The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 13, Issue 3, July- September, 2025
DIP: 18.01.360.20251303, DOI: 10.25215/1303.360
https://www.ijip.in

Research Paper

Relationship between Internet Addiction, Self-Esteem, and Impulsivity in Library-Going Students

Vinay Kumar[1]*, Dr. Megha Singh[2]

ABSTRACT

The modern era is experiencing a rapid growth in digital technology and internet access. It has changed many people's live, especially student's education, learning and interaction with others. Recently, India has witnessed a rise in privately-run libraries, many of which offer limited physical books but provide internet facility. This setup inadvertently exposes students to potential internet addiction, despite libraries being traditionally associated with focused study and academic discipline. Thus, in this study, an effort has been made to study the prevalence of internet addiction among library going students and its association with self-esteem and impulsivity. For this, a total of 120 (60 Male and 60 Female) library going students were selected through incidental sampling. The Internet Addiction Test (Young, 1998), Rosenberg Self-esteem scale (Rosenberg, 1965), and Barratt Impulsivity scale (Spinella, 2007) were used to measure internet addiction, self-esteem and impulsivity respectively. The Pearson correlation was used to analyse the data. The correlation analysis shows that there is a negative correlation between internet addiction and self-esteem ($r=-0.610$, $p<.01$), negative correlation between self-esteem and impulsivity ($r=-0.477$, $p<.01$), and strong positive correlation between internet addiction and impulsivity ($r=0.708$, $p<.01$). The results of this study highlight the necessity for intervention programs that focus on both emotional self-esteem and behavioural regulation to reduce the likelihood of internet addiction. Initiatives designed to improve self-esteem and cultivate impulse control strategies may prove especially advantageous for adolescents and young adults.

Keywords: *Internet Addiction, Self-esteem, Impulsivity, Library going students*

The rapid advancement of technology and widespread internet access have transformed many people's lives, especially student's interaction with others, learning, and processing of information. In India, the number of active internet users reached 886 million in 2024, and is projected to exceed 900 million by 2025. **(Telecom Regulatory Authority of India [TRAI], 2024).** At the same time, average mobile data consumption has risen sharply to 32 GB per person per month, making India as the global leader in data usage **(Economic Times, 2025)**. While this expansion offers immense opportunities for education and social interaction, it also raises concerns about excessive use.

[1]Research Scholar, Department of Psychology, University of Lucknow, UP, India
[2]Assistant Professor, Department of Psychology, University of Lucknow, UP, India
*Corresponding Author

Received: September 08, 2025; Revision Received: September 20, 2025; Accepted: September 24, 2025

Internet addiction is a behavioural disorder that adversely impacts relationships, productivity, and mental health (**Young, 1998**). It is frequently defined by excessive or poorly controlled obsessions, desires, or behaviours related to internet use **(Sharma et al., 2021)**.

Although it is still not recognized as a distinct disorder in the DSM-5 **(American Psychiatric Association, 2013)**, but previous researches mention it's several characteristics with behavioural addictions, including tolerance, withdrawal, and functional impairment **(Griffiths, 2005)**. It has been identified as a possible mental health condition that impacts cognitive, emotional, and behavioural functioning. Among students, particularly adolescents and young adults, the internet serves not only as a tool for learning but also a medium for socializing, gaming, and entertainment. While moderate internet use can be beneficial, overdependence may lead to negative psychological consequences such as reduced academic performance, sleep disturbances, and emotional dysregulation **(Kuss & Lopez-Fernandez, 2016)**.

Several psychological factors have been found to correlate with severe internet addiction. Self-esteem is one such factor which is defined as the overall sense of self-worth or personal value (**Rosenberg, 1965)**. Low self-esteem has been consistently linked with increased vulnerability to internet addiction, as individuals with diminished self-worth may resort to the online world for validation, escapism, or to compensate for perceived personal deficiencies **(Kim & Davis, 2009)**. A study by **Keertika and Joy (2023)** highlighted that individuals with lower self-esteem are more prone to problematic internet use, especially when seeking social acceptance or avoiding offline stressors.

Impulsivity is another such factor, which refers to the tendency to act quickly without adequate thought or consideration of consequences **(Evenden, 1999**). It is a multifaceted construct encompassing aspects like attentional impulsiveness, motor impulsiveness, and non- planning impulsiveness **(Patton, Stanford, & Barratt, 1995)**. It is known to compromise self- regulation and increase the likelihood of engaging in excessive internet use **(Lee et al., 2012)**. Highly impulsive individuals may find it difficult to control their online behaviour, often sacrificing sleep, academic commitments, or social interactions for prolonged internet engagement **(Salehi et al., 2023)**.

The present study focuses on library going students of Akbarpur, Ambedkar Nagar district of Uttar Pradesh. Although these students, who visit private libraries, are academically motivated, however, at times they often deviate from their primary purpose and start using internet for various other activities. Research has indicated that students who frequently utilize institutional spaces such as college libraries for internet access tend to exhibit higher levels of internet overuse, largely due to the convenience and constant availability of online connectivity **(Kaur et al., 2023; Rathi & Malhotra, 2023)**. Although library internet use often begins with academic intentions, without proper self-regulation and excessive use of it can interfere with the sleep, concentration, and impulse control over time **(Kumar et al., 2024).**

Recently, Uttar Pradesh has witnessed a rise in privately-run libraries, many of which offer limited physical books but provide unlimited internet connectivity through Wi-Fi. This setup inadvertently exposes students to potential internet addiction, despite libraries being traditionally associated with focused study and academic discipline.

REVIEW OF LITERATURE

1. Internet Addiction Among Students

Students, especially adolescents and young adults, are particularly susceptible to internet addiction due to their developmental stage, academic pressures, and the ubiquitous presence of digital devices in their daily lives. A study by **Choi et al. (2009**) found that university students in South Korea exhibited high levels of internet addiction, particularly those using the internet for entertainment and social networking. In the Indian context, **Das et al. (2020)** reported that nearly 32% of college students exhibited signs of moderate to severe internet addiction, often linked to late-night usage and academic procrastination.

Moreover, internet addiction is known to interfere with academic performance, physical health, and emotional regulation **(Kuss & Griffiths, 2012)**. According to **Sharma et al. (2021)**, Indian adolescents with higher levels of internet addiction reported poor sleep hygiene, lack of concentration, and emotional instability. These findings suggest that internet addiction is not just a behavioural issue but also a psychological and emotional concern that merits in-depth exploration, particularly in academically motivated populations like library-going students.

2. Self-Esteem and Internet Addiction

Several studies have established a negative correlation between self-esteem and internet addiction in adolescents **(Mathew & Krishnan, 2020)** and adults **(Keertika & Joy, 2023)**. People with low self-esteem may use the internet as a compensatory mechanism to fulfil unmet emotional or social needs **(Kim & Davis, 2009)**. For instance, **Yao and Zhong (2014)** found that low self-esteem was a significant predictor of excessive online gaming and social media use among Chinese adolescents.

In India, **Kapur and Bansal (2021)** observed that students with lower self-esteem were more likely to engage in problematic internet behaviour, particularly for escapism and online validation. These individuals often find online spaces less threatening and more controllable than real-life social interactions, which in turn reinforces their dependence on the internet. The correlation appears to be bidirectional, where excessive internet use further erodes self-esteem due to academic failure, disrupted routines, or social isolation.

3. Impulsivity and Internet Addiction

Impulsivity is another psychological trait that is strongly associated with addictive behaviours, including internet addiction **(Lin et al., 2025)**. Research has shown a consistent link between high impulsivity and addictive behaviours, including internet addiction.

Bhatia and Bhatia (2019) found that impulsivity was significantly higher among students identified as heavy internet users, particularly in the domains of motor and non- planning impulsivity. These students often struggled with time management, emotional control, and adherence to routines, which affected both their academic and personal lives. In addition, **Cao et al. (2007)** found that impulsive individuals tend to use the internet excessively due to their diminished self-regulation capacity and susceptibility to immediate gratification. In a comparative study, **Lee et al. (2012)** showed that the impulsivity scores of internet- addicted individuals were similar to those of individuals with pathological gambling disorders, suggesting a shared psychological profile.

4. Integrated Perspectives

Several researchers have been done in an attempt to study the combined effects of self-esteem and impulsivity on internet addiction. **Mehroof and Griffiths (2010)** proposed that impulsivity and low self-esteem, along with other personality traits such as neuroticism and anxiety, are strong predictors of online gaming addiction. Similarly, **Yan et al. (2014)** argued that impulsivity may mediate the relationship between self-esteem and internet addiction, suggesting a complex interaction between these variables.

While existing research has explored internet addiction among student population, few studies have focused on students who regularly engage with traditional academic spaces like libraries-environments that typically demand greater concentration and academic discipline. Investigating internet addiction within this context, particularly in relation to self-esteem and impulsivity, can offer a deeper understanding of how psychological traits influence digital behaviour even among academically motivated individuals. This gap in literature presents an intriguing paradox- how do students who deliberately choose structured learning spaces manage digital distractions and cope with underlying psychological vulnerabilities?

METHODOLOGY

Objectives

1. To assess the prevalence of internet addiction among library going students.
2. To investigate the relationship between internet addiction and self-esteem among library- going students.
3. To investigate the relationship between internet addiction and impulsivity among library- going students.
4. To investigate the relationship between self-esteem and impulsivity among library-going students.

Hypotheses

- **H1:** There will be negative relationship between internet addiction and self-esteem.
- **H2:** There will be positive relationship between internet addiction and impulsivity.
- **H3:** There will be negative relationship between self-esteem and impulsivity.

Variables: Internet addiction, Self-esteem and Impulsivity.

Research Design

In the present study, **correlational research design** is used.

Sample

The sample consisted of 120 **library-going students** (i.e. 60 Male and 60 Female students), selected through **incidental sampling** from various private libraries running in Ambedkar Nagar, UP.

Inclusion and Exclusion Criteria: Only students who regularly used the library (at least twice a week), understood English and had access to internet-enabled devices were included in the study. Students unwilling to give consent and with known psychiatric or neurological disorders were excluded.

Tools used in data Collection

The following measures were used in the study,

1. **Internet Addiction Test (IAT) – Kimberley Young (1998):** The IAT is a 20-item self-report test that assesses the level of internet addiction. Each item of the test is rated on a 5-point Likert scale ranging from 1 (rarely) to 5 (always). The total score ranges from 20 to 100, with higher scores indicating greater levels of internet addiction. The Internet Addiction Test (IAT) has demonstrated excellent internal consistency (Cronbach's α = .90–.93) and strong test–retest reliability (ρ = .83), along with good convergent (r = .62–.84) and construct validity across diverse populations **(Moon et al., 2018).**
2. **Rosenberg Self-Esteem Scale (RSS) – Morris Rosenberg (1965):** This is a 10-item scale that assesses global self-worth by measuring both positive and negative feelings about the self. Items are rated on a 4-point Likert scale ranging from strongly agree to strongly disagree. The scale has demonstrated strong reliability (Cronbach's α typically > .80) and validity across diverse populations.
3. **Barratt Impulsiveness Scale (BIS-15) – Dr. Mark Spinella (2007)**: The BIS-15 is a brief version of the original Barratt Impulsiveness Scale, containing 15 items rated on a 4-point Likert scale. It measures three dimensions of impulsivity: attentional, motor, and non-planning. The BIS-15 has demonstrated acceptable psychometric properties, with Cronbach's alpha values above .70 for subscales.

Statistical Analysis

Data were analysed using Excel and IBM SPSS (Version 20). Descriptive statistics summarized sample characteristics, and Pearson's correlations examined associations among internet addiction, self-esteem, and impulsivity, with significance set at $p < .05$.

Procedure

The researcher first approached the library managers and obtained their consent to administer the tests. Subsequently, consent was also obtained from the students. After establishing a good rapport with them, the students were assured that their responses would be kept confidential. The tests, along with clear instructions, were then administered. Once all the questionnaires were completed, they were collected, and the students were thanked for their participation.

RESULTS

The following results were obtained after analysis.

Table 1 Descriptive statistics of the respondent's socio-demographic characteristics

Variable	Level	Frequency	Percentage (%)
Gender	Male	60	50
	Female	60	50
	Total	120	100
Age	16-20 years	63	52.5
	21-25 years	47	39.17
	26-30 years	10	8.33
	Total	120	100
Religion	Hindu	117	97.5
	Muslim	3	2.5
	Total	120	100

Variable	Level	Frequency	Percentage (%)
Education	12th	29	24.17
	Graduation	70	58.33
	Post-Graduation	17	14.17
	Others	4	3.33
	Total	120	100
No. of Hours of Internet Use per day	1-4 hours	31	25.83
	5-8 hours	64	53.33
	9-12 hours	25	20.83
	Total	120	100

The sample consisted of 120 students, with an equal number of males (50%) and females (50%). Most of the participants were aged between 16–20 years (52.5%), followed by 21–25 years (39.17%), and a small group aged 26–30 years (8.33%). A large majority of the respondents were Hindu (97.5%), with a few identifying as Muslim (2.5%). Most participants were undergraduates (58.3%), with smaller proportions from higher secondary (24.2%), postgraduate (14.2%), and other categories (3.3%). Over half of the students (53.3%) reported using the internet 5–8 hours daily, while 25.8% used it for 1–4 hours, and 20.8% for 9–12 hours. These findings suggest that although moderate use is common, a notable proportion spend excessive time online, placing them at risk of problematic use.

Table-2 Categories of the internet users on the basis of Gender

Category	Normal	%	Mild	%	Moderate	%	Severe	%
Male	1	1.67	43	71.67	16	26.67	0	0.00
Female	6	10.00	46	76.67	8	13.33	0	0.00
Total	7	5.83	89	74.16	24	20.00	0	0.00
Note:	Percentages are based on row totals. Classification is according to Young's criteria.							

As shown in Table 2, most students (74.2%) were mildly addicted to the internet, followed by 20.0% moderately and 5.8% normal, with no severe cases. Among males, 71.7% were mildly and 26.7% moderately addicted, while females showed 76.7% mild and 13.3% moderate use. Overall, both groups displayed mainly mild to moderate addiction, with males slightly higher in moderate use.

To identify the prevalence of internet addiction among library-going students, participants were classified into two groups according to Young's Internet Addiction Test scores, using the criteria proposed by **Yoo et al. (2004).** Students scoring 50 or above on the Internet Addiction Test (IAT) are classified as the *Internet Addicted Group*, while those scoring below 50 are placed in the *Internet Non-Addiction Group*.

Table-3 Internet addicts among library going students

Gender	Internet Non-Addiction Group		Internet Addicted Group	
	No.	%	No.	%
Male	44	73.33	16	26.67
Female	51	85	9	15
Total	95	79.17	25	20.83

As shown in Table-3, out of the 60 male students, 16 (26.67%) fall into the internet addicted group, whereas 44 (73.33%) are classified as non-addicted. Among the 60 female students, 9 (15%) are identified as internet addicted, while 51 (85%) are non-addicted. In the overall sample of 120 students, 25 (20.83%) meet the criteria for internet addiction, and 95 (79.17%) fall into the non-addiction category.

Table-4 Correlations among the Scores of IAT, RSS, and BIS

Variables	IAT	RSS	BIS
IAT	-	r= -0.610**	r= 0.708**
RSS	-	-	r= -0.477**

*** Correlation is significant at the 0.01 level.*

The above table shows correlation coefficients among the scores on the Internet Addiction Test (IAT), Rosenberg Self-Esteem Scale (RSS), and Barratt Impulsiveness Scale (BIS).

The findings show a significant negative correlation between IAT and RSS scores ($r = –0.610$, $p < .01$), indicating that higher levels of internet addiction are associated with lower levels of self-esteem. This suggests that students who use the internet excessively may experience more negative feelings about themselves. In addition, a significant positive relationship is found between IAT and BIS scores ($r = 0.708$, $p < .01$), meaning that students with higher internet addiction scores tend to be more impulsive. In other words, impulsivity appears to be strongly linked with internet addiction. Further, RSS and BIS scores are negatively correlated ($r = – 0.477$, $p < .01$), suggesting that students with lower self-esteem are more likely to show impulsive behaviour. These findings highlight that internet addiction is not an isolated issue but is significantly connected with both lower self-esteem and higher impulsivity among adolescents.

DISCUSSION

The study was conducted with the purpose of finding out prevalence of internet addiction, to investigate the relationship between internet addiction, self-esteem, and impulsivity among library going students.

The result clearly highlights that the majority of participants were between 16 and 20 years of age (52.5%) and pursuing graduation (58.3%), reflecting an academically formative stage that is particularly vulnerable to problematic internet use. Over half of the students reported that they are using internet for 5-8 hours daily. This exceeds typical national patterns, where adolescents average 4–5 hours of daily screen time **(Kumari & Choudhary, 2024)** and over half of youth spend more than 3 hours online **(India Today, 2023)**, suggesting elevated risk for problematic use.

20.8% of library-going students meet the criteria for internet addiction, with **higher prevalence among males (26.7%)** compared to females (15%). This suggests that although the majority of library-going students are not internet addicted, **a notable proportion—especially among male students—exhibit signs of problematic internet use**. This calls for further exploration of behavioural patterns and intervention strategies targeting at-risk groups. Correlation analysis revealed that internet addiction is negatively linked with self-esteem (r = -.610, p<.01), supporting the first hypothesis. This suggests that students with lower self-esteem may be more vulnerable to excessive internet use, possibly using online platforms as a coping mechanism to counteract negative self-perceptions or social

insecurities. Even among library-going students, who are typically considered academically disciplined, this pattern was evident, highlighting that the structured environment of libraries does not necessarily safeguard against maladaptive internet use. This is consistent with other research studies done in Indian and Western settings. **Keerthika and Joy (2023)**, in their study of young adults in Bangalore, reported a negative association between internet addiction and self-esteem. Similarly, **Andreassen et al. (2017)** reported that lower self-esteem was associated with higher tendencies toward online dependency.

In addition, a significant positive correlation was found between internet addiction and impulsivity ($r = .708$, $p < .01$), thereby accepting the second hypothesis. This may be because impulsive individuals often struggle with self-control and are more likely to seek immediate gratification, such as prolonged internet use, without considering long-term consequences. Even among library-going students, who generally pursue structured study routines, impulsivity appears to override academic discipline, resulting in compulsive online behavior. This is consistent with other findings. **Saarsar and Kumar (2025)**, in their study involving 400 adolescents, reported a robust positive link between impulsivity and internet addiction. Similarly, **Salehi et al. (2023)**, in a study of 260 medical students in Iran, found impulsivity to be a key indicator of internet addiction.

Furthermore, a significant negative correlation was observed between self-esteem and impulsivity ($r = –.477$, $p < .01$), thereby accepting the third hypothesis. Students with lower self-esteem may experience poorer emotional regulation, which can manifest in impulsive reactions. Among library-going students, this tendency suggests that despite engaging in academic spaces, those with low self-esteem may struggle with impulse control, potentially undermining their study habits. This finding aligns with **Gupta and Tripathi (2024)**, who also reported a negative association between self-esteem and impulsivity.

CONCLUSION

The study highlights that a significant portion of library-going students—especially males—are at risk of internet addiction. Findings confirm that internet addiction is closely linked to lower levels of self-esteem and higher levels of impulsivity, which appear to perpetuate excessive online engagement. Within the context of library-going students—who are expected to demonstrate focus and academic discipline—this pattern is especially concerning. These psychological traits appear to reinforce one another, creating a cycle of excessive internet use. The results emphasize the need for emotionally focused interventions in educational settings to help students build healthier online habits, stronger self-esteem, and better impulse control among this group.

REFERENCES

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). https://doi.org/10.1176/appi.books.9780890425596

Andreassen, C. S., Pallesen, S., & Griffiths, M. D. (2017). The relationship between addictive use of social media, narcissism, and self-esteem. *Addictive Behaviors, 64*, 287–293. https://doi.org/10.1016/j.addbeh.2016.03.006

Bhatia, M. S., & Bhatia, S. C. (2019). Impulsivity and internet addiction in adolescents. *Indian Journal of Psychiatry, 61*(4),423–430. https://doi.org/10.4103/psychiatry.IndianJPsychiatry_82_18

Cao, F., Su, L., Liu, T., & Gao, X. (2007). The relationship between impulsivity and internet addiction in a sample of Chinese adolescents. *European Psychiatry, 22*(7), 466–471. https://doi.org/10.1016/j.eurpsy.2007.05.004

Choi, K., Son, H., Park, M., Han, J., Kim, K., Lee, B., & Gwak, H. (2009). Internet overuse and excessive daytime sleepiness in adolescents. *Psychiatry and Clinical Neurosciences, 63*(4), 455–462. https://doi.org/10.1111/j.1440-1819.2009.01925.x

Das, B., Sharma, A., & Singh, V. (2020). Prevalence and correlates of internet addiction among college students in India. *Journal of Mental Health and Human Behaviour, 25*(1), 40–46.

Evenden, J. L. (1999). Varieties of impulsivity. *Psychopharmacology, 146*(4), 348–361. https://doi.org/10.1007/PL00005481

Goel, D., Subramanyam, A., & Kamath, R. (2013). A study on the prevalence of internet addiction and its association with psychopathology in Indian adolescents. *Indian Journal of Psychiatry*, *55*(2), 140–143. https://doi.org/10.4103/0019-5545.111451

Griffiths, M. D. (2005). A 'components' model of addiction within a biopsychosocial framework. *Journal of Substance Use, 10*(4), 191–197. https://doi.org/10.1080/14659890500114359

Gupta, H. R., & Tripathi, K. M. (2024). Exploring the linkage between impulsivity, risk-taking behavior and self-esteem among young adults. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.4824946

India Today. (2023, October 16). *More than half of Indian youth aged 9–17 spend over 3 hours daily on social media, gaming: Study*. https://www.indiatoday.in/technology/news/story/more-than-half-of-indian-youth- aged-9-17-spend-over-3-hours-daily-on-social-media-gaming-study-2449702-2023- 10-16

Kumari, N., & Choudhary, K. C. (2024). Impact of digital screen time on adolescents. *International Journal of Indian Psychology, 12*(3), 1755–1761. https://doi.org/10.25215/1203.171

Kapur, R., & Bansal, N. (2021). The relationship between internet addiction and self- esteem among adolescents in India. *International Journal of Indian Psychology, 9*(3), 112–122. https://doi.org/10.25215/0903.015

Kaur, R., Choudhary, M., & Sharma, S. (2023). Internet addiction and its correlates among college students: A cross-sectional study from Western Rajasthan. *Journal of Family Medicine and Primary Care, 12*(9), 173–179. https://doi.org/10.4103/jfmpc.jfmpc_285_23

Keerthika, K. & Joy, M. (2023). Relationship between Internet Addiction and Self- esteem. International Journal of Indian Psychology, 11(2), 1823-1828. DIP:18.01.186.20231102, DOI:10.25215/1102.186

Kim, H. K., & Davis, K. E. (2009). Toward a comprehensive theory of problematic Internet use: Evaluating the role of self-esteem, anxiety, flow, and the self-rated importance of Internet activities. *Computers in Human Behavior, 25*(2), 490–500. https://doi.org/10.1016/j.chb.2008.11.001

Kormas, G., Critselis, E., Janikian, M., Kafetzis, D., & Tsitsika, A. (2011). Risk factors and psychosocial characteristics of potential problematic and problematic internet users among adolescents: A cross-sectional study. *BMC Public Health*, *11*, 595. https://doi.org/10.1186/1471-2458-11-595

Kumar, S., Yadav, M., & Singh, A. (2024). Internet use behavior among library-visiting postgraduate students and the role of librarians. *DESIDOC Journal of Library & Information Technology, 44*(2), 120–128. https://doi.org/10.14429/djlit.44.2.2024.

Kumari, R., Yadav, J., & Yadav, N. (2021). A study of internet addiction among undergraduate students. *Indian Journal of Health and Wellbeing*, *12*(1), 25–28.

Kuss, D. J., Griffiths, M. D., & Pontes, H. M. (2017). Chaos and confusion in DSM-5 diagnosis of Internet Gaming Disorder: Issues, concerns, and recommendations for

clarity in the field. In M. Reitz (Ed.), Psychology and Education (pp. 103–118). IntechOpen. https://www.intechopen.com/chapters/53535

Kuss, D. J., & Griffiths, M. D. (2012). Internet addiction: A systematic review of epidemiological research for the last decade. *Current Pharmaceutical Design, 18*(18), 4907–4919. https://doi.org/10.2174/138161212802000361

Kuss, D. J., & Lopez-Fernandez, O. (2016). Internet addiction and problematic Internet use: A systematic review of clinical research. *World Journal of Psychiatry, 6*(1), 143–176. https://doi.org/10.5498/wjp.v6.i1.143

Lee, H. W., Choi, J. S., Shin, Y. C., Lee, J. Y., Jung, H. Y., & Kwon, J. S. (2012).

Impulsivity in internet addiction: A comparison with pathological gambling. *Cyberpsychology, Behavior, and Social Networking, 15*(7), 373–377. https://doi.org/10.1089/cyber.2012.0063

Lin, C.-Y., Chen, Y.-C., Hsu, S.-N., & Lee, M.-B. (2025). *The role of mind wandering and anxiety in the association between internet addiction and hyperactivity-impulsivity: A serial mediation model.* BMC Psychology, 13, Article 345. https://bmcpsychology.biomedcentral.com/articles/10.1186/s40359-025-02667-3

Mak, K. K., Lai, C. M., Watanabe, H., Kim, D. I., Bahar, N., Ramos, M., ... & Cheng,C. (2014). Epidemiology of internet behaviors and addiction among adolescents in six Asian countries. *Cyberpsychology, Behavior, and Social Networking*, *17*(11), 720–728. https://doi.org/10.1089/cyber.2014.0139

Mathew, P., & Krishnan, R. (2020). Impact of problematic internet use on the self- esteem of adolescents in the selected school, Kerala, India. *Archives of Psychiatric Nursing*, *34*(3), 122–128. https://doi.org/10.1016/j.apnu.2020.02.008

Mehroof, M., & Griffiths, M. D. (2010). Online gaming addiction: The role of sensation seeking, self-control, neuroticism, aggression, state anxiety, and trait anxiety. *Cyberpsychology, Behavior, and Social Networking, 13*(3), 313–316. https://doi.org/10.1089/cyber.2009.0229

Moon, S. J., Hwang, J. S., Kim, J. Y., & Shin, A. L. (2018). Psychometric properties of the Internet Addiction Test: A systematic review and meta-analysis. *Cyberpsychology, Behavior, and SocialNetworking, 21*(8), 473–484. https://doi.org/10.1089/cyber.2017.0735

Nath, Kamal & Naskar, Subrata & Victor, Robin. (2016). A Cross-Sectional Study on the Prevalence, Risk Factors, and Ill Effects of Internet Addiction Among Medical Students in Northeastern India. The Primary Care Companion to The Journal of Clinical Psychiatry. 18. 10.4088/PCC.15m01909.

Patton, J. H., Stanford, M. S., & Barratt, E. S. (1995). Factor structure of the Barratt impulsiveness scale. *Journal of Clinical Psychology 51*(6), 768–774. https://doi.org/10.1002/1097-4679(199511)51:6<768::AID- JCLP2270510607>3.0.CO;2-1

Rathi, A., & Malhotra, D. (2023). Prevalence and predictors of Internet addiction among Indian college students. *Indian Journal of Mental Health, 10*(1), 22–30. https://doi.org/10.21088/ijmh.2347.9981.10123.4

Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton University Press.

Saarsar, R., & Kumar, S. (2025). A study of internet addiction and impulsive behavior among adolescents. *Indian Journal of Health and Wellbeing*, *15*(4), 614–618.

Salehi, M., Abbaspour, Z., Molana, A., & Shahini, N. (2023). Impulsivity, inhibition, and internet addiction in medical students of north of Iran. *Frontiers in Psychiatry*, *13*. https://doi.org/10.3389/fpsyt.2022.1002625

Sharma, M. K., John, N., & Sahu, M. (2021). Internet addiction and psychological distress among adolescents: A cross-sectional study. *Journal of Indian Association for Child and Adolescent Mental Health, 17*(1), 52–67.

Soni, R., & Upadhyay, S. (2023). Prevalence and predictors of internet addiction among youth in India: A systematic review. *Indian Journal of Public Health Research & Development*, *14*(2), 245–250.

Telecom Regulatory Authority of India. (2024). *Monthly telecom subscription report – February 2024*. https://www.trai.gov.in

Yan, W., Li, Y., & Sui, N. (2014). The relationship between recent stressful life events, personality traits, perceived family functioning and Internet addiction among college students. *Stress and Health, 30*(1), 3–11. https://doi.org/10.1002/smi.2490

Yao, M. Z., & Zhong, Z. J. (2014). Loneliness, self-esteem and internet addiction: A moderated mediation model. *Computers in Human Behavior, 30*, 164–170. https://doi.org/10.1016/j.chb.2013.08.034

Yoo, H. J., Cho, S. C., Ha, J., Yune, S. K., Kim, S. J., Hwang, J., Chung, A., Sung, Y. H., & Lyoo, I. K. (2004). Attention deficit hyperactivity symptoms and internet addiction. *Psychiatry and Clinical Neurosciences*, *58*(5), 487–494. https://doi.org/10.1111/j.1440-1819.2004.01290.x

Young, K. S. (1998). Internet addiction: The emergence of a new clinical disorder. *CyberPsychology & Behavior, 1*(3), 237–244. https://doi.org/10.1089/cpb.1998.1.237

Acknowledgment

The author is grateful for all those who contributed and helped in any ways to this research.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Kumar, V. & Singh, M. (2025). Relationship between Internet Addiction, Self-Esteem, and Impulsivity in Library-Going Students. *International Journal of Indian Psychology*, *13*(3), 3959-3969. DIP:18.01.360.20251303, DOI:10.25215/1303.360