Internet Use and Mental Health Among Students

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Abstract

Studying the relationship between students' internet usage level and mental health was the purpose of this study. As respondents, 200 students from various schools in Mandaue City participated in this study. The internet use and mental health questionnaire were used to collect data. A weighted mean and chi-square test were used to analyze the data. There is a correlation between internet usage and mental health among students, according to the study. Students used the internet for academic purposes and to interact with each other. Students used the internet to purchase items and for any other purpose. Students had experiences that pushed them to learn and improve as individuals.

Keywords*: internet use, mental health, students*

1. Introduction

1.1 Rationale of the Study

The internet is the key information and communication technology that led to a worldwide revolutionary change in the information scenario (Siraj, 2015). The internet is a pool of knowledge and any country that fails to provide its youth access to the internet is unseating the country from its throne of dignity among other dignitaries (Olatokun, 2008). It is developed to serve as a platform for various activities for all age groups in society (Adaeamola, 2014). The web may be an innovation that has ended up being a colossal portion of people's day-by-day lives. Through its ability to act as a back medium with completely different capacities for which individuals utilize it, the internet was presented to scholarly teaching as an instrument to improve students' scholastic encounters in the mid-1990s. Over the final decades, the web network has improved tremendously and is accessible all over such as homes, workplaces, voyages, and schools. In this respect, utilization of the web within the instructive setting has empowered simply to get too many assets and data sharing. This adjusts with a claim that the web is useful in a few ways within scholarly settings in terms of giving access to worldwide sources of data and allowing analysts to talk about and share encounters.

Meanwhile, mental health is a condition and a level of social work which is socially worthy and personally satisfying. The negative and statistically significant relationships were determined between social and emotional learning needs and mental symptoms (Totan & Kabasakal, 2012). Mental health is one of the vital issues in psychology and psychiatry that each year is distributed to the expansive volume of investigates and components influencing it has continuously been considered by basic clinicians. Mental health may be a state of being conducive to agreeable and viable living. By and large mental status has two conceivable outcomes: either well-being or sickness. On the other hand, if an individual has no interest or inclination in his/her work, it'll lead to dissatisfaction. S/he cannot fulfill any awesome deed to get it; he possesses specific focuses in life, and dependably live in participation with others. Among students who did, and those who did not screen for mental clutter, self-destructive behavior and impeded scholastic execution were most reduced in those with prospering, higher among those with direct, and most noteworthy in those with mulling mental well-being.

The accessibility of online activities can lead young people to spend more time online than they originally intend (Smahel, Blinka, & Ledabyl, 2008). In today's era where the internet is growing all students are using the internet for their academic purposes, but some students abuse the use of the internet. There has been some research describing how the Internet is used in the Philippines. 50 percent of Filipino respondents aged 14 to 23 years old use the Internet and mobile phones to expand their circle of relationships by participating in online chat groups, forums, and social networking sites. (58 percent) restrict use either in terms of online content and applications. Specifically, sites that are blocked are pornography (69 percent) and gaming (Pertierra, 2006). In addition to restrictions, 57 percent of companies report monitoring employees' Internet use. A quarter of the organizations perform constant monitoring, whereas 20 percent conduct monitoring routinely. Almost half (45 percent) of the organizations used disciplinary procedures for employees because of improper use of the Internet. Increased

access and persistent internet use increase the risk of developing online addictive behaviors (Tonioni, & Tsitsika et al., 2009), which can adversely affect psychological development (Lacovelli, Guan, & Subrahmanyam, 2009). "Internet Addiction Disorder" (IAD). described PIU/IAD as involving controlled or excessive urges, preoccupations or behavior's regarding internet use, which results in impairment or distress to the individual (Weinstein, Feder, Rosenberg & Dannon, 2014). Past ponders of PIU in connection to psychopathology have embraced a wide extent of investigating strategies, shifting in terms of the plan (cross-sectional vs longitudinal), inspecting characteristics, and estimation instruments; these regularly constrain the sorts of conclusions that can be drawn from them. Spending more time online contributed to pathological utilization. Consistently, others have also shown that long hours of internet use can negatively affect young people's schooling, family interactions, psychological well-being, and physical health (Young & Abreu, 2011).

The Internet is an important part of our lives, and its negative consequences, such as excessive Internet usage, are receiving public and academic attention. Despite the advantages of social networking and excessive internet use, technological developments have created a range of psychological and social problems that are likely to escalate as time progresses, becoming addictive and impacting everyone's personality. However, some people can restrict their Internet use to only what they want, while others are unable to do so. Reasonably, studies should have been undertaken to see whether there is a connection between internet usage and student mental health.

The researcher's goal in this study is to determine the relationship between internet use and mental health among students, as well as the effects on students' academic performance. As a result, the researcher decided to look into whether there is a correlation between internet use and mental health among students.

1.2 Theoretical Background

This research is supported by the cognitive development theory by Johnson in 2006, and the behavioral theory of Psychiatric-mental health professional of O'Regan in 1952. Cognitive development theory could be related to data handling, theoretical assets, perceptual expertise, language learning, and different parts of the created grown-up mind and intellectual brain research. On the other hand, a Psychiatric-mental health professional's theory must have a thorough understanding of mental illness, and the theoretical underpinnings associated with it are related to trouble and additional issues working in friendly, work, or family exercises.

The cognitive development theory of Internet use occurs when the number of adolescents who use the Internet and the amount of time they spend online is gradually growing (Johnson, 2006). Playing video games, accessing websites, and communicating via chat rooms, email, and instant messaging are the most common online activities.

The theory of Psychiatric-mental health professionals by O'Regan (1952) sees that it presents theoretical concepts and explanations of the potential etiology of mental illness based on behavioral, cognitive, social, humanistic, and biological theories.

Thus, Internet Use and Mental Health show what we use and what emotional well-being can truly mean for understudies. Understudies with inordinate utilization of the web are bound to be defenseless against emotional well-being.

Finally, the study intends to assess the association between the level of internet use and mental health among students

1.3 Literature

The survey of writing will initially show the meaning of Internet use and mental health among students in regards to the relationship. This will be trailed continuously in the area which will clarify internet use and mental health.

Internet use implementation had a significant impact on many different parts of life (Firth, 2020). The impact of internet use must be examined not only in terms of the traces it leaves in virtual worlds, but also in terms of how it interacts with other social practices and ventures that make up the common field of people's everyday lives. When the Internet becomes more and more ingrained in our everyday lives, the trick is to stay on top of it. Knowing the difference would be important to us (Bakardjieva, 2011). As a result, it's vital to look at people's actual online habits because they're important and can help to set the tone for how they use the Internet (Bargh & McKenna, 2010). Furthermore, Internet use may provide access to a wealth of information and expertise whilst also jeopardizing the lives of teenagers (Pontes et al, 2015). Deterrent steps must also be taken to discourage whoever is responsible for enabling such online activity, continue to engage in harmful behaviors (Khatijatusshalihah & Syahira, 2019). However, when investigating these social benefits, studies must bear in mind that the internet can cause negative externalities (Al-Badi, 2016). The Internet has raised major challenges to the path of disciplines for teaching the next generation to be even more Internet-literate, in addition to being highly addictive (Nie & Hillygus, 2010). The internet's effect is also much more fleeting and constrained, and it is unable to provide long-term solutions (Leung & Lee, 2012). To address the broader spectrum of disadvantages that young people face, poorer contexts, as well as digital in/exclusion, must be discussed (Lee, 2010).

Internet use has a convenient way of accessing relevant information and as a source of both entertainment and study. This is important because the availability of the implementation of internet infrastructure in schools is an important strategy for enhancing academic results (Deniz & Geyik, 2015). In addition, Attitudes are important. The ability to use the internet has emerged as a driving force (Yebowaah, 2018). Academic performance can either improve or deteriorate. Excessive Internet use should be made known to school counselors and teachers, as well as the negative behaviors associated with it (Caborog, 2019). Students who use the internet excessively suffer from Social Effects, Physical Health Issues, Academic Consequences, Psychological Issues, and Mental Issues (Mythily, 2010). Furthermore, Excessive internet use is linked to behavioral factors of the students such as spending more than 5 hours a day online and dysfunctional psychological mental states (e.g., stress), according to the results (Akar, 2015). The likelihood of becoming a heavy user was higher than that of being a light user (Mamun, 2019). Internet users who aren't heavy users are more likely to be depressed and physically ill. I'm sick, depressed, and anxious. Excessive use, tolerance,

obsession with the Internet, and the use of the Internet (Chen & Peng, 2010). The most common signs of Internet exploitation for this sample of people. If the use of the Internet can lead to addiction, up to 93 percent of teenagers and young adults in the United States are at risk, well-outnumbering exposure rates for any other risk of some types of addiction, such as behavioral or substance-based addictions (Gencer & Koc, 2012). However, focusing on particular forms of technology fails to account for the various and diverse ways in which youth engage with technology, as well as the numerous ways in which technology can impact youth's health (Moreno et al, 2011). Essentially, this study discovered that young people are the most compulsive Internet users (Cotten, 2010). According to the results, over 65 percent of people use computers and the internet. Female and male students who were referred spend more than two hours a day on the device (Alam et al, 2014). The study's findings discussed that using internet sites has a detrimental effect on students' study habits, and performance. Lack of parental/career monitoring, isolated computer practice, repetitive use, lack of offline interaction, and exposure to online hazards all raised the chances of negative well-being outcomes, as well as negative effects on school and social learning (Gok, 2016). Students should be made aware of the benefits that come from using the internet through awareness programs (Hume & Mort, 2012). The issues that have arisen as a result of Internet use demonstrate the need to strengthen the culture of successful Internet use in society and families through proper education (Ivwighreghweta & Igere, 2014).

Mental health issues affect people all over the world (Alavi, 2011). It affects their life choices, self-perceptions, and even the progression of their conditions (Ahmedani, 2011). Young people with mental illnesses are more likely than the general teenage population to engage in risky behaviors that endanger their health and well-being (Overton & Medina, 2010). Mental health issues in children and adolescents are widespread, can last a long time, and have a detrimental effect on a person's life prospects, as well as being costly to the individual and community (Murphey et al, 2013). Young people and youth's use of mental health services is growing in all sectors, but it tends to be increasing at a faster pace in acute care (Murphy & Fonagy, 2012). In addition, during the same time, positive mental health improved (Gandhi et al, 2016). Because of these improvements, a strengths-based, relationship-focused program may be able to minimize negative mental health outcomes. Concerns about young people's mental well-being are not fresh (Lapshina et al, 2018). For young people and their caregivers, 'normal' adolescence is chaotic and perplexing. When people get older, some of the turbulence subsides from adolescence to adulthood. Health researchers and clinicians should carefully analyze and consider further to optimize the benefits while minimizing potential damage (Vyas et al, 2015). The researchers look at legal, methodological, and technical issues. Issues surrounding mental health. Person, family, peer, school, and community approaches have been developed to address risk and protective factors (Seko et al, 2014). Nonetheless, the positive results showed that brand positive psychology services may have a significant effect on the evolving area of adolescent-focused healthcare for enhancing well-being and resilience (Greenberg & Lippold, 2013).

Mental health simply draws attention to the system's underlying problems, which affect all students. Mental health issues have fewer social support networks because of the symptoms of

their illnesses or others associated with them (Tinklin et al, 2010). students at risk of hurting themselves or others, dropping out of school, growing unemployment, and leading to suicide to increase the burden on families and community, as well as to create a plethora of psychosocial concerns arising from the essence of their mental health issues (Hefner & Eisenberg,2010). Area of residence, availability of social support, family history of mental health, and lower grades than expected were all found to be correlated with mental distress among college students in this study (Aldiabat, 2014). Because of the detrimental effects of stress on students' lives, such as unsuccessful studies, low academic results, and general well-being, implementing effective stress management strategies is critical to their academic success and overall well-being (Mboya, 2020). Mental health issues harm students' academic success and long-term retention in Institutions of higher learning (Owusu & Essel, 2017). Burnout is a psychological term that can affect one's health and happiness (Abreu et al, 2019). In addition, mental disorders overwhelmingly impact the poor and marginalized in society (Khan et al, 2013). Students' insights on the complexities involved, ranging from problems associated with pedagogic strategies such as the "testing mentality" at a macro societal level to the possible value that micro-level classroom discussions could offer for individual comprehension and under-representation standing out from the group (Chaudary, 2017). As students neglect healthy lifestyles and increase engagement in risky behaviors, they put their mental health at serious risk (Rosvall, 2020). Medical student debt has been related to poor mental health and academic results, and it can cause patients to seek larger specialties rather than general practice main health care (Flatt, 2013). Students with mental health problems, particularly those with active coping skills, pursued resources off-campus, a finding that emphasizes the value of colleges and universities developing strong working partnerships with community-based organizations, such as county mental health departments, that can assist students in times of need (Pisaniello, 2019). Many students with mental health issues are unable to reach their full academic and career potential, not only as a result of their mental health issues but also as a result of the social and cultural environment in which they live (Sontag-Padilla et al, 2016). Negative life experiences, as well as resilience, had a huge impact on mental health issues (Kirsh et al, 2015). As a result, if students have high endurance, they might not experience mental health issues when confronted with negative life events such as depression, anxiety, or phobias. The results of this research are somewhat similar to those of other studies that show that students who report moderate to severe mental health issues are more likely to have academic difficulties (Peng et al, 2012).

To sum up, Internet Use and Mental Health among Students revealed that an increase in the occurrence of Mental Health is linked to the intemperate use of the Internet, resulting in a disruption of a person's and others' normal lives. Overuse of the Internet will disrupt valuable time spent with family and friends, resulting in a smaller social circle and increased levels of isolation of unease, and compulsion. Neglect of academic work, relationship intervention, social isolation, and money-related problems have all been identified as examples of improper use.

2. Research Methodology

1.1 Design

The study is a descriptive correlational research design. A comparative plan includes comparing two or more tests of the ponder subjects on one or more factors, regularly at a single point in time. Particularly, this plan is utilized to compare two particular bunches on the premise of chosen properties. In this comparative inquiry about; the scholarly state of mind of the understudies will be analyzed on the off chance that it has been influenced by guardians and teachers. In line with this, the inspiration from guardians will be compared to the inspiration of instructors to discover who between them spurs the understudy superior.

2.2 Environment and Participants

The research was conducted in different Senior High schools within Mandaue city. *Mandaue city* is *located* in the central-eastern coastal region of *Cebu*. The respondents of this research will be grade 11 and 12 senior high school students from Mandaue city. The study participants are selected from Mandaue city by grab or volunteer sampling. They're sufficiently mature, suitable, and approachable to be the respondents since it will determine the relationship between anxiety and internet addiction. Overall, there are 200 Senior High School students as the respondents in the study. The selection of the 200 actual participants is through an invitation to answer the questionnaire through the internet, using emails, messenger, and chats. When there were no more students to participate in answering the questionnaire, the researchers decided to stop and treat the data. While for the pilot testing, the 15 representative participants were identified personally and invited to participate in the pilot testing of the questionnaire.

2.3 Instrument

which included 20 indicators. The study includes two variables, internet use, and student mental health. The researchers borrowed a questionnaire since it will determine the student's Use of the Internet. The rating scale questionnaire from Thanuskodi, Shanmugam (2018) which is the Internet Usage Scale (IUS) is composed of 10 questions. There are 10 indicators for each variable. Furthermore, since the respondents were all Senior High School students in grades 11 and 12, the sampling design was a grab or volunteer sampling of 200 respondents. As a result, the researchers devised an instrument tool that would be appropriate for the study, with respondents rating their responses on a scale of (1= rarely; 2=occasionally; 3=frequently; 4=often; 5=always). Furthermore, when analyzing and interpreting the responses of the respondents, the researcher employs weighted mean and chi-square. The weighted mean will be calculated first, and then the chi-square will be calculated by adding the respondent's ratings for each item. This score can be used as raw chi-square score. Furthermore, the researchers conducted a pilot test with 15 participants to ensure the study's reliability and viability. The result of the pilot testing passed the reliability test wherein internet use has Cronbach's Alpha .824 with several 10 items and mental health has Cronbach Alpha .750 with the number of 10 items. The researchers have therefore ensured that the instrument is reliable and valid.

The instrument selected will therefore give the researcher the data they want in the study. Through statistical techniques or methods, the data from the instrument will be calculated. The results of this tool will also provide appropriate data to be calculated to determine the relationship between Internet Use and Mental Health among students.

2.4 Data Gathering Procedures

The researcher will first conduct pilot testing to ensure the validity and reliability of the study before conducting the main study. In the pilot test, 15 participants were chosen. The internet use and mental health responses collected will be interpreted and analyzed using the weighted mean. The researcher will start the main study by surveying the pilot testing. The researcher respectfully asks the respondents in the sample if they can be survey or study participants. The survey questionnaires are distributed via Facebook or messenger to the students (respondents). The questionnaire for the survey consists of personal data and questions about Internet Use and Mental Health. The data depend on the responses of the respondents. For the whole analysis, the collected data will be used to process.

2.5 Data Analysis

The answer to the level of internet use questionnaire will be analyzed and calculated to obtain the weighted mean. The individualized means will then be used to obtain the weighted mean. In other words: multiply by the matching value x each weight w, sum it all up, and divide by the sum of weights. The level of anxiety among students can be determined after the measurement. The study's second sub-problem is the assessment of the level of mental health among students. To achieve this, the same procedure and formula (analysis of the level of internet use) will be applied to the first one. The level of mental health will be determined after doing the analysis and calculation. The raw score of internet use and mental health are treated with chi-square, cross-tabulated by SPSS to get the correlation. Using this statistical tool, the study hypothesis is to determine the relationship between internet use and mental health among students. Conclusions will also be formulated or drawn after a series of calculations and analyses to provide information and show the finding's study.

3. Results

Table 1. Level of Internet Use

Indicators	μ	Interpretation
1. I use the internet to prepare class assignments.	4.04	Often
2. I use the internet for my research project.	4.28	Always
3. I use the internet to keep my skills up to date.	3.88	Frequently
4. I use the internet for interaction.	4.26	Always
5. I use the internet for the sake of amusement.	4.08	Frequently
6. I use the internet to get prepare for an examination.	3.62	Frequently
7. I use the internet to read the news.	3.47	Often
8. I use the internet to get information.	3.61	Frequently
9. I use the internet for any other reason.	3.71	Frequently
10. I use the internet to purchase items.	3.5	Frequently
Weighted mean	3.82	Often

SCALE: 1.00-1.80 (rarely) 1.81-2.60 (occasionally) 2.61-3.40 (frequently) 3.41-4.20 (often) 4.21-5.00 (always)

The table above showed that the overall level of internet use (WM = 3.82). The students use the internet for my research project (μ = 4.28) and they use the internet for interaction (μ = 4.26). It is always labeled among other indicators which imply that those students used the internet only for their academic purposes and purpose of interaction. In addition, when the internet becomes more and more ingrained in our everyday lives, the trick is to stay on top of it. Knowing the difference would be important to us (Bakardjieva, 2011). Furthermore, Internet use may provide access to a wealth of information and expertise whilst also jeopardizing the lives of teenagers (Pontes et al, 2015). As a result, it's vital to look at people's actual online habits because they're important and can help to set the tone for how they use the Internet (Bargh & McKenna, 2010).

Table 2. Level of Mental Health

Indicators	Mean(μ)	Interpretation
1. I am happy with my life.	3.52	Often
2. I had something important to contribute to society.	3.30	Frequently
3. My life has a sense of goal.	3.48	Often
4. I am confident in my ability to think and share my thoughts and opinions.	3.25	Frequently
5. I've had experiences that have pushed me to learn and improved as a person.	3.31	Frequently
6. I managed my day-to-day responsibilities.	3.20	Frequently
7. I enjoyed most of my personality characteristics.	3.27	Frequently
8. That our society works in this manner makes sense to me.	3.17	Frequently
9. In general, all of the people I encountered were friendly.	3.13	Frequently
10. I was a member of an organization (such as a social group or a neighborhood).	2.55	Occasionally
Weighted mean	3.22	Frequently

SCALE: 1.00-1.80 (rarely) 1.81-2.60 (occasionally) 2.61-3.40 (frequently) 3.41-4.20 (often) 4.21-5.00 (always)

Table 2 presented the level of mental health with the interpretation of each indicator. The overall WM = 3.22 is frequently. The same with internet use, it has 2 indicators that have the highest mean and has the interpretation of frequently. Students are happy with their life (μ = 3.52), and their life has frequent goal (μ = 3.48). These indicators imply that most of them are happy with their lives and have a good sense of their goals by managing their responsibilities. Young people and youth's use of mental health services is growing in all sectors, but it tends to be increasing at a faster pace in acute care (Murphy & Fonagy, 2012). In addition, during the same time, positive mental health improved (Gandhi et al, 2016). Because of these improvements, a strengths-based, relationship-focused program may be able to minimize negative mental health outcomes. Concerns about young people's mental well-being are not fresh (Lapshina et al, 2018).

Table 3. Internet Use and Mental Health

	Value	df	Asymp. (2-sided)	Sig.	Interpret
Pearson Chi-Square	882.82	800	.022		Significant
N of Valid Cases	201				

Table 3 described that the p-value (.01) is less than the standard alpha value (.05). Thus, reject Ho and accept Ha. There is a relationship between Internet use and mental health among students. Internet use and mental health are linked in a significant way among students. Furthermore, the internet's implementation had a significant impact on many different parts of life (Firth, 2020). The impact of internet use must be examined not only in terms of the traces it leaves in virtual worlds, but also in terms of how it interacts with other social practices and ventures that make up the common field of people's everyday lives. Those students with active coping skills, pursued resources, a finding that emphasizes the value can assist their peers in times of need (Pisaniello, 2019). Nonetheless, the positive booth results showed that brand-positive psychology services may have a significant effect on the evolving area of adolescent-focused healthcare for enhancing well-being and resilience (Greenberg & Lippold, 2013).

The level of internet use and mental health among students was found often and frequently in this study. Furthermore, it demonstrates that students have a convenient way of accessing relevant information as a source of both entertainment and study. On the other hand, the majority of students are happy with their life and manage their responsibilities day by day. As a result, it was found that there was a relationship between internet use and mental health among students.

Internet use and mental health are linked in a significant way among students. Most students use the internet for their academic purposes and the purpose of interaction. This is important because the availability of the implementation of internet infrastructure in schools is an important strategy for enhancing academic results. Furthermore, mental health is a condition and a level of social work which is socially worthy and personally satisfying. Hence, the result implies that both internet use and mental health among students have a relationship. It is characterized by healthy and properly managed internet use and the behavior of each student. Moreover, the Internet has a convenient way of accessing relevant information and is a source of both entertainment and study. In addition, attitudes are the most important to manage (Deniz & Geyik, 2015).

4. Conclusion

There is a relationship between internet use and mental health among students, according to the results. The findings revealed that students are properly using the internet and they will use it

for amusement, their academics, interaction, and information. Moreover, most of the students are happy with their lives and have a sense of goals with experiences that pushed them to learn and improve as a person. This finding demonstrates the appropriate internet usage allows students to become a part of their life. Furthermore, it has been found out that the majority of students concentrate and use the internet for apparent reasons. To prevent students from using the Internet, a comprehensive approach is required, involving and informing parents, students, and teachers about the harmful effects of Internet addiction not to get addicted to accessing the internet.

To summarize, the results are linked to students' academic attitudes or behavior. Cognitive development theory could be related to data handling, theoretical assets, perceptual expertise, language learning, and different parts of the created grown-up mind and intellectual brain research. On the other hand, a Psychiatric-mental health professional's theory must have a thorough understanding of mental illness, and the theoretical underpinnings associated with it are related to trouble and additional issues working in friendly, work, or family exercises.

5. Recommendation

Students should be made aware of the benefits that come from using the internet. Teachers must plan to monitor the outputs of students properly and efficiently. Students should be guided by faculty mentors and get feedback from teachers and peer evaluations. In particular, the researchers created the action plan: Introduction Forum of Virtual Learning Sites and Links (IFVLSL) so that students will be oriented with helpful links and sites to be used in the performance of their outputs.

6. Limitations of the Study

This research has certain limitations. Only two variables were counted in this study, which is one of the study's limitations. To begin with, although the research focuses on students in grades 11 and 12 from different Mandaue City schools, it is only limited to 200 senior high school students who were chosen at random. Second, the questionnaire is a tool developed by a researcher, using indicators derived from the researcher's internet use and mental health among students, but evaluated by experts. Third, the research's findings are inconsistent and may differ based on where and who the study is conducted. Future researchers might use a larger sample size and a consistent and accurate research tool to make the study more reliable.

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APPENDIX: Questionnaire

Name: _____ Grade & Section: _____ Sex: _____
Direction: Please read the statement carefully and write your answer by putting a check on each statement on the rating scale that it belongs to.
1=rarely   2=occasionally   3=frequently 4=often   5=always

Internet Use	1	2	3	4	5
I use the internet to prepare the class assignment.					
I use the internet for my research project.					
I use the internet to keep my skills up to date.					
I use the internet for interaction.					
5. I use the internet for the sake of amusement.					
6. I use the Internet to get prepare for an examination.					
7. I use the internet to read the news.					
8. I use the internet to get information.					
9. I use the internet for any other reason.					
10. I use the internet to purchase items.					

Part 2: Mental Health

Indicators	1	2	3	4	5
1. I am happy with my life.					
2. I had something important to contribute to society.					
3. My life has a sense or					

goal.					
4. I am confident in my ability to think and share my thoughts and opinions.					
5. I've had experiences that have pushed me to learn and improve as a person.					
6. I managed my day-to-day responsibilities well.					
7. I enjoyed most of my personality characteristics.					
8. That our society works in this manner makes sense to me.					
9. In general, all of the people I encountered were friendly.					
10. I was a member of an organization (such as a social group or a neighborhood).					