

Internet addiction and educational attitude

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ABSTRACT

The investigator aimed to find out the impact of internet addiction on educational attitude of adolescent students. Through non-probability random sampling 200 adolescent students of higher secondary class were selected from Muzaffarpur District of Bihar. Internet addiction test developed by Kimberly young and adapted and standardized in Hindi language by researcher himself was used while educational attitude was measured through educational attitude scale developed by Dr. C Bhasin. For data analysis descriptive analysis and Pearson's Coefficient of Correlation 'r' were employed to achieve the objective of this study. Results revealed that internet addiction had negative effect on the educational attitude of adolescents having r-values -.249 significant at .05 (two tailed). The negative two tailed r - value indicated that internet addiction not only impact educational attitude of internet addicted samples but also reveal the fact that the two variables affected negatively one another. The r calculated between internet non-addicted group and their educational attitude scores is - .615 significant at .01 (two tailed) level of confidence. The two variables, internet addiction and educational attitude negatively affecting each other simultaneously.

Keywords: *Internet addiction, Educational attitude, Non-addiction.*

Internet has become an integral part of our daily life. A very large section of the society is using internet for professional, educational, personal and socialization reasons but we have a very large number of people including majority of youth and teenager using Internet only for social media. Social networking site influence such that people go mad behind it. Social networking sites permit people to create, share, exchange information and ideas in virtual communities and network. While such networks have made people, communities and groups with shared interests stay more "connected." Problematic use of internet and social network in particular also started being recognized as psychological disorders all over the world. Young adults, particularly teenagers and adolescents tended to be unaware of just how much time they really spent on social networking sites, and the effect this might have on their academic and social interaction. In this addiction it's like people being fully immersed in virtual life and forgetting about the physical world around them. The new internet technology of consuming and creating information is an attractive form of communication which was not present before youths as a platform and space for activities. People are debating on whether excessive use of social media and content being

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interacted on it, has changed the very shape and structure of adolescents' social behaviour and academic orientation.

Heavy involvement on social sites result in internet addiction among adolescents. The term internet addiction was first proposed by Goldberg (1996) for pathological compulsive internet use while Young (1997) considered internet addiction as an "impulse control disorder which does not involve an intoxicant" and linked excessive internet use to pathological gambling mentioned in DSM IV. There are different types of internet addiction as cyber-sexual addiction, cyber-relationship addiction, net compulsions, information overload, and computer addiction. Stein (1997) called internet addiction as "compulsive impulsive internet use disorder" which is mentioned and discussed in recent psychiatric literature. Recently Kaplan & Sadock (2004) described six criteria present in addictive internet use which are (1) spending increasing amounts of time online; (2) failure to cut back use with concomitant feelings of restlessness and depression; (3) staying online longer than originally intended; (4) running the risk of losing a relationship or other opportunity due to internet use; (5) lying in order to conceal the extent of internet use; (6) using the internet in order to escape negative feelings. An internet addict person exhibits different mental, emotional and physical symptoms such as depression, anxiety, irritation, lack of self-confidence, dysphoric mood, loss of previous interest, hobbies and other pleasurable pursuits, pain and numbness in hands and wrists, dry eyes and strained vision, back aches and neck aches; severe headaches sleep disturbances, eating irregularities, weight gain or weight loss, failure to attend to personal hygiene.

A recent survey reported that about 696.77 million people are surfing internet and 95% percentage adolescents (age group 13yrs to 17 yrs.) use internet in India. Psychologists are trying to understand internet addiction in different context and use that information for the welfare of people.

In a study Mohamed and Bernouss (2019) find out that 15.80% high school students of low educated parents were spending excess time on internet and were severely internet addicted. Sharqi, Hashim and Kutbi (2015) concluded the consequences of long hours stay on social media sites by the students affect them in the form of physical inactivity, exposure to negative ideas and bad company, unproductively and distraction, introversion and mental dullness. Anwar (2014) admitted that average to high use internet is undoubtedly helpful in academic achievement but extremely high usage of internet has negative impact on academic achievement of the students. Tariqs Waqas.et.al. (2012) also studied on the same line and found that too much involvement on virtual life keep students inside fantasy world and gradually they start hate studies and distract from studies. Wang, Chen and Liang (2011) examined the social media use by the students and reported that large number of college students (80%) spent several hours accessing social media for entertainment only. The data analysis of this research revealed the necessity to balance between the time spent on social media and academic activity. The study also stressed the need to balance presence between social media and academic activities. Kuppuswamy, Sunita and Shankar Narayan, P.B (2010) also found social networking distract students from education. Five motives behind Facebook use and Facebook addiction was identified by Zainudin, Omar, Bolong and Osman (2011). They show significant relationship between five motives and Facebook use and Facebook addiction. These motives were social interaction, passing time, entertainment, companionship, and communication. The five motives were strong contributors to the addiction of Facebook.

Need and significance of study

While media use has become a necessity of our life and adolescents are the heavy user of internet. They even do not know that how much time on internet will be safe for them. Today, it is a fact that all hand holds a mobile and they have gone crazy in using this electronic gadget. The students of secondary classes (even students of lower classes) remain busy on internet for hours together, leaving all engagements aside and ignoring people around them, remain absent from school and colleges and even escape their meal and sleep to be online. There are several risk factors associated with social media use, specially, negative effect on studies and on mental health. But there is dearth of studies on negative affect of excessive internet use resulting in internet addiction and different adjustment problems. This study is an attempt to fill the gap.

Objective

1. On the basis of the relevant information and studies, the following objectives have been formulated for the present study.
2. The main purpose of present study is to examine impact of internet addiction on educational attitude of the adolescents.

Hypotheses

Keeping in view of above-mentioned objective, the following hypotheses were formulated:

1. Internet addiction would impact the educational attitude of internet addicted Adolescent samples.
2. Internet addiction would impact the Educational attitude of non-addicted adolescent samples.

METHODOLOGY

Research Design

Sample

For the sample selection non-probability purposive sampling method was used. In the present study 240 adolescents within the age range of 14yrs to 17 yrs. and studying in different colleges and institutions of Muzaffarpur district of Bihar were selected as samples. On the basis of internet addiction test scores total 240 samples were selected in two groups, one as internet addicted adolescents' group and another non-addicted adolescent group. Total one hundred samples in each group were included and rest 40 were excluded due to some technical reason. Thus only 200 adolescents' samples remained for actual experiment.

Tests Used

The following tests were used to measure independent variable Internet addiction and Educational attitude which is dependent variable in this study.

1. Internet addiction test (IAT) developed by Dr Kimberly young, is a 20-item scale that measures the presence and severity of Internet dependency among adults and adolescents was standardised by the Srivastava and Atul (2019) during Ph. D researcher and adapted in Hindi language was used to measure Internet addiction.
2. Educational Attitude Scale developed by Dr. Smt C. Bhasin (2005) was used for measuring educational attitude of the adolescents.

Procedure

In present research internet addiction is independent variable and educational attitude dependant variable. Internet addiction has been measured through Internet addiction test in which 0-40 scores indicated non – addiction and 41 and above scores measured addiction.

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To measure dependent variable educational attitude, educational attitude scale has been used which yielded highest 40 scores only. In this scale higher scores shows more orientation and positive attitude towards education. The adolescents' sample who scored 41 and above scores constituted internet addicted group and the adolescents' sample who obtained 40 and below were grouped as non-internet addicted group. Educational attitude scores were separated according to their corresponding internet addiction scores which also constituted two groups on educational attitude, one as internet addicted educational attitude group and other as internet non- addicted educational attitude group.

Statistical analysis and interpretation

The analysis of data was done to draw logical inference concerning the tenability of the hypotheses, which state the possible interaction between the dependent and interdependent variables. Descriptive analysis (mean and standard deviation) and Pearson product moment correlation were calculated with the help of SPSS package.

The first hypothesis was that internet addiction would impact the educational attitude of internet addicted adolescent samples. The mean value of internet addicted samples is 55.77, Standard deviation (SD) 4.73 and Standard error of mean (SEM)=.47 total number of cases (N) is 100. Whereas the dependent variable educational attitude scored 21.41 mean, SD- 1.00, SE- .100 and N-100. The r calculated between these two independent and dependent variables is -.249 which is significant at .05 level (two tailed) of confidence. The negative two tailed r - value indicate that internet addiction not only impact educational attitude of internet addicted adolescent samples but also reveal the fact that any increase in internet addiction will decrease orientation towards education in samples and vice-versa.

The second hypothesis was that internet addiction would not impact the Educational attitude of non-addicted adolescent samples. The non-addicted adolescent sample scored 31.33 mean with SD and SEM values 10.63 and 1.06 respectively on internet addiction scale whereas the same group yielded mean 29.96, SD-.99 and SEM- .09 on educational attitude scale. To authenticate the relationship between scores of non-addicted adolescents' sample and their corresponding scores on educational attitudes, correlation was applied and obtained correlation is -.615 and significant at .01(two tailed) level of confidence. The two tailed significant negative r-values makes it clear that non-addicted adolescent sample, generates high scores on educational attitude while high scorer on addiction scale generates low scores on educational attitude scale. Thus, the independent variable internet addiction and dependent variable educational attitude effect each other negatively and simultaneously.

Hence, both hypotheses formulated in this study stands verified and strongly supported by statistical analysis.

CONCLUSION

The results of present study confirm that internet addiction harm educational attitude and reduce positive orientation towards education in adolescents. Many studies conducted by different scholars on internet addicted students have supported the findings of present study. A large number of Psychologists agree with the fact that heavy engagement on internet result in internet addiction which affect educational orientation and demotivate from studies. Sharqi, Hashim and Kutbi (2015) concluded that long hours stay on social media sites develop physical inactivity, negative ideas and bad company, unproductively and distraction, introversion and mental dullness in students. Similarly, Tariqs Waqas et. el. (2012). found that too much involvement on virtual life keep students inside fantasy world

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and gradually they start hate studies and distract from studies. Kuppuswamy, Sunita and Shankar Narayan, P.B (2010) found social networking distract students from education. Mohamed and Bernouss (2019) investigation findings also supported that too much accessing internet sites develop internet addiction which ultimately distract individual from education.

Implication

The result of present study, although it is a very small sample study, is alarming and also shows a real problem with which we are surrounded. Adolescence is a very critical period of life when different developments takes place and personality is shaped. Thus, diversion in this age ruins the whole life if not checked. More involvement on internet is unhealthy and it is necessary on the part of teachers, parents and guardians to keep vigil on adolescents' activities on internet and resist them from staying long hours on line.

De-limitation

This study was taken up with a specific motive to investigate the effect of internet addiction on educational attitude on the samples of Muzaffarpur district of Bihar because there was dearth of such studies on this population and also on this problem too. The results concluded on such a small sample with specific social structure cannot be generalised.

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Conflict of Interest

The author declared no conflict of interest.

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