

# A Study of Internet Addiction in Relation to Academic Achievement among Higher Secondary School Students of Amritsar District.

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## ABSTRACT

Internet was created to facilitate our lives. However, the excessive use of internet leads to an addiction. The aim of this study is to investigate the internet addiction in relation to academic achievement among higher secondary school students. A sample of 200 students was selected by using simple random sampling technique from Government and Private schools of Amritsar District. The Descriptive Survey method with internet addiction scale by Young (1995) and previous year Academic marks of students was used to collect the data. Mean, S.D. Critical Ratio and Correlation was used for analysis of data. The results of this study indicate that significant difference were found among Government and Private schools on Internet addiction and academic achievement and there exist a significant relation in internet addiction and academic achievement among secondary school students.

**Key words:** Internet Addiction and Academic Achievement.

## I. INTRODUCTION:-

Internet addiction is described as an impulse controlled disorder. Rapid expansion and proliferation of the internet have provided better opportunities for communication. The term internet addiction was coined by Dr. Ivan Goldberg in 1995. However, the excessive use of internet has led to the emergence of the concept of internet addiction. It is argued that the academic user of internet is primarily intended for research facilities and communication, but students mostly used it to communicate with friends and family members (Chou, Condron and Bellan, 2005)

The results of several research projects showed that the major application of the internet for school students is interpersonal communication through social network such as instant messaging, e-mail and Chat programs (Young, 1998) However it

is requested that most of the internet users agreed the benefit of the internet as healthy productive activities such as students can grab the opportunities by surfing web sites, excellent tool for the research engaging in chat room & so on. On the other hand in many students fall behind their academic performance because of excessive investments in online relationships and unnecessary use of Social media. Various studies showed that internet addiction can cause loneliness, shyness, depression and various other psychological conditions (Eldcleklioglu and Batilc, 2013)

Moreover over use of the internet may expose the students to its dark side like spam, malware, hacking, invasion of privacy. (Kim, 2010) In the Current period, the use of computer and internet has become an essential part of life (Goswami & Singh 2016). As adolescents have not yet reached psychological maturity, the lengthy use of the internet causes them to be defined as a risk group of internet addiction (Khalom, 2016). However, it is not necessary that the influence of internet is always positive as it might take an opposite direction. With the advancement in media and technologies, Internet has emerged as an effective tool eliminating human geographical barriers. With the availability and mobility of new media, Internet Addiction has emerged as a potential problem in higher secondary school students which refers to excessive computer use that interferes with their daily life.

## Objectives of the Study

1. To study the internet addiction of higher secondary school students with respect to type of schools.
2. To study the internet addiction of higher secondary school students with respect to gender.

3. To study the academic achievement of higher secondary school students with respect to type of schools.
4. To study the academic achievement of higher secondary school students with respect to gender.
5. To study the relationship between internet addition and academic achievement of higher secondary school students.

### Hypotheses of the Study

1. There exists a significant difference in internet addiction of higher secondary school students with respect to type of schools.
2. There exists a significant difference in internet addiction of higher secondary school students with respect to gender.
3. There exists a significant difference in academic achievement of higher secondary school students with respect to type of schools.
4. There exists a significant difference in academic achievement of higher secondary school students with respect to type of gender.
5. There exists significant relationship between internet addiction and academic achievement of higher secondary school students.

## II. REVIEW OF RELATED LITERATURE

Anwar (2014) conducted a study to examine the prevalence of internet addiction among secondary school children and its relationship with their academic achievements. The sample of 300 (Males or Females) was used from different schools (Government and Private) of Lucknow. Data was collected by using Internet Addiction Test. The results of this study were found that average to high use of internet positively influenced the academic achievement while no use and extremely high.

Ghulami (2018) explored the relationship between internet addiction and academic performance among Afghan University students. Data was collected from 976 participants. (358 females and 618 Males). Result of this study indicated that there were significant differences between internet addictions in terms of demographic characteristics.

Azizi, Soroush and Khatony (2019) conducted a study to investigate the relationship between social networking addiction and academic performance of students in Iran. 360 students were enrolled by stratified random sampling technique. The study tools included personal information from the Beegen social Media Additional scale. Also, the students overall grade obtained in previous

educational term was considered as the indicator of Academic Performance. Data were analyzed using SPSS, descriptive and inferential statistics. Results of this study revealed that there was negative and significant relationship between the overall use of social networks and academic performance of students.

Javaeed, Jeelani and Ghanru (2020) explored the relationship between internet addiction (IA) and academic performance among the medical students of Azad Kashmir, Pakistan. The sample of 360 medical students were taken. Dr Young's internet addiction test was used as the tool of data collection. Result of this study indicated that internet addiction affects academics performance.

Don and Shek (2021) conducted a study of predictive effect of internet addiction and academic values of satisfaction with academic performance among high school students of China. Sample of 2648 students of 7<sup>th</sup> and 8<sup>th</sup> grade were taken. Internet addiction scale developed by Young (1998) was adopted to evaluate performance. Results of this study revealed that high use of internet had positive impact on academic performance.

### Delimitations Of The Study:

1. The present study was confined to Amritsar district only.
2. The present study was confined to the sample of 200 (i.e. 100 Male of 100 Female) students only.
3. The present study was confined to Government and Private schools seen by state board of school education only.

**Procedure:** Ten Schools situated in Amritsar were visited by the investigator to collect the data from respondents.

### TOOL USED

Internet addiction scale developed by Dr. Kimberly S. Young (1998) and 11<sup>th</sup> class final exam marks were considered as academic achievement of students.

### Methodology

The questionnaire were administered to the students so that they were responded to answer the questions after explaining the purpose of the study.

## III. RESULT AND DISCUSSION

**Hypothesis-1:** There exists a significant difference in internet addiction of higher secondary school students with respect to type of school.

### Analysis of internet addiction with respect to school

**Table 1** Shows the Mean Score, S.D t-value of internet addiction addition of private and government high school.

Variable	School	N	Mean	S.D	df	t-test	Inference
Internet addiction	Government	100	42.07	13.40	198	3.36	Significant
	Private	100	45.71	15.12	198		

Table 1 reveals the mean score of internet addiction between private and government higher secondary school students are 42.07 and 45.71 respectively. The t-value comes to be 3.36 which is significant at both 0.05 and at 0.01 level. Hence in hypothesis-1, There exists a significant difference in internet addiction of higher secondary school students with respect to gender is accepted. This significant difference in internet addiction between private higher secondary school students this indicates that internet addiction is more in

private higher secondary school students as compared to government higher secondary school students. Private school students have more access to the internet than government school students due to their better economic conditions and availability of internet facilities in the school and at home.

**Hypothesis-2:** There exists a significant difference in internet addiction of higher secondary school students with respect to gender.

### Analysis of internet addiction with respect to gender

**Table-2** Shows the Mean Score, S.D and t-value of internet addiction addition of male and female students.

Variable	School	N	Mean	S.D	df	t-test	Inference
Internet addiction	Male	100	48.72	15.25	198	3.34	Significant
	Female	100	43.64	15.34	198		

Table 2 shows the mean score of internet addiction between male and female students are 48.72 and 43.64 respectively. The t-value comes to be 3.64 which is significant at both 0.05 and at 0.01 level. Hence the hypothesis no.2, there exists a significant difference in internet addiction of higher secondary school students with respect to gender is

accepted. This indicates that internet addiction is more in boys as compared to girls.

**Hypothesis-3:** There exists a significant difference in academic achievement of higher secondary school students with respect to type of schools.

### Analysis of academic achievement with respect to type of schools

**Table-3** Shows the Mean Score, S.D and t-value of academic achievement of private and government higher secondary school students

Variable	School	N	Mean	S.D	df	t-test	Inference
Academic Achievement	Private	100	82.26	12.59	198	4.48	Significant
	Government	100	71.91	116.39	198		

Table 3 shows that mean scores of academic achievement of private and government higher secondary school students are 82.26 and 71.91. The t-ratio comes to be 4.48 which is significant at both 0.05 and at 0.01 level. Hence, in the hypothesis no-3 there exists a significant difference in academic achievement of higher

secondary school students with respect to type of schools is accepted. The mean scores indicated that private higher secondary school students had more academic achievement in their annual examination than government. senior secondary school students.

**Hypothesis-4:** There exists a significant difference in academic achievement of higher secondary school students with respect to gender.

**Analysis of academic achievement with respect to gender**

Shows the Mean, S.D and t-value of academic achievement between male and female of higher secondary school students.

Variable	Gender	N	Mean	S.D	df	t-value
Academic achievement	Male	100	37.46	5.70	198	2.89
	Female	100	40.25	8.17		

Table 4 reveals the mean scores of academic achievement between male and females of higher secondary school students are 37.46 and 40.25. The t-value comes to be 2.89 which is significant at 0.05 and at 0.01 level. Thus significant difference exists in academic achievement among boys and girls of higher secondary school students. Hence the hypothesis

these exists a significant difference in academic achievement of higher secondary school students with respect to gender is accepted.

**Hypothesis-5:** There exists a significant relationship between internet addiction and academic achievement of higher secondary school students.

Table-5 shows the Coefficient of correlation of academic achievement of higher secondary school students.

Variable	N	Internet Addiction	Academic Achiever
Internet Addiction	200	1	-0.137
Academic Achievement	200	-0.137	1

Table-5 shows the relationship between the scores of internet addiction and academic achievement of higher secondary school students. The value of coefficient of correlation between internet addiction and academic achievement was 0.137 which is significant. The findings suggested that internet addiction has significantly negative relationship with academic achievement.

Hence the hypothesis there exists significant relationship between academic achievement and internet addiction is accepted.

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