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**Ministry of Higher Education and Scientific Research**  
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**Department of English**



## **Internet Addiction and its impact on Students' Learning**

**Case of 3rd year mechri missoum and snousci Brahim highschool students**

**A Dissertation Submitted to the Department of English, in Partial Fulfillment for  
the Requirements for a Master's Degree in Didactics.**

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# *Dedications 1*

*In the Name of Allah, the Most Merciful, the Most Compassionate, I dedicate this work to:*

*My wonderful parents, my mother, Mimouna,” and my father, “Mohamed,”. Thank you for your unconditional and never-ending love and for the support that you have always provided me.*

*My tender grandmother, my brothers, my sister Fatima, my dear friend FADHILA and to my whole family.*

*To all who love me.*



*Benhalima*

*Maissa*

## *Dedications 2*

*It is without a doubt that with Allah's help, we could finish this dissertation as needed. Also, I would like to express my sincere gratitude to my parents for always loving and supporting me, also I would like to express my gratitude to my brother "Brahim "and my sister "bouchra "for being always by my side*



*Benkehil  
Abdelkader*

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## **Abstract**

The rapid expansion of the internet has increased opportunities for communication, information, and social interaction. Excessive and unregulated use by individuals has led to the emergence of the concept of internet addiction. This study was conducted to determine the degree of internet addiction and behavioural aspects of university students, and to determine the psychological and environmental factors that may predispose to internet addiction in the lives of students, this disorder is characterized by excessive or inadequate control of occupations, urges, or behavioral related to internet use, leading to impairment and distress. To investigate whether IAD causes a decline in students' learning and well-being The study was conducted on a total of 50 3 rd. year students at two high schools (Senousi Brahim and Mechri Missoum high schools) 'Subjects were faced with a questionnaire to assess the extent of internet usage. Data were analyzed using statistical modalities. Internet addiction is a serious problem among high school students, so there is a need to develop strategies to Prevent Internet addiction and critical therapeutic interventions to promote healthy and safe Internet use.

***Keywords:*** Internet Addiction, Treatment, impacts of Internet Addiction

# TABLE OF CONTENTS

DEDICATION 1.....	
DEDICATION 2.....	
ACKNOWLEDGEMENT.....	i
ABSTRACT.....	ii
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
LIST OF ABBREVIATIONS.....	vii
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF DIAGRAMS.....	x
GENERAL INTRODUCTION.....	-2-

## **Chapter One: Internet Addiction**

1.1. INTRODUCTION.....	-10-
1.2. DEFINITIONS of INTERNET ADDICTION.....	-11-
1.3. TYPES of INTERNET ADDICTION .....	-12-
1.3.1. ONLINE GAME-PLAYING ADDICTION .....	-12-
1.3.2. NET COMPULSIONS (ONLINE SHOPPING and ONLINE GAMBLING ADDICTIONS)....	-13-
1.3.3. ONLINE RESEARCH ADDICTION .....	-13-
1.3.4. CYBER SEXUAL ADDICTIONS .....	-14-
1.3.5. CYBER-RELATIONAL ADDICTION .....	-14-
1.4. CAUSES of INTERNET ADDICTION .....	-15-
1.4.1. CONTROL.....	-15-
1.4.2. EXCITEMENT.....	-15-
1.4.3. ACCESSIBILITY.....	-16-
1.4.4. GENETICS.....	-16-
1.4.5. STRUCTURAL BRAIN CHANGES .....	-16-
1.4.6. ENVIRONMENTAL FACTORS.....	-17-
1.4.7. UNDERLYING MENTAL HEALTH CONDITIONS.....	-17-
1.5. THE CHARACTERISTICS of INTERNET ADDICTION .....	-17-
1.5.1. EXCESSIVE USE of THE INTERNET .....	-17-
1.5.2. PREOCCUPATION WITH THOUGHTS ABOUT THE INTERNET .....	-17-

1.5.3. THE NEED for A QUICK FIX.....	-18-
1.5.4. TOLERANCE .....	-18-
1.5.5. WITHDRAWAL .....	-18-
1.5.6. THE IMPACT ON THE QUALITY of LIFE .....	-18-
1.6. CONSEQUENCES of INTERNET ADDICTION.....	-18-
1.6.1. FAMILY ISSUES .....	19-
1.6.2. SCHOOL MATTERS .....	-21-
1.6.3. PROFESSIONAL ISSUES .....	-22-
1.7. INTERNET ADDICTION SYMPTOMS.....	-23-
1.7.1. EMOTIONAL SYMPTOMS of ONLINE ADDICTION .....	-24-
1.7.2. PHYSICAL SYMPTOMS of ONLINE ADDICTION .....	-24-
1.8. DIAGNOSTIC CRITERIA for INTERNET ADDICTION .....	-25-
1.8.1. THE YOUNG’S DIAGNOSTIC QUESTIONNAIRE .....	26-
1.8.2. THE CHEN’S INTERNET ADDICTION SCALE.....	-27-
1.8.3. THE INTERNET ADDICTION SCALE.....	-27-
1.8.4. INTERNET-RELATED PSYCHOPATHOLOGY ASSESSMENT SOFTWARE.....	-28-
1.9. PREVALENCE .....	-28-
1.10. INTERNET ADDICTION TREATMENT OPTIONS.....	-31-
1.10.1 PSYCHOLOGICAL TREATMENTS.....	-31-
1.10.2 PHARMACOLOGICAL TREATMENTS.....	-33-
1.10.3 MULTIMODAL TREATMents.....	-33-
1.10.4 SELF-CORRECTIVE BEHAVIORS.....	-34-
1.10.5 EXTERNAL STOPPERS.....	-34-
1.10.6 ABSTINENCE.....	-35-
1.10.7 SUPPORT GROUPS.....	-36-
1.11. FUTURE IMPLICATIONS of PATHOLOGICAL INTERNET USE.....	-37-
1.12. PREVENTION of IA.....	-38-
1.13. CONCLUSION.....	-40-

## **Chapter Two: The Impacts of Internet Addiction on Students**

2.1. INTRODUCTION.....	44-
2.2.2_ THE POSITIVE IMPACTS .....	45-
2.2.2.1 RELEVANT CONTENT AVAILABLE on THE INTERNET.....	45-
2.2.2.2. CONNECTIVITY and COMMUNICATIONS THROUGH INTERNET.....	46-
2.2.2.3. ONLINE EDUCATION THROUGH the INTERNET.....	46-
2.2.2.4. STUDENTS OUTCOMES .....	46-
2.2.2.5. IMPROVING STUDENTS POTENTIAL.....	46-
2.2.2.6 INTERACTION IMPROVES STUDENT ENGAGEMENT.....	47-
2.2.2.7 STUDENTS ARE BETTER PREPARED for the DIGITAL WORLD.....	47-
2.2.2.8 LEARN VALUABLE SKILLS or PROFESSIONS .....	47-
2.2.2.9 HIGHER ACCEPTANCE of ONLINE CERTIFICATION.....	47-
2.2.2.10. BOOSTING STUDENTS CREATIVITY .....	48-
2.3. THE NEGATIVE IMPACTS of THE INTERNET on STUDENTS.....	49-
2.3.1. EMOTIONAL INSTABILITY .....	49-
2.3.2. THE RELATIONSHIP BETWEEN INTERNET ADDICTION and AGGRESSIVE BEHAVIOUR AMONG STUDENTS.....	50-
2.3.2.1AGGRESSION.....	50-
2.3.2.2 INTERNET ADDICTION and STUDENTS’ AGGRESSIVE BEHAVIOUR. ....	51-
2.3.3. INTERNET ADDICTION and ACADEMIC PERFORMANCE .....	53-
2.3.4. THE EFFECT of THE USE of SOCIAL MEDIA on STUDENTS’ LANGUAGE SKILLS , the USE OF TEXTISM AMONG STUDENTS .....	54-
2.3.4.1. TEXTISM .....	54-
2.3.4.2. NEGATIVE IMPACT of INSTANT MESSAGING on STUDENTS WRITING SKILLS.....	55-
2.3.5. RELATION BETWEEN INTERNET ADDICTION and SELF-ESTEEM and DEPRESSION AMONG STUDENTS .....	56-
2.3.5.1. CHARACTERISTICS of LOW SELF-ESTEEM .....	56-
2.3.5.2. LOW SELF-ESTEEM and QUALITY of LIFE .....	57-
2.3.5.3. SELF-ESTEEM and ACADEMIC ENGAGEMENT.....	57-



2.3.5.4. REBUILDING STUDENTS' SELF-ESTEEM THROUGH PERCEIVED SOCIAL SUPPORT, ACADEMIC SELF-EFFICACY, AND ACADEMIC ENGAGEMENT .....	-58-
2.3.6. THE EFFECT of CYBERBULLYING on STUDENTS EMOTIONAL AND ACADEMIC PERFORMANCE .....	-59-
2.3.6.1. THE CONCEPT of CYPER BULLYING .....	-59-
2.3.6.2. CYBERBULLYING and EMOTIONAL DISORDER AMOUNG STUDENTS .....	-59-
2.3.6.3. EFFECT of CYBERBULLYING on ACADEMIC PERFORMANCE.....	-60-
2.4. CONCLUSION.....	-61

**Chapter Three: Research Methodology and Data Analysis**

3.1 .INTRODUCTION.....	-65-
3.2. RESEARCH AIM.....	-66-
3.3. RESEARCH METHODOLOGY.....	-66-
3.4. ANALYSIS of TEACHERS' INTERVIEW .....	-67-
3.5. ANALYSIS of STUDENTS' QUESTIONNAIRE .....	-71-
3.6. RECOMMENDATIONS and SUGGESTIONS.....	-78-
3.7. CONCLUSION.....	-78-

## **List of Abbreviations**

- **Apps:** Application software
- **IA:** Internet addiction
- **CALL:** Computer-assisted language Learning
- **CMC:** Computer-mediated communication
- **EFL:** English as a Foreign Language
- **F2F:** Face-to-Face
- **FLL:** Foreign Language Learning
- **ICT:** Information and Communication Technologies
- **LMD:** License, Master, Doctorate
- **YDQI:** The Young's diagnostic questionnaire

## List of Tables

<b>N°Table</b>	<b>Title of the table</b>	<b>N° page</b>
<b>Table 1.1</b>	The results of Internet prevalence from studies around the word	<b>30</b>
<b>Table 3.1</b>	The Average Internet Use Among Students	<b>78</b>
<b>Table 3.2</b>	Students' Opinion about How IA Affect Their Psychological Well-being	<b>81</b>

## List of Figures

<b>N° Figure</b>	<b>Title of the figure</b>	<b>N° page</b>
<b>Figure 01</b>	Questionnaire Aggression scale presented by buss burry	<b>56</b>
<b>Figure 02</b>	Respondent Gender	<b>77</b>
<b>Figure 03</b>	How the Internet Affects Students' Academic Performance	<b>78</b>
<b>Figure 04</b>	How does Internet Addiction affect Student psychological well-being?	<b>79</b>
<b>Figure 05</b>	How Internet Addiction Affects Student's Academic Success	<b>80</b>
<b>Figure 06</b>	The percentage of Students Receiving any Kind of Support or Help to Manage Their Internet Usage	<b>82</b>
<b>Figure 07</b>	Students' Strategies and Techniques to Ensure Proper Internet use For Academic Purposes	<b>83</b>
<b>Figure 08</b>	Techniques Schools and Institutions Used to Support Students in Managing Their Internet Usage	<b>84</b>
<b>Figure 09</b>	The Percentage of Guidance Received by Students from Their Schools or Parents on Responsible Internet Use for Academics	<b>85</b>

# **General Introduction**

### General Introduction

Since its inception, the Internet has made life simpler, made information more accessible to everyone, and facilitated connections with a vast array of individuals from around the globe. It has also altered how young people learn, communicate, and connect. social, psychological, and physical health and well-being are impacted. According to the Pew Research Center, 95% of American adolescents (ages 12 to 17) and young adults (ages 18 to 29) are online, and this percentage has changed little over the past decade. Differences in Internet access based on income and ethnicity are less pronounced than previously observed, particularly among young adults. Estimates indicate that 15–18-year-olds in the United States spend an average of 1.4 hours per day on computers, not necessarily online. Up to 2.6 hours per day for 12 to 17-year-olds. Mobile technologies such as smartphones have facilitated internet access and increased youth ownership of such devices. Adolescent internet use is a global phenomenon that is not limited to the West, but these trends provide a snapshot of some young people's online spending and the enabling technologies. As a consequence, many individuals now spend more time in front of a computer, which has become the focal point of their lives. This can result in internet and computer dependency. (L Evans 2017).

Internet addiction is a term that is still in its infancy and is relatively new. Literature uses a variety of terms to describe phenomena that are closely related, including "Internet addiction disorder," "pathological Internet use," "excessive Internet use," and "compulsive Internet use" (Evans, 2017).

Some psychiatrists argue that Internet addiction exhibits characteristics of substance use disorders, including misuse, withdrawal, tolerance, and negative effects; however, there is little physiological evidence to support these claims. Uncertainty exists as to whether Internet addiction is a manifestation of an underlying disorder or a distinct disease entity.

Internet addiction is a phenomenon that disproportionately affects adolescents and young adults (12 to 29 years old) who are still in school or college. The frequent emergence of Internet addiction in the context of multiple comorbidities raises difficult concerns regarding its cause.

Therefore, this study aims to develop an understanding of the phenomenon of addiction and how it affects the learning processes of students in the modern era.

### **Statement of the problem**

From books to chalkboards to television to tablet computers, smartphones, and smart boards in today's classrooms, technological advancements have an impact on the higher education community (Haran, 2015). One noticeable effect of technology on education is how students receive instruction. Online instruction has expanded rapidly across higher education institutions, allowing colleges and universities to reach students who are unable to attend traditional campuses (Kenney, 2011; Kurt, 2010; Lin & Yang, 2011; Mango, 2015). In higher education, technological advancements have also affected web portals, course administration, and learning systems.

According to studies, each of these innovations improved student learning and perseverance (Christen, 2009; Costley, 2014; Keser, Uzunboyli, and Ozdamli, 2012). Current research emphasizes the positive associations between technology and student engagement, student confidence, and motivation (Costley, 2014; Kenney, 2011; Lin, & Yang).

However, studies are also disclosing the negative effects of technology use on college students and challenging many educators' positive assumptions about the use of technology in educational settings (Edwards, 2015; Fried, 2008). Compared to previous generations, college students today devote less time to studying (Arum & Roska, 2011) due to the numerous

distractions contending for their time, technology use is one of the most glaring. Indeed, many pupils of the 21st century are becoming dependent on technology (Agarwal & Kar, 2015; Young, 1998). (Nalwa & Anand, 2003; Young, 2008) Technology addiction is a psychological dependence on technology characterized by an increase in time spent on technological pursuits. (Christakis et al., 2011) College students are entering institutions habituated to technology at rates far exceeding those of previous generations. Their addiction may prevent them from achieving their desired learning outcomes in higher education (Agarwal & Kar, 2015; Young, 1998).

(Krumrei-Mancuso, Newton, Kim, & Wilcox, 2013) Students who exhibit signs of technology addiction have lower rates of success and persistence in higher education. In addition, a student's use of personal computers, smartphones, and video games is associated with negative psychosocial behaviours that influence student learning (Heyoung, Heejune, Samwook, and Wanbok, C., 2014; Hui-Jie, Hao-Rui, and Wan-Seng, 2014; Schmitt and Livingston, 2015; Yao and Zhi-ji, 2014). In addition, neurology research is revealing associations between prolonged technology use and detrimental effects on brain chemistry and development (Liu et al., 2015). In higher education today, technology use may have negative effects on student engagement, learning, and persistence (Christakis et al., 2011; Edwards, 2015; Fried, 2008). Further research is required to ascertain how technology addiction affects the academic performance of college students and the relationship between student demographics and technology addiction.

Given the high prevalence of internet addiction in students, mainly high school students, this study aimed to evaluate the status of internet addiction among students of Senousibrahim and Mechrmissoum high schools and its relationship with academic performance.

The current investigation aims at answering the following research questions:



- 1) What is internet addiction disorder?
- 2) How does it affect students' learning processes?
- 3) How does it affect students' lives?

These research questions are explored based on the following hypotheses:

- 1) Internet addiction disorder compulsive Internet use is similar to clinically diagnosable behavioural and substance use addictions.
- 2) Youth are vulnerable to engaging in problematic Internet behaviour through social media and gaming.
- 3) Internet use time overlaps with studying time causing procrastination and low academical performance.

To answer each of these questions this research was divided into three chapters the first and second chapters were dedicated to the overall review of the literature about the subject at hand, the first chapter delve into the concept and definition of IAD, the second chapter focuses on its effect on student way of learning .and the third chapter is an analysis of collected data 3rd-year high school students and teachers.

The first chapter reviews various conceptualizations of problematic Internet use and Internet addiction, patterns of use, and related therapeutic interventions.

The second chapter is a sum-up of the literature focused on representing the positive and negative impact of IAD on students' academic performance and represents the relation between academic performance pathological internet use and emotional stability of students.

The third chapter is a case study of high school 3<sup>rd</sup>-year students and teachers of MECHRI MISSOUM and SNOUSI BRAHIM high school. data is collected using a questionnaire filled out by the students and interviews with the teachers. The chapter is an

analysis and an interpretation of the collected data ending with a conclusion and suggestion to help decrease the negative effects of IAD

### **Research Techniques and Methodology**

To accomplish our research, we rely on the mixed-methods approach by merging both the quantitative and qualitative methods of data collection and data analysis. The data are gathered through two fundamental tools: a questionnaire and a structured interview. The questionnaire is distributed to thirty-five (50) 3<sup>rd</sup>-year high school students.

Two English teachers are selected from both Mechri missoum and Senousi brahim high schools. In terms of the quantitative data gathered with the questionnaire, they analyzed the effect of IAD on both the psychological stability and academic success of students. As for the qualitative data collected through the structured interview and the questionnaire, it is interpreted by adopting the Qualitative Content Analysis method (QCA). Furthermore, Davis's (1989) 'Technology Acceptance Model' (TAM) is the theoretical framework that is adopted to conduct this research. It is used to investigate the attitudes of students and teachers towards the term internet addiction and its effect on student's academic performance on both positive and negative sides).

### **Structure of the Dissertation**

The structure of this dissertation follows the traditional simple model. It consists of a General Introduction, three chapters, and a General Conclusion. The 'General Introduction' presents the statement of the problem, the aims and significance of the study, the research questions and hypotheses, the research techniques and methodology, and the structure of the dissertation. The first chapter is entitled 'Internet Addiction' which provides the theoretical background of the study and definitions of the concepts related to the research. The second

chapter is about the impacts of internet addiction on students. It is concerned with the procedures of data collection and data analysis. The third chapter 'Presentation of the Findings' presents the data that is collected from the questionnaire and the structured interview in the form of diagrams.

# **Chapter one**

**Internet Addiction**

**Chapter One: Internet Addiction**

1.1. INTRODUCTION.....	-10-
1.2. DEFINITIONS of INTERNET ADDICTION.....	-11-
1.3. TYPES of INTERNET ADDICTION .....	-12-
1.3.1. ONLINE GAME-PLAYING ADDICTION .....	-12-
1.3.2. NET COMPULSIONS (ONLINE SHOPPING and ONLINE GAMBLING ADDICTIONS)....	-13-
1.3.3. ONLINE RESEARCH ADDICTION .....	-13-
1.3.4. CYBER SEXUAL ADDICTIONS .....	-14-
1.3.5. CYBER-RELATIONAL ADDICTION .....	-14-
1.4. CAUSES of INTERNET ADDICTION .....	-15-
1.4.1. CONTROL.....	-15-
1.4.2. EXCITEMENT.....	-15-
1.4.3. ACCESSIBILITY.....	-16-
1.4.4. GENETICS.....	-16-
1.4.5. STRUCTURAL BRAIN CHANGES .....	-16-
1.4.6. ENVIRONMENTAL FACTORS.....	-17-
1.4.7. UNDERLYING MENTAL HEALTH CONDITIONS.....	-17-
1.5. THE CHARACTERISTICS of INTERNET ADDICTION .....	-17-
1.5.1. EXCESSIVE USE of THE INTERNET .....	-17-
1.5.2. PREOCCUPATION WITH THOUGHTS ABOUT THE INTERNET .....	-17-
1.5.3. THE NEED FOR A QUICK FIX.....	-18-
1.5.4. TOLERANCE .....	-18-
1.5.5. WITHDRAWAL .....	-18-
1.5.6. THE IMPACT on THE QUALITY of LIFE .....	-18-
1.6. CONSEQUENCES of INTERNET ADDICTION.....	-18-
1.6.1. FAMILY ISSUES .....	-19-
1.6.2. SCHOOL MATTERS .....	-21-
1.6.3. PROFESSIONAL ISSUES .....	-22-
1.7. INTERNET ADDICTION SYMPTOMS.....	-23-

1.7.1. EMOTIONAL SYMPTOMS of ONLINE ADDICTION .....	-24-
1.7.2. PHYSICAL SYMPTOMS of ONLINE ADDICTION .....	-24-
1.8. DIAGNOSTIC CRITERIA FOR INTERNET ADDICTION .....	-25-
1.8.1. THE YOUNG’S DIAGNOSTIC QUESTIONNAIRE .....	-26-
1.8.2. THE CHEN’S INTERNET ADDICTION SCALE.....	-27-
1.8.3. THE INTERNET ADDICTION SCALE.....	-27-
1.8.4. INTERNET-RELATED PSYCHOPATHOLOGY ASSESSMENT SOFTWARE.....	-28-
1.9. PREVALENCE .....	-28-
1.10. INTERNET ADDICTION TREATMENT OPTIONS.....	-31-
1.10.1 PSYCHOLOGICAL TREATMENTS.....	-31-
1.10.2 PHARMACOLOGICAL TREATMENTS.....	-33-
1.10.3 MULTIMODAL TREATMENTS.....	-33-
1.10.4 SELF-CORRECTIVE BEHAVIORS.....	-34-
1.10.5 EXTERNAL STOPPERS.....	-34-
1.10.6 ABSTINENCE.....	-35-
1.10.7 SUPPORT GROUPS.....	-36-
1.11. FUTURE IMPLICATIONS of PATHOLOGICAL INTERNET USE.....	-37-
1.12. PREVENTION of IA.....	-38-
1.13. CONCLUSION.....	-40-

## 1.1. Introduction

Computer technology has advanced at an alarming rate since the birth of the Internet in 1969 and the advent of personal computers in the early 1970s. From 2009 Fast Forward, the number of Internet users worldwide now exceeds 1.5 billion, China holds the record for most Internet users, with 19% of its population coming online regularly. (MMGUS, 2009)

The Internet has become an integral part of many people's 39% daily lives, and children in developed countries now commonly use computers as if they were playing with their favourite toys. (Yates 2009) A study conducted by the McCrindle Group reveals some surprising statistics about "Generation Z" "born between 1995 and 2009" "Generation Alpha" born after 2010 (McCrindle website, 2014). We live in the Google era because there are daily searches on Google that total more than 5 billion searches worldwide. Every day, more than 500 million tweets are sent, mostly by members of Generation Z. (McCrindle website, 2014). The drawback of this activity is that "Google employees" and "tweeters" have to sort

through the garbage to find the gold (Tillman, 2003) which means the sheer amount of data produced every day can be overwhelming, and it is often difficult to distinguish between reliable sources and unreliable sources. The ambiguity of its impact, as well as the emergence of both positive and negative social consequences, stimulates researchers from various disciplines and draws attention to the problem. Gubanov and Chkhartishvili (2009); Khil'. Ko (2015); Khutornoi (2015) (2013)). The phenomenon of so-called Internet addiction is one of the social and psychological negative effects of the Internet's influence. For the past 20 years, it has been the subject of scientific debate, depending on the advancement and availability of information technology. The so-called Internet phenomenon is one of the social and psychological negative

effects of the Internet effect. Addiction has been the subject of scientific debate for the past 20 years, according to various sources. advancement and accessibility of information technology (Neverkovich et. al.2018).

## **1.2Definition of Internet Addiction**

Dependent behaviour (addiction) is a form of deviant behaviour characterized by a constant thirst for a pleasing subjective emotional state that is represented by active changes in mental state (Arakelyan, 2014). Internet Addiction (IA) is a broad term that refers to both Internet addiction as a single entity and addiction to activities accessible via the Internet (Van Rooij&Prause, 2014). IA is also known as problematic internet use or pathological internet use. IA was introduced as a disability by Young in 1996 in her original work, *Internet Addiction: The Emerging of a New Clinical Disorder* (Young KS, 1996). She proposed IA diagnostic criteria based on existing criteria in the 5th Edition (DSM-5), *Diagnostic and Statistical Manual of Psychiatric Disorders Related to Drug Addiction* (APA, 2019). In 1999, David Greenfield also suggested that IA was a form of addiction (Greenfield, D. 1999).

These researchers emphasized that tolerance to Internet use and withdrawal and substance use symptoms share similar characteristics. Some suspect that IA is also obsessive-compulsive disorder, or even obsessive-compulsive disorder (OCD). However, the symptoms overlap with those of known substance and behavioural addictions, lending credence to the notion that IA is an addiction, albeit a behavioural addiction.

Internet addiction is not yet listed in the latest version of the *Mental Illness Diagnosis and Statistics Manual* (commonly referred to as DSM-5). However, professionals who are aware of Internet addiction are typically classified as either obsessive-compulsive or addictive. disorder



(OCD) to assist in treatment. Internet addiction, also known as forced computer use, pathological internet use, and internet addiction. Others who have questioned the mainstream definition of Internet addiction have proposed another, called Internet-Related Psychopathology (IRP). Their understanding is that these clinical conditions are not Internet addictions, but a group of specific psychopathological situations that are consumed online. These can usually be morbid. gambling, cybersex, gambling addiction, and information addiction (Cantelmi et al., 2000).

### **1.3. Types of Internet Addiction**

Caroline (2010) said that "internet addiction" (IA) is an umbrella term encompassing various subtypes that vary in their symptoms and the degree to which they impair an individual's life, including Online Game Playing Addiction, net compulsions (online shopping and online gambling addiction), online research addiction, cyber sexual addictions, and cyber-relational addiction (chat rooms, social networking, personal messaging, and email addiction).

#### **1.3.1. Online Game-Playing Addiction**

A very common online activity among young people is called online gaming. Many compelling single and multiplayer games are sold to young people around the world. Virtual communities created by some games may be more appealing to young people than real communities. Players can be the avatars of anyone they like. Some games are designed to allow players to buy a car or mansion and enjoy a virtual second life. People spend a fair amount of money on their second life at the expense of worsening real life. Based on her clinical experience, the author wonders if low self-esteem young people who are not recognized in real life can gain much recognition as great warriors from other fellow gamers in the online community. However, this hypothesis needs to be tested by proper research. An American study found that internet games

were associated with alcohol and recreational drug abuse, and poor relationships without gender differences. (Padilla-Wet al 2010) Studies have shown that online gambling addiction is associated with aggression, low sociability and self-efficacy, and reduced life satisfaction (Tsitsika A2012). Players with these risk factors use intensively and come from all age groups. Whether these negative traits lead to adolescent IA or IA scores for these traits, it should be interesting to see these related qualities. This knowledge can provide us with interventions for the prevention of IA. Currently, there is no clear answer from the available data.

### **1.3.2. Net Compulsions (Online Shopping and Online Gambling Addictions)**

Online gambling is the most studied type of IA. It has been discovered to be extremely addictive in adults, but there are not enough studies to understand the situation in adolescence. However, given With the available data and the author's clinical experience, it makes sense to state that social networking and games are strongly associated with problematic Internet use.

### **1.3.3. Online Research Addiction**

The Internet provides users with a wealth of data and knowledge. For some, the ease with which information can be found has turned into an uncontrollable urge to collect and organize data. In some cases, searching for information is a manifestation of existing compulsive trends. Obsessive-compulsive searches for information can also reduce worker productivity and potentially lead to job terminations. Depending on the severity of the addiction, treatment options range from a variety of treatments aimed at changing compulsive behaviour to coping strategies, and the development of medications. (Natalie H. 2019)

### 1.3.4. Cyber sexual addictions

Cybersex is also an attractive internet activity for young people. Premature exposure to various aspects of sexuality and exposure to unwanted sexual activity can impede the healthy psychological development of children and adolescents. Problematic use of internet pornography by adolescents is associated with alcohol, illegal drugs, more sexual partners, and poor real-life interpersonal relationships with partners and low self-esteem Padilla-Wet et al. (2010)

### 1.3.5. Cyber-Relational Addiction

The use of social networking sites and applications like Viber, WhatsApp, Instagram, Facebook, Twitter, and MySpace, as well as chat rooms and email, is quite common among young people nowadays. The sheer volume of internet connections that may be made available to children and teenagers through the use of these connecting programs is shocking. Students are continuously disrupted in their efforts to study and complete other academic duties by warnings that pop up on their computers. It's possible that keeping in touch with people from all over the world around the clock, seven days a week can be both distracting and perplexing. A pupil 16 years old who was the author's patient comes to mind at this moment. Approximately 14,000 text messages are sent to Viber every single day by this kid. Like the sending and receiving of messages from her lover and her friends became the focus of her life, she became increasingly resentful toward her family and the things she owned (like her para). They made an effort to restrict their use of the internet. The vulnerability of children and adolescents to strangers, even adults, who may use the guise of "online friendship" to prey on and hurt young people is an additional significant risk posed by social networking websites.

. (As cited in Ginige, 2017, pp. 142-160)

**1.4. Causes of Internet Addiction**

IA can be brought on by a variety of factors, one of which is the composition and properties of the internet infrastructure itself. A person who is hooked to something will want to keep going online because of the combination of being able to manage it, having access to it, and the excitement it provides. And other elements can be traced back to the nature of the users themselves; for example, they may be looking for a way to alleviate feelings of isolation or despair, or they may simply be looking to satiate a yearning for a sense of connection with people from all over the world.

**1.4.1. Control**

People can go online anytime they want and no one else is aware of it, which gives them a sense of power. This means that they can select the information that they want others to see about them and control how the public sees them.

**1.4.2. Excitement**

People report feeling "high" after spending time online. Dopamine hits can be experienced when participating in activities such as online auction bidding, gambling, or playing games that involve an element of tension. People are becoming more and more dependent on the instant pleasure they obtain when exploring digital places, and one could argue that this addiction to the excitement of going online is a modern-day phenomenon. In other words, this addiction can be said to be a modern-day phenomenon.

**1.4.3. Accessibility**

Because the majority of people in the United States can easily and almost instantly connect to the internet, at any time of the day or night, this indicates that the internet has become an integral part of almost everyone's day-to-day lives. The Internet provides convenient access to a wide variety of information and resources, ranging from news and entertainment to communication with family and friends, and its availability is no longer restricted to particular times or locations.

**1.4.4. Genetics**

Some people are predisposed to developing an addiction to the internet as a result of a lack of dopamine and serotonin in their bodies. These neurotransmitters have an impact on people's life by affecting their emotional states, influencing their behaviour in terms of reward-seeking, and affecting cognitive capabilities such as memory and attention. When compared to the general population, those who are addicted to the Internet have lower amounts of both dopamine and serotonin in their systems, which may explain why these individuals engage in risky addictive behaviour to get a positive response. To alleviate stress or alleviate boredom, for instance, individuals could find themselves participating in activities such as compulsively indulging in hobbies such as surfing the web, playing video games, or even shopping online.

**1.4.5. Structural Brain Changes**

There is evidence that obsessive-compulsive use of the Internet can physically alter the structure of the brain. Internet poisoning affects the grey and white matter of the prefrontal cortex area. The prefrontal cortex is associated with detailed memory, planning, attention duration, and task prioritization.

**1.4.6. Environmental Factors**

Social and environmental factors that contribute to the development of Internet addiction include exposure to Internet game advertisements and access to PC cafes. The different levels of rewards offered by the Internet also make it easier for you to get hooked on your activities.

**1.4.7. Underlying Mental Health Conditions**

People who suffer from anxiety and depression are more likely to use the Internet to relieve their symptoms. Similarly, shy people and those suffering from social embarrassment are at increased risk of developing internet addiction.

**1.5. The Characteristics of Internet Addiction**

There are several defining features of internet addiction. The most common characteristics of internet use disorder are excessive use of the internet, Preoccupation with thoughts about the internet, the need for a quick fix, tolerance, withdrawal, and impact on quality of life.

**1.5.1. Excessive Use of the Internet**

The question of whether screen time is excessive is subjective. However, for Internet addicts, the Internet is frequently the centre of their everyday existence. Addicts to the Internet usually spend more time online than they want.

**1.5.2. Preoccupation with Thoughts about the Internet**

People suffering from internet addiction disorders are obsessed with the internet. One may always recall earlier online activities and look forward to the next one. Internet junkies may find it difficult to stop thinking about the Internet throughout the day.

**1.5.3. The Need for a Quick Fix**

A fast fix is an undesirable solution since it is effective and gives the quickest answer. People can utilize the internet to get out of a bad attitude quickly, but the consequences of this action can be long-lasting and are not always beneficial

**1.5.4. Tolerance**

It is a typical sign of both drinking and drug addiction. Fostering tolerance implies that you want to spend more time on your computer to be satisfied. As a result of spending so much time on the Internet, it is easy to disregard other responsibilities

**1.5.5. Withdrawal**

When attempting to reduce Internet use or when an Internet connection is absent, Internet addicts experience heightened hypersensitivity, irritability, and restlessness.

**1.5.6. The Impact on the Quality of Life**

Addiction to the internet has a detrimental influence on one's quality of life. The internet helps us to avoid obligations in domains ranging from relationships to professions and education.

**1.6. Consequences of Internet Addiction**

The most obvious repercussions of substance dependency are those that are associated with the user's health, such as the development of cirrhosis of the liver due to drinking or an increased risk of having a stroke as a result of cocaine usage. However, the physical risk factors that are related to an addiction to the internet are on the lower end of the spectrum but significant. Even if

the amount of time spent online is not a direct component in determining Internet addiction, in general, addicted users are likely to use the Internet for forty to eighty hours per week, with individual sessions continuing until twenty o'clock in the evening to address such misuse. The connection during the night often makes it difficult to sleep. Patients frequently remain awake until their usual time for going to bed and may report online until 2:00 AM, 3:00 AM, or 4:00 AM, despite even thought to be awake and ready to go to work or school at 6:00 AM. Tablets containing caffeine are sometimes taken to extend one's time spent online during particularly trying circumstances. This level of sleep deprivation results in acute weariness, which frequently hinders performance at work or school. It can also weaken the immune system, which makes patients more prone to sickness. In addition, prolonged use of sedentary technology, such as a computer, can lead to inactivity, which in turn can increase the chance of developing carpal tunnel syndrome, back discomfort, or eye strain. Even while the adverse effects of internet use aren't quite as severe as those of substance addiction, compulsive internet use nonetheless causes just as much disruption in personal relationships, as well as in social and professional settings.

### **1.6.1. Family Issues**

The increasing prevalence of internet addiction and the increased practicality of the medium have both had a moderating effect on the severity of the damage it does to interpersonal relationships. (Young 1996) revealed that 53 per cent of people who used drugs reported having major issues in their personal relationships. Marriage, love, parent-child relationships, and personal friendships have all been gravely impacted by what we refer to as "excessiveness." Patients will gradually spend less time with the people in their lives in favour of time spent alone in front of the computer. This shift in priorities will occur gradually over time. Marriages appear to be most negatively impacted as a result of internet use interfering with family responsibilities



and commitments. As a result, spouses frequently pick up the slack for chores that have been neglected and frequently experience the feeling of being a "network worker." People who are addicted to the Internet have a tendency to use it as an excuse to avoid important but unwelcome daily duties, including doing the laundry, mowing the yard, or running errands. These insignificant errands, along with crucial activities such as child care, are frequently neglected. Because she was so engrossed in using the internet, for instance, a woman forgot to pick up her children after school, make them dinner, and put them to bed because she was so preoccupied with her online activities. The earliest friends and family members to excuse the behaviour of internet-obsessed users were "phases," in the expectation that the attraction would soon pass. However, as addictive behaviour viourtinues, discussions about increasing the amount of time and effort spent online rapidly follow. These concerns, however, are frequently ignored as part of the denial that the patient is receiving. Outbursts of anger and resentment at people who question or seek to spend their time using the Internet are another sign of addictive use. These outbursts of anger and resentment are typically directed towards a spouse or partner in an effort to conceal the addict's Internet use from them. When confronted with questions regarding their substance abuse, an addict may respond with phrases such as "I don't have a problem" or "I'm having fun, leave me alone." As a direct result of these homicides, marriage attorneys have seen an increase in the number of clients seeking a divorce (Quittner, 1997). People have the ability to develop relationships online that, with enough time, will eventually overtake the time they spend with real people. A spouse who uses drugs will withdraw socially and refuse to attend activities that they and their partner once loved together, such as going out to dinner, engaging in a community activity or sport, or travelling on vacations. Instead, they will prefer to spend their time interacting with people online. The fact that it is now possible to have romantic and sexual connections online is another factor that contributes to the

breakdown of traditional marriages. The patient's mental and social health will continue to be monitored and cared for.

### **1.6.2. School Matters**

Because of widespread claims that the Internet is an essential teaching resource, several educational institutions have begun incorporating Internet access into their classroom settings. On the other hand, a survey conducted in 1997 by Barber indicated that the vast majority of educators, librarians, and information technology (IT) coordinators who participated in the study feel that children's usage of the Internet does not result in an improvement in academic achievement. According to the respondents, the information that could be found on the Internet was not useful for improving students' performance on standardized tests since it was too disorganized and had no connection to the curriculum or the textbooks. Young (1996) conducted a study that questioned the educational benefit of the Internet by finding that 58 per cent of students reported a reduction in their study habits, a major decline in grades, absenteeism, or probation as a result of excessive use of the Internet. Students commonly explore websites that are not related to one another, communicate in chat rooms, chat with friends online, and play games that might have detrimental interactions. This occurs despite the fact that the Internet is an advantageous instrument for conducting research. The dismissal of students with SAT scores between 1200 and 1300 at Alfred W. Richard Ott University prompted an investigation into the reasons behind the decision. According to the findings of his research, which took him by surprise, 43 percent of these students did not pass the course because they repeatedly logged into the university's computer system late (Brady, 1996). College counsellors are beginning to face clients whose primary issue is their inability to maintain control over how much time they spend on the Internet. This is in addition to monitoring Internet abuse among students. According to the findings of a survey that was carried

out by counselors at the University of Texas in Austin, out of 531 replies that were considered valid, 14% satisfied the criteria for internet addiction (Scherer, press release). This culminated in the construction of a campus-wide lecture named "It's 4 a.m., and I can't orwon't log out" to educate students about risk factors for computer abuse. The session was titled "It's 4 a.m., and I can't orwon't log out." Internet. When Dr. Jonathan Kandell of the University of Maryland Parks Counseling Center observed a decrease in learning and a poor integration into extracurricular activities owing to the usage of the Internet too much on campus, he went so far as to form an Internet addiction support group (Murphey, 1996). This was after he noticed a drop in learning and a poor integration into extracurricular activities.

### **1.6.3. Professional Issues**

Abuse of internet resources by staff members is a major cause for concern for management. According to the findings of a poll that was conducted at one thousand of the major organizations in the country, fifty-five percent of executives believe that personal Internet use during working hours affects employees' productivity. New monitoring gadgets provide supervisors the ability to keep tabs on employees' internet use, and preliminary findings validate their worst fears. According to Machlis (1997), one company that monitored all of the traffic that went through its Internet connection found that just 23% of the usage was for work-related reasons. Employers not only fear low productivity but also need to stop using precious network resources for non-commercial activities (Newborn, 1997). This has led to an increase in the popularity of such monitoring software, which is becoming more and more common. Regulators were compelled to take action, which resulted in the enactment of policies that specify permissible and undesirable uses of the Internet. For any company, the benefits of the Internet, which include supporting staff with a variety of tasks ranging from market research to internal communications, much exceed the

drawbacks; yet, there is a glaring reason for concern that should not be ignored. It serves as a source of distraction for many of the workers. Any misuse of time in the office produces a problem for managers, particularly when organizations offer employees with a tool that may easily be exploited; nonetheless, any misuse of time in the workplace causes a problem for managers regardless. For example, Evelyn, who is 48 years old and works as an executive secretary, has found herself in the position of having to utilize chat rooms during normal working hours. She sought assistance from the Employee Assistance Program (EAP) in an effort to overcome her self-described "addiction." However, the therapist did not acknowledge internet addiction as a valid condition that required treatment and hence rejected his case. A few weeks later, the system operator monitored her account and discovered that she was spending approximately half of her time at work using the account. As a result of this discovery, she was terminated on the spot and accused of committing time card fraud. Internet use for activities unrelated to work. If an employer doesn't know how to handle an employee's addiction to the internet, they might respond to an employee who has overused the internet by issuing warnings, suspending them, or even terminating their contract (Young, 1996). This is rather than directing the employee to the company's employee support program.

### **1.7. Internet Addiction Symptoms**

Symptoms of Internet addiction may not always be revealed in an initial clinical interview; therefore, it is important that clinicians routinely assess for the presence of addictive Internet use. Internet addiction manifests itself in both physical and emotional symptoms. However, these details may vary from person to person. These are warning signs that one may have an addiction. (Sumanjeet,2020)

**1.7.1. Emotional Symptoms of Online Addiction**

these symptoms are typical of online addicts:

- Feelings of guilt
  
- Anxiety
  
- Depression
  
- Dishonesty
  
- Euphoric feelings when in front of the computer
  
- Unable to keep schedules
  
- No sense of time
  
- Isolation
  
- Defensiveness
  
- Avoiding doing work
  
- Agitation

**1.7.2. Physical Symptoms of Online Addiction**

These symptoms are characteristic of someone who uses the computer for a very long period :

- Backache
  
- Headaches
  
- Weight gain or loss
  
- Disturbances in sleep
  
- Carpal tunnel syndrome
  
- Blurred or strained vision

### **1.8. Diagnostic Criteria for Internet Addiction**

The controversial factor regarding Internet addiction is that, unlike chemical addiction, the Internet provides some direct benefits as a technological advancement in our society and not as a device. Criticized as "addictive" (Levy, 1996). The Internet offers users a wide range of practical applications, such as the ability to conduct research, conduct business transactions, access international libraries, or plan vacations. In addition, several books have been written describing the psychological and functional benefits of using the Internet in our daily lives (Rheingold, 1993). Meanwhile, substance dependence is not an integral part of our professional functioning, nor is there a direct benefit to regular use. Overall, the Internet is a highly motivated technological tool, making it difficult to detect and diagnose addictions. It is therefore essential that the trained clinician understand the characteristics that distinguish normal Internet use from pathological use. That being said, several tools have been developed to assess Internet addiction, but none have emerged as the "gold standard" (Shaw M., 2008). The most commonly used are the Youngof

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Internet Addiction Questionnaire (YDQI), Chen Internet Addiction Scale (CIAS), and Internet Addiction Scale (IAS).

### 1.8.1. The Young's Diagnostic Questionnaire (YDQI)

YDQI is an eight-item self-reporting scale scored based on the diagnostic symptoms of morbid gambling. Criteria are evaluated using eight "yes" or "no" questions with a total score of 0–8. People with a score above 5 were classified as morbid (Young KS, 1998), and the questions on this test are as follows: (Takeshi S.2006)

1. Do you feel preoccupied with the Internet (think about a previous online activity or anticipate the next online session)?
2. Do you feel the need to use the Internet for increasing amounts of time to achieve satisfaction?
3. Have you repeatedly made unsuccessful efforts to control, cut back, or stop Internet use?
4. Do you feel restless, moody, depressed, or irritable when attempting to cut down or stop Internet use?
5. Do you stay online longer than originally intended?
6. Have you jeopardized or risked the loss of a significant relationship, job, or educational or career opportunity because of the Internet?
7. Have you lied to family members, a therapist, or others to conceal the extent of

your involvement with the Internet?

8. Do you use the Internet as a way of escaping from problems or of relieving a dysphoric mood (for example, feelings of helplessness, guilt, anxiety, or depression)?

### **1.8.2. The Chen's Internet Addiction Scale (CIAS)**

CIAS is a validated 26-item self-reports scored on a four-item Likert scale that assesses five aspects of compulsory use: tolerance, interpersonal withdrawal issues, and time management (Tao, 2010). In addition, this scale examines your weekly online time and personal experience of using the internet. The internal consistency of scales is very satisfactory, with Cronbach's alpha values ranging from .79 to .93 for each subscale. Respondents with a score above 69 were classified as "addicted" (Chen S., 2003). It was also reported that the 58-point screening cutoff was highly sensitive but less specific.

### **1.8.3. The Internet Addiction Scale (IAS)**

IAS is a validation scale based on a combination of Young and Beard Internet addiction criteria such as employment, loss of control, tolerance, withdrawal, delusions, general disabilities, and escapism. It earns 20 points on a 4-point Likert scale and is given the following rating: The potential risk of internet addiction is 48–52, and the actual risk is 53–80. Internal consistency is not registered. Here are some of the questions in this test: (Takeshi S.2006)

1. How often do you find that you stay online longer than you intended?
2. How often do you neglect household chores to spend more time online?



3. How often do you prefer the excitement of the Internet to intimacy with your partner?
4. How often do you become defensive or secretive when anyone asks you what you do online?
5. How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?
6. How frequently do you look forward to your next online session? And how frequently do you try to conceal how long you've been online?
7. How often do you choose to spend more time online than going out with others?
8. How often do you feel depressed, moody, or nervous when you are not connected to the internet, only to feel better when you reconnect?

#### **1.8.4. Internet-related Psychopathology Assessment Software (IRP-AS)**

The proposed assessment tool for identifying the pathology of software (IRP-AS) (Cantelmi and Talli, 2009) is software that can measure the online activity of subjects. The program tracks a variety of qualitative and quantitative factors, including connection time, online activity, and frequency of exposure to specific content (pornography, gambling, games).

#### **1.9. Prevalence**

Prevalence studies have reported large fluctuations (0.7% to 27.7%). These differences in the prevalence of Internet addiction were due to different study designs, different assessment methods, and sampling from different subpopulations in different studies (Koruklu N. 2013, Ko CH. 2009). Most importantly, different scales are used to assess internet addiction, and different cutoffs may be used for the same measurement throughout the study. Studies also tend to focus on

the younger population rather than the larger adult population (Ni X, 2009). In summary, the prevalence of Internet poisoning in the general adult population can be estimated to be about 2% (Sussman, 2011).

The proliferation of data shows the differences between geographic areas. Many studies have shown that Internet addiction is widespread in Asian populations (Poli R. 2012; Yen J.Y. 2009). This may suggest that environmental factors were related to Internet addiction (Kuss DJ, 2016). Various factors are statistically associated with Internet addiction (Kawabe K. 2009). The strongest evidence concerns the following variables: young age, male gender, early exposure to the internet and spectral use, and time availability (Stip E, 2016).

There is a controversy between eastern scientists who tend to accept diagnoses based on higher case numbers and western scientists who are very critical of the effectiveness of the Integrated Access Device (IAD) structure (Mitchell, 2000; Shaw and Black, 2008; Manjikian, 2012). Currently, DSM-V contains only Internet gaming disorder (IGD). Important questions cover not only methodological aspects but also conceptual aspects (Widyanto and Griffiths, 2006; Yellowlees and Marks, 2007). Bell (2007) discovered that "internet addiction" itself was a false name. The Internet is merely a means of communication and cannot be considered an addictive behaviour. The Internet is now part of the environment, ubiquitous, and can change cultural beliefs (Starcevic, 2013). Another way is to look at activities related to IAD (Kuss et al., 2014).

Year	Country	Subjects	Number of subjects	percentege of IA	Assessment Tool
2000	Taiwan	College	910	5.9 %	Internet addiction scale
2001	Australia	College	293	9.6%	Internet addiction device
2002	China	college	500	6.4%	Integrated access device
2004	Korea	highschool	1573	39.6%	Internet addiction Scale of 40 or more

**Table 1.1 .The Results of Internet Prevalence from Studies around the World**

**(Takeshi, 2006)**

Because the authors' results were limited to reports using only the Young Diagnostic Questionnaire or the Test, they may not be fully representative of the true global prevalence of IA. Internet addiction for this reason, it is possible that the prevalence reported elsewhere may have been unintentionally overlooked due to strict inclusion criteria. To the authors' knowledge, there have been no studies that have examined the psychometric properties of the Young diagnostic questionnaire, which could introduce serious biases in the prevalence rates reported found with this tool. Therefore, these conclusions may not apply to all countries. Despite the problems associated with the lack of consensus on concepts, assessments, and existing prevalence gaps for IA, it is still relatively safe to conclude that IA exists, but the IA problem does not exist as commonly as it seems because the conservative prevalence is consistently reported by the majority of empirical studies.

## 1.10. Internet Addiction Treatment Options

According to a 2011 systematic review and consortium evaluation of clinical trials of Internet addiction treatment by King and his team, we are unable to come up with definitive treatment modules for Internet addiction. The treatment evidence base is deficient, with conclusions based on anecdotal reports and small, uncontrolled studies with no randomization (King DL 2011).

### 1.10.1 Psychological Treatments

Clinicians and therapists have attempted to be guided by existing types of treatment, primarily by extrapolating methods used for more familiar addictions such as substance addiction. Many methods are used worldwide, including boot camp-style treatment, cognitive-behavioural therapy (CBT), family therapy, group therapy, and behavioural therapies such as social skill training and counselling (King DL 2011). Most of the psychological treatments used were derived from cognitive-behavioural therapy, which is a type of psychotherapy that focuses on changing patterns of thinking and behaviour to reduce symptoms and has proven to be effective in treating many mental health disorders (CBT) (Widyanto L, 2006). This may be because CBT is effective against many other behavioural addictions, such as gambling disorders and impulsive dysregulation. In her book *Internet Addiction: Symptoms, Assessment, and Treatment* (Young KS, 1999) and her study (Young KS, 2007), Young, a pioneering researcher at Dr IA, discusses several practical uses based on CBT. The treatment strategy, No clinical evidence has been provided regarding the effectiveness of these methods, but they provide some important guidance on how to manage individual patients until further evidence is available to establish or replace them.

The proposal for this issue is primarily based on practical behavioural techniques that users agree on. Readers refer to the book by the doctor. A detailed explanation of these treatment strategies is young. User consent, motivation, and high motivation are important in implementing the proposed treatment strategy. Children and adolescents, may disagree with the proposal, given that cognitive development to understand the negative aspects of the internet has not yet been completed. A randomized controlled trial used eight sessions of multimodal school-based group CBT, or no treatment, in 56 adolescents aged 12 to 17 who were randomly assigned to treatment or were not treated. (Du Y2010). Internet use decreased in both groups, while the intensive treatment group also improved in several other general constructs. Many other researchers have found CBT-based treatments to be effective in the sample of adolescents they studied (Cao, L. 2007). Cash and colleagues, in their summary of Internet addiction, mention the importance of using motivational interviewing (MI), a customer-centred technique used to correct and modify undesirable behaviours, as part of an IA treatment plan. According to the information available, MI has not been used so far in the treatment of internet addiction. Since any problems in children and adolescents are family-related, it makes sense to consider family therapies for IA.

Although there is insufficient evidence to demonstrate the effectiveness of such interventions, improving overall family communication and better monitoring of Internet use are some of the benefits observed. Many enthusiastic and creative therapies based on behaviour therapy have been implemented to bring about positive change in Internet Addictive Behaviors, such as Reality Therapy (RT) and Acceptance and Commitment Therapy (ACT) with different results. Simple educational programs for children in real life or ironically online are being seen as a way to combat problematic use of the Internet.

One such online program follows the 12-step self-help treatment used by Alcoholics Anonymous. Some argue that there is an important place to exercise to help teenagers reduce internet use. Sports aimed at compensating for reduced levels of dopamine in the brain have led to a decrease in online use. In addition, sports can be part of TCC programmes.

### **1.10.2 Pharmacological Treatments**

Several medications have been used, and some studies look at their effectiveness. However, there are no adequate randomized controlled trials to provide definitive treatment advice. There are several reports of the use of selective serotonin reuptake inhibitors (SSRIs), particularly when internet addiction is accompanied by depression and anxiety, for which selective serotonin reuptake inhibitors (SSRIs) are a class of drugs used in the treatment of depression, anxiety disorders, and other mental health conditions and have taken an established place as an effective treatment. (O. Arisoy, 2009)

selective serotonin reuptake inhibitors (SSRIs), non-tricyclic antidepressants such as escitalopram, psychostimulants such as methylphenidate, mood stabilizers, antipsychotics such as quetiapine, opioid receptor antagonists, and naltrexone (Bostwick JM, 2008) have been tested as treatments. However, most of these studies were of short duration, and some were case reports. Therefore, there are currently no pharmacological drugs that can be recommended for AI in children and adolescents.

### **1.10.3 Multimodal Treatments**

As IA is a complex phenomenon involving many aspects of biological, psychological, and sociocultural life, an integrative or multimodal therapeutic approach is increasingly viewed by the scientific community involved in the review. There are reports on group Cognitive-behavioral

therapy (CBT), parent training, teacher training, family therapy, medication, case management, and concise interventions, incorporated as needed. An extensive comprehensive IA rehabilitation program with mindfulness-based relapse prevention, digital detox, and animal-assisted therapy among a variety of multidisciplinary approaches was offered in 2012 (reboot 2009).

#### **1.10.4 Self-corrective Behaviors**

An effective way to overcome Internet addiction is to adopt self-regulating behaviours. In addition to the Internet addiction treatments mentioned above, practicing self-control is also beneficial for Internet addicts. Self-regulatory behaviours involve restricting Internet access and controlling Internet use. Making lists is useful in both cases. By restricting Internet access, a person can block distracting websites for some time. Since the Internet is used for many purposes in everyday life, one can selectively decide which websites can be accessed or banned for a specific period. It helps to make a list of websites that keep you from focusing on other, more important tasks, such as doing school or work assignments while you're on the Internet. Reducing Internet use can also have a profound effect on the time spent in front of the computer. A person can make a personal list of activities they have done but can no longer do due to internet addiction. This could provide an incentive to increase control over Internet use.

#### **1.10.5 External Stoppers**

Another simple technique is to use specific things to do or places to go as reminders to help the patient disconnect. If the patient needs to go to work at 7:30 a.m., ask them to sign in at 6:30 a.m., leaving exactly one hour before the break. The danger is that the patient may ignore these natural alarms. If so, a real alarm clock or hourglass might help. Determine when the patient ends

the Internet session, preset alarms, and tell the patient to stay near the computer. When it rings, it is time to disconnect.

### **1.10.6 Abstinence**

A particular application can be the cause of Internet addiction. Depending on the clinician's judgment, a particular application such as a chat room, interactive game, newsgroup, or World Wide Web may be the most problematic for the patient. If a particular application has been identified and the moderation of that application is unsuccessful, discontinuation of the application is the next appropriate intervention. Patients should stop all activities around this app. That is not to say patients cannot participate in other apps they find less appealing or those with legitimate uses. A patient who finds chat rooms addictive may need to opt out of them. However, the same patient can use email or surf the World Wide Web to book a flight or buy a new car. Another example might be a patient who finds the World Wide Web addictive and may need to refuse it. However, the same patient may browse newsgroups related to topics of interest in politics, religion, or current affairs. Abstinence is required for patients who have a history of alcoholism or drug use. Patients with a prior history of alcohol or drug addiction often find the Internet to be a physically "safe" substitute. As a result, patients become obsessed with using the Internet as a means to avoid relapsing into alcohol or drug addiction. However, if the patient justifies that the Internet is a "safe" substance, he still avoids dealing with the compulsive personality or unpleasant situation that triggers the addictive behaviour. In these cases, patients may feel more comfortable moving toward abstinence goals because their previous recovery has followed this pattern. Incorporating strategies that have been successful in the past for these patients will allow them to effectively manage the internet so they can focus on their basics.



### 1.10.7 Support Groups

Some patients may be pushed into addictive Internet use due to a lack of real-life social support. (Young 1997) found that online social support is a major contributing factor to addictive behaviours among people living alone, such as housewives, single people, people with disabilities, etc. retire. This study found that these people were left alone for long periods and turned to interactive online applications such as chat rooms to replace the lack of social support in real life. Additionally, patients who have recently experienced situations such as the death of a loved one, divorce, or job loss may react to the Internet as a mental distraction from their real problems (Young, 1997). Their absorption into the online world temporarily pushes these problems into the background. If life event assessment reveals the presence of such adverse or unpleasant situations, treatment should focus on improving the patient's actual social support network. Clinicians should help clients find the most appropriate support group for their condition. Support groups that are tailored to a patient's specific life circumstances will improve a patient's ability to make friends and reduce their dependence on online cohorts. If a patient leads one of the "lonely lifestyles" mentioned above, they may be able to join a local interpersonal growth group, celibacy group, ceramics class, partnership, etc., bowling alley, or religious group to help meet new people.

If another patient has recently been widowed, a bereavement support group may be preferred. If another patient is recently divorced, a divorce support group may be more appropriate. Once these people have found real relationships, they will be less dependent on the internet for the comfort and understanding that are lacking in their real lives. I am frequently asked about the availability of internet addiction support groups. To date, McLean Hospital in Belmont, Massachusetts, and Proctor Hospital in Peoria, Illinois are two of the few treatment centres that offer computer and internet addiction recovery services. However, I suggest clinicians try to find

local drug and alcohol rehab centres, 12-step rehabilitation programmes, or private practice clinicians who offer groups of Recovery support including assistance for Internet addicts. This escape will be especially helpful for Internet addicts who have turned to the Internet to overcome feelings of inferiority. Addiction recovery groups address the misperceptions that lead to such feelings and provide opportunities to form real relationships that help them release social inhibitions and their need for internet companionship. Ultimately, these groups can help Internet addicts find real support to deal with difficult transitions in recovery, such as becoming Alcoholics Anonymous (AA) donors.

### **1.11. Future Implications of Pathological Internet Use**

In recent years, the study of the psychological ramifications of the Internet has grown. At the 1997 American Psychological Association conference, two symposiums presented studies and theories examining the impact of online behavioural models, compared with a single poster presentation in 1997. The emergence of a new psychological journal under development will focus on aspects of internet use and addiction. The outcome of these early efforts is difficult to predict. It is possible, however, that with years of collective effort, Internet addiction could be recognized as a legitimate impulse control disorder that deserves its classification in future revisions of the Diagnostic Manual and Statistics on Mental Disorders. Until then, it will take the professional community to recognize and respond to the reality of internet addiction and its rapidly expanding threat. Surveys have revealed that around 47 million people have ventured online, and analysts estimate that another 11.7 million plan to go online next year (Snider, 1997). With the growing popularity of the Internet, mental health practitioners should address the potential for a growing need for treatments specifically designed to treat internet- dependent patients. Because addiction is new and often ridiculed, individuals are reluctant to seek treatment, fearing that clinicians will

not take their complaints seriously. Drug and alcohol rehab centres, community mental health clinics, and private practice clinicians should avoid minimizing the impact on patients with complaints related to Internet addiction by providing effective recovery programs. Advertising such programs both online and in local communities can encourage these shy people to come forward and get the help they need. Between academia and business, care should be taken to recognize that students and staff, respectively, can become dependent on a tool directly provided by the institution. Therefore, college counselling centres should invest energy in developing seminars designed to educate faculty, staff, administrators, and students about the ramifications of Internet abuse on campus. Finally, employee support programs should educate HR managers about the dangers of Internet abuse in the workplace and provide. Rehabilitation services for addicts as an alternative to addiction or termination of the contract. To pursue such effective rehabilitation programs, ongoing research is essential to better understand the underlying motivations for Internet addiction. Future research should focus on how mental illnesses such as depression or obsessive-compulsive

disorder may play a role in the development of pathological Internet use. Long-term studies of Internet addicts can reveal how personality traits, family dynamics, or communication skills influence how people use the Internet. Ultimately, outcome studies are needed to determine the effectiveness of different treatment modalities and to compare these results with traditional rehabilitative modalities.

### **1.12. Prevention of IA**

IA is viewed with varying degrees of intensity by different countries, depending on how serious it is to their populations. Asian countries are undoubtedly the most affected and therefore have the most solutions in place. The majority of internet-based activities are promoted to children

and adolescents. This is especially true for online gaming, which appears to be the most prevalent type of Internet addiction, possibly even reaching DSM-5, at least at the warning stage. Public awareness programmes on the IA concept are important. Given that the Internet has a wonderful positive side that is invincible in terms of education, business and leisure, there is complete dissatisfaction with the Internet before it reaches most children and adolescents in some parts of the world. It's unfortunate, so you need to plan and implement it carefully.

At this point, the reader is also reminded of some people's accusations that the introduction of the term internet addiction suffers from the usual phenomenon. Primary prevention is promoted through the development of a meaningful Internet culture that begins in individual homes. After family discussions and voting on how to use the Internet, adults need to be living role models and control access to the Internet. If the country is seriously affected, secondary and tertiary prevention may require drastic measures. For example, banning the Internet altogether at certain times Internet Addiction under the age of 18, developing a system that slows down the Internet when playing for more than a certain time, and limiting youth Internet games by demanding gamer fatigue. To do "Become a system" from the game operator.

### 1.13. Conclusion

The use of the Internet has radically changed our lives more than any other technological medium, yet relatively little is known about its impact on our mental functioning, mental health, and well-being. The recent introduction of mobile devices (smartphones) has also radically changed the way people connect, as the Internet is used virtually everywhere. There are extreme differences in internet addiction depending on age, country, and culture.

The prevalence appears to be higher in younger, male, and Asian samples. In eastern society, the Internet has developed rapidly in recent years. This may indicate that early exposure to the Internet and environmental factors were important contributing factors to Internet addiction. However, the different reported rates may be due in part to the use of different classification criteria. It is possible to use different measuring instruments, and some studies used the same scale with different cutoffs. Internet addiction is frequently associated with co-occurring mental disorders (depression, anxiety, ADHD, OCD, hostility, aggression), which is more common than one might expect. There is a controversy between eastern scientists, who are more likely to accept the diagnosis, and western scientists, who are critical of the effectiveness of the diagnosis. Internet addiction remains undefined and has a non-uniform structure. Whether Internet addiction is a primary individual disorder, part of a larger behavioural syndrome, or a sign of an underlying disorder is a matter of debate. Studies suggest that this disorder and its symptoms are relatively common and are associated with coexisting psychiatric disorders. In conclusion, it is recommended to establish a clear disease classification of internet addiction and standardize the rating scale.

# **Chapter Two**

The Impacts of Internet  
Addiction on Students

## Chapter Two: The Impacts of Internet Addiction on Students

2.1. INTRODUCTION.....	-44-
2.2.1_ THE POSITIVE IMPACTS .....	-45-
2.2.2.1 RELEVANT CONTENT AVAILABLE on THE INTERNET.....	-45-
2.2.2.2. CONNECTIVITYAND COMMUNICATIONS THROUGH INTERNET.....	-46-
2.2.2.3. ONLINE EDUCATION THROUGH the INTERNET.....	-46-
2.2.2.4. STUDENTS OUTCOMES .....	-46-
2.2.2.5. IMPROVING STUDENTS POTENTIAL.....	-46-
2. 2.2.6 INTERACTION IMPROVES STUDENT ENGAGEMENT.....	-47-
2.2.2.7 STUDENTS ARE BETTER PREPARED for THE DIGITAL WORLD.....	-47-
2.2.2.8 LEARN VALUABLE SKILLS or PROFESSIONS .....	-47-
2.2.2.9 HIGHER ACCEPTANCE of ONLINE CERTIFICATION .....	-47-
2.2.2.10. BOOSTING STUDENTS CREATIVITY .....	-48-
2.3. THE NEGATIVE IMPACTS of THE INTERNET ON STUDENTS.....	-48-
2.3.1. EMOTIONAL INSTABILITY .....	-49-
2.3.2. THE RELATIONSHIP BETWEEN INTERNET ADDICTION and AGGRESSIVE BEHAVIOUR AMONG STUDENTS.....	-50-
2.3.2.1 AGGRESSION.....	-50-
2.3.2.2 Internet ADDICTION and students' aggressive behaviour. ....	-51-
2.3.3. Internet ADDICTION and ACADEMIC PERFORMANCE .....	-53-
2.3.4. the EFFECT of THE USE OF SOCIAL MEDIA on STUDENTS' LANGUAGE SKILLS, THE USE of TEXTISM AMONG STUDENTS .....	-54-
2.3.4.1. TEXTISM .....	-54-
2.3.4.2. NEGATIVE IMPACT of INSTANT MESSAGING on STUDENTS WRITING SKILLS.....	-55-
2.3.5. RELATION BETWEEN INTERNET ADDICTION and SELF-ESTEEM and DEPRESSION AMOUNG STUDENTS .....	-56-
2.3.5.1. CHARACTERISTICS of LOW SELF-ESTEEM .....	-56-
2.3.5.2. LOW SELF-ESTEEM and QUALITY of LIFE .....	-57-
2.3.5.3. SELF-ESTEEM and ACADEMIC ENGAGEMENT.....	-57-

2.3.5.4. REBUILDING STUDENTS’ SELF-ESTEEM THROUGH PERCEIVED SOCIAL SUPPORT, ACADEMIC SELF-EFFICACY, AND ACADEMIC ENGAGEMENT .....-58-

2.3.6. THE EFFECT of CYBERBULLYING on STUDENTS EMOTIONAL AND ACADEMIC PERFORMANCE .....-59-

2.3.6.1. THE CONCEPT of CYPER BULLYING .....-59-

2.3.6.2. CYBERBULLYING and EMOTIONAL DISORDER AMOUNG STUDENTS .....-59-

2.3.6.3. EFFECT of CYBERBULLYING on ACADEMIC PERFORMANCE.....-60-

2.4. CONCLUSION.....-61-



**2.1. Introduction**

One of the most significant recent developments in information technology is the internet, which has helped to advance the process of turning the world into a global village. The use of the internet significantly affects a student's academic performance and social life, which is a universal truth (Asdaque, Khan, & Rizvi, 2010). Research has shown that excessive internet use has a negative impact on one's physical health, family life, and academic performance despite the internet's benefits for academic performance (Akhter, 2013). Along with the internet's astounding growth in use, there has been an increase in worry about the dangers of excessive internet use in general (Buchholz, 2009). Since students have only recently had the opportunity to use the internet to look for and obtain scholarly material, there is little data on how effectively they use this resource. As they work on their theses, students no longer seek out information (Tenopir et al., 2003).

The use of the internet is one of the key factors influencing university students' academic performance and social lives, claim Asdaque, Khan, and Rizvi (2010). Depending on whether students use the internet for social or academic purposes, the number of hours spent online will have an impact on their grades. According to a study, university students typically spend 30 to 2 hours per day on Facebook (Knibbe&Luchies, 2013). Students can also participate in chat rooms, learn from others' knowledge and experiences, and share their own ideas and solutions. According to studies, as virtual interaction increases, face-to-face interaction between people decreases, which may lead to social isolation and depression (Mythily, Qiu, & Winslow, 2008). A study found a link between depression and the amount of time spent on online social networking.

The authors noticed that as time spent on social networks has increased, depression scores have gone up (Balouch, et al., 2019). In general, tertiary students use the internet for a variety of activities, including academics, social communication, and recreation. In a nutshell, one could say that they

utilize the internet in all aspects of daily life. Their behavioral pattern is rapidly evolving as a result. Utilizing this kind of technology also reorganizes their social and economic lives, in addition to their cultural change. Accordingly, this study's objectives are to examine how using the internet affects students at the Bangabandhu Sheikh Mujibur Rahman Science and Technology University in Gopalganj, Bangladesh. The following goals of the study are to determine the accessibility of the internet among students, the reason why students use it, and the advantages and disadvantages of internet use among students.

### **2.2.2. The Positive Impacts**

Internet addiction can provide students with access to a vast amount of information and resources that can enhance their learning experience. Additionally, internet addiction can also improve students' digital literacy skills, as they become proficient in navigating online platforms and utilizing various technological tools for educational purposes. Here are some impacts

#### **2.2.2.1 Relevant Content Available on the Internet**

The internet is full of knowledge and pieces of information. The most applicable and quality content is available on the internet, there is a lot of blogs available on the internet which give the most applicable content and study-related accoutrements for the scholars, by which scholars can get help and learn. Scholars can use the internet for searching for their study applicable accoutrements, assignments, quizzes, donations, all study applicable materials available on the internet, not only scholars but educators also get help from the internet. They can use the internet for their exploration. There are thousands of exploration papers and books available on the internet. Before the development of the internet, students and teachers used to read different books for searching the applicable content for

thier Study It was very delicate for them to Study the big books for searching for the information and it waste a lot of precious time for scholars and teachers ,But after the internet, it becomes very easy for teachers and students. They can easily find their study material on the internet.

#### **2.2.2.2. Connectivity and Communications Through Internet**

Students and teachers can connect and communicate with one another using the internet , it allows many students and teachers to easily discuss educational materials with one another , can form online groups on social media platforms such as Facebook, WhatsApp, and others that are accessible via the internet and share information with one another.also students can find the best teachers and experts in any field on social media and connect with them, communicate with them, and learn from them online.

#### **2.2.2.3. Online Education Through the Internet**

Many tasks, including education, are made simpler for people by the Internet. They don't need to waste their valuable time by going to class.Students can easily learn at home using the internet. They do not need to travel so far from their home to the y. They can easily get it at home.There are numerous colleges and universities that offer online educations worldwide. Students cannot leave, to their place. They can easily study from home through online classes.

#### **2.2.2.4. Students Outcomes**

Students who learn how to use computers and the Internet effectively develop the skills needed in the workplace of the twenty-first century. Students and employees can communicate effectively using the internet, which boosts productivity and encourages original thought. Students are being forced to continue learning new skills and responsibilities due to the speed of technological change. Rapid

change will put established instructional methods to the test and turn schools into hubs for technological training.

#### **2.2.2.5. Improving Students Potential**

Students who conduct research for, create, and publish school projects using computers and communication tools develop the critical thinking skills necessary for making decisions. In an article for Prince of Wales Collegiate, Bridget A. Ricketts explains the value of imparting internet literacy; "for students to find, analyze, evaluate, and synthesize the vast amounts of information available, teachers must teach them a new set of skills. Students need to learn how to manage information and develop their critical literacy."

#### **2.2.2.6. Interaction Improves Student Engagement**

Technology that can access the internet makes learning more active process. Technology encourages students to actively participate in a lesson rather than passively listening to a lecture (although this teaching method has value in and of itself). Students can interact with digital models and videos, navigate websites, and search the internet for more in-depth information with a laptop or tablet at their desk. Students learn more effectively and are more motivated to dig deeper into a subject when they actively participate in their education.

#### **2.2.2.7. Students are Better prepared for The Digital World**

Future employers will value teamwork, problem-solving, and collaborative skills in students. Students who graduate from high school with a practical knowledge of technology including the

fundamentals of Wi-Fi, how to conduct online research, and how to use apps and software—will be better prepared for success in the workplace.

#### **2.2.2.8. Learn Valuable Skills or Professions**

many students struggle with selecting a career or skill in academia. A lot of people will ask their parents, counselors, or schools for help when making this choices , of course, having others make these decisions for you may not be the best option. Again, the internet is of great help in this situation. Additionally, it allows students to research and learns how to choose a suitable course from home or school. Online, a variety of materials are available that outline various professions and their prerequisites. These specifics aid students in making the best decision and guide them along a career path.

#### **2.2.2.9. Higher Acceptance of Online Certification**

Up until a few years ago, online education and certifications were not regarded as competitive or reliable. Online programs at affiliated universities and colleges frequently lacked sufficient accreditation. But now that many universities offer distance learning programs and subsequent online certification courses, the situation has changed.

#### **2.2.2.10. Boosting Students' Creativity**

There's a good reason why video games these days are more appealing to students than books.

In order to make video games as exciting, interesting, and artistic as possible, a lot of thought and creativity has gone into them. As a result, they inspire students to express themselves artistically in ways they never would have imagined. If we don't start thinking of technology as a paintbrush rather

than a television, it will be impossible to comprehend its full potential. Basically, we need to shift our perspective from seeing computers as machines to seeing them as new creative mediums.

For centuries, people have used stories to communicate ideas and knowledge in a way that is simple to comprehend and internalize. This is a highly effective method of interpersonal communication. It can enhance learners' creative abilities and aid in their exploration of the significance of their own life and work. Students can use a variety of tools, such as Slidestory and StoryBird, to help them create their own digital stories.

Teachers and students can use a variety of simple-to-use tutorial and video creation tools in the classroom. They give students a fantastic opportunity to express their creativity by allowing them to make their own videos and share them with the class. Even class discussions about the material they are learning can be sparked by their creations. These videos can be uploaded to the aforementioned blog on creative thinking so that students from other classes can view them and interact with one another about them

## **2.2. The Negative Impacts of Internet on Students**

Over the years, there have been numerous terminologies by different researchers to define internet addiction. Young (1996) characterised internet addiction as a wide term identifying problems arises from impulse-control and behaviour that resulted from high psychological dependency towards the internet or inability to control one's urge to use the internet. Addiction towards the internet had shown a variety of negative impact that it has towards their mood modification, availability of time, the level of tolerance, patience and judgement (Hall & Parsons, 2001; Leung, 2004). More studies were conducted later and almost every researcher conceptualised internet addiction as a compelling behaviour and cognitions directed from the use of internet which leads to anxiety and agitation in daily

life (Caplan, 2003; Shapira et al., 2000). Those studies indicated that people who spent most of their time on the internet are prone to emotional disturbances, and when they were feeling anxious and agitated, their emotions influenced their behaviour, hence, affected their relationship with others. Similarly, the researcher has identified that an individual with emotional instability is prone to have a less interpersonal skill which leads to the inexistence of social activities in their daily life (Caplan, 2003)

Negative emotions such as anxiety, easily getting upset, insecurity, moody, tense, nervous, and depression are examples of emotional instability, also referred to as neuroticism in the Big Five Personality trait. The proof was discovered that internet addiction creates psychological issues in addition to physical and social problems. the Big Five Personality disturbance in terms of emotional instability (Hur, 2012). According to studies, teenage and adolescent depression was brought on by internet addiction (Yen et al., 2008) Teenagers are among the respondents who scored highly for temperamental traits such as neuroticism and psychoticism in earlier studies (Cao & Su, 2007). a large majority of of research agreed that the most obvious effect of internet addiction is depression According to studies, depression is the most obvious side effect of internet addiction (Ho et al., 2014; Young), Internet addiction is brought on by the lack of care given to a person, which results in Using the internet to attract attention, they were able to avoid it (Ozturk et al., 2013). a person who invested Spending more time online prevents offline social interaction, which breeds alienation and poor health. relationships with family and friends (Sanders et al., 2000).

Spending more time online prevents offline social interaction, which breeds alienation and poor health. Previous research also revealed that depression has severe side effects.

fatigue, a decline in energy, and trouble concentrating, which could cause despondency,

Changes in behavior, a loss of control, failure in school, social exclusion, and an increase in family conflict

### **2.3.1. Emotional Instability**

Internet addiction leads to emotional instability in students, as was previously discussed. unstable emotional state frequently linked to subpar academic performance (Duchesne et al., 2008). that person who demonstrates emotional instability and struggles to cope with stress (John & Srivastava, 1999). pupils who are unable to handle their stress effectively performed badly in their exam (Khan, Altaf & Kausar, 2013). (Khan, Altaf & Kausar, 2013). The students frequently struggle to balance classes, tests, assignments, extracurricular activities, and other commitments.the social life. Inability to handle these difficulties may have an impact on students' physical, mental, and emotional health. Their cognitive and behavioral processes are compromised, which has a negative impact on their academic performance. The Students with emotional instability displayed stress and anxiety, which diminished their motivation to learn. participate in their studies (Nofle& Robins, 2007). Their academic performance suffered as a result. Moldasheva and Mahmood (2014) . One of the symptoms of emotional instability is anxiety. Excessive worry, fear, restlessness, overly emotional reactions, and negative thinking are the symptoms. It is a key determinant of academic performance. According to Vitasari et al. (2010), students with anxiety disorders are less dedicated to their studies and exhibit poor grades on assignments, exams, and tests. According to a study by Hamzah (2007), college students' end-of-semester exam scores were negatively correlated with their level of anxiety. Anxiety appeared to be the main contributing factor to high school students' failure on the Basic Standards Tests, according to a similar study done among them in the United States (McCraty et al.) Stress, pressure or tension, are another signs of emotional instability.



One study found that stress negatively related to academic performance, i.e. the higher the level of stress, the lower the academic performance (Samaha &Hawi, 2016). When the students spent excessive time on the internet, they have limited time to study, hence, the students' stress level increased. This finding is supported by Khan, Altaf & Kausar (2013) and also consistent with previous research by Safree, Yasin &Dzulkifli (2009) who suggested that depression, anxiety, and stress are negatively correlated with academic achievement. Thus, it is hypothesized.

### **2.3.2. The Relationship between Internet Addiction and Aggressive Behavior among Students**

Research suggests that there is a relationship between internet addiction and aggressive behavior among students.

#### **2.3.2.1 Aggression**

Physical aggression, verbal aggression, anger, and hostility are just a few examples of the four sub traits that Buss and Perry (1992) used to define aggression. The instrumental or motor component of behavior is represented by physical and verbal aggression that involves inflicting harm or threats of harm on others. The emotional or affective aspect of the behavior is represented by anger, which involves physiological arousal and aggression preparation. Having a negative attitude and feeling unwell Will and injustice serve as a metaphor for the cognitive side of behavior. It is measured using the Buss-Perry Aggression Scale scores. Low scores on the scale indicate lower levels of aggression, while high scores indicate higher levels.

### 2.3.2.2 Internet Addiction and Students Aggressive Behaviour.

College students' "addiction" is getting progressively worse. It influences a number of aspects of college students' lives and studies (Wang & Li, 2012). And then the relationship between Internet addiction and scholars both domestically and internationally are paying close attention to aggression. Polman et al. (2010), Mehroof and Md. Studies by al. (2007) and others revealed a strong correlation between Internet addiction and aggression. The General Aggression Model developed by Anderson and Bushman (2002) states that situational factors (violent videos or games, provocation, frustration, etc.) and personal factors (traits, attitudes, genetic susceptibility, etc.) both influence individual aggression through the internal state including emotion, awakening, cognition, etc. According to studies, Internet addicts used the web to play online games, chat, enjoy multimedia entertainment, read news, and more. Internet addicts are constantly exposed to violent situations because most online videos and games feature violent imagery. Aggression could then result from the suggestive cues present in violent situations (Kang, Yang, & Wang, 2006). Eight primary characteristics of Internet addiction were proposed by Young (1998). Environmental pressures, such as those from friends, family, school, and the workplace, were one of the traits. Internet addicts consequently experience less social support (Csibi & Csibi, 2011; Wang & Wang, 2013; Gunuc & Dogan, 2013) and more negative life events (Akin & Iskender, 2011; Jun & Choi, 2015).

Life events are the spirit of being hit hard and going through adversity in one's daily work, life, or education. College students experience a wider range of life events, such as criticism, bullying, academic pressure, interpersonal pressure, health issues, and so forth. Studies have demonstrated a connection between life events and people's psychology, behavior, and physical issues (Rabkin & Struening 2016). Social support is defined as positive interpersonal interaction that shields people from the detrimental effects of stressful situations (Cohen & Wills, 1985). It is one of the key

elements affecting As a kind of cognitive resource, it also helps people adapt to their social environment. evaluation. The unfavorable situational elements (continuous exposure to violent situations, more frequent encounters withThe difficulties Internet addicts face (such as adverse life events and a lack of social support) will probably be easier to lead to aggression.

Everyone is aware that we are in a networked era. The network has been an integral part of our lives, We must rely on the network even though we are aware that it could result in Internet addiction and other negative consequences. internet to remain alive. Various findings revealed that there were some college students who were addicted to The Internet and similar phenomena might almost have an impact on their daily lives. For instance, of the 237 dropouts, 80% Internet addiction prevented domestic students from receiving a normal grade at university, which prevented them from graduating. they were compelled to leave school after failing to finish their studies. Similarly, 13 out of 205 students dropped out of colleges and universities. And could not pass the exam at a provincial university were also linked to having unrestricted access to the Internet (Bai & Fan, 2005). However, Internet addiction has a negativeeffect that extends beyond personal harm to social and other harms as well. Aggression is one of the most frequent negative effects, and it was already covered in the text's previous section. There have been numerous relatively developed theories of aggression, such as Huesmann's Script Theory (1986),

Zillmann (1983) presented the Excitation Transfer Theory, and Tedeschi and Felson (1983) presented the Social Interaction Theory (1994). These ideas were put forth forward to assist us in better understanding the causes of aggression, as well as in preventing and resolving the issues that arise from those causes. Internet addicts would experience more traumatic life events, as was already mentioned. and received less social support (Akin & Iskender, 2011; Jun & Choi, 2015); Csibi&Csibi, 2011; Wang &Csibi, 2011). Gunuc& Dogan (2013); Wang (2013). and make aggression easier to

manifest. What then should we do in response to the phenomenon that we experienced? How can we change the situation we are in?

Item text	1	2	3	4	5	6	7
Once in a while I can't control the urge to strike another person.	Yes	PA	PA	PA/A	—	—	—
Given enough provocation, I may hit another person.	Yes	PA	PA	PA/A	PA	PA	PA
If somebody hits me, I hit back.	Yes	PA	PA	PA/A	—	—	—
I get into fights a little more than the average person.	Yes	PA	PA	PA/A	—	—	—
If I have to resort to violence to protect my rights, I will.	Yes	PA	PA	PA/A	—	—	PA
There are people who pushed me so far that we came to blows.	Yes	PA	PA	PA/A	PA	PA	PA
I can think of no good reason for ever hitting a person. (RC)	Yes	PA	PA	—	—	—	—
I have threatened people I know.	Yes	PA	PA	PA/A	PA	PA	—
I have become so mad that I have broken things.	Yes	PA	PA	PA/A	—	—	—
I tell my friends openly when I disagree with them.	Yes	VA	VA	—	—	—	VA
I often find myself disagreeing with people.	Yes	VA	VA	VA/H	VA	VA	—
When people annoy me, I may tell them what I think of them.	Yes	VA	VA	VA/H	—	—	VA
I can't help getting into arguments when people disagree with me.	Yes	VA	VA	VA/H	VA	VA	—
My friends say that I'm somewhat argumentative.	Yes	VA	VA	VA/H	VA	VA	VA
I flare up quickly but get over it quickly.	Yes	A	A	PA/A	A	—	—
When frustrated, I let my irritation show.	Yes	A	A	PA/A	—	—	—
I sometimes feel like a powder keg ready to explode.	Yes	A	A	PA/A	—	A	—
I am an even-tempered person. (RC)	Yes	A	A	—	—	—	A
Some of my friends think I'm a hothead.	Yes	A	A	PA/A	—	—	—
Sometimes I fly off the handle for no good reason.	Yes	A	A	PA/A	A	A	A
I have trouble controlling my temper.	Yes	A	A	PA/A	A	A	A
I am sometimes eaten up with jealousy.	Yes	H	H	VA/H	—	—	—
At times I feel I have gotten a raw deal out of life.	Yes	H	H	VA/H	H	H	—
Other people always seem to get the breaks.	Yes	H	H	VA/H	H	H	H
I wonder why sometimes I feel so bitter about things.	Yes	H	H	VA/H	H	H	—
I know that "friends" talk about me behind my back.	Yes	H	H	VA/H	—	—	—
I am suspicious of overly friendly strangers.	Yes	H	—	VA/H	—	—	—
I sometimes feel that people are laughing at me behind my back.	Yes	H	H	VA/H	—	—	H
When people are especially nice, I wonder what they want.	Yes	H	—	VA/H	—	—	H

Note. PA = physical aggression; A = anger; PA/A = PA & A; RC = reverse-coded; VA = verbal aggression; H = hostility; VA/H = verbal aggression and hostility; — = indicates items were included in the original Buss-Perry Aggression Questionnaire but not in some of the short versions.

<https://www.psytoolkit.org/survey-library/aggression-buss-perry.html>

Figure 01: Questionnaire Aggression Scale presented by Buss Burry

2.3.3. Internet Addiction and Academic Performance

Students' lives now revolve entirely around the internet. Many students used the internet primarily for educational purposes, but some students wasted time by visiting inappropriate websites that had nothing to do with education. According to a study, students' use of the internet for educational or non-educational purposes affects their academic performance. Heavy usage of the internet has shown adolescents visiting chat rooms which resulted them to stay up late hence affected their focus and attention in class that leads to the deterioration; their study habit declined, increased in absenteeism, and skipped exams (Yeap et al., 2016). In a study done at a small, private university in Pittsburgh, Pennsylvania, researchers discovered that students' Grade Point Averages (GPAs) dropped the more time they spent online (Mishra et al., 2014). Students spend the majority of their online time playing video games and using social networking sites (SNS). activity and it shows the inability of the students to avoid misuse of the internet (Livingstone & Helsper, 2010). Additionally, academic failure and detrimental effects on campus life were caused by internet addiction. (DOUGLAS et al., 2008; Chou, Condrón, & Belland, 2005). The poor academic performance will force the students leaving colleges or universities (Li et al., 2003) The study among medical students at the Army Medical College, Rawalpindi, India, found that the longer the students spent time on the internet, the less their marks in the professional examination (Khan et al., 2016). An investigation among Students in South Korea revealed that those who used the internet for education had a higher grade point average. obtained a better academic performance. Conversely, lower academic success was connected with using the Internet inappropriately for social and recreational purposes (Kim, 2011). conclusions from a study studies examining the relationship between internet addiction and academic achievement have revealed that adolescents Due to the improper use of the internet, students frequently miss class and have poor social skills (Leung & Lee, 2012)

### **2.3.4. The Effect of The Use of Social Media on Students Language Skills , The use of Textism among Students**

The use of social media and the prevalence of textism, which refers to the informal language and abbreviations commonly used in digital communication, can have both positive and negative effects on students' language skills

#### **2.3.4.1. Textism**

Textism, which is frequently used in computer-mediated communication, can be seen as the fastest-growing form of electronic communication (CMC). Textism is the term used to describe the use of acronyms and other methods to create SMS and instant messages [1]. In general, mm n language and such abbreviations do not adhere to the accepted spelling and grammar rules for English. According to Plester, et al. [2], the prevalence of mobile phones and internet-based instant messaging is largely to blame for the apparent misspelling of the words (IM). In other words, such a phenomenon is thought to have its roots in technology.( Prensky) claimed that using such a language in this context is. Rosen et al[4] .'s use of textisms as shorthand when communicating via electronic communication offers another term for this group. Researchers and teachers are interested in learning more about how this widespread writing style is affecting students' literacy in the English language. Due to its negative effects, textism has been blamed and labeled as a negative phenomenon by a number of researchers. For instance, Lee [5] defined textism as an ongoing technological assault on formal written English. Humphrys ] expressed harsher criticism of it and labeled textism as a form of vandalism that is systematically eradicating the language. He thought that vocabulary. vosloo [1], who shared this viewpoint, disapproved of texting and believed it to be the cause of the language rot and poor spelling

in young people's writing. Similar to this, Uthus [7] emphasized the decline in English writing skills and added that text messaging is the primary culprit behind such a poor development. By examining written texts or presenting theoretical justifications for the phenomenon, numerous researchers have focused their attention on the impact of textism on language proficiency to date. However, the widespread use of textism among students has highlighted the need for research into how textism is applied and how it affects English language proficiency.

#### **2.3.4.2. Negative Impact of Instant Messaging on Students Writing Skills**

According to some researchers' findings, instant messaging negatively impacts the English language by using improper grammar and standardized words that are crucial to the English language. For instance, Eller (2005) investigated the impact of instant messaging on the written language and found either positive or negative results. She discovered that Internet slang and shorthand are frequently used in personal and professional Instant Messaging conversations. According to the interviews, many high school teachers have noticed Internet slang in their students' written assignments. Eller noticed that not all IM "talkers" when they "text" do so in full sentences. She found that many Instant Messaging conversations, in personal and professional settings, use , offline grammar evaluation test for children. The findings provided strong evidence that the use of techspeak in text messages generally has a negative impact on grammar scores.assessment. De Jonge & Kemp (2012) also looked into the use of text messages Australian teenagers and young adults' use of abbreviations (textisms) and their relationships with Use of texting and literacy skills.

The use of textisms was associated with lower test results for spelling, morphological awareness, non-word reading, and reading, but some of these The usual text-messaging frequency of participants was used to account for relationships. were accounted for by participants' usual text-messaging frequency.

### **2.3.5. Relation between Internet Addiction and Self-esteem and Depression among Students**

Numerous studies have looked into the connection between Internet addiction and self-esteem. These studies have shown that psychiatric disorders, personality traits, and feelings of self-worth are linked to Internet addiction [18]. According to Young (1998), the vast majority of Internet addicts have a history of anxiety and depression. There have also been reports of low self-esteem, Self-esteem has been linked to Internet use and problematic Internet use in some other studies. Studies on the relationship between adolescent use of social networking sites and self-esteem are also included in the research on self-esteem and Internet use. According to these studies, adolescents with low self-esteem typically spend more time on social networking sites than their more confident peers.

#### **2.3.5.1. Characteristics of Low self-esteem**

- Is extremely critical of themselves
- Downplays or ignores their positive qualities
- Judges themselves to be inferior to their peers
- Uses negative words to describe themselves such as stupid, fat, ugly or unlovable
- Has discussions with themselves (this is called ‘self talk’) that are always negative, critical and self blaming
- Assumes that luck plays a large role in all their achievements and doesn’t take the credit for them



- Blames themselves when things go wrong instead of taking into account other things over which they have no control such as the actions of other people or economic forces
- Doesn't believe a person who compliments them.

#### **2.3.5.2. Low self-esteem and Quality of Life**

- **Negative Feelings** – the constant self-criticism can lead to persistent feelings of sadness, depression, anxiety, anger, shame or guilt.
- **Relationship Problems** – for example they may tolerate all sorts of unreasonable behaviour from partners because they believe they must earn love and friendship, cannot be loved or are not loveable. Alternatively, a person with low self-esteem may feel angry and bully other people.
- **Fear of Trying** – the person may doubt their abilities or worth and avoid challenges.
- **Perfectionism** – a person may push themselves and become an over-achiever to 'atone' for what they see as their inferiority.
- **Fear of Judgement** – they may avoid activities that involve other people, like sports or social events, because they are afraid they will be negatively judged. The person feels self-conscious and stressed around others and constantly looks for 'signs' that people don't like them.
- **Low Resilience** – a person with low self-esteem finds it hard to cope with a challenging life event because they already believe themselves to be 'hopeless'.

- **Lack of Self-care** – the person may care so little that they neglect or abuse themselves, for example, drink too much alcohol.
- **Self-harming Behaviours** – low self-esteem puts the person at increased risk of self-harm, for example, eating disorder, drug abuse or suicide.

### **2.3.5.3. Self-Esteem and Academic Engagement**

The assessment of a person's attitudes and beliefs about his or her capabilities and values is known as self-esteem (Rosenberg, 1965). Because of all the changes in the adolescents' roles and responsibilities during adolescence, self-esteem is often unstable. Early adolescence is when self-esteem tends to drop, and it usually rises in the middle and later years (Trzesniewski et al., 2003). Adolescents with high levels of self-esteem frequently have positive self-experiences, excellent interpersonal relationships, and better physical and mental health (Peng et al., 2019; Cameron and Granger, 2019). (Li et al., 2010) Self-esteem, which is a fundamental psychological component, can encourage academic engagement (Lim and Lee, 2017). According to the expectation-value theory, people's positive self-evaluations can predict academic outcomes, like academic engagement (Fang, 2016). According to a study by Sirin and Rogers-Sirin (2015), there is a significant positive correlation between self-esteem and academic engagement. Self-esteem has an impact on areas related to academic engagement. According to research by Filippello et al. (2019), a person's level of academic engagement can be predicted by their level of self-esteem. Thus, we propose the following hypothesis:

### **2.3.5.4. Rebuilding Students self-esteem Through Perceived Social Support, Academic Self-efficacy, and Academic Engagement**

It is possible that academic self-efficacy, which is impacted by self-esteem, has an effect on teenagers' academic engagement; however, the extent to which it does so differs from person to person.

According to Zimet et al. (1988), the concept of "perceived social support" describes how an individual experiences and interprets the level of support they receive from friends, family, and other relevant individuals in their lives. According to Bandura's (1977) social learning theory, the support, expectations, and recommendations of other people have an effect on a person's perception of their own level of self-efficacy. Personal development cannot occur without academic involvement, but this engagement can be cultivated and does not necessarily happen on its own.

According to Gettens et al. (2018), individuals' positive learning motivation can be triggered when they perceive high levels of external support and expectations, and the strength of this learning motivation has been shown to have a major impact on students' academic engagement (Liu et al., 2009). However, the research that has been done thus far does not investigate the mechanism that is responsible for the relationship between perceived social support and academic self-efficacy. When students' perceived social support is high, their self-efficacy can accurately predict their learning goals, and the setting of learning goals is conducive to their academic engagement (King et al., 2013). Previous research has demonstrated that perceived social support can control the relationship between self-efficacy and learning goals.

### **2.3.6. The Effect of Cyberbullying on Students Emotional and Academic Performance**

Cyberbullying can have a significant impact on students' academic success

#### **2.3.6.1. The Concept of Cyber Bullying**

Bullying that occurs online, such as on computers, tablets, and mobile phones, is referred to as cyberbullying. Cyberbullying can happen online in social media, forums, or gaming where users can view, interact with, or share content. It can also happen through SMS, Text, and apps. Sending, posting, or disseminating unfavorable, harmful, or malicious content about someone else is considered

cyberbullying. It can also involve disclosing sensitive or private information about another person in a way that causes embarrassment or humiliation. Cyberbullying occasionally veers into illegal or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

#### **2.3.6.2. Cyberbullying and Emotional Disorder among Students**

Students' physical and emotional health can suffer significantly when they are bullied, and the effects of this can be long-lasting. According to Hong et al. (2014), students typically feel severe stress as well as a sense of estrangement from both their communities and their schools. According to Raskauskas and Stoltz (2007), those who are the targets of cyberbullying may face deteriorating overall psychological situations. According to the findings of their research, 31% of the students who had been subjected to online harassment had feelings ranging from very upset to extremely upset, 19% expressed feelings ranging from very afraid to extremely scared, and 18% expressed feelings ranging from very ashamed to extremely embarrassed. In addition, they found that chronic cyberbullying posed

a threat to the development of healthy self-esteem, led to academic failure and dropout, and exacerbated psychological symptoms such as sadness and anxiety (Raskauskas & Stoltz 2007).

Additionally, according to Parson (2005), victims of continuous bullying are more likely to accept and absorb the manner in which the bullies treat them, as well as have a sense that they have little control over their own life. As a consequence of this, individuals may continue to have a negative outlook on the world, which may have long-term consequences such as lifestyle dysfunction in addition to psychological damage. According to Sheridan (2012), fifteen percent of individuals who had been bullied in high school developed psychological problems and were unable to get respectable employment because they were not psychologically qualified for the positions they were applying for. According to Wolke and Lereya (2015), bullying is a substantial risk factor for adult roles such as forming long-lasting relationships and integrating into the employment. According to Fisher et al. (2012), severe occurrences of bullying can leave victims feeling so helpless that they resort to self-inflicted injuries or even suicide if they are not given appropriate support to cope with the negative effects of the bullying. According to the findings of a study that was conducted in 2007 in the United States on 63 middle school kids, both the bullies and the victims had suicidal thoughts. However, the study found that the victims were more likely to attempt suicide and had more suicidal thoughts than the others.

#### **2.3.6.3. Effect of Cyberbullying on Academic Performance**

pupils need to be able to pay attention and remain focused throughout class in order to achieve their full academic potential; however, being harassed makes it difficult for pupils to do any of these things. 62% of students who had been tormented disregarded their schoolwork, and 5% of those kids reported they were always thinking about the bullies. These findings are from a study conducted by Hureva (2012). According to research conducted by Hong et al. (2014), kids who are subjected to

cyberbullying are more likely to obtain poorer grades and face the risk of having poor academic performance. According to Shariff (2008), Myburgh and Poggenpoel (2009), and Hixon (2009), bullying frequently leads to victims experiencing mental agony and a ruin of their self-esteem, both of which result in victims' academic performance being negatively impacted. Absenteeism is one of the consequences that might result from being bullied by other students in schools all over the world (Olweus 1993; Rigby 1997). According to Smith and Sharp (1994), some kids who are bullied end up skipping school in order to escape being harmed by their peers.

According to the findings of a study that was carried out in South Africa by Myburgh and Poggenpoel (2009), bullied kids dread going to school because they are terrified of being bullied there. According to Olweus 1993 and Rigby 1997, people that are bullied have few or no friends at all. Rigby (1997) came to the conclusion that bullied adolescents do not want to be friends with pupils who are not tormented. Smith and Sharp (1994) have found that some persons who are bullied deliberately try to isolate themselves by enrolling in classes in which very few other students have an interest in order to get away from the bully. Isolation causes victims to feel sorrow, which can make it difficult for them to concentrate and learn new things.

#### **2.4. Conclusion**

The findings of the study indicate that internet use has a significant impact on student's academic success as well as their personal and social lives, both positively and negatively. The accessibility of the internet, the number of hours spent online, the reasons people use the internet, the effects of internet use on students' academic performance, and the impact of internet use on student's face-to-face interactions with their friends and families are all depicted graphically in the study. According to this research, the benefits and drawbacks of using the internet are almost equal in importance. academic achievement (completing coursework and research, seeking for study resources online, finishing

assignments, and so on), improvement in social networking sites, and a lack of face-to-face connection are all negative consequences of students' increased use of the internet. Students are cautioned in the research to exercise caution while using the internet due of the widespread perception that technology is an essential component of human existence. Through the use of seminars and conferences, the potentially damaging consequences of internet usage on pupils should be brought to light. However, the success of using the internet is dependent on the particular study situation in terms of the accessibility of the internet, the individual user abilities of the user, and the cost of the internet for the user.

# Chapter Three

## Research Methodology and Data Analysis



**Chapter Three: Research Methodology and Data Analysis**

3.1. INTRODUCTION.....-70-

3.2. RESEARCH AIM.....-71-

3.3. RESEARCH METHODOLOGY.....-71-

3.4. ANALYSIS of TEACHERS' INTERVIEW .....-72-

3.5. ANALYSIS of STUDENTS' QUESTIONNAIRE .....-77-

3.6. RECOMMENDATIONS and SUGGESTIONS.....-86-

3.7. CONCLUSION.....-86-

**3.1. Introduction**

The present study is about Internet addiction and its effects on students learning. This chapter is designed to analyze the results obtained through investigating the relationship between Internet addiction and students' learning. The study aims to provide insights into the potential impact of excessive Internet use on academic performance and explore possible strategies to mitigate its negative effects. Additionally, it will examine the various factors that contribute to Internet addiction among students and their implications for educational institutions. We have presented a brief review of literature related to internet addiction, specifically, and its effect on students ' academic performance. The following step is to move on to something more practical based on procedures to collect data for the task, such as questionnaires and interviews.

This chapter is composed of the analysis of data collected from the questionnaire, which contains questions given to students in order to gather information about the frequency and duration of their internet usage, the activities they engage in online, and any negative consequences they may have experienced as a result of their internet addiction. It also deals with the data analysis and interpretation and discusses the findings of each instrument. The chapter ends by providing some suggestions and pedagogical recommendations in light of the main results obtained. In brief, this chapter attempts to identify what the effects of the Internet on students' learning and academic performance are, and how it can be both beneficial and detrimental to their overall educational experience. Additionally, it explores potential strategies and interventions that can be implemented to promote responsible internet usage among students, ensuring that they are able to harness the power of the internet while minimizing any negative consequences.

**3.2. Research Aim**

Based on the fact that the internet is universal and a means of communication by nature, internet addiction requires a comprehensive approach to address its impact on individuals and society. It is crucial to recognize that internet addiction can have serious consequences on mental health, social relationships, and overall well-being. Therefore, interventions should focus on raising awareness, providing support systems, and promoting healthy online habits to prevent and treat this growing issue. Therefore, the aim of this research is to examine and highlight the various strategies and interventions that can effectively address internet addiction. This research will explore the effectiveness of cognitive-behavioural therapy, support groups, and educational programs in helping individuals overcome their addictions and develop healthier online behaviours. Additionally, it will also investigate the role of parental involvement and digital literacy in preventing internet addiction among children and adolescents.

**3.3. Research Methodology**

The descriptive approach is used in this study to collect and interpret data both qualitatively and quantitatively. The nature of the topic to be conducted, the research's goal, and the data collected all influence the approach used. The descriptive approach was used in this research because it seemed suitable for the study and the context in which it was conducted since the research aims to determine the impacts or the effects of internet addiction on students learning in the Tiaret educational context.

This research was conducted in the form of a case study. This research style is usually used by researchers in order to collect, analyze, and interpret data collected by the instrument from a variety of resources, such as individuals, groups, and communities. Therefore, this study was conducted through the use of questionnaires and interviews. The first one was designed for high school students while the second was conducted for two different teachers.

The questionnaire is used for the students since they represent the main variable in our study, and their opinions help us confirm or disprove the hypotheses. The students' questionnaire aims to reveal the students' perceptions and attitudes towards internet usage in their daily lives, as well as their experiences with online communities and social media platforms. The interviews with the teachers, on the other hand, provide valuable insights into the educational aspects of internet usage and its impact on student's academic performance and behavior in the classroom. By gathering data from both students and teachers, this study aims to provide a comprehensive understanding of the role of the internet in shaping individuals' social interactions and learning experiences within educational settings.

### **3.4. Analysis of Teachers' Interview**

#### **The first teacher from Snousi Brahim high school**

❖ Interviewer: Good day,. Thank you for taking the time to speak with us today. As an experienced teacher, we would like to get your insights on the impacts of internet addiction on students' learning. Shall we begin?

❖ the interviewee: Of course! I'm happy to share my thoughts and observations on this topic.

❖ Interviewer: Great! Firstly, in your experience, have you noticed any noticeable impacts of internet addiction on students' learning abilities?

❖ the interviewee: Absolutely. Internet addiction can significantly affect students' learning abilities. I've noticed that students who are addicted to the internet often struggle with maintaining focus and concentration during class. They may be easily distracted by their devices or have difficulty shifting their attention away from non-academic online activities.

❖ Interviewer: That's interesting. Could you elaborate on how these attention and

concentration issues manifest in the classroom?

❖ the interviewee: Certainly. Students with internet addiction may struggle to actively participate in class discussions or comprehend the lesson material. They may appear restless, frequently checking their devices or showing signs of impatience when they can't access the internet. This can hinder their ability to absorb information, follow instructions, and engage in meaningful classroom interactions.

❖ Interviewer: Have you noticed any other impacts on students' learning, apart from attention and concentration issues?

❖ the interviewee: Yes, definitely. Internet addiction can also lead to a decline in academic performance. Students may neglect their homework or fail to complete assignments on time due to excessive internet use. Additionally, their grades may suffer because they spend more time engaging in non-academic online activities rather than focusing on their studies.

❖ Interviewer: Have you seen any emotional or behavioral changes in students struggling with internet addiction?

❖ the interviewee: Yes, internet addiction can have emotional and behavioral consequences as well. Students may experience heightened levels of anxiety, irritability, or even withdrawal symptoms when they are unable to access the internet. It can also lead to increased social isolation as they prioritize online interactions over real-life relationships.

❖ Interviewer: In your opinion, what can be done to address these issues and support students in overcoming internet addiction?

❖ the interviewee: Education plays a crucial role in addressing internet addiction. Schools can incorporate digital literacy programs that emphasize responsible internet use and raise

awareness about the potential negative impacts of excessive screen time. Additionally, parents and teachers should work together to establish clear guidelines and boundaries regarding internet usage, providing a supportive environment for students to develop healthy habits.

❖ Interviewer: Thank you, MsMesraf, for sharing your valuable insights on this topic. Your perspective as an experienced educator is highly valuable in understanding the impacts of internet addiction on students' learning.

❖ the interviewee: You're welcome! I'm glad to contribute to the discussion. It's important for us as educators to address these challenges and find effective ways to help our students navigate the digital world while prioritizing their learning and well-being.

❖ Interviewer: Absolutely. Thank you once again for your time and expertise.

❖ the interviewee: It was my pleasure. Have a great day

### **Second Teacher from Mechri Missoum high school the interviewee**

Interviewer: Good day,. Thank you for joining us today. We would like to hear your insights on how we can ensure students' proper use of the internet. Let's begin, shall we?

❖ the interviewee: Thank you for having me. I'm happy to share my thoughts on this important topic.

❖ Interviewer: Excellent. As a teacher, what measures do you think can be taken to promote and ensure students' proper use of the internet?

❖ the interviewee: Ensuring proper use of the internet requires a collaborative effort from various stakeholders, including educators, parents, and the students themselves. Here are a few key measures that can be implemented:

✓ **Digital Literacy Education:** Schools should prioritize digital literacy education, teaching students about responsible internet use, online safety, information evaluation, and digital citizenship. These skills are essential for students to navigate the online world effectively and ethically.

✓ **Clear Internet Usage Policies:** Schools can establish clear and comprehensive internet usage policies that outline the acceptable use of digital devices during school hours. These policies should include guidelines for using the internet for educational purposes, setting boundaries for personal use, and consequences for misuse.

✓ **Engage Parents and Guardians:** Educating parents and guardians about the importance of proper internet use is crucial. Schools can organize workshops or information sessions to help parents understand the potential risks and benefits of the internet and provide strategies to promote responsible use at home.

✓ **Filtering and Monitoring Tools:** Utilizing internet filtering and monitoring tools can help schools regulate access to inappropriate content and identify potential issues related to excessive internet use. These tools can be used in combination with educating students about the reasons behind their implementation.

✓ **Collaboration with Technology Companies:** Schools can collaborate with technology companies to develop features that encourage responsible internet use. This can include options for setting time limits on certain websites or apps, notifications to remind students of their intended use of the internet, and features that promote healthier digital habits.

❖ **Interviewer:** Those are excellent suggestions, How can teachers play a role in ensuring proper internet use among their students?

❖ **the interviewee:** Teachers play a critical role in guiding and supporting students' internet

usage. Here are a few ways teachers can contribute:

✓ **Incorporate Digital Literacy into the Curriculum:** Integrate lessons on digital literacy, responsible internet use, and critical thinking skills into the curriculum across various subjects. This way, students receive consistent reinforcement of proper internet use throughout their educational journey.

✓ **Model Good Digital Citizenship:** Teachers should lead by example and demonstrate responsible online behaviour. This can include showcasing proper research techniques, promoting respectful online communication, and highlighting the importance of citing sources when using online information.

✓ **Open Dialogue and Communication:** Encourage open discussions about internet use, its advantages, and potential pitfalls. Provide a safe space for students to share their experiences and concerns related to the internet. This fosters a supportive environment where students can seek guidance when needed.

✓ **Personalized Guidance and Support:** Recognize that each student may have different challenges or needs regarding internet use. Offer individualized support to students who may be struggling with excessive internet use or facing difficulties in managing their online activities.

❖ **Interviewer:** Thank you, Ms. Djahida, for sharing your valuable insights. Your suggestions highlight the importance of collaborative efforts and the active involvement of educators, parents, and students in ensuring proper internet use.

❖ **the interviewee:** You're welcome. It's a collective responsibility, and by working together, we can equip students with the necessary skills and knowledge to navigate the digital world safely and responsibly.

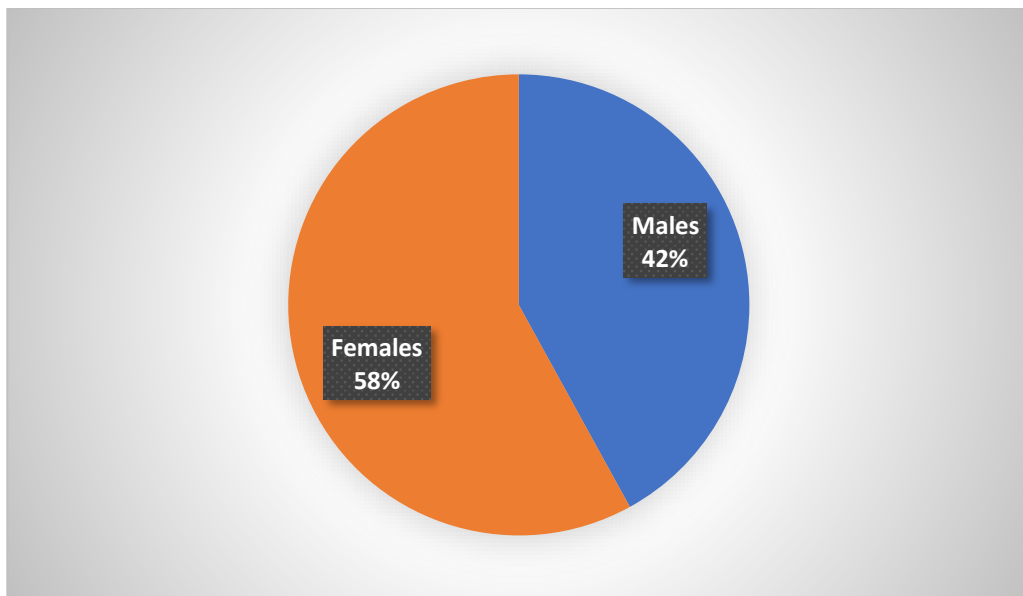


❖ Interviewer: Indeed. We appreciate your time and expertise in addressing this important topic.

❖ the interviewee: Thank you, and I'm glad I could contribute to the discussion. Let's continue striving for a healthy and balanced approach to internet use among our students.

### 3.5. Analysis of The Students' Questionnaire

**Q. 01** What is your Gender?



**Figure02: The students' Gender**

It is very clear that there is a difference between the number of males and females. The female participants are with a percentage of **29.58 %** and the males are with a percentage of **21.42 %**.

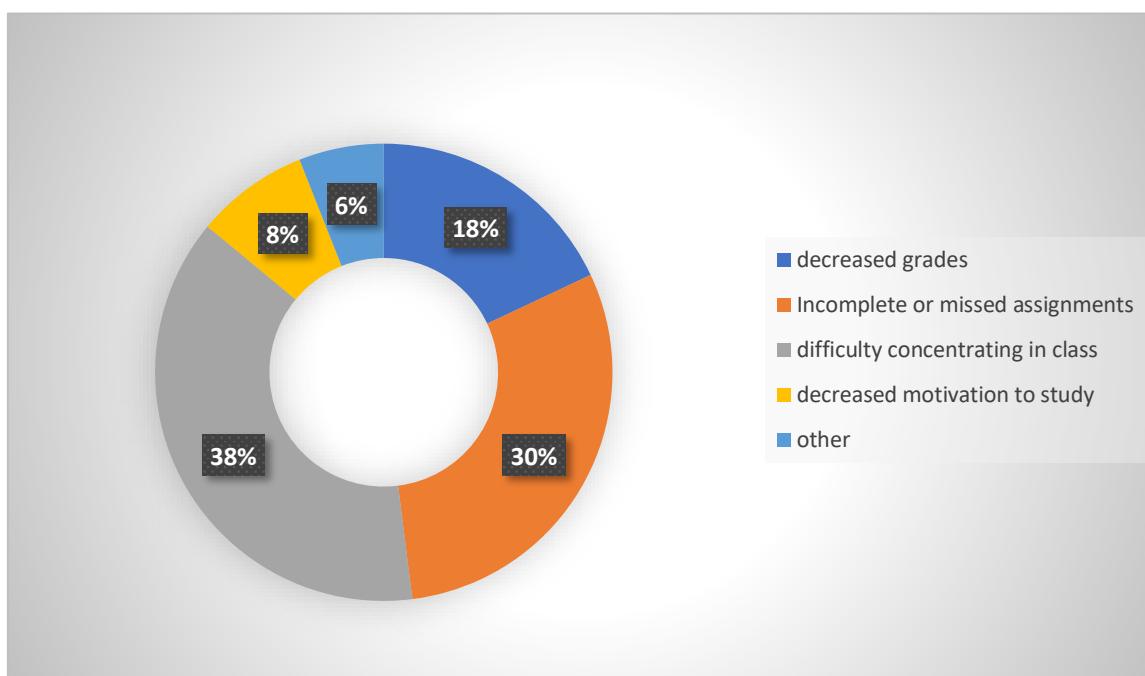
**Q.02** How often do you use the internet for non-academic purposes (Social media gaming, chatting etc..... )

Hours	Less than 01 hour	01 to 02 hours	02 to 04 hours	More than 04 hours
percentage	0%	14%	34%	52%

**Table 3.1. The Average Internet Use Among Students**

The table revealed that most students spend more than 4 hours a day surfing the Internet with a percentage of **52%**. About **34%** of students said that they spend between 2-4 hours on the Internet, while only **14%** of students reported spending less than 2 hours online daily.

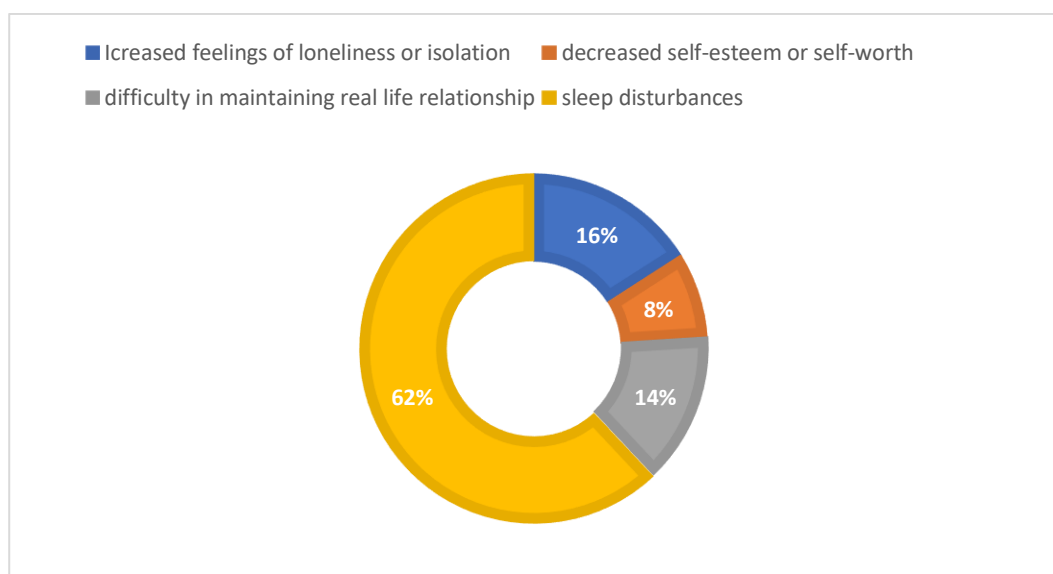
**Q.03** How has internet addiction affected your academic performance?



**Figure03: The Effect of The Internet on Students' Academic Performance**

We noticed from the diagram above that the internet is the main reason why students could not complete their assignments, with a percentage of **30%**, and about **38%** finding difficulty in concentrating in classes, **18%** decreased grades and only **8%** having no motivation to study.

**Q.04** How has internet addiction affected your psychological well-being?

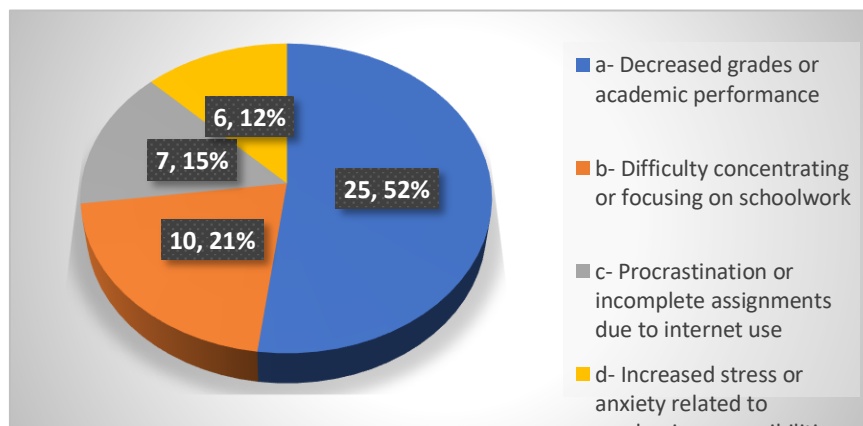


**Figure04: The Effect of Internet Addiction on Students' Psychological Well-being**

The above diagram shows that the majority **60%** choose sleep disturbances as the main effect of internet addiction on students' psychological well-being. Additionally, the diagram indicates that **16%** of students reported experiencing increased feelings of loneliness and isolation. This highlights the detrimental effects of excessive online activities on students' emotional well-being, and about **14%** of them reported that they have difficulty maintaining real-life relationships as a result. These findings suggest that internet addiction not only impacts

students' sleep patterns but also negatively affects their social connections and overall mental health. and the rest of the students about **8%** decreased self-esteem or self-worth

Q.05 Have you noticed any changes in your academic performance as a result of internet addiction?



**Figure05: The Affect of Internet Addiction on Students' Academic Success**

It is very clear in the diagram above that about **25.52%** of the internet decreased grades for students' academic performance. This indicates that internet addiction significantly impacts students' ability to succeed academically. Additionally, the diagram suggests about **10.21%** that internet addiction may also contribute to difficulty in completing schoolwork, in addition to **7.15%** saying they don't complete their assignments due to internet usage, and only **6.12%** increased stress and anxiety levels among students, further compromising their psychological well-being.

**Q.06.** How do you think internet addiction's psychological effects can be managed effectively?

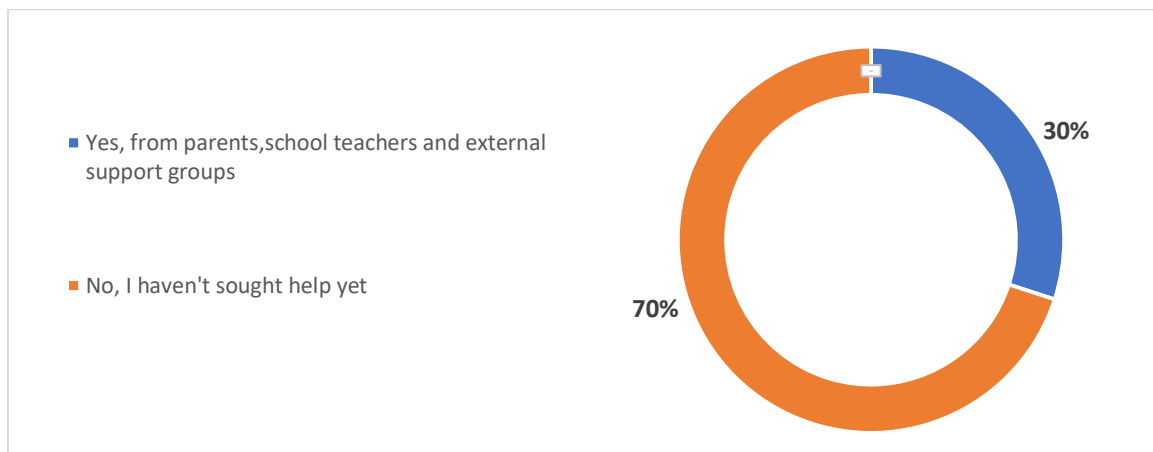
Students' opinions	Percentage
Developing a balanced internet usage schedule	34%
Engaging in mindfulness or stress reduction techniques	12%
Seeking social support from friends or family	28%
Engaging in offline activities and hobbies	26%

**Table 3.2. Students' Opinion about How IA Affect Their Psychological Well-being**

The table above explains clearly the students' opinions as we can see that the majority of students about **34%** believe that they should develop a balanced internet usage schedule. Additionally, the table also highlights that **28%** of students feel that internet addiction can be managed by seeking social support from friends or family and engaging in offline activities. This suggests that students about **26%** recognize the importance of finding a healthy balance between their online and offline lives, and the last point about **12%** mentioned that engaging in mindfulness or stress reduction techniques may also be beneficial in managing internet addiction. This indicates that a significant portion of students are aware of the need to prioritize

their mental well-being and incorporate strategies to maintain a healthy relationship with technology.

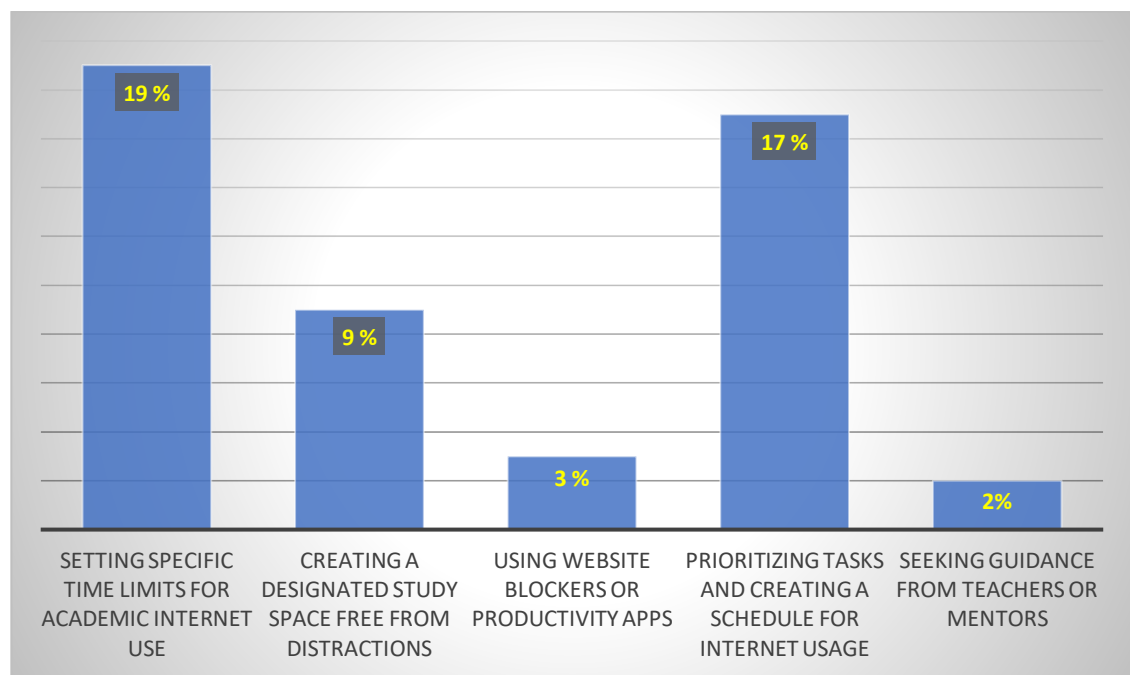
**Q.07** Have you received any kind of support or help from school or parents managing your internet use?



**Figure06 : The percentage of Students Receiving any Kind of Support or Help to Manage Their Internet Usage**

We notice that the majority of participants about **70%** received no help or support in managing their internet usage. This lack of assistance may significantly impact their psychological well-being, as they are left to navigate the challenges of internet addiction on their own. and **30%** of them mentioned that they received support from parents, school teachers and external support groups.

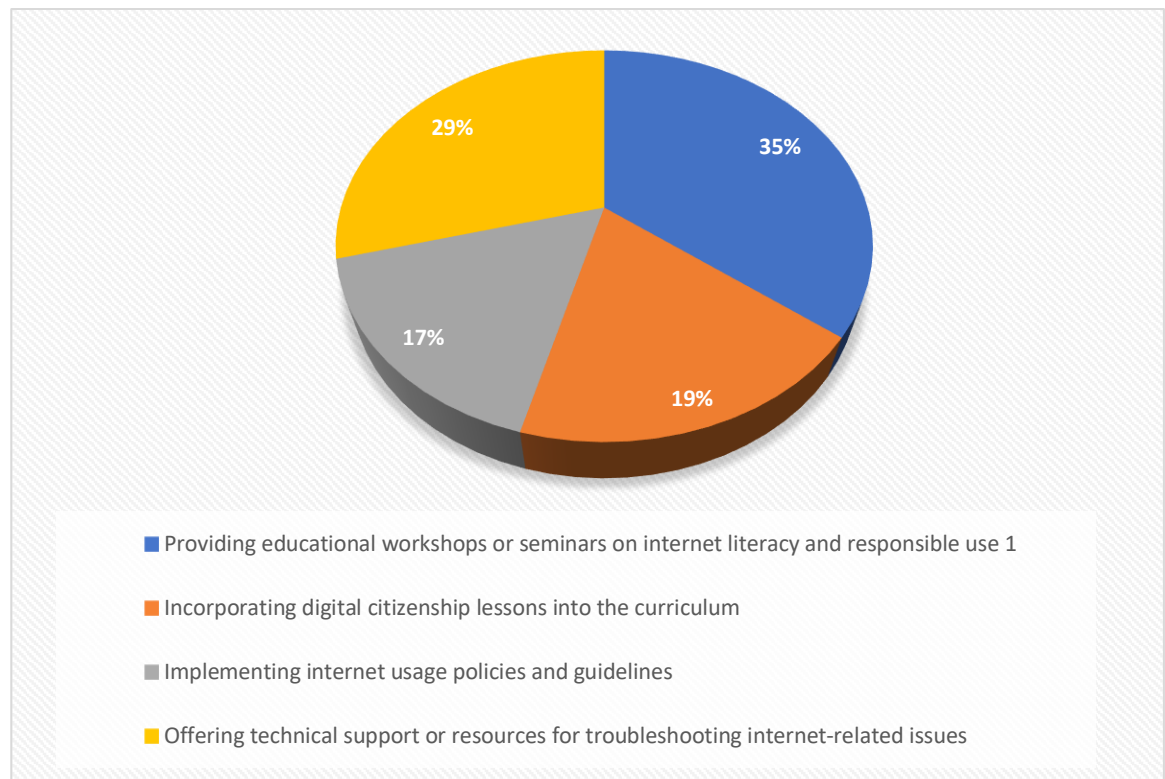
**Q.8** What strategies or techniques do you currently use to ensure proper use of the internet for academic purposes?



**Figure07: Students' Strategies and Techniques to Ensure Proper Internet use For Academic Purposes**

The answers to strategies and techniques to be used to ensure proper internet use for academic purposes are depicted in the graph above. Among the strategies were; Setting specific time limits for academic internet use **19%**, creating a designated study space free from distractions **9%**, using website blockers or productivity apps **3%**, prioritizing tasks and creating a schedule for internet usage **17%**, and the last one is Seeking guidance from teachers or mentors **2%**.

**Q.9** How do you think schools and educational institutions can support students in using the internet responsibly for academics?

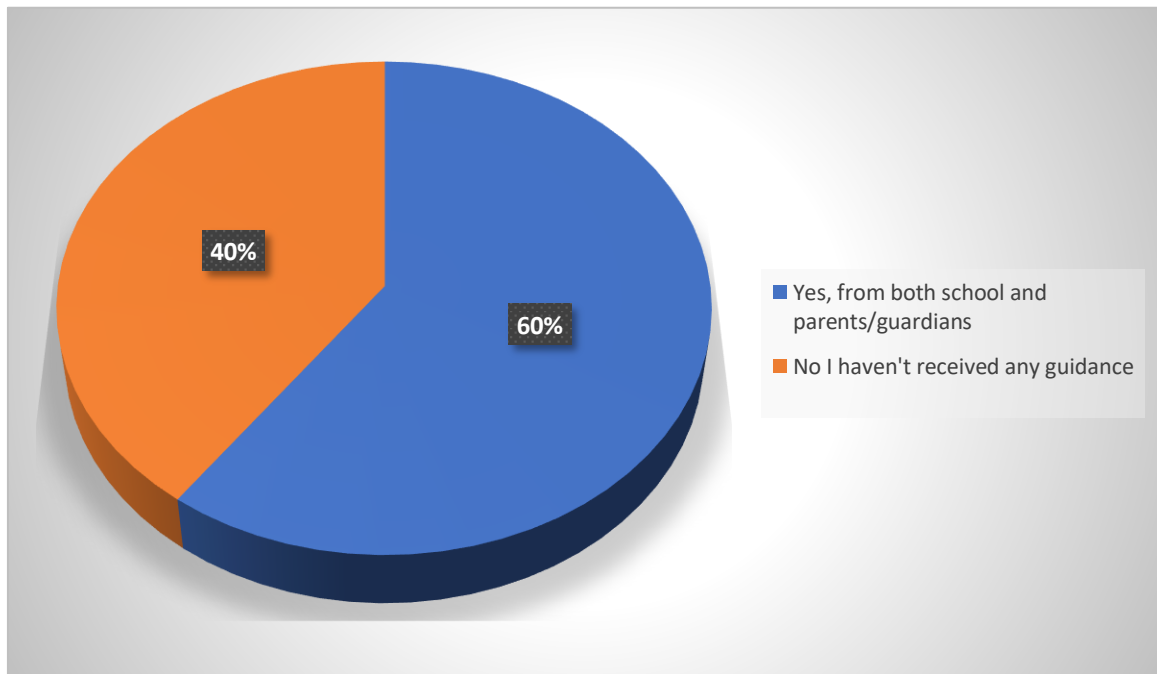


**Figure08: Techniques Schools and Institutions Used to Support Students in Managing Their Internet Usage**

The graph above shows the Schools' and Institutions' techniques used to support Students in managing their Internet usage. Among the techniques were: providing educational workshops or seminars on the Internet **35%**; incorporating digital citizenship lessons into the curriculum **19%**, implementing Internet usage policies and guidelines **17%**, and offering technical support or resources for troubleshooting Internet-related issues **29%**.



**Q10.** Have you received any education or guidance from your school or parents/guardians on responsible internet use for academics?



**Figure 09: The Percentage of Guidance Received by Students from Their Schools or Parents on Responsible Internet Use for Academics**

As we can see from the diagram above, **60%** of respondents mentioned that guidance from both their parents and their schools is crucial to ensuring proper internet use for academic purposes. This highlights the importance of a collaborative effort between parents and schools to educate students on responsible internet usage. Additionally, it is essential for students to develop critical thinking skills and learn how to evaluate the credibility of online sources to enhance their academic research. and about **40%** did not receive any guidance from both of them. This lack of guidance can have negative consequences, as students may struggle to discern reliable information from misinformation or fall victim to online scams. It is imperative for parents and schools to recognize the significance of providing comprehensive internet education, as it equips students with the necessary skills to navigate the digital world safely and

effectively.

### **3.6. Recommendations and Suggestions**

The major goal of our research was to identify the effects of internet addiction on students learning. To overcome such a situation, it is beneficial for students to consider the two following useful tactics to become competent:

- 1. Developing time management skills:** By setting specific time limits for internet usage and prioritizing academic tasks, students can ensure that they allocate enough time for studying and minimize distractions caused by internet addiction, in addition to improving their overall productivity.
- 2. Seeking support from peers and mentors:** Connecting with classmates or seeking guidance from mentors can provide students with a support system to help them stay focused on their studies and resist the temptation of excessive internet use. This can also create a sense of accountability and motivation to prioritize academic responsibilities over online distractions.

### **3.7. Conclusion**

The analysis of the questionnaire and the interview on the impacts of internet addiction on students' learning reveals that there is a significant negative impact on their academic performance. Students who reported higher levels of internet addiction tended to have lower grades and struggle with time management. Additionally, the interviews highlighted that internet addiction also affected their social interactions and overall well-being, leading to feelings of isolation and decreased motivation.

However, students have to use effective methods to manage their time spent on the internet, such as setting specific goals and priorities for their online activities. By identifying

what tasks or information they need to access, students can allocate their time more efficiently and avoid getting sidetracked by irrelevant content. Additionally, implementing time management techniques like setting timers or using productivity apps can help students stay focused and limit the amount of time spent on non-productive internet use.

# **General Conclusion**

### General Conclusion

After conducting an in-depth study on the impact of internet addiction on students' academic performance, it can be concluded that excessive and uncontrolled internet usage has a negative influence on students' educational outcomes. The findings of this dissertation shed light on the detrimental effects of internet addiction, providing valuable insights for educators, parents, and policymakers to address this growing concern.

The research revealed a strong correlation between internet addiction and academic performance decline. Students who were heavily addicted to the internet displayed lower grades, reduced focus and concentration, and decreased motivation towards their academic responsibilities. The constant distractions and time spent on non-academic activities online, such as social media, gaming, and excessive browsing, significantly hampered their ability to engage effectively in their studies.

Furthermore, internet addiction was found to impact students' overall well-being, leading to increased stress, anxiety, and sleep disturbances. These factors further contributed to decreased academic performance, as students struggled to maintain a healthy balance between their online activities and their academic commitments.

It is evident from the research that addressing internet addiction requires a comprehensive approach involving educational institutions, parents, and society as a whole. Schools and educational institutions should implement effective interventions to promote responsible internet use and digital literacy. Providing internet safety education, establishing clear guidelines and policies, and offering counseling services can help students develop a healthy relationship with the internet and enhance their academic performance.

Parents and guardians also play a crucial role in supporting their children's responsible internet use. They should actively engage in discussions about online safety, set limits on screen time, and provide guidance on identifying reliable sources of information. Collaboration between schools and parents is essential in creating a consistent and supportive environment for students.

In conclusion, internet addiction poses a significant threat to students' academic performance and overall well-being. Recognizing and addressing this issue requires a collective effort from educational institutions, parents, and policymakers. By promoting responsible internet usage, providing education and support, and fostering a healthy balance between online activities and academics, we can help students navigate the digital world effectively and maximize their academic potential.

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# Appendices

## Students' Questionnaire

This questionnaire is for a study on the impacts of internet addiction on students learning and how it could affect students' academic performance, which aims to collect data for a research study. Your answers will be used only for research purposes. Please give your most candid and thorough response to the questions below by putting a tick (✓) and/ or making full statements whenever necessary. We extremely appreciate your collaboration.

### Q.01 What is your Gender?

- a- Male
- b- Female

### Q. 02 How often do you use the internet for non-academic purposes (e.g., social media, gaming, streaming videos, etc.)??

- A - Less than one hour
- B- from 1 – 2 hours per day
- C – from 2 – 4 hours per day
- D – more than 4 hours

### Q.03 How has internet addiction affected your academic performance?

- Decreased grades
- Incomplete or missed assignments
- Difficulty concentrating in class
- Decreased motivation to study

other (please specify ).....  
.....

**Q.04 How has internet addiction affected your psychological well-being?**

- a- Increased feeling of loneliness and isolation
- b- Decreased self-esteem and self-worth
- c- Difficulties in maintaining real-life relationships
- d- Sleep disturbances (e.g., difficulty falling asleep, staying up late due to internet use)

**Q.05 Have you noticed any changes in your academic performance as a result of internet ?**

- A- Decreased grades or academic performance
- B- Difficulty concentrating or focusing on schoolwork
- C- Procrastination or incomplete assignments due to internet use
- D- Increased stress or anxiety related to academic responsibilities
- E- Other (please specify).....  
.....

**Q06 .How do you think internet addiction's psychological effects can be managed effectively?**

- A- Developing a balanced internet usage schedule
- B- Engaging in mindfulness or stress reduction techniques
- C- Seeking social support from friends or family
- D- Engaging in offline activities and hobbies

**Q.07 Have you received any kind of support or help from school or parents managing your internet use?**

- a. Yes, from school counselors or teachers
- b. Yes, from parents or guardians
- c. Yes, from external support groups or professionals
- d. No, I haven't-sought help yet

**Q.08 Have you received any education or guidance from your school or parents/guardians on responsible internet use for academics?**

- a. Yes, from school
- b. Yes, from parents/guardians
- c. Yes, from both school and parents/guardians
- d. No, I haven't received any education or guidance

**Q.09 Are you aware of any additional strategies or techniques that could promote proper internet usage for academic purposes? If yes, please share.**

.....  
.....

**Q.10 Have you received any internet safety or digital literacy training at your school?**

- a. Yes, and it was helpful.
- b. Yes, but it was not very effective.
- c. No, I haven't received any training.

## Interview Questions

Dear Teacher,

This interview forms part of our dissertation research on attitudes toward internet addiction and its impacts on students learning. The purpose of this interview is to obtain your attitude on a number of aspects related to the subject.

- 1- Would you tell us about your familiarity with the concept of internet addiction and how they affect your students?
- 2- based on your experiences can you suggest any strategies to ensure students' proper use of the internet?
- 3- What are your insights on the impacts of internet addiction on students' learning? Shall we begin?
- 4- in your experience, have you noticed any noticeable impacts of internet addiction on students' learning abilities?
- 5- Could you elaborate on how these attention and concentration issues manifest in the classroom?
- 6- Have you noticed any other impacts on students' learning, apart from attention and concentration issues?
- 7- Have you seen any emotional or behavioral changes in students struggling with internet addiction?
- 8- In your opinion, what can be done to address these issues and support students in overcoming internet addiction?
- 9- what measures do you think can be taken to promote and ensure students' proper use of the internet?
- 10- How can teachers play a role in ensuring proper internet use among their students?

Summary

The rapid expansion of the internet has increased opportunities for communication, information, and social interaction. Excessive and unregulated use by individuals has led to the emergence of the concept of internet addiction. This study was conducted to determine the degree of internet addiction and behavioral aspects of university students, and to determine the psychological and environmental factors that may predispose to internet addiction in the lives of students, this disorder is characterized by excessive or inadequate control of occupations, urges, or behavioral related to internet use, leading to impairment and distress. To investigate whether IAD causes a decline in students' learning and well-being The study was conducted on a total of 50 3<sup>rd</sup> year students at two high schools (Senousi Brahim and Mechri Missoum high schools) 'Subjects were faced with a questionnaire to assess the extent of internet usage. Data were analyzed using statistical modalities. Internet addiction is a serious problem among high school students, so there is a need to develop strategies to prevent Internet addiction and critical therapeutic interventions to promote healthy and safe Internet use.

الملخص:

أدى التوسع السريع للإنترنت إلى زيادة فرص الاتصال، المعلومات والتفاعل الاجتماعي. الاستخدام المفرط وغير المنظم من قبل الأفراد له أدى إلى ظهور مفهوم إدمان الإنترنت. أجريت هذه الدراسة لتحديد درجة إدمان الإنترنت والجوانب السلوكية لطلبة الجامعة، ولتحديد العوامل النفسية والبيئية التي قد تهيئ لها إدمان الإنترنت في حياة الطلاب، يتميز هذا الاضطراب بإفراط أو عدم كفاية السيطرة على المهنة، أو الحوافز، أو السلوكيات المتعلقة باستخدام الإنترنت، مما يؤدي للضعف والضيق. للتحقق مما إذا كان IAD يسبب انخفاضاً في عدد الطلاب التعلم والرفاهية أجريت الدراسة على ما مجموعه 50 طالباً في السنة الثالثة في كانت هناك مدرستان ثانويتان) ثانويتان سنوسي براهيم ومشري ميسوم) واجهت استبياناً لتقييم مدى استخدامهم للإنترنت. تم تحليل البيانات باستخدام الطرائق الإحصائية. يعد إدمان الإنترنت مشكلة خطيرة بين المدارس الثانوية الطلاب، لذلك هناك حاجة لتطوير استراتيجيات لمنع الإدمان على الإنترنت والنقد التدخلات العلاجية لتعزيز الاستخدام الصحي والأمن للإنترنت.

*الكلمات المفتاحية: الإنترنت، الإدمان، العلاج، التأثيرات، إدمان الإنترنت*

Résumé

L'expansion rapide d'Internet a multiplié les possibilités de communication, l'information et conduit à l'interaction sociale. L'utilisation excessive et non réglementée par des particuliers a déterminé le degré l'émergence du concept de dépendance à Internet. Cette étude a été menée pour et de déterminer les d'addiction à Internet et les aspects comportementaux des étudiants universitaires, dépendance à Internet dans la facteurs psychologiques et environnementaux qui peuvent prédisposer à contrôle inadéquat des occupations, des envies ou vie des étudiants, ce trouble se caractérise par une à l'affaiblissement et à la détresse. des comportements liés à l'utilisation d'Internet, ce qui entraîne Déterminer si la DAI entraîne une baisse du nombre d'étudiants apprentissage et bien-être L'étude a été deux lycées (lycées Senousi brahim et Mechri missoum) menée sur un total de 50 étudiants de 3e année à confrontés à un questionnaire pour évaluer leur degré d'utilisation d'Internet. « Les matières étaient en utilisant des modalités statistiques. La dépendance à Internet est un Les données ont été analysées étudiants, il est donc nécessaire de développer des stratégies pour problème sérieux chez les lycéens Interventions thérapeutiques pour promouvoir une prévenir la dépendance et les problèmes critiques. utilisation saine et sûre d'Internet.

*Mots-clés : Internet, dépendance, traitement, impacts, dépendance à Internet*