

ORIGINAL ARTICLE

Internet addiction among high school students

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ABSTRACT:

Background: High levels of internet use and impairments of internet abuse make adolescence a fertile period to study IAD. The present study evaluated association between internet addiction and academic performance among school children. **Materials and methods:** 350 school children of 12th class of both genders were recruited. Parameters such as internet usage was assessed using Young's internet addiction test (IAT) was used to determine presence of internet addiction. The IAT is a five-point Likert scale, with scores ranging from 20 to 100. Threetypes of internet-user groups were identified in accordance with the original scheme of Young: Internet Addicts, Possible Internet Addicts (PIA), and Non-Addicts(NA). **Results:** Out of 350 students, 210 were females and 140 were males. 80 were from PCM, 100 from PCB, 170 belonged to Arts/Humanities and 70 commerce. Type of school attended was public in 200 and private in 150. Out of 350 patients, 120 students were non internet addicts (NIA), 155 students were found to be possible internet addicts (PIA) and 75 were found to be internet addicts. The difference was significant ($P < 0.05$). 35% internet addicts, 5% non- addicts a5 possible addicts scored 56% possible addicts scored less than 60% and 65% internet addicts, 95% non- addicts and 44% scored more than 60% addicts. The difference was significant ($P < 0.05$). **Conclusion:** There was high prevalence of internet addiction among school children which affected their academia performance as well.

Keywords: Academic performance, Internet, School students

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INTRODUCTION

High levels of internet use and impairments of internet abuse make adolescence a fertile period to study IAD. Worse adaptation with respect to developmental tasks, such as academic achievement and peer relations as well as more psychological symptoms have been linked with IAD.¹ Such problems often indicate poor adaptation in adult life. Therefore, studying IAD group differences in adolescence may have significant implications both for the individual and for society.² Many schools have now brought internet use in their curriculum, as it provides access to information across a wide variety of educational subjects or topics, enhancing communication and educational relationship with teachers and classmates.³ Internet addiction commonly refers to an individual's inability to control his or her use of the Internet (including any online-related, compulsive behavior), which eventually causes one's marked distress and functional impairment in daily life.⁴ Research studies in the Western and Asian contexts suggest that the risk of Internet addiction among young people is increasing. There has been a growing concern worldwide regarding the risks associated with

Internet over-use. Irrespective of the conceptual debate surrounding IA, many academics and researchers believe that excessive use of the Internet has the potential to become an addiction and some empirical research suggests that some students have already become addicted.⁵ The present study evaluated association between internet addiction and academic performance among school children.

MATERIALS AND METHODS

The present study comprised of 350 school children of 12th class of both genders. Parental consent was obtained before starting the study. The permission form school authorities was also obtained. Data such as name, age, gender etc. was recorded. Parameters such as internet usage was assessed using Young's internet addiction test (IAT) was used to determine presence of internet addiction. The IAT is a five-point Likert scale, with scores ranging from 20 to 100. Three types of internet-user groups were identified in accordance with the original scheme of Young: Internet Addicts, Possible Internet Addicts (PIA), and Non-Addicts(NA). Results were tabulated and subjected to statistical analysis. P value < 0.05 was considered statistically significant.

RESULTS

Table I: Socio demographic characteristics of high school students

Parameters	Variables	Number	P value
Gender	Male	140	0.05
	Female	210	

Course/stream	PCM	80	0.04
	PCB	100	
	Arts/Humanities	170	
	Commerce	70	
Type of school attended	Public	200	0.12
	Private	150	

Table 1 shows the out of 350 students, 210 were females and 140 were males. 80 were from PCM, 100 from PCB, 170 belonged to Arts/Humanities and 70 commerce. Type of school attended was public in 200 and private in 150. The difference was significant ($P < 0.05$).

Table II: Prevalence of internet addiction

Groups	Number	P value
Non addicts (NA)	120	0.01
Possible Internet Addicts(PIA)	155	
Internet Addicts(IA)	75	

Table II shows that out of 350 patients, 120 students were non internet addicts(NIA), 155 students were found to be possible internet addicts (PIA) and 75 were found to be internet addicts. The difference was significant ($P < 0.05$).

Table III: Association between Internet addiction and marks obtained

Marks	Internet addicts	Non addicts	Possible Internet addicts	P value
<60%	35%	5%	56%	0.05
≥60%	65%	95%	44%	0.04

Table III, graph I shows that 35% internet addicts, 5% non- addicts as possible addicts scored 56% possible addicts scored less than 60% and 65% internet addicts, 95% non- addicts and 44% scored more than 60% addicts. The difference was significant ($P < 0.05$).

DISCUSSION

Internet as an important asset of the present-day life and its vital function is really not deniable. The internet got into the daily life of humankind in the twentieth century.⁶ That it took all of us no more than 10 years to handle the reality of its expansion throughout the world, it has actually become not just the hugest providers of information and facts on the planet but also the essential ways of communication.⁷ Individuals from various countries have even got the opportunity to interact with each other within a remarkably limited period of time. On the other hand, people from different nations able to get education in famous universities.⁸ Differently-abled students and normal students can learn at schools, colleges, and universities by distance. All of these are possible due to the blessings of the internet.⁹ Now-a-days, the internet is an important resource to help pupils do their tasks, assignments, research, and even as a way to minimize their stress and anxiety. Excessive Internet use have also been found to be associated with problems of maintaining daily routines, school performance, and family relationships.¹⁰ The present study evaluated association between internet addiction and academic performance among school children.

We found that out of 350 students, 210 were females and 140 were males. 80 were from PCM, 100 from PCB, 170 belonged to Arts/Humanities and 70 commerce. Type of school attended was public in 200 and private in 150. Yadav et al¹¹ conducted a cross sectional study in the year 2013 by convenient sampling on 621 students of six English medium high schools in Ahmedabad city revealed that self-rated

academic performance did not predict IA. Similarly, study done on female university students and among foreign undergraduate students and few other researchers (involving both male and female participants) demonstrated that IA and academic performance have no significant association.

We observed that out of 350 patients, 120 students were non internet addicts (NIA), 155 students were found to be possible internet addicts (PIA) and 75 were found to be internet addicts. Stavropoulos et al¹² estimated the prevalence of internet addiction among adolescents of urban and rural areas, to examine whether the Internet Addiction Test cut-off point is applicable to them and to investigate the phenomenon's association with academic achievement. Participants were 2090 adolescents Young's Internet Addiction Test and her Diagnostic Questionnaire were applied. School records' grades were retrieved. A 3.1% prevalence revealed, while boys, urban residents and academic track high school students were at higher risk. An Internet Addiction Test score of 51 points was proposed as the optimal cut-off point combining high sensitivity (98%) and specificity (91%). Finally, findings illustrated the syndrome's relation to worse academic achievement.

We found that 35% internet addicts, 5% non- addicts as possible addicts scored 56% possible addicts scored less than 60% and 65% internet addicts, 95% non- addicts and 44% scored more than 60% addicts. Hasanzadeh et al¹³ on a teenage population on the association between gender and Internet addiction, where male Internet addiction was found to be significantly higher. This could be attributed to the

comparatively higher percentage of female respondents and perhaps the relatively higher female attendance at classes.

CONCLUSION

There was high prevalence of internet addiction among school children which affected their academic performance as well.

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