



## **Internet addiction among the students of undergraduate level in West Bengal and its relation with academic achievement**

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### **Abstract**

The interconnected collaboration of Internet and computer makes everyone involved with this information communication technology in present world. For a large group of people the expecting demand for this ICT has been accomplished by lower academic performance, unhealthy social relationships, mental problem etc. Excessive use of Internet may develops addiction which eventually causes psychological, social, school or work difficulties in a person's daily life.

One's physical health, academic performance family have been affected by excessive use of Internet or Internet Addiction. Research performance affected by Internet addiction includes poor integration in extracurricular activities, missing classes study habits, significant drop in grades.

Mafe and Blass (2006) shown that a profile Internet dependent users is generally young (19 to 24 years old). Suhail and Bargees (2006) indicated that use of internet impacts education in a positive way.

The present researcher has tried to find out the Internet addiction level among undergraduate students and its relationship with academic performance.

**Keywords:** internet addiction, academic performance

### **Introduction**

Now a day we do not think to do anything without Internet. Banking, education, communication, entertainment etc can now be satisfied independent of time and location only through the easily accessible Internet. But excessive use or pathological use of this ICT has also caused a lot of problems (Muslu and Bolisik 2009) [8]. Karaman and Kurtoglu (2009) [4] cited that internet affects internet users negatively and causes the problems of addiction. Pathological use of internet may be termed as Internet Addiction (Young 1996), Internet behaviour addiction (Wang 2001), Pathological Internet usage (Davis 2001). Young reported that (1996) pathological use of Internet damages relationship at work and in family and in social life. Information community statistics (DPT 2013) reported that the people between 16 to 24 of age are highest Internet usage people.

Social networking such as facebook, whatsapp, Instagram, Twitter etc. are becoming indispensable part of our daily routine. Ofcom (2008) concluded that people of 16 – 24 years of age use social network higher than other age groups. Cengizham (2005) reported that pathological use of internet may negatively influence them socially, physically and psychologically and all these may affect their academic performance negatively.

Kaya (2011) also reported that uncontrolled use of social networks increases pathological use of internet and cause Internet addiction. It can result in problems for teenagers in term of their time management and academic performance.

To adolescents and young people life is just meaningless without cyberspaces and that changing the human relation dramatically.

### **Review of Related Studies**

Lin and Tsai (1999) [7] reported that the students of Taiwan high school had slightly negative influences on their daily routines and school learning through Internet and they also found the strong positive influences on their peer relations.

Kumar and Kaur (2004) [5] found that majority of the students Internet users used it for educational and research purposes.

Li and Atkins (2004) [6] found that early computer exposure among children before school years is also associated with the development of present concept and cognitive.

It was found that children who have access to a computer had shown better performance in school readiness and cognitive tests.

Jeong (2005) [3] examined the difference in academic performance of elementary school students by internet use.

Singh Sanjeet, Sharma Gagan Deep and Kumar Simaranjeet (2011) [5] showed a direct impact of the Internet on the education. They concluded that with the assistance of internet distance of education was growing speedily and the students were receiving more opportunities to learn from any part of the world and had reduced the pressure of writing.

Sampath and Manjunath (2013) found a high use of the internet by teachers and research students in University most of the respondents used internet service to support their study.

Na (2004), Kim (2004), Son (2003) have reported that Internet usage has a negative impact on students academic performance.

In the study of Barber (1997), Brady (1996) [1] and Young (1998) [15, 16, 17] showed that the Internet can distract students from their study.

**Objectives of the study**

- To investigate the internet addiction level among undergraduate student.
- To investigate the relationship between internet addiction and academic achievement.
- To study the impact of Internet addictions on academic achievement.

**Null hypothesis of the study**

**H<sub>01</sub>:** The Internet Addiction between male and female students do not differ significantly.

**H<sub>02</sub>:** The relationship between internet addiction and Academic achievement of the students of undergraduate is not significant.

**H<sub>03</sub>:** The impacts of Internet addiction on the academic act of the students of undergraduate do not differ significantly.

**Sample**

500 students of undergraduate level have been selected randomly or sample among them 250 male and 250 female.

**Tools used**

The present researcher of the study used Internet Addiction test which was constructed by Kimberly Young. The reliability of IAT was found 0.91 and after testing the content validity, the test was found to be a valid test.

**Internet addiction score**

- Normal Range: 0 – 30 points (normal)
- Mild: 31 – 49 points (non problematic)
- Moderate: 50 – 79 points (problematic)
- Severe: 80 – 100 points (severe problematic)

**Findings**

**H<sub>01</sub>:** The Internet Addiction between male and female students does not differ significantly

Inferential Statistics of Internet Addiction between male and female.

**Table 1**

Gender	Internet Addiction			Total
	Normal	Non-Problematic	Problematic	
Male	145	90	15	250
	29%	18.0%	3%	50%
Female	160	80	10	250
	32%	16%	2%	50%
Total	305	170	25	250
	61.0%	34%	5%	100%

Chi Square ( $\chi^2$ ) (2, N = 500) = 6.06, p < 0.01

The above table demonstrates that among male students 29% normal, 18.0% are non-problematic and 3% are problematic internet addicted whereas among female students 32% are normal, 16% are non-problematic and 2% are problematic internet addicted. To test the hypothesis, the researcher applied chi square test. The computed chi square value is 6.06 and the degrees of freedom are 2. The calculated value is much higher than critical chi square value at 0.01 level of significance. So it can be said that the null hypothesis the internet addiction between male and female students of

undergraduate level is significant at 0.01 levels. So the null hypothesis is rejected.

**H<sub>02</sub>:** The relationship between internet addiction and Academic achievement of the students of undergraduate is not significant

Inferential Statistics regarding relationship between internet addiction and academic achievement

**Table 2**

	N	M	SD	r	t <sub>r</sub>	Lev. of Sig
Internet Addiction	500	27.94	11.89	-.286	-7.41	0.01
Academic Achievement		56.73	12.99			

To test the hypothesis, Pearson correlation of co-efficient method was applied. The calculated correlation (r) value is - 0.286 which is significant at the 0.01 level and again t<sub>r</sub> value (- 7.41) is calculated from the correlation which is also significant at 0.01 level.

So it may be summarised that the relationship between internet addiction and academic achievement of the students of undergraduate level is significant. So this hypothesis would be rejected.

**H<sub>03</sub>:** The impacts of Internet addiction on the academic act of the students of undergraduate do not differ significantly

Inferential Statistics of Impacts of internet addiction on the academic achievements

**Table 3**

Academic Achievement	Internet Addiction			Total
	Normal	Non-Problematic	Problematic	
Low	90	60	16	166
	18.0%	12.0%	3.2%	33.2%
Average	115	70	6	191
	23%	14%	1.2%	38.2%
High	100	40	3	143
	20%	8%	0.5%	28.5%
Total	305	170	25	500
	61.0	34%	5%	100%

Chi Square ( $\chi^2$ ) (4, N = 500) = 20.11, p < 0.01

To test the impacts of internet addiction on the Academic achievements, the researcher applied the chi square test. The above table demonstrates that the calculated value of chi square is 20.11 and the degrees of freedom 4. The computed value is much higher than the critical value at 0.01 level of significance. So it may be summarised that the impacts of internet addiction has significant association with the academic achievement of the students of undergraduate level of West Bengal. So the null hypothesis would be rejected.

**Discussion**

Young and Scherer in his study found excessive use of internet will enhance the probability of the missing classes and poor grades. Again the study of young (1998), Barber (1997), Brady (1996) found that excessive use of internet hamper the study habit and help to establish distance between study and the individual. Excessive use of Internet or spend maximum

time in online activities keep them engage and leaves them with no time for studies.

Again late night internet sessions may responsible to decay the concentration capacity of an individual (Frangos and Frangos, 2009). Mustafa Koc (2011) reported that Educators who are internet addicts experience academic problems.

Dr. Ramazan Hasanzadeh *et al.*, (2012) concluded that now a days Internet is most significant systems for younger generation at school, colleges. Internet addiction is greater in youth at 15 – 20 years old. He found 21.4% of 15 – 20 years, 13.3% of 21 – 25 years and 17.5% of 26- 29 years of students are Internet addicted. So above all the studies support current findings and so it can be said that academic achievement is the most important predictor of Internet Addiction.

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