chat Room	19	**8.5**	97	**43.7**	65	**29.2**	7	**3.1**	34	**15.3**	**222**	**99.8**
Instant Messaging (IM)	44	**14.6**	123	**40.8**	86	**28.5**	7	**2.3**	41	**13.6**	**301**	**99.8**
Social Networking Sites (SNS)	27	**9.3**	133	**45.8**	83	**28.6**	7	**2.4**	40	**13.8**	**290**	**99.9**
E-mails	14	**6.1**	108	**46.7**	68	**29.4**	7	**3**	34	**14.7**	**231**	**99.9**

Table 76 shows frequencies in the use of Internet for the purpose of *Socializing* by different categories of Internet users. It is observed that as many as 43.7% of the AUs use the Internet for online chatting. Checking e-mails is also very common among the AUs with almost 46.7% of them using the Internet to check their mails. AAUs mainly use the Internet for chatting (29.2%) and around 28% of them use it for IM and SNS. Results indicate that majority of the BAUs use Internet for IM, while a majority of the SAAUs use it for chatting and checking mails.

Table 77: Gender wise frequency distribution in the use of Internet for *SOCIALIZING*

	Males	**%**	**Females**	**%**	**Missing responses**	**%**	**Total**	**%**
Chat Room	130	**58.5**	58	**26.1**	34	**15.3**	**222**	**99.9**
Instant Messaging (IM)	159	**52.8**	101	**33.5**	41	**13.6**	**301**	**99.9**
Social Networking Sites (SNS)	154	**53.1**	96	**33.1**	40	**13.8**	**290**	**100**
E-mails	149	**64.5**	48	**20.7**	34	**14.7**	**231**	**99.9**

Table 77 shows frequencies among the gender in the use of Internet for the purpose of *Socializing.* Results indicate that males outnumber the females in all the aspects of using the Internet for socializing. While most of the males engage in checking e-mails (64.5%), females usually take on to IM and SNS (33.5% and 33.1% respectively). It is also seen that 58.5% of the male participants use the Internet for chatting, while only 26.1% of the female participants do so.

Table 78: Grade wise frequency distribution in the use of Internet for *SOCIALIZING*

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Missing responses**	**%**	**Total**	**%**
Chat Room	40	**18**	64	**28.8**	46	**20.7**	38	**17.1**	34	**15.3**	**222**	**99.9**
Instant Messaging (IM)	75	**24.9**	66	**21.9**	66	**21.9**	53	**17.6**	41	**13.6**	**301**	**99.9**
Social Networking Sites (SNS)	63	**21.7**	62	**21.3**	61	**21**	64	**22**	40	**13.8**	**290**	**99.8**
E-mails	74	**32**	56	**24.2**	37	**16**	30	**12.9**	34	**14.7**	**231**	**99.8**

Table 78 shows the frequencies on the use of Internet for the purpose of *Socializing* by participants studying in different grades. Results indicate that Grade 10 participants (28.8%) are the highest users of Internet for the purpose of online chatting, followed by Grade 11 (20.7%), Grade 9 (18%) and Grade 12 (17.1%) participants. While a quarter of Grade 9 participants (24.9%) engage in IM, 32% of them use the Internet for checking e-mails. Results also show that around 21%- 22% of all the participants use Internet to visit SNS.

Table 79: Medium wise frequency distribution in the use of Internet for *SOCIALIZING*

	English	**%**	**Gujarati**	**%**	**Missing responses**	**%**	**Total**	**%**
Chat Room	83	**37.3**	105	**47.3**	34	**15.3**	**222**	**99.9**
Instant Messaging (IM)	136	**45.1**	124	**41.2**	41	**13.6**	**301**	**99.9**
Social Networking Sites (SNS)	147	**50.6**	103	**35.5**	40	**13.8**	**290**	**99.9**
E-mails	72	**31.1**	125	**54.1**	34	**14.7**	**231**	**99.9**

Table 79 shows the frequencies in the use of Internet for the purpose of *Socializing* by participants studying in English and Gujarati medium schools. We observe that almost half of the English medium participants (50.6%) use the Internet for SNS and 45.1% of them use it for IM. In comparison to this, 35.5% of Gujarati medium participants use it to access SNS while, 41.2% of them use it for IM. Results also point out that almost half the Gujarati medium participants (54.1%) access the Internet for checking their mails, while 47.3% of them use it for chatting purposes.

Table 80: Area wise frequency distribution in the use of Internet for *SOCIALIZING*

	Urban	**%**	**Rural**	**%**	**Missing responses**	**%**	**Total**	**%**
Chat Room	156	**70.2**	32	**14.4**	34	**15.3**	**222**	**99.9**
Instant Messaging (IM)	216	**71.7**	44	**14.6**	41	**13.6**	**301**	**99.9**
Social Networking Sites (SNS)	227	**78.2**	23	**7.9**	40	**13.8**	**290**	**99.9**
E-mails	136	**58.8**	61	**26.4**	34	**14.7**	**231**	**99.9**

Table 80 shows the frequencies in the use of Internet for *Socializing* purpose by participants residing in urban and rural areas. The results indicate that as many as 78.2% of urban participants use the Internet to visit SNS while only 7.9% of rural participants use the Internet for the same purpose. We also observe that 71.7% of the urban participants engage in IM while using the Internet, whereas only 14.6% of the rural participants use the Internet for IM. More than half of the urban participants (58.8%) are seen using the Internet to check their e-mails while a quarter (26.4%) of the rural participants reported using the Internet to check e-mails.

3.2.14 Use of Internet for PLAYING

Table 81: Use of Internet for *PLAYING*

	Never	%	Few Times in a year	%	Once or Twice in a month	%	At least once a week	%	Everyday	%	Missing responses	%	Total	%
Single Player Games	665	**40.1**	288	**17.4**	173	**10.4**	258	**15.6**	241	**14.5**	32	**1.9**	**1657**	**99.9**
Interactive Games	703	**42.4**	274	**16.5**	216	**13**	253	**15.3**	183	**11**	28	**1.6**	**1657**	**99.8**
Role playing games	745	**45**	247	**14.9**	219	**13.2**	224	**13.5**	186	**11.2**	36	**2.1**	**1657**	**99.9**
Games with monetary awards	794	**47.9**	234	**14.1**	165	**10**	215	**13**	217	**13.1**	32	**1.9**	**1657**	**100**

Table 81 shows the results of participants using the Internet for *Playing* purposes. There are 15.6% of the participants who play Single Player games once in a week, while there are 14.5% of them who play these games every day. The table also shows that there are 15.3% of the participants who play Interactive Games once in a week, while 11% of them play it every day. Results indicate that 13.1% of the participants play games with monetary awards daily, while role playing games are played by 11.2% of the participants every day.

Table 82: Category wise frequency distribution of Use of Internet for *PLAYING*

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Missing responses**	**%**	**Total**	**%**
Single Player Games	53	**19.4**	121	**44.3**	62	**22.7**	5	**1.8**	32	**11.7**	**273**	**99.9**
Interactive Games	28	**13.2**	86	**40.7**	65	**30.8**	4	**1.9**	28	**13.2**	**211**	**99.8**
Role playing games	27	**12.1**	90	**40.5**	65	**29.3**	4	**1.8**	36	**16.2**	**222**	**99.9**
Games with monetary awards	28	**11.2**	111	**44.5**	72	**28.9**	6	**2.4**	32	**12.8**	**249**	**99.8**

Table 82 shows frequencies of the use of Internet for the purpose of *Playing* by different categories of Internet users. It is observed that as many as 44.3% of the AUs and 22.7% of AAUs play Single Player Games on the Internet. Results also indicate that 30.8% and 29.3% of the AAUs are involved in playing Interactive games and Games with monetary rewards respectively, while around 40% of the AUs indulge in playing such games. Results also show that only 2.4% of the SAAUs play Games with monetary rewards on the Internet.

Table 83: Gender wise frequency distribution in the use of Internet for *PLAYING*

	Males	**%**	**Females**	**%**	**Missing responses**	**%**	**Total**	**%**
Single Player Games	140	**51.2**	101	**36.9**	32	**11.7**	**273**	**99.8**
Interactive Games	125	**59.2**	58	**27.4**	28	**13.2**	**211**	**99.8**
Role playing games	128	**57.6**	58	**26.1**	36	**16.2**	**222**	**99.9**
Games with monetary awards	150	**60.2**	67	**26.9**	32	**12.8**	**249**	**99.9**

Table 83 shows differences among the gender in the use of Internet for the purpose of *Playing.* Results indicate that males outnumber the females in all the aspects of using the Internet for playing. While a majority of males engage in playing games with monetary rewards (60.2%), females usually take on to Single Player Games and Interactive Games (36.9% and 27.4% respectively). It is also seen that 57.6% of the male participants engage in role playing games on the Internet, while only 26.1% of the female participants do so.

Table 84: Grade wise frequency distribution in the use of Internet for *PLAYING*

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Missing responses**	**%**	**Total**	**%**
Single Player Games	75	**27.4**	91	**33.3**	40	**14.6**	35	**12.8**	32	**11.7**	**273**	**99.8**
Interactive Games	64	**30.3**	61	**28.9**	31	**14.7**	27	**12.7**	28	**13.2**	**211**	**99.8**
Role playing games	68	**30.6**	55	**24.7**	34	**15.3**	29	**13**	36	**16.2**	**222**	**99.8**
Games with monetary awards	86	**34.5**	74	**29.7**	29	**11.6**	28	**11.2**	32	**12.8**	**249**	**99.8**

Table 84 shows the frequencies in the use of Internet for the purpose of *Playing* by participants studying in different grades. Results indicate that Grade 10 participants (33.3%) are the highest players of Single Player Games on the Internet, followed by Grade 9 (27.4%), Grade 11 (14.6%) and Grade 12 (12.8%) participants. Most of the Grade 9 participants (34.5%) are seen to be playing games with monetary rewards on the Internet while only around 11% of the Grade 11 and 12 participants engage in such games involving monetary rewards; 15.3% of Grade 11 participants and 13% of Grade 12 participants are involved in role playing games on the Internet.

Table 85: Medium wise frequency distribution in the use of Internet for *PLAYING*

	English	**%**	**Gujarati**	**%**	**Missing responses**	**%**	**Total**	**%**
Single Player Games	76	**27.8**	165	**60.4**	32	**11.7**	**273**	**99.9**
Interactive Games	69	**32.7**	114	**54**	28	**13.2**	**211**	**99.9**
Role playing games	64	**28.8**	122	**54.9**	36	**16.2**	**222**	**99.9**
Games with monetary awards	74	**29.7**	143	**57.4**	32	**12.8**	**249**	**99.9**

Table 85 shows the frequencies in the use of Internet for the purpose of *Playing* by participants studying in English and Gujarati medium schools. Results indicate that Gujarati medium participants are more involved in playing online games as compared to their English medium counterparts. We observe that 60.4% of the Gujarati medium participants play Single

Player Games, while 57.4% of them play games with monetary rewards on the Internet. Most of the English medium participants (32.7%) are involved in playing Interactive games and 29.7% of them play games with monetary rewards on the Internet. Results also point out that almost half of the Gujarati medium participants (54.9%) access the Internet for role playing games, while 28.8% of the English medium participants use it for role playing games.

Table 86: Area wise frequency distribution in the use of Internet for *PLAYING*

	Urban	**%**	**Rural**	**%**	**Missing responses**	**%**	**Total**	**%**
Single Player Games	164	**60**	77	**28.2**	32	**11.7**	**273**	**99.9**
Interactive Games	134	**63.5**	49	**23.2**	28	**13.2**	**211**	**99.9**
Role playing games	132	**59.4**	54	**24.3**	36	**16.2**	**222**	**99.9**
Games with monetary awards	145	**58.2**	72	**28.9**	32	**12.8**	**249**	**99.9**

Table 86 shows the frequencies in the use of Internet for *Playing* purpose by participants residing in urban and rural areas. The results indicate that as many as 63.5% of urban participants use the Internet for playing Interactive games while 23.2% of rural participants use the Internet for the same purpose. We also observe that 60% of the urban participants engage in Single Player Games and 58.2% of them play games with monetary rewards on the Internet, whereas 28.2% and 28.9% of the rural participants play these games.

3.2.15 Use of Internet for RECREATION

Table 87: Use of Internet for *RECREATION*

	Never	%	Few Times in a year	%	Once or Twice in a month	%	At least once a week	%	Everyday	%	Missing responses	%	Total	%
Purchasing Goods	725	**43.8**	370	**22.3**	287	**17.3**	132	**8**	118	**7.1**	25	**1.5**	**1657**	**100**
Gambling	1382	**83.4**	90	**5.4**	60	**3.6**	40	**2.4**	31	**1.9**	54	**3.2**	**1657**	**99.9**
Watching videos	401	**24.2**	323	**19.5**	289	**17.4**	315	**19**	278	**16.8**	51	**3**	**1657**	**99.9**
Making personal website/blogging	1107	**66.8**	160	**9.7**	109	**6.6**	139	**8.4**	110	**6.6**	32	**1.9**	**1657**	**100**

Table 87 shows the results of participants using the Internet for *Recreational* purposes. Results indicate that 7.1% of the participants use the Internet for online shopping; 1.9% of them gamble through the Internet; 16.8% of them watch videos and 6.6% of them use the Internet for making personal web pages or blogging every day. The table also shows that 8% of the participants use the Internet for online shopping at least

once in a week; 2.4% of them use it for gambling; 19% for watching videos and 8.4% of them use it for making personal web pages and blogging at least once in a week.

Table 88: Category wise frequency distribution of Use of Internet for *RECREATION*

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Missing responses**	**%**	**Total**	**%**
Purchasing Goods	22	**15.3**	58	**40.5**	34	**23.7**	4	**2.8**	25	**17.4**	**143**	**99.7**
Gambling	2	**2.3**	14	**16.5**	12	**14.1**	3	**3.5**	54	**63.5**	**85**	**99.9**
Watching videos	42	**12.7**	139	**42.2**	89	**27**	8	**2.4**	51	**15.5**	**329**	**99.8**
Making personal website/blogging	9	**6.3**	50	**35.2**	45	**31.7**	6	**4.2**	32	**22.5**	**142**	**99.9**

Table 88 shows frequencies in the use of Internet for the purpose of *Recreation* by different categories of Internet users. It is observed that as many as 31.7% of the AAUs use the Internet for making their personal websites and blogging, 27% of them watch online videos while 23.7% of them engage in online shopping daily. The majority of the AUs watch online videos (42.2%) and take on to online shopping (40.5%) for the purpose of recreation. Results also indicate that 14.1% of the AAUs and 3.5% of the SAAUs take on to gambling in their free time.

Table 89: Gender wise frequency distribution in the use of Internet for *RECREATION*

	Males	**%**	**Females**	**%**	**Missing responses**	**%**	**Total**	**%**
Purchasing Goods	65	**45.4**	53	**37**	25	**17.4**	**143**	**99.8**
Gambling	25	**29.4**	6	**7**	54	**63.5**	**85**	**99.9**
Watching videos	175	**53.2**	103	**31.3**	51	**15.5**	**329**	**100**
Making personal website/blogging	85	**59.8**	25	**17.6**	32	**22.5**	**142**	**99.9**

Table 89 shows differences among the gender in the use of Internet for the purpose of *Recreation.* Results indicate that males outnumber the females in all the aspects of using the Internet for the purpose of recreation. While most of the males engage in making personal web pages and blogging (59.8%), females usually take on to online shopping (37%) and watching videos (31.3%) daily for the purpose of recreation. It is also seen that 29.4% of the male participants involve themselves in online gambling while only 7% of the female participants do so.

Table 90: Grade wise frequency distribution in the use of Internet for *RECREATION*

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Missing responses**	**%**	**Total**	**%**
Purchasing Goods	49	**34.2**	42	**29.3**	16	**11.1**	11	**7.7**	25	**17.4**	**143**	**99.7**
Gambling	15	**17.6**	5	**5.9**	3	**3.5**	8	**9.4**	54	**63.5**	**85**	**99.9**
Watching videos	95	**28.8**	85	**25.8**	50	**15.2**	48	**14.6**	51	**15.5**	**329**	**99.9**
Making personal website/blogging	35	**24.6**	37	**26**	17	**11.9**	21	**14.7**	32	**22.5**	**142**	**99.7**

Table 90 shows the frequencies in the use of Internet for the purpose of *Recreation* by participants studying in different grades. Results indicate that Grade 9 participants (34.2%) are the highest users of Internet for the purpose of online shopping, followed by Grade 10 (29.3%), Grade 11 (11.1%) and Grade 12 (7.7%) participants. We observe that 28.8% of Grade 9 participants and 25.8% of Grade 10 participants watch online videos, while 17.6% of the Grade 9 participants and 9.4% of Grade 12 participants engage in online gambling over the Internet.

Table 91: Medium wise frequency distribution in the use of Internet for *RECREATION*

	English	**%**	**Gujarati**	**%**	**Missing responses**	**%**	**Total**	**%**
Purchasing Goods	41	**28.6**	77	**53.8**	25	**17.4**	**143**	**99.8**
Gambling	15	**17.6**	16	**18.8**	54	**63.5**	**85**	**99.9**
Watching videos	111	**33.7**	167	**50.7**	51	**15.5**	**329**	**99.9**
Making personal website/blogging	40	**28.1**	70	**49.3**	32	**22.5**	**142**	**99.9**

Table 91 shows the frequencies in the use of Internet for the purpose of *Recreation* by participants studying in English and Gujarati medium schools. We observe that more than half of the Gujarati medium participants (53.8%) use the Internet for online shopping while another half (50.7%) of them watch online videos for the purpose of recreation. In comparison to this, 28.6% of English medium participants use it to purchase goods while, 33.7% of them watch online videos. Results also point out that 49.3% of the Gujarati medium participants access the Internet for making their own websites and personal blogging, while 28.1% of the English medium participants use it for the same purpose.

Table 92: Area wise frequency distribution in the use of Internet for *RECREATION*

	Urban	**%**	**Rural**	**%**	**Missing responses**	**%**	**Total**	**%**
Purchasing Goods	82	**57.3**	36	**25.2**	25	**17.4**	**143**	**99.8**
Gambling	26	**30.5**	5	**5.9**	54	**63.5**	**85**	**99.9**
Watching videos	200	**60.8**	78	**23.7**	51	**15.5**	**329**	**100**
Making personal website/blogging	82	**57.7**	28	**19.7**	32	**22.5**	**142**	**99.9**

Table 92 shows the frequencies in the use of Internet for *Recreational* purpose by participants residing in urban and rural areas. The results indicate that as many as 60.8% of urban participants use the Internet daily to watch online videos while around 57% of them engage in online shopping and making personal websites/ blogging every day. We also observe that a quarter of Gujarati medium participants, 25.2%, engage in online shopping while 23.7% of them watch videos daily for their recreational purpose. As many as 30.5% of the urban participants are involved in online gambling while only 5.9% of the rural participants take on to online gambling for their recreation.

3.2.16 Use of Internet for DOWNLOADING

Table 93: Use of Internet for *DOWNLOADING*

	Never	**%**	**Few Times in a year**	**%**	**Once or Twice in a month**	**%**	**At least once a week**	**%**	**Everyday**	**%**	**Missing responses**	**%**	**Total**	**%**
Software	822	**49.6**	266	**16**	195	**11.8**	185	**11.2**	157	**9.5**	32	**1.9**	**1657**	**100**
Movies	370	**22.3**	310	**18.7**	354	**21.4**	297	**17.9**	290	**17.5**	36	**2.1**	**1657**	**99.9**
Music	259	**15.6**	269	**16.2**	269	**16.2**	347	**20.9**	478	**28.8**	35	**2.1**	**1657**	**99.8**
Games	335	**20.2**	285	**17.2**	260	**15.7**	278	**16.8**	472	**28.5**	27	**1.6**	**1657**	**100**

Table 93 shows the results of participants using the Internet for *Downloading* purposes. The table shows that 28.8% of the participants use the Internet every day to download music; 28.5% use it to download games; 17.5% for downloading movies and 9.5% of them use the Internet everyday to download various software. The table also shows that 20.9% of the participants use the Internet at least once in a week for downloading music; 17.9% for downloading movies; 16.8% for downloading games and 11.2% for downloading software at least once in a week.

Table 94: Category wise frequency distribution of Use of Internet for *DOWNLOADING*

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Missing responses**	**%**	**Total**	**%**
Software	12	**6.3**	80	**42.3**	58	**30.7**	7	**3.7**	32	**16.9**	**189**	**99.9**
Movies	46	**14.1**	144	**44.1**	92	**28.2**	8	**2.4**	36	**11**	**326**	**99.8**
Music	86	**16.7**	245	**47.7**	140	**27.3**	7	**1.3**	35	**6.8**	**513**	**99.8**
Games	83	**16.6**	244	**48.8**	139	**27.8**	6	**1.2**	27	**5.4**	**499**	**99.8**

Table 94 shows frequencies on the use of Internet for the purpose of *Downloading* by different categories of Internet users. It is observed that as many as 30.7% of the AAUs and 3.7% of the SAAUs take on to the Internet to download software, while 28.2% of AAUs and 2.4% of the SAAUs use the Internet for downloading movies. A majority of the AUs, 48.8%, use the Internet to download games, while 47.7% of them use it to download music. Around 27% of the AAUs use the Internet to download games and music. The results also point out that 16.6% of the BAUs use the Internet for downloading games and 16.7% of them use it to download music.

Table 95: Gender wise frequency distribution in the use of Internet for *DOWNLOADING*

	Males	**%**	**Females**	**%**	**Missing responses**	**%**	**Total**	**%**
Software	131	**69.3**	26	**13.7**	32	**16.9**	**189**	**99.9**
Movies	182	**55.8**	108	**33.1**	36	**11**	**326**	**99.9**
Music	260	**50.6**	218	**42.5**	35	**6.8**	**513**	**99.9**
Games	285	**57.1**	187	**37.4**	27	**5.4**	**499**	**99.9**

Table 95 shows frequencies among the gender in the use of Internet for the purpose of *Downloading.* Results indicate that 69.3% of males use the Internet to download software while only 13.7% of the females use the Internet for downloading software. Results also point out that 57.1% of males download games and 55.8% of them download movies through the Internet. While most of the females (42.5%) use the Internet for the purpose of downloading music, 37.4% of them use it to download games. We observe that males are higher users of downloading through the Internet as compared to females.

Table 96: Grade wise frequency distribution in the use of Internet for *DOWNLOADING*

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Missing responses**	**%**	**Total**	**%**
Software	54	**28.5**	39	**20.6**	26	**13.7**	38	**20.1**	32	**16.9**	**189**	**99.8**
Movies	103	**31.6**	89	**27.3**	44	**13.5**	54	**16.5**	36	**11**	**326**	**99.6**
Music	156	**30.4**	144	**28**	78	**15.2**	100	**19.5**	35	**6.8**	**513**	**99.9**
Games	195	**39**	143	**28.6**	68	**13.6**	66	**13.2**	27	**5.4**	**499**	**99.8**

Table 96 shows the frequencies in the use of Internet for the purpose of *Downloading* by participants studying in different grades. Results indicate that as many as 39% of Grade 9 participants use the Internet to download games, followed by Grade 10 (28.6%), Grade 11 (13.6%) and Grade 12 (13.2%) participants. While most of the Grade 12 participants (20.1%) are seen to be using the Internet to download software, 19.5% of them download music and 16.5% download movies through the Internet. Results also indicate that Grade 9 participants outnumber all the other participants when it comes to using the Internet for the purpose of downloading.

Table 97: Medium wise frequency distribution in the use of Internet for *DOWNLOADING*

	English	**%**	**Gujarati**	**%**	**Missing responses**	**%**	**Total**	**%**
Software	67	**35.4**	90	**47.6**	32	**16.9**	**189**	**99.9**
Movies	87	**26.6**	203	**62.2**	36	**11**	**326**	**99.8**
Music	192	**37.4**	286	**55.7**	35	**6.8**	**513**	**99.9**
Games	149	**29.8**	323	**64.7**	27	**5.4**	**499**	**99.9**

Table 97 shows the frequencies in the use of Internet for the purpose of *Downloading* by participants studying in English and Gujarati medium schools. We observe that 64.7% of the Gujarati medium participants use the Internet to download games, while only 29.8% of the English medium participants do so. Also, 62.2% of the Gujarati medium participants and 55.7% of them use the Internet to download movies and music respectively. Results also point out that 47.6% of the Gujarati medium participants access the Internet to download software, while 35.4% of the English medium participants use the Internet to download software.

Table 98: Area wise frequency distribution in the use of Internet for *DOWNLOADING*

	Urban	**%**	**Rural**	**%**	**Missing responses**	**%**	**Total**	**%**
Software	118	**62.4**	39	**20.6**	32	**16.9**	**189**	**99.9**
Movies	205	**62.8**	85	**26**	36	**11**	**326**	**99.8**
Music	374	**72.9**	104	**20.2**	35	**6.8**	**513**	**99.9**
Games	309	**61.9**	163	**32.6**	27	**5.4**	**499**	**99.9**

Table 98 shows the frequencies in the use of Internet for *Downloading* purpose by participants residing in urban and rural areas. Results indicate that as many as 72.9% of urban participants use the Internet to download music, while only 20.2% of the rural participants use the Internet for the same purpose. We also observe that around 62% of the urban participants access the Internet to download movies, games and software. A majority of the rural participants, 32.6%, use the Internet to download games daily.

3.2.17 Use of Internet for OTHER REASONS

Table 99: Use of Internet for *OTHER REASONS*

	Never	%	Few Times in a year	%	Once or Twice in a month	%	At least once a week	%	Everyday	%	Missing responses	%	Total	%
Doing Homework/ research	365	**22**	269	**16.2**	281	**17**	376	**22.7**	336	**20.3**	30	**1.8**	**1657**	**100**
Hobbies	418	**25.2**	266	**16.1**	261	**15.8**	298	**18**	363	**21.9**	51	**3**	**1657**	**100**
News sites	603	**36.4**	301	**18.2**	262	**15.8**	235	**14.2**	210	**12.7**	46	**2.7**	**1657**	**100**
Sexual information	952	**57.5**	203	**12.3**	177	**10.7**	144	**8.7**	125	**7.5**	56	**3.3**	**1657**	**100**
Medical information	748	**45.1**	298	**18**	217	**13.1**	195	**11.8**	159	**9.6**	40	**2.4**	**1657**	**100**

Table 99 shows the results of participants using the Internet for "*Other*" purposes. The table shows that 20.3% of the participants use the Internet everyday for doing homework or research work and 21.9% of them use the Internet for their hobbies. Only 7.5% of the participants use the Internet daily to check out some sexual information while 9.6% of them use it to gain some medical information. The results also indicate that 12.7% of the total participants use the Internet to read news.

Table 100: Category wise frequency distribution of Use of Internet for *OTHER REASONS*

	BAU	**%**	**AU**	**%**	**AAU**	**%**	**SAAU**	**%**	**Missing responses**	**%**	**Total**	**%**
Doing Homework/ research	83	**22.6**	173	**47.2**	74	**20.2**	6	**1.6**	30	**8.2**	**366**	**99.8**
Hobbies	58	**14**	185	**44.6**	111	**26.8**	9	**2.1**	51	**12.3**	**414**	**99.8**
News sites	41	**16**	110	**42.9**	56	**21.8**	3	**1.1**	46	**17.9**	**256**	**99.7**
Sexual information	19	**10.5**	65	**36**	35	**19.3**	6	**3.3**	56	**30.9**	**181**	**100**
Medical information	26	**13.1**	90	**45.2**	37	**18.6**	6	**3**	40	**20.1**	**199**	**100**

Table 100 shows frequencies in the use of Internet for the "*Other reasons* "by different categories of Internet users. It is observed that as many as 47.2% of the AUs take help of the Internet for doing homework or research work, while 22.6% of the BAUs, 20.2% of the AAUs and only 1.6% of the SAAUs take on to the Internet for doing their homework or any other research work. For fulfilling their hobbies, 26.8% of the AAUs and 44.6% of the AUs take help of the Internet while only 2.1% of the SAAUs use the Internet for the same reason. Results also indicate that around 45.2% of the AUs use the Internet to get some medical information, while 18.6% of the AAUs use the Internet for these reasons.

Table 101: Gender wise frequency distribution in the use of Internet for *OTHER REASONS*

	Males	**%**	**Females**	**%**	**Missing responses**	**%**	**Total**	**%**
Doing Homework/ research	191	**52.2**	145	**39.6**	30	**8.2**	**366**	**100**
Hobbies	197	**47.5**	166	**40**	51	**12.3**	**414**	**99.8**
News sites	137	**53.5**	73	**28.5**	46	**17.9**	**256**	**99.9**
Sexual information	97	**53.6**	28	**15.4**	56	**30.9**	**181**	**99.9**
Medical information	117	**58.8**	42	**21.1**	40	**20.1**	**199**	**100**

Table 101 shows differences among the gender in the use of Internet for *Other reasons.* Results indicate that majority of males engage in attaining medical information (58.8%), while females usually take on to fulfilling their hobbies and doing research or homework (40% and 39.6% respectively). It is also seen that around 53% of male participants use the Internet for check out news and sexual information while 28.5% of the females watch news and only 15.4% of them use the Internet for sexual information.

Table 102: Grade wise frequency distribution in the use of Internet for *OTHER REASONS*

	9th	**%**	**10th**	**%**	**11th**	**%**	**12th**	**%**	**Missing responses**	**%**	**Total**	**%**
Doing Homework/research	127	**34.7**	112	**30.6**	54	**14.7**	43	**11.7**	30	**8.2**	**366**	**99.9**
Hobbies	96	**23.1**	118	**28.5**	70	**16.9**	79	**19**	51	**12.3**	**414**	**99.8**
News sites	71	**27.7**	62	**24.2**	37	**14.4**	40	**15.6**	46	**17.9**	**256**	**99.8**
Sexual information	43	**23.7**	44	**24.3**	17	**9.4**	21	**11.6**	56	**30.9**	**181**	**99.9**
Medical information	63	**31.6**	51	**25.6**	18	**9**	27	**13.5**	40	**20.1**	**199**	**99.8**

Table 102 shows the frequencies on the use of Internet for "*Other Reasons*" by participants studying in different grades. Results indicate that Grade 9 participants (34.7%) are the highest users of Internet for doing homework, followed by Grade 10 (30.6%), Grade 11 (14.7%) and Grade 12 (11.7%) participants. Results also indicate 28.5% of Grade 10 participants use the Internet to accomplish their hobbies, while 19% of Grade 12 participants take help of the Internet to fulfil their hobbies. As many as 31.6% of Grade 9 participants use the Internet to search for medical information and 23.7% of them seek out sexual information using the Internet.

Table 103: Medium wise frequency distribution in the use of Internet for *OTHER REASONS*

	English	**%**	**Gujarati**	**%**	**Missing responses**	**%**	**Total**	**%**
Doing Homework/research	115	**31.4**	221	**60.3**	30	**8.2**	**366**	**99.9**
Hobbies	118	**28.5**	245	**59.1**	51	**12.3**	**414**	**99.9**
News sites	78	**30.4**	132	**51.5**	46	**17.9**	**256**	**99.8**
Sexual information	31	**17.1**	94	**51.9**	56	**30.9**	**181**	**99.9**
Medical information	48	**24.1**	111	**55.7**	40	**20.1**	**199**	**99.9**

Table 103 shows the frequencies in the use of Internet for the "*Other Reasons*" by participants studying in English and Gujarati medium schools. We observe that more than half of the Gujarati medium participants use the Internet for doing their homework and research (60.3%) and accomplishing their hobbies (59.1%). Results also indicate that around 52% of the Gujarati medium participants use the Internet for seeking sexual information and watching news sites. In comparison to this, 31.4% of the English medium participants use the Internet to do their homework and researches, while another 30.4% of them watch news sites on the Internet. As many as 28.5% of the English medium participants take on to the Internet to fulfill their hobbies, while 24.1% of them look for medical information using the Internet.

Table 104: Area wise frequency distribution in the use of Internet for *OTHER REASONS*

	Urban	**%**	**Rural**	**%**	**Missing responses**	**%**	**Total**	**%**
Doing Homework/research	218	**59.5**	118	**32.2**	30	**8.2**	**366**	**99.9**
Hobbies	254	**61.3**	109	**26.3**	51	**12.3**	**414**	**99.9**
News sites	144	**56.2**	66	**25.7**	46	**17.9**	**256**	**99.8**
Sexual information	80	**44.2**	45	**24.8**	56	**30.9**	**181**	**99.9**
Medical information	97	**48.7**	62	**31.1**	40	**20.1**	**199**	**99.9**

Table 104 shows the frequencies in the use of Internet for "*Other Reasons*" purpose by participants residing in urban and rural areas. The results indicate that as many as 59.5% of urban participants use the Internet do their homework and research while 32.2% of rural participants use the Internet for the same purpose. We also observe that 61.3% of the urban participants engage in fulfilling their hobbies via Internet, whereas 26.3% of the rural participants use the Internet to accomplish their hobbies. Results also indicate that as many as 56.2% of the urban participants use the Internet to watch news sites and 48.7% of them search for medical information on the Internet, while more number of rural participants tend to look out for medical information (31.1%) over the Internet as compared to visiting news sites (25.7%) or gaining sexual information (24.8%).

Table 105: Frequency distribution for using the Internet at an extent of neglecting other activities

	Yes	%	No	%
BAU	73	**11.1**	571	**86.5**
AU	227	**30.6**	499	**67.2**
AAU	130	**52.8**	113	**45.9**
SAAU	9	**100**	0	**0**

Table 105 describes the frequencies for participants who felt that they were using the Internet excessively at the extent of neglecting other activities. The results show that there were only 11.1% of the BAUs who felt that they used Internet excessively at the cost of neglecting other activities, where as almost half the number of the participants belonging to the AAU category felt so. It was also observed that all the participants belonging to the SAAU category admitted to using the Internet excessively at the cost of neglecting other activities.

Table 106: Frequency distribution for trying to reduce the hours of Internet use

	Yes	%	No	%
BAU	313	**47.4**	321	**48.6**
AU	413	**55.6**	318	**42.8**
AAU	138	**56.1**	105	**42.7**
SAAU	7	**77.7**	1	**11.1**

Table 106 describes the frequency distribution of participants trying to reduce the number of hours they spent on the Internet. Results indicate that there is not much difference in the responses by the participants belonging to the BAU category. However, almost, half the number of the participants belonging to the AU (55.6%) and the AAU (56.1%) category admitted to trying to cut the number of hours of their Internet use. As many as 77.7%

participants belonging to the SAAU category had tried to reduce the number of hours of their Internet use.

Table 107: Frequency distribution of participants visiting various websites related to self harm and injury

	BAU	%	AU	%	AAU	%	SAAU	%
Ways of harming or hurting themselves	50	**7.5**	124	**16.7**	55	**22.3**	4	**44.4**
Ways of committing suicide	43	**6.5**	106	**14.3**	49	**19.9**	4	**44.4**
Ways to be very thin (such as bulimic or anorexic)	50	**7.5**	133	**17.9**	51	**20.7**	1	**11.1**
Hate messages that attack certain groups or individuals	103	**15.6**	232	**31.2**	97	**39.4**	5	**55.5**
Talk about or share their experiences of taking drugs	93	**14.1**	160	**21.5**	65	**26.4**	4	**44.4**

Table 107 describes frequency of responses on various websites that participants visit regarding self harm or injury. Results indicate that 7.5% participants belonging to the BAU category have visited sites where people discuss about harming themselves and 7.5% have visited sites where people discuss about being thin. As many as 31.2% of the AUs have been to the sites where people discuss about sending hate messages to attack certain groups or individuals and 21.5% of the AUs have been to the sites related to taking drugs. Results also indicate that as many as 19.9% of the AAUs and 44.4% of the SAAUs have visited websites where people discuss about committing suicides.

Table 108: Frequency distribution for avoidance of negative feelings like boredom, frustration, etc., by playing computer games.

	Seldom	**%**	**Very Often**	**%**
BAU	153	**23.2**	47	**7.1**
AU	187	**25.2**	57	**7.6**
AAU	38	**15.4**	43	**17.4**
SAAU	1	**11.1**	4	**44.4**

Table 108 describes the frequencies of responses of the participants playing computer games in order to avoid negative feelings. The results indicate that while 23.2% of the BAUs seldom use computer games to avoid feelings of frustration or boredom, there are 7.1% of them who always play computer games in order to avoid such feelings. Results also show that as many as 44.4% of the SAAUs and 17.4% of the AAUs play computer games to avoid such negative feelings.

Table 109: Percentage of participants' satisfaction level in various aspects of life.

	BAU		AU		AAU		SAAU	
	Satisfied (%)	**Dissatisfied (%)**	**Satisfied (%)**	**Dissatisfied (%)**	**Satisfied (%)**	**Dissatisfied (%)**	**Satisfied (%)**	**Dissatisfied (%)**
School achievements	31.8	2.3	34.3	4	35.3	2.4	11.1	22.2
How much fun you have	37.8	3.3	40.4	4.9	32.5	2.8	22.2	0
Family	18.7	2.1	29.7	3.2	29.6	6.5	11.1	0
Friends	25.7	4.1	31.4	6.4	28.8	5.3	22.2	22.2
Spare time/Hobbies	28.7	5.4	31.6	7.6	31.7	7.7	0	11.1
Life in General	24.7	2.3	29.1	7.4	30.8	9.3	22.2	0

Table 109 describes the percentage of participants who feel satisfied or dissatisfied in various aspects of their lives. Results indicate that there are 31.8% of the BAUs who are satisfied with their school achievements, 28.7% of them are satisfied with their hobbies and what they do during their spare time, while a quarter of them are satisfied with their friends and life in general. Talking about the AUs, results indicate that 40.4% of them are satisfied with the kind of fun they have and around 31% of them are satisfied with their friends and the hobbies they pursue. With respect to the SAAUs, 22.2% of them are satisfied with the kind of fun they have, 22.2% of them satisfied with their friends and 22.2% of them feel satisfied with their life in general.

Table 110: Usefulness of the Internet

	BAU (%)	**AU (%)**	**AAU (%)**	**SAAU (%)**
Doing Homework	33	36.8	23.2	0
Contact with friends	29.1	34.1	33.7	44.4
Not feeling lonely	13.4	19.3	19.9	0
Making new friends in real life	18.2	20.8	17.8	0
Learning new skills	36.1	36.2	27.2	44.4
Keeping up to date with latest news	27.7	23.4	15.4	0
Creating or taking part in new groups or social movements	20.3	18.4	13.4	11.1

Table 110 describes the percentage of participants who felt that the Internet has been useful to them in various aspects of their lives. Results indicate that around 36% of the AUs felt that the Internet was useful to them in doing their homework and learning new skills. Also, most of the AUs (34.1%) reported that Internet was useful to them for being in contact with their

friends. Results also indicate that while majority of the SAAUs felt that the Internet was useful to them for being in contact with their friends and learning new skills (44.4% each), none of them thought the Internet to be useful in doing their homework, making new friends in real life or in keeping up to date with the latest news.

3.3 Section Three: Psycho-Social correlates of Internet Use

Table 111: Descriptive Statistics - Psychosocial correlates of Internet use by different categories.

Variables	Categories of Internet Use	N	Mean	Std. Deviation (SD)	Std. Error
General Physical Health	**BAU**	660	34.08	5.39	0.21
	AU	742	35.1	5.78	0.21
	AAU	246	35.63	6.01	0.38
	SAAU	9	39	6.08	2.02
	Total	1657	34.79	5.70	0.14
Mental Health	**BAU**	660	82.85	12.0	0.46
	AU	742	95.77	16.12	0.59
	AAU	246	107.52	16.44	1.04
	SAAU	9	129.11	19.19	6.40
	Total	1657	92.55	17.2	0.42
Social Health	**BAU**	660	82.59	8.27	0.32
	AU	742	80.15	9.19	0.33
	AAU	246	79.84	9.87	0.63
	SAAU	9	82.11	5.98	1.99
	Total	1657	81.09	9.01	0.22
Sleeping Habits	**BAU**	660	19.44	4.18	0.16
	AU	742	22.39	4.46	0.16
	AAU	246	24.44	3.93	0.25
	SAAU	9	26.67	4.38	1.46
	Total	1657	21.54	4.66	0.11
Eating Habits	**BAU**	660	16.31	3.28	0.12
	AU	742	18.69	4.10	0.15
	AAU	246	20.77	4.31	0.27
	SAAU	9	22.56	2.83	0.94
	Total	1657	18.07	4.14	0.10

Table 111 describes the mean scores and the standard deviation for all three categories of Internet use on various psychosocial correlates of Internet use. From the table, we observe that the mean score of BAU on 'General Physical Health' is 34.08, while that of AU, AAU and SAAU is 35.10, 35.63 and 39 respectively. We observe that SD for both AAU and SAAU is 6.01 and 6.08 respectively, on 'General Physical Health' whereas that of BAU is 5.39. On the dimension of 'Mental Health' results indicate that the mean score of BAUs is 82.85, while that of AAUs is 107.52. The SD of BAUs on the 'Mental Health' is 12, while that of AAUs is 16.44.

Table 112: ANOVA for various categories of Internet users

		Sum of Squares	Df	Mean Square	F	Sig.
General Physical health	Between Groups	738.84	3	246.11	7.66	.000
	Within Groups	53111.41	1653	32.13		
	Total	53849.75	1656			
Mental Health	Between Groups	136956.32	3	45652.10	211.56	.000
	Within Groups	356689.82	1653	215.78		
	Total	493646.14	1656			
Social Health	Between Groups	2547.49	3	849.16	10.64	.000
	Within Groups	131897.16	1653	79.79		
	Total	134444.65	1656			
Sleeping Habits	Between Groups	5759.22	3	1919.74	104.99	.000
	Within Groups	30223.93	1653	18.28		
	Total	35983.16	1656			
Eating Habits	Between Groups	4312.22	3	1437.40	98.30	.000
	Within Groups	24170.51	1653	14.62		
	Total	28482.73	1656			

Table 112 shows the ANOVA analysis among BAUs, AUs and AAUs on various psychosocial variables such as General Physical health, Mental Health, Social health, Sleeping habits and Eating habits. F-values for General Physical health (7.66), Mental health (211.56), Social Health (10.64), Sleeping habits (104.99) and Eating habits (98.30) are found to be significant at 0.00 level.

Table 113: T-Test for Gender and various psychosocial correlates of Internet use.

		N	Mean	SD	Mean Difference	T	Sig
General Health	Male	834	34.97	5.66	0.358	1.27	.202
	Female	823	34.61	5.74			
Mental Health	Male	834	96.17	18.08	7.285	8.78	.000
	Female	823	88.88	15.57			
Social Health	Male	834	81.44	8.72	0.705	1.59	.111
	Female	823	80.73	9.27			
Sleeping Habits	Male	834	22.28	4.53	1.482	6.55	.000
	Female	823	20.80	4.66			
Eating Habits	Male	834	18.79	4.42	1.446	7.20	.000
	Female	823	17.34	3.70			

Table 113 shows the t-test analysis between males and females on various psychosocial variables such as General Physical health, Mental Health, Social health, Sleeping habits and Eating habits. Results indicate that the mean difference between both the genders is 0.358, and the t-value is1.27 which is not significant for the General Physical Health. However, mean differences and the t-value for the dimensions of Mental Health, Sleeping habits and Eating habits are significant at 0.01 level.

Table 114: Mean differences among Classes in various psychosocial correlates of Internet use.

	9th				10th				11th				12th			
	Mean	**N**	**SD**	**SE**	**Mean**	**N**	**SD**	**SE**	**Mean**	**N**	**SD**	**SE**	**Mean**	**N**	**SD**	**SE**
General Health	36.13	75	5.95	0.68	34.89	71	6.54	0.77	35.43	47	6.3	0.91	36.16	49	5.08	0.72
Mental health	111.08	75	16	1.84	102.77	71	17.55	2.08	110.32	47	16.01	2.33	106.9	49	13.84	1.97
Social health	80.39	75	9.75	1.12	79.83	71	10.96	1.3	79.02	47	9.35	1.36	80.22	49	9.32	1.33
Sleeping Habits	24.41	75	3.25	0.37	24.82	71	4.03	0.47	24.89	47	4.5	0.65	23.41	49	4.13	0.59
Eating Habits	22.27	75	3.88	0.44	20.41	71	4.4	0.52	20.38	47	4.33	0.63	19.27	49	4.31	0.61

Table 114 shows the mean differences among different grades of participants on various psychosocial variables of Internet use. The results show that the standard deviation of Grade 9 participants is 5.95 for 'General Physical Health', while that of Grade 10 is 6.54. The SD of Grade 12 participants on 'General Physical health' is 5.08. Similarly, the SD of Grade 9 participants on 'Social Health' is 9.75, whereas that of Grade 12 is 9.32.

Table 115: ANOVA for different Grades and various psychosocial correlates of Internet use.

		Sum of Squares	Df	Mean Square	F	Sig
General Health	Between Group	74.05	3	24.68	0.67	.567
	Within Group	8689.94	238	36.51		
	Total	8764	241			
Mental Health	Between Group	2932.52	3	977.5	3.78	.011
	Within Group	61516.61	238	258.47		
	Total	64449.14	241			
Social Health	Between Group	59.39	3	19.79	0.19	.897
	Within Group	23659.26	238	99.4		
	Total	23718.66	241			
Sleeping Habits	Between Group	78.89	3	23.96	1.55	.202
	Within Group	3679.11	238	15.45		
	Total	3751	241			
Eating Habits	Between Group	295.14	3	98.38	5.53	.001
	Within Group	4232.47	238	17.78		
	Total	4527.62	241			

Table 115 shows the ANOVA analysis among participants studying in different grades on various psychosocial variables such as General Physical health, Mental Health, Social health, Sleeping habits and Eating habits. F-values for General Physical health is 0.67, for Mental health is 3.78, that of Social Health is 0.19, Sleeping habits is 1.55 and for Eating habits is 5.53.

Table 116: T-Test for Medium and various psychosocial correlates of Internet use.

		N	Mean	SD	Mean Difference	T	Sig
General Health	English	517	34.64	5.54	.219	.726	.468
	Gujarati	1140	34.86	5.77			
Mental Health	English	517	97.70	17.46	7.483	8.342	.000
	Gujarati	1140	90.21	16.66			
Social Health	English	517	80.45	9.23	.921	1.930	.054
	Gujarati	1140	81.37	8.89			
Sleeping Habits	English	517	22.47	4.55	1.350	5.510	.000
	Gujarati	1140	21.12	4.65			
Eating Habits	English	517	18.74	4.10	.974	4.455	.000
	Gujarati	1140	17.77	4.13			

Table 116 shows the t-test analysis among participants studying in English and Gujarati mediums on various psychosocial variables such as General Physical health, Mental Health, Social health, Sleeping habits and Eating habits. Results indicate that mean differences and the t-values for both the mediums on the dimensions of Mental Health (7.48 and 8.34 respectively), Sleeping Habits (1.35 and 5.51 respectively) and Eating Habits (0.97 and 4.455respectively) are significant at 0.01 level.

Table 117: T-Test for Area and various psychosocial correlates of Internet use.

		N	Mean	SD	Mean Difference	T	Sig
General Health	Urban	1204	34.54	5.77	.901	2.873	.004
	Rural	453	35.45	5.46			
Mental Health	Urban	1204	92.94	17.41	1.434	1.508	.132
	Rural	453	91.51	16.83			
Social Health	Urban	1204	80.45	9.04	2.321	4.703	.000
	Rural	453	82.77	8.70			
Sleeping Habits	Urban	1204	21.49	4.75	.191	.744	.457
	Rural	453	21.68	4.39			
Eating Habits	Urban	1204	17.97	4.15	.365	1.596	.111
	Rural	453	18.34	4.12			

Table 117 shows the t-test analysis among participants residing in urban and rural areas on various psychosocial variables such as General Physical health, Mental health, Social health, Sleeping habits and Eating habits. Results indicate that the t-values for Mental Health (1.50), Sleeping Habits (0.74) and Eating Habits (1.59) are not significant. However, significant difference is seen on the dimensions of General Physical Health and Social Health among both the groups.

Table 118: Post Hoc Analysis

		BAU			AU			AAU			SAAU		
		Mean Difference	**Std. Error**	**Sig.**	**Mean Difference**	**Std. Error**	**Sig.**	**Mean Difference**	**Std. Error**	**Sig.**	**Mean Difference**	**Std Error**	**Sig.**
General Physical Health	BAU				-1.0*	0.30	.001	-1.54*	0.42	.000	-4.91*	1.9	.010
	AU	-1.0*	0.30	.001				-0.54	.42	.19	-3.90*	1.9	.04
	AAU	-1.54*	0.42	.000	-0.54	.42	.19				-3.36	1.92	0.8
	SAAU	-4.91*	1.9	.010	-3.90*	1.9	.04	-3.36	1.9	0.8			
Mental Health	BAU				-12.91*	0.78	.000	-24.75*	1.1	.000	-46.21*	4.92	.000
	AU	-12.91*	0.78	.000				-11.84*	1.08	.000	-33.31*	4.92	.000
	AAU	-24.75*	1.1	.000	-11.84*	1.08	.000				-21.46*	4.98	.000
	SAAU	46.21*	4.92	.000	33.31*	4.92	.000	21.46*	4.98	.000			
Social Health	BAU				2.52*	4.77	.000	2.69*	0.67	.000	0.50	2.99	0.86
	AU	2.52*	4.77	.000				0.16	0.66	.80	-2.02	2.99	.49
	AAU	2.69*	0.67	.000	0.16	0.66	.80				-2.18	3.03	.47
	SAAU	0.50	2.99	0.86	-2.02	2.99	.49	-2.18	3.03	.47			
Sleeping Habits	BAU				-2.95*	0.22	.000	-4.96*	0.32	.000	-7.20*	1.43	.000
	AU	-2.95*	0.22	.000				-2.01*	0.31	.000	-4.26*	1.43	.003
	AAU	4.96*	0.32	.000	2.01*	0.31	.000				-2.24	1.45	.123
	SAAU	7.20*	1.43	.000	4.26*	1.43	.003	2.24	1.45	.123			

Eating Habits	BAU				-2.37*	0.20	.000	-4.42*	0.28	.000	-6.23*	1.28	.000
	AU	2.37*	0.20	.000				-2.04*	0.28	.000	-3.85*	1.28	.003
	AAU	4.42*	0.28	.000	2.04*	0.28	.000				-1.80	1.3	.165
	SAAU	6.23*	1.28	.000	3.85*	1.28	.003	1.80	1.3	.165			

* The mean difference is significant at the 0.05 level.

Table 118 shows the post hoc analysis of different categories and their psychosocial correlates. Results indicate that there are significant differences in the use of Internet by different categories of users among various psychosocial correlates. However, not much difference is seen between the AAUs and the SAAUs.

Table 119: Correlation between Internet use and various Psychosocial correlates of Internet use.

	Internet Use	**General Physical Health**	**Mental Health**	**Social Health**	**Sleeping Habits**	**Eating Habits**
Internet use	1	.112*	.577*	-.139*	.416*	.422*
General Physical Health		1	.347*	.314*	.277*	.246*
Mental Health			1	.180*	.511*	.541*
Social Health				1	.170*	.203*
Sleeping Habits					1	.477*
Eating Habits						1

*Correlation is significant at 0.01 level (1-tailed).

Table 119 shows correlation between overall Internet use and various psycho-social correlates of the Internet use. Results indicate that there is moderate correlation between Internet use and Mental health (r=.57) and mild correlation between Internet use and General health (r=.11), Social health (r=.13), Sleeping habits (r=.41) and Eating habits (r=.42).

Regression analysis was not carried out further as there was no high correlation observed between Internet use and other psycho-social correlates.