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Impact Of Internet Addiction On Mental Health And Academic Achievement Of Higher Secondary School Students.

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Abstract:

This study investigates the impact of internet addiction on the mental health and academic achievement of higher secondary school students in North 24 Parganas and Kolkata districts of West Bengal. The study aims to understand how internet usage affects stress levels, violent behaviors, and academic outcomes among adolescents. Through a descriptive survey method and random sampling, the research explores the correlation between internet addiction and variables such as anxiety, stress, lack of attention, and demographic characteristics. The findings will be analyzed using statistical tools and presented through graphs and pie charts to illustrate the data comprehensively.

Mafe and Blass (2006) showed that a typical internet-dependent user is generally young (19 to 24 years old). Suhail and Bargees (2006) indicated that internet use positively impacts education. This study aims to determine the level of internet addiction among undergraduate students and its relationship with academic performance.

Keywords: Internet addiction, Academic performance

Introduction:

The advent of the internet has revolutionized communication, access to information, and entertainment. While it offers numerous benefits, excessive internet use, particularly among adolescents, has raised concerns about its potential negative impact on mental health and academic performance. Internet addiction, characterized by excessive or poorly controlled preoccupations, urges, or behaviors regarding internet use, is emerging as a significant public health issue.

In the present time, it is impossible to imagine doing anything without the internet. Banking, education, communication, entertainment, etc., can now be easily accessed through the internet without the limitations of time and location. However, excessive or pathological use of this Information and Communication Technology (ICT) has caused many problems (Muslu and Bolisik, 2009). Karaman and Kurtoglu (2009) have noted that excessive use of the internet has negative impacts and causes addiction problems.

Pathological use of the internet can be termed Internet Addiction (Young, 1996), Internet Behavior Addiction (Wang, 2001), or Pathological Internet Use (Davis, 2001). Young reported that pathological use of the internet destroys relationships at work and within families and adversely affects social life. The Department of Telecommunications (DPT, 2013) reported that people aged 16 to 24 use the internet the most.

Excessive internet use among adolescents can lead to a range of negative consequences. Mental health issues, such as anxiety and depression, are often exacerbated by internet addiction. Academically, students who are addicted to the internet may experience a decline in their performance due to decreased focus and time management issues. Socially, internet addiction can lead to isolation, as online interactions may replace face-to-face communication, weakening real-life relationships.

Given the pervasive nature of the internet in contemporary society, it is crucial to address the issue of internet addiction. Understanding its causes, identifying at-risk individuals, and implementing effective interventions can help mitigate its negative impact. As technology continues to evolve, ongoing research and public health initiatives are essential to ensure that the benefits of the internet are maximized while minimizing its potential harm.

Review of Literature:

Lin and Tsai (1999) reported that Taiwanese high school students experienced slightly negative influences on their daily routines and school learning due to the internet, although they also found strong positive influences on their peer relations. Kumar and Kaur (2004) found that the majority of student internet users used it for educational and research purposes. Li and Atkins (2004) discovered that early computer exposure among children before school years is associated with the development of self-concept and cognitive skills. They found that children who had access to a computer performed better in school readiness and cognitive tests.

Jeong (2005) examined the differences in academic performance of elementary school students based on internet use. Singh, Sanjeet, Sharma, Gagan Deep, and Kumar, Simaranjeet (2011) showed a direct impact of the internet on education, concluding that the expansion of distance education via the internet provided students with more opportunities to learn from any part of the world and reduced the pressure of traditional writing assignments. Sampath and Manjunath (2013) found high internet usage among teachers and research students at universities, with most respondents using internet services to support their studies.

Conversely, Na (2004), Kim (2004), and Son (2003) reported that internet usage has a negative impact on students' academic performance. Studies by Barber (1997), Brady (1996), and Young (1998) indicated that the internet could distract students from their studies.

In the study of Barber (1997), Brady (1996) and Young (1998) showed that the Internet can distract students from their study.

Objectives of the study

1. To examine how internet use affects stress levels in teenagers from different schools.
2. To investigate the relationship between internet addiction and academic achievement.
3. To study the impact of internet addiction on academic achievement.

Hypotheses:

1. **Hypothesis 1 (H1):** There is a significant relationship between internet use and stress levels in teenagers.
    - **Null Hypothesis (H0):** There is no significant relationship between internet use and stress levels in teenagers.
2. **Hypothesis 2 (H2):** Internet addiction negatively affects academic achievement.
    - **Null Hypothesis (H0):** Internet addiction does not affect academic achievement.
3. **Hypothesis 3 (H3):** Higher levels of internet addiction are associated with lower academic achievement.
    - **Null Hypothesis (H0):** There is no association between levels of internet addiction and academic achievement.

Sample:

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

Tools used:

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

Internet addiction score:

Normal Range: 0-30 points (normal)

Mild: 31-49 points (non-problematic)

Moderate: 50-79 points (problematic)

Severe: 80-100 points (severely problematic)

Findings:

1. **Hypothesis 1 (H1):** There is a significant relationship between internet use and stress levels in teenagers.
    - **Null Hypothesis (H0):** There is no significant relationship between internet use and stress levels in teenagers.

Inferential Statistics of Internet Addiction between male and female.

Table 1

Gender	Internet Addiction			
	Normal	**Non- problematic**	**Problematic**	**Total**
Male	145	90	15	250
	29%	18.0%	3%	50%
Female	160	80	10	250
	32%	16%	2%	50%
Total	350	170	25	250
	61.0%	34%	5%	100%

Chi Square (X^2) (2, N = 500) = 6.06, p < 0.01

The table shows that 29% of male students are in the normal range, 18% are problematic, and 3% are problematic internet addicts. Among female students, 32% are in the normal range, 16% are problematic, and 2% are problematic internet addicts. To test the hypothesis, the researcher applied the chi-square test. The calculated chi-square value is 6.06 with 2 degrees of freedom, which is much higher than the chi-square value at the 0.01 level of significance. Therefore, it can be concluded that the null hypothesis of internet addiction among undergraduate male and female students is significant at the 0.01 level, and the null hypothesis is rejected.

Hypothesis 2 (H2): Internet addiction negatively affects academic achievement.

- **Null Hypothesis (H0):** Internet addiction does not affect academic achievement.

Inferential statistics regarding the relationship between internet addiction and academic achievement indicate significant findings.

Table 2

	N	**M**	**SD**	**r**	**t_r**	**Lev. of sig**
Internet Addiction	**500**	**27.94**	**11.89**	**-.286**	**-7.41**	**0.01**
Academic Achievement		**56.73**	**12.99**			

To test the hypothesis, the Pearson correlation coefficient method was applied. The calculated correlation (r) value is -0.286, which is significant at the 0.01 level, and the t-value (-7.41) calculated from the correlation

is also significant at the 0.01 level. Therefore, it can be summarized that the relationship between internet addiction and academic achievement of undergraduate students is significant, and thus, the hypothesis is rejected.

Hypothesis 3 (H3): Higher levels of internet addiction are associated with lower academic achievement.

- **Null Hypothesis (H0):** There is no association between levels of internet addiction and academic achievement.

Significantly Inferential Statistics of Impacts of internet addiction on the academic achievements.

Table 3

Academic Achievement	Internet Addiction			
	Normal	Non-Problematic	Problematic	Total
Low	90	60	16	166
	18.0%	12.0%	3.2%	33.2%
Average	115	70	6	191
	23%	14%	12%	38.2%
High	100	40	3	143
	20%	8%	0.5%	28.5%
Total	305	170	25	500
	61.0	34%	5%	100%

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

To test the impacts of internet addiction on academic achievements, the researcher applied the chi-square test. The table demonstrates that the calculated chi-square value is 20.11 with 4 degrees of freedom. The computed value is much higher than the critical value at the 0.01 level of significance. Therefore, it can be summarized that the impact of internet addiction has a significant association with the academic achievement of Higher Secondary School Students. Thus, the null hypothesis is rejected.

Conclusion :

We observe in research that excessive use of the Internet increases the likelihood of absenteeism and poor grades among students. Similarly, studies by Yang (1998), Barber (1997) and Brady (1996) have shown that excessive Internet use disrupts study habits and creates distance between individuals and their studies. Spending maximum time on online activities keeps the students engaged and they don't give time for their studies.

Late night Internet sessions can also impair a person's ability to sleep (Frangos and Frangos, 2009). Mustafa Koc (2011) reported that internet addicted students face academic problems.

Dr. Ramzan Hassanzadeh and others. (2012) concluded that the Internet is one of the most important systems for the young generation in schools and colleges. Internet addiction is high among youth aged 15-20 years. He found that 21.4% of 15-20 year olds, 13.3% of 21-25 year olds and 17.5% of 26-29 year old students are internet addicts. All these studies support the current findings, indicating that academic achievement is a critical predictor of Internet addiction.

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