Research Paper

Role of Internet Addiction Disorder in Emotional Intelligence among University Students

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ABSTRACT

Background: Internet addiction disorder (IAD) is a type of behaviour addiction in which people excessive use of internet. Young people especially students are at particular risk of developing Internet Addiction Disorder (IAD). It is result of significant impairment in student's life function in various domains such as emotions, behaviour, social and cognitive functions which directly affect on student's mental health. *Aim of the study:* This study main aim was to see the internet addiction effects on emotional intelligence in university students. *Methodology:* This study sample size was 100 students from central university, Delhi, India. *Tools:* Consent form, socio demographic details, young internet addiction Test and Emotional intelligence Test were used to see the impact of IAD on cognitive functions. *Statistical method:* Mean, Pearson Correlation and ANOVA were used. *Result:* Internet addiction is having significant and negative association with empathy, self-motivation, value orientation and commitment and remaining 6 dimensions are not significantly associated. *Conclusion:* present study has given clear picture of emotional profile of the students which helps to make good strategy to control IAD and improve emotional intelligence of the students.

Keywords: Internet Addiction Disorder, Emotional Intelligence, Mental Health, Students Problems, Cognitive Functions, Compulsive Behaviour

Internet addiction disorder is a compulsive use of the internet; it is result of significant impairment in student's life function in various domains over a prolonged period of time. Young people are at particular risk of developing Internet Addiction Disorder (IAD) or Problematic Internet Use. (Tomczyk, Lukasz, Solecki,2020) Internet addiction disorder is also known as problematic internet use or pathological internet use. The global population using the internet has grown to almost 3.8 billion i.e., online shopping, WhatsApp chatting, face book, carrying out banking operation and so on. The internet has become an integral part of life, and currently, India is the second- largest internet user globally. Internet and broadband penetration in India are increasing steadily, with 665.31million internet users in 2019. In India, it has been found that IA among college students 5% to 46.7% that impact on their academic performance, cognitive dysfunctions, physical, mental, behavioural and emotional health. There are numerous studies have been done on cognitive functions, mental disorders but very

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researches have been done on investigated the associations between emotional intelligence and internet addiction in adolescence (Parker et al., 2008; van Deursen et al., 2015). Most of internet addicted users are teenager and male, however it is a common problem between all social groups in different ages.

Excessive internet use affects on students' **emotional intelligence (EI)** refers to the capability of a person to manage and control their emotions as well as emotions of others. EI is included at least three components: emotional awareness which is the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same. A student with high emotional intelligence they aware of their emotional states like sadness, frustration, aggression, and other types of emotions. It helps them in different areas such as able to maintain good relationships, good social interaction with people, leads to leadership quality, and improve personal growth. One research shows that emotional intelligence (EI) of medical students is a strong signal of achievement in their life. Some study show that female students have more addicted than boys. Some researchers express the relation between low EI and addiction problems. Although some studies hypothesize that people who are able to express and understand emotions and regulate feelings better and they adjust psychologically and socially and good well being maintained (Gasco et al., 2018).

Therefore, it is an important to attention on these dimension that can impact either positive or negative on emotional intelligence. The present study aims to see correlation between internet addiction disorder and emotional intelligence in university students.

Objective of the study
- The present objective was study to see association between internet addiction disorder and emotional intelligence in university students.
- To see impact of internet addiction on emotional intelligence in university students.

Hypothesis (Ho):
- There was no significant relation between internet addiction disorder and emotional intelligence.
- There was no significant association between internet addiction disorder and emotional intelligence.

MATERIAL & METHODS

A present study is one-time assessment. This study was conducted offline in central university. Total 100 students are included with help of purposive sampling techniques a central university, New Delhi with participants were university students (male and female), internet addiction match criteria as per DSM-5, students age range between 18-26, students pursuing B.A, M.A, Ph.D and other courses.

Tools
1. **Young adult internet addiction disorder tests (Dr. Kimberly Young)**
2. **Emotional Intelligence Scale: (Hyde, Pethe and Dhar, 2001)**

1. **Young adult internet addiction disorder tests (Dr. Kimberly Young):** This scale is developed by Dr. Kimberly Young. It has 20 items which measure internet addiction

behavior includes compulsivity, escapism, and dependency. Items also assess problems related to personal, occupational, and social functioning stemming from Internet use. Subjects respond to each statement with a number between 1 and 5, representing a Liker scale continuum, indicating the extent to which they endorse that particular behavior.

2. **Emotional Intelligence Scale: (Hyde, Pethe and Dhar, 2001):** It was developed by Hyde, Pethe and Dhar, 2001. This scale analyses 10 areas of emotional intelligence such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior. This is 5-point likert type scale (where 1 is strongly disagree and 5 is strongly agree). Test consists of 34 items. Scores can be divided into 3 categories; i.e., 52 and below (low emotional intelligence), 53 to 85 (average emotional intelligence) and 86 and above (high emotional intelligence). The split-half reliability coefficient is found to be 0.88 and content validity is found to be 0.93.

RESULT

Table-6.1. Socio demographic

Variables		N=100(F%)
Marital Status	Married	1(10%)
	Unmarried	99(90%)
Education	Up to UG	45(45%)
	Up to PG	41(41%)
	PH.D and others	14(14%)
Gender	Male	58(58%)
	Female	42(42%)
Residence	Rural	24(24%)
	Urban	76(76%)
SES	Low status	33(33%)
	Middle	64(64%)
	High	3 (3%)
Religion	Hindu	87(87%)
	Muslim	12(12%)
	Christian	1(1%)
Family Type	Nuclear	77(77%)
	Joint	18(18%)
	Broken	5(5%)

Table-6.2 correlational analysis of emotional intelligence domains

S.N.	Variable / Dimension	No. of items	Cronbach's Alpha
1	Internet Addition	20	0.878
2	Emotional Intelligence	34	0.875
2.1	Self-Awareness	4	0.693
2.2	Empathy	5	0.648
2.3	Self-Motivation	6	0.701
2.4	Emotional Stability	4	0.628
2.5	Managing Relations	4	0.695

2.6	Integrity	3	0.711
2.7	Self-Development	2	0.643
2.8	Value Orientation	2	0.679
2.9	Commitment	2	0.622
2.10	Altruistic Behaviour	2	0.644

The value of Cronbach's Alpha is close to .7 which is indicating that instruments used to measure the variables and dimensions are highly reliable.

Table 6.3. correlational analysis of emotional intelligence domain and Internet addiction disorder.

		IAD_MEAN	Self-Awareness	Empathy	Self-Motivation	Emotional Stability	Managing Relations	Integrity	Self-Development	Value Orientation	Commitment	Altruistic Behaviour
IAD_MEAN	Pearson Correlation	1	-.100	-.222*	-.215*	-.060	-.165	-.047	-.051	-.220*	-.209*	-.140
	Sig. (2-tailed)		.323	.027	.033	.555	.103	.647	.615	.029	.037	.166
	N	100	100	100	100	100	100	100	100	100	100	100

Internet addiction is having significant and negative association with empathy, self-motivation, value orientation and commitment and remaining 6 dimensions are not significantly associated.

Table-6.4 ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.041	1	1.041	4.994	.028[b]
	Residual	20.016	96	.208		
	Total	21.057	97			

a. Dependent Variable: EQ_MEAN
b. Predictors: (Constant), IAD_MEAN

Table 6.5 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.943	.148		26.661	.000
	IAD_MEAN	-.140	.063	-.222	-2.235	.028

a. Dependent Variable: EQ_MEAN

DISCUSSION

The present study has been done relationship between Internet addiction disorder (IAD) and emotional intelligence (EQ). There are 100 university students were selected for the study. The age range was 18-26 (Mukti Shah et al, 2008) and 197 studies have been done students aged 18-25 to show the relationship between IAD and EI. In this study 58% were male students and 42% were female students. One study done by Sjoberg (2008) found 94 male and

59 female. Which shows that male students are prone to addict on internet than female students. In this study also reveals that 45% UG students are having IAD, 41% PG students are having IAD and only 14% Ph.D. scholar students are having IAD problems which shows that early 18-22 age groups are highly risk to addict on it. Rural and urban background also play significant role in IAD those who are belong to rural background 24% and those who belong to urban background 76% which indicates that urban background students high risk of IAD. On the religion basis also find the differences of each students 87% students are having internet addiction disorder, 12% Muslim students are having internet addiction disorder in this study. Another variables family type, it has been found that nuclear family students 77%, joint family students 18% and 5% students of broken family.

On the table 2. Correlational analysis of emotional intelligence scale items. In this study found that the value of Cronbach's Alpha is close to .7 which is indicating that instruments used to measure the variables and dimensions are highly reliable.

On the table 3. correlational analysis of IAD and EI domain result shows that Internet addiction is having significant and negative association with empathy, self-motivation, value orientation and commitment and remaining 6 dimensions are not significantly associated. On empathy .222* which indicates significant negative relation, on self-motivation .25* which is also significant and negative association between IAD and EQ, on value orientation domain the .220* which is also significant negative relationship with IAD and EQ and commitment .209* which shows significant negative relationship. Remaining four domains have been not found significant positive and negative correlation with IAD and EQ.

The result indicates that only four domains affected by IAD and other domain in terms of Self-Awareness, Emotional Stability, integrity and Altruistic Behaviour are not affected by IAD.

On table 4. ANOVA analysis of the result shows that IAD is strong predictor of emotional intelligence of the students which found that significant .28* level.

On table 5 From coefficient results, it is reported that the value of p is .028 and Beta is -.222. It is confirmed that there is significant negative and weak impact of internet addiction of emotional intelligence. It is inferred that increase in internet addiction will decrease emotional intelligence.

CONCLUSION

It has been found that IAD and emotional intelligence have negative relationship it can be said that in other word if students have high IA their emotional intelligence is less including these domain empathy, self-motivation, value and commitment. Several researches like Parker et al, 2008, Engelberg & Sjöberg, 2004, D. Ng & Wiemer-Hastings, 2005), li et al, 2010 etc. are consistent with the findings of present study.

It has been seen that due to inordinate use of internet affects student's academic performance, career, self-motivation, difficulty to understand their value and most important thing is relationship. There are face difficulty to make new contact or maintain a good relationship. Due to lack of good relationship, they feel alone, unsocial behaviour and may having mental disorder.

So present study has given clear picture of emotional profile of the students which helps to make good strategy to control IAD and improve emotional intelligence of the students.

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