

## Impact of Internet Addiction on Students

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### ABSTRACT

The present study was conducted to assess the internet addiction level on students of intermediate class students and Post-graduate students. This study consisted sample of 80 students subject (40 intermediate class students divided into 20 males & 20 females, and 40 Post-graduate class students divided into 20 males & 20 females) selected through quota sampling technique from Srinagar city of Garhwal (Uttarakhand). Data was collected by internet addiction test developed by Kimberly young. For statistical analysis Mean, SD, and t-test were applied in this study. The results revealed that there is a significant difference between intermediate class males & female students and post-graduate class males & female students.

**Keywords:** *Internet Addiction, Gender*

The advent of internet in this rat-race to quench the thirst of knowledge has become more aggressive. This has divided the world into two halves; computer literate and computer illiterate. People having no knowledge of computer and information technology are feeling incapable to keep pace with the society. The Internet and computer are providing many facilities at home and work place. For instance- e-banking, e-tickets, e-books, e-mails are the most general facilities of internet. One can share his experiences and thoughts with the entire world through blogs, Wikis and web- sites. Besides job hunting and hiring employees it is also possible through public portals like naukri.com, UPSC portal, monster.com, latest vacancy, sarkari naukri etc. (Edwards & Bruce, 2002) It can further be seen that internet use not only affects physiological and psychological variables but also educational and study habits of students. Success of students in their education is very necessary for good health of our society and but success in study depends not only on ability and hard work but also on effective method of study and study habits. Nowadays, students have not keen interest in traditional styles of study. In the new generation, the Internet has become an important tool for education, entertainment, communication, and information-sharing.

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In recent years, the use of Internet, a largely pro-social, interactive, and information-driven medium has skyrocketed and affected everyone's life, specifically, adolescents and young adults, a generation for whom the line between online and real world interaction is practically non-existent and the existence of addictive Internet use may exert detrimental effects on their lives. Along with all the benefits the Internet brings, problems of excessive use are also becoming apparent (Nalwa, 2003). Psychological and physical problems (sleep deprivation, excessive fatigue, decreased immune system, lack of proper exercise, poor personal hygiene and back or eye strain), social isolation and lack of real-life social relationships, familial (relationship problems with family, neglect of daily chores and increased family conflicts), academic problems (drop in grades, missed classes, decline in study habits) and other problems such as cyber bullying, sexual predators and exposure to pornographic materials (Gross, 2004) have all been identified as consequences of excessive Internet use. It has been alleged by some academics that excessive Internet use can be pathological and addictive and that it comes under the more generic label of technological addiction (Griffiths, 1996a, 1998, 2003).

Concept of internet addiction was first coined by Goldberg (1996) and by following DSM IV addiction criteria it was defined as "very strong desire or urge for using the internet" (Aboujaoude et al., 2006; Block, 2008; Korkeila et al.2009).Internet is a technological tool which makes our life easier and has become an indispensable part of it while its number of user population increases faster each day (Isman and Dabaj, 2004; Yapici, and Akbayin, 2012). Although internet plays an indirect role on these issues, internet addiction affects these issues directly (Akin, 2012; Young, 1998).

Internet addiction means the over use of internet to such extent that our everyday life collapses. At the end it leads to complete breakdown of our personal and social relationship, work and sleep routine as well as our mood and thinking capability. In other words we can say that the over use of Internet creates disturbance in our life. The use of the Internet on school campuses and in society has increased dramatically in recent years. Whereas the academic use of the Internet is primarily intended for learning and research, the Internet has also become an important part of student life. However, from time to time, cases of over involvement with the Internet have been observed on different campuses. For example, Chou et al. (1999) observed that in one residence hall at their university; four roommates were busy, quietly working on their computers. They logged onto the Internet to chat with other people, whom were no other than their roommates! Some college students remain connected to the Internet as long as they are awake. By this observation teachers may notice that fewer and fewer students are willing to take early morning classes, and some of those who do register for morning classes regularly come in late. It has also come to the attention of some school administrators that some students get poor grades or are placed on academic probation because they spend too much time on the Internet rather than on their studies.

Internet addiction commonly refers to an individual's inability to control his or her use of the Internet (including any online-related, compulsive behavior), which eventually causes one's

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marked distress and functional impairment in daily life. Research studies in the Western and Asian contexts suggest that the risk of Internet addiction among young people is increasing. College students are especially vulnerable to developing dependence on the Internet, more than most other segments of the society. This can be attributed to several factors including the following: Availability of time; ease of use; unlimited access to the Internet; the psychological and developmental characteristics of young adulthood; limited or no parental supervision; an expectation of Internet/computer use implicitly if not explicitly, as some courses are Internet-dependent, from assignments and projects to communication with peers and mentors; the Internet offering a route of escape from exam stress,<sup>6</sup> all of which make Internet overuse a significant cause of concern for parents and faculty.

The excessive and inappropriate use of Internet is a growing concern in the current tech-savvy World. The youth are particularly vulnerable to this problem which may ruin their very critical academic career. The aim of this study is to find out the impact of internet addiction on students from different level of education and gender.

### **METHODOLOGY AND DESIGN**

#### *Problems*

Impact of internet addiction on students.

#### *Objectives*

1. To measure the level of internet addiction among intermediate standard and post-graduation students.
2. To measure the level of internet addiction among male and female students of intermediate standard.
3. To measure the level of internet addiction among male and female students of post-graduation.

#### *Hypotheses*

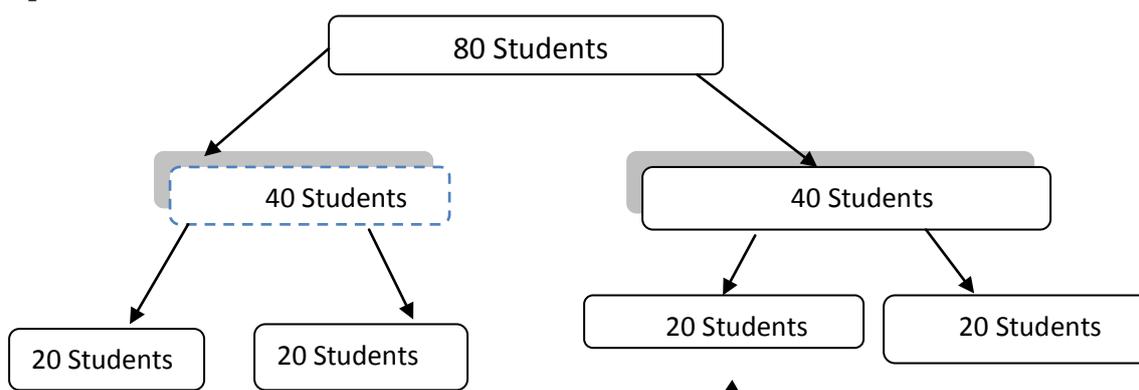
1. There is no significant difference among intermediate and Post-graduate students regarding the level of internet addiction.
2. There is no significant difference among intermediate male and female students.
3. There is no significant difference among Post-graduate male and female students.

#### *Sampling*

The present study consists of 80 students divided into two groups 40 intermediate class (male & female) students and 40 PG (male & female) students.

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### Sample



### Variables

#### Independent

1. Intermediate Standard and Post-graduate students
2. Gender

#### Dependent

1. Internet Addiction

### Measurement Tools

Internet Addiction Test the IAT was developed by Dr. Kimberly Young, 1998 and it consist of 20 questions was adopted to evaluate the respondents' level of internet addiction. Each item is scored using a five-point liker scale, a graded response can be selected (1 = "rare" to 5 = "always").

### Statistical Analysis

In this study t-test was used to analyze the data.

## RESULTS AND DISCUSSION

**Table 1: Internet addiction among Intermediate and PG class students.**

Variables	N	Mean	S. D.	t-value	Result
12 <sup>th</sup> class Students	40	46.75	14.72	0.91	Not Significant*
Post graduate class Students	40	46.4	14.94		

\*Significance level 0.05

Table: 1- The outcome of the present study clearly indicates that there is a no difference between intermediate and Post-graduate class students. Intermediate class students mean are found 46.75 and S.D 14.72. And Post-graduate class students mean are found 46.4 and S.D 14.94. It is clear that the Internet Addiction level of intermediate class and PG class students are low.

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On applying t-test the numeric value that we get is 0.91 which are found insignificant at 0.05 level. There is no significant difference between intermediate class and PG class students for Internet Addiction. So there hypotheses are accepted.

**Table-2: Internet addiction among Intermediate male and female students.**

Variables	N	Mean	S. D.	t-value	Result
Male	20	55.45	12.36	2.60	Significant*
Female	20	37.35	11.54		

*\*Significance level 0.05*

Table: 2- The outcome of the present study indicates that there is a lot difference between male and female and female students of intermediate class. Male students mean are found 55.45 and S.D 12.36. And Female students mean are found 37.35 and S.D 11.54. It is clear the level of internet addiction very high in male students compare to female students.

On applying t-test the numeric value that we get are 2.60 which are found significant at 0.05 level. There is significant difference between male and female students of intermediate class of internet addiction. So there hypotheses are rejected.

The Internet has been touted as a premiere educational tool driving schools to integrate Internet services among their classroom environments. However, one survey revealed that eighty-six percent of responding teachers, librarians, and computer coordinators believe that Internet usage by children does not improve performance (Barber, 1997). Respondents argued that information on the Internet is too disorganized and unrelated to school curriculum and textbooks to help students achieve better results on standardized tests. To further question its educational value, Young (1996) found that fifty-eight percent of students reported a decline in study habits, a significant drop in grades, missed classes, or being placed on probation due to excessive Internet use.

**Table 3: Internet addiction among Post graduate class male and female students.**

Variables	N	Mean	S. D.	t-value	Result
Male	20	58.05	9.81	3.66	Significant*
Female	20	35.45	8.92		

*\*Significance level 0.01*

Table: 3- The outcome of the present study indicates that there is a lot difference between male and female students of Post-graduate class. Male students mean are found 58.05 and S.D 9.81. And Female students mean are found 35.45 and S.D 8.92. It is clear the level of internet addiction very high in male students compare to female students.

On applying t-test the numeric value we that get are 3.66 which are found significant difference between male and female students of Post-graduate class of internet addiction. So there hypotheses are rejected.

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One of the studies of Hamade (n.d.) showed the distribution of students among three levels of internet addiction. It showed that 75.6% of female no sign of addiction compared to only 46.6% of males. Besides that, less than 25% of females are addicted to the internet and more than 50% of male students are addicted. Moreover, about 18% of males are highly addicted to the internet but females only 6% are highly addicted. In other words, male students are more addicted to the internet than female students and the reason could be that male students enjoy more freedom than female students such as spend time outside the house and with friends, and visit internet cafes, game networks and other places. This freedom will make them more time surfing the internet and consequently become more vulnerable to internet addiction.

Internet addiction in adolescence can have a negative impact on identity formation and may negatively affect cognitive functioning, lead to poor academic performance and engagement in risky activities, and inculcate poor dietary habits.

The use of internet among adolescents in India has led to a vast change in their life styles and study habits. It is a general observation that the use of internet can lead to improve student's performance in thinking logically, formation of concepts, problem solving procedure and understanding relationships (Temple and Gavillet, 1990). For example- Computer programming allows students to improve those skills by participating in classroom exercises that closely stimulate real world experiences. Such instructional stimulations are particularly useful in situations where first hand experiences are not available and are not appropriate. On the other hand, some researchers and media correspondents and policy analysts argue that use of internet suppresses the capacity of brains to develop imagination (Davis, 1989). Students are happy to be alone. They do not make notes any longer. They believe in cut-paste technology. They make no reference of library materials. This shows that use of internet leads to serious consequences because it adversely affects the study habit of children (Wang et al, 2003).

## CONCUSSION

There is significant difference between intermediate class male and female students and post-graduation male and female students. The null hypothesis is rejected. We are found the high level of internet addiction in intermediate class male compare to female students. And post-graduation male student, internet level in very high compare to female students.

This was a preliminary survey to evaluate the Internet addiction and impact of Internet use in a purposive Indian sample. In the present study, more male subjects were addicted to the Internet compared with their female counterparts. Available data from the community and online surveys as well as clinical samples suggest that Internet addiction appears to have a male preponderance. In a Finnish study, men had significantly higher mean score on the Internet Addiction Test (IAT) than did women. A study that included adolescents revealed 50% increased odds for males to be addicted to the Internet (OR=1.5, 95% CI=1.1-2.2) when compared with females. It is suggested that the gender distribution may be explained by the

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fact that men are more likely to express interest in games, pornography, and gambling activities that have all been associated with problematic Internet use.

Studies have found that the Internet addiction usually manifests itself in the late 20s or early 30s. The mean age ( $27.73 \pm 5.14$  years) of the subjects in the index study also support the same. Black et al. Reported a lag time of 11 years from the initial use to the problematic use. Other studies have also reported a 3-year history of problematic use at the time of interview. Subjects in the present study had a lag period of approximately 6 years ( $73.43 \pm 44.51$  months) from the initial computer use to the index assessment for Internet addiction, which is in the range of that reported in the other studies. Subjects in the present study used Internet for 2.13 h/day, which translates into 14.91 h/week, which is lower compared with that reported by other studies.

### *Limitations and implications*

1. The size of the sample was small which could be increased.
2. There was a significant difference internet addiction level which was found among the intermediate class and post- graduation class students.
3. This shows the high internet addiction level in post- graduation male and female compared to intermediate class male and female students.

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