

## **A STUDY OF INTERNET ADDICTION AMONG THE STUDENTS OF ALIGARH MUSLIM UNIVERSITY, MURSHIDABAD CENTRE**

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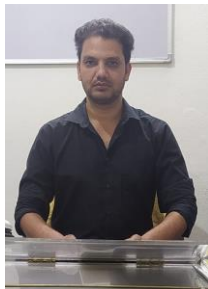
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### **ABSTRACT**

In recent years, the Internet especially the use of social media has become an integral part of our life and effects the lifestyles of people all over the world. Equally, the rise in numerous cybercrimes on internet has lead the safety and security of the users on stock and also hinder the growth of internet to some extent. Apart from educative purposes many younger students are becoming the victims of numerous internet fraud and also addicted to internet. It has been reported that younger students spending their quality time in using social media and the like. Previous studies also revealed that most of the internet fraud were committed through social media and social media is the prime cause of internet addiction among the masses. The present study focuses on studying the internet addiction among the students of Aligarh Muslim University, Murshidabad centre. Internet Addiction Test by Young, K. S has been administered on a sample of 235 undergraduate students of different streams. Results of the study found that there is no significant difference among the students of Murshidabad centre in Internet Addiction with regards to their gender, age and internet use for years. A negative correlation has been reported between internet addiction and student's academic performance.

***Keywords: Internet Addiction, Students, Stream, Cyber***

## 1. INTRODUCTION

Internet addiction among students has become a growing concern in recent years. With the widespread availability and accessibility of the internet, students spend more time online for educational and leisure purposes. While the internet provides numerous benefits, excessive use can lead to a new form of addiction - internet addiction.

Internet addiction is defined as excessive internet use that interferes with daily activities, including academics, relationships, and overall well-being. Students addicted to the internet may spend excessive time online, neglecting their studies, social life, and physical health. They may experience feelings of anxiety, depression, and loneliness when they are unable to access the internet.

The causes of internet addiction among students can be complex and multi-faceted. Sometimes, students may turn to the internet to escape stress, boredom, or loneliness. The internet provides a convenient and easily accessible source of entertainment, which can be challenging to resist. In other cases, students may become addicted to the internet due to underlying mental health issues, such as anxiety or depression which could be severe and long-lasting.

Excessive internet use can lead to poor academic performance, as students may need to pay more attention to their studies instead of spending time online. It can also lead to social isolation and poor interpersonal skills, as students may rely on virtual relationships instead of real-life interactions. Additionally, it can impact physical health, as students may spend extended periods sitting and staring at a screen, leading to eye strain, headaches, and other health problems.

Establishing healthy internet use habits is important to prevent and manage internet addiction among students. This may include setting limits on screen time, avoiding excessive internet use in the evenings and on weekends, and engaging in physical activity and real-life social interactions. In severe cases, seeking professional help may be necessary.

In conclusion, internet addiction among students is a growing concern that can have serious consequences. By establishing healthy internet use habits and seeking help when necessary, students can avoid the negative impacts of excessive internet use and maintain a healthy, balanced life.

## 2. REVIEW OF LITERATURE

**Parashar, Neyaz & Parvez (2022)** studied 360 students in North India and reported that internet addiction is common among medical students. 9.2 % of the students have a severe internet addiction, whereas 13.1% and 21.9% have moderate. Overall, 44.2% of the students have a habit in one or the other way. They also reported that their academic performance is significantly affected by internet addiction.

**Jiaqi Li & Xun Liu (2021)** studied internet addiction and acculturative stress among international college students of 111 undergraduates studying in the United States and reported that internet addiction among students is significantly predicted by acculturative stress and gender. They also said that acculturative stress influences internet addiction.

**Shalini, Mukil & Murugan (2020)** carried out a study on 119 individuals on internet addiction among youth. She reported that 71% of the respondents were mildly internet addicted, whereas 64% of the female respondents were mildly addicted to the internet. Moreover, 59.5% of the mildly addicted respondents used a mobile phone worth between 5,0000 to 10,000 rupees.

**Radeef & Faisal (2019)** studied 257 dental students from International Islamic University Malaysia to find internet addiction among students and found that 29.2 % of respondents were internet addicted, whereas 12.5% of respondents were at higher risk of addiction. Moreover, internet addiction is significantly and positively correlated with psychological distress. Internet addiction was higher among introverts and those students who used the internet 40 hours/ week.

**Nadhirah, Normala, Lukman, Azlini & Kamal (2018)** only 2.0% of respondents in a study on internet addiction among 422 secondary school students in Kota Bharu, Kelantan, Malaysia, were found to have a severe case. In contrast, most respondents, who made up 64.0% of the sample, had a modest internet addiction. Additionally, they recommended that parents and educators be alert to the grave risk posed by internet addiction.

**Rajeswari, Ramachandra, Nimishamol, Nivya & Pavithrak (2017)** carried out a study on 200 undergraduates studying in colleges in Bangalore city, India, about internet addiction among students. The study's findings say that 49% of the undergraduate students had mild addiction, 28.5% were moderately addicted, and only 0.5% of the sample was severely addicted to the internet. Moreover, internet addiction was significantly associated with gender, level of education, religion, course of study, and parents' educational status.

### **3. SIGNIFICANCE OF THE STUDY**

The internet has become a crucial part of our daily lives, impacting various aspects such as management, communication, lifestyle, and information sharing. According to the latest data, there were 4.9 billion internet users globally in 2021, which is over 2/3 of the world's population. The number of internet users is growing in many countries, but the access to and availability of the internet can vary greatly by location. China, India, and the United States are the top three countries in internet usage, with China having over a billion internet users in February 2022 and India having around 658 million. Despite this growth, there are still large offline populations in both countries. By 2025, it is estimated that 5.6 billion individuals will be online. In April 2022, 63.1% of the world's population, or over 5 billion people, were using the internet, and 59% of the global population, or 4.7

billion people, used social media. It's hard to imagine life without the internet today, as it connects billions of people and is an essential part of the modern information society. This has led to the investigation of internet addiction among students, based on the available data.

#### **4. OBJECTIVES OF THE STUDY**

- 1) To find out the differences in internet addiction among the adolescent students of AMU Centre, Murshidabad, concerning their gender, age and internet use for years.
- 2) To determine the relationship between internet addiction among AMU Centre, Murshidabad's students and their academic performance.

#### **5. HYPOTHESES OF THE STUDY**

1. There will be no relationship between internet addiction among students of AMU Centre, Murshidabad and their academic performance

#### **6. METHODOLOGY**

The current study is conducted using the descriptive survey method since it is descriptive research. The researcher also employed a standardised tool to gather data.

#### **7. SAMPLE**

To conduct the current study, the researcher chose 235 students of B.Ed., MBA, and B.A.L.L.B. courses studying at Aligarh Muslim University Centre, Murshidabad, India.

#### **8. TOOL USED**

The researcher employed a questionnaire created by Young, K. S., called the Internet Addiction Test (IAT), which has 20 statements concerning internet addiction.

#### **9. STATISTICAL TECHNIQUE USED**

A suitable statistical technique like **ANOVA** and **Pearson Coefficient Correlation** is used to analyse the data according to the study's objectives.

## 10. DATA ANALYSIS AND INTERPRETATION

**Objective .1.** To find out the differences in internet addiction among the adolescent students of AMU Centre, Murshidabad, concerning their gender, age and internet use for years.

To justify the above objective, the researcher has estimated three-way ANOVA, as shown in the below table 1

Tests of Between-Subjects Effects					
Dependent Variable: Addiction Score					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23590.761 <sup>a</sup>	107	220.474	.964	.577
Intercept	105855.407	1	105855.407	462.630	.000
Gender	241.147	1	241.147	1.054	.307
Age	2253.178	10	225.318	.985	.460
Using the Internet for YEARS	3624.113	13	278.778	1.218	.274
Gender * Age	1970.023	7	281.432	1.230	.292
Gender * Using the Internet for YEARS	1186.086	10	118.609	.518	.875
Age * Using the Internet for YEARS	11039.548	51	216.462	.946	.580
Gender * Age * Using the Internet for YEARS	2044.190	13	157.245	.687	.773
Error	27915.087	122	228.812		
Total	452619.000	230			
Corrected Total	51505.848	229			

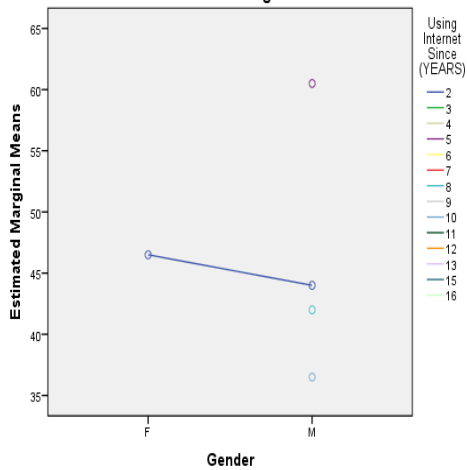
a. R Squared = .458 (Adjusted R Squared = -.017)

The above Table 1 demonstrates no discernible gender, age, or duration of internet use-related variation in the prevalence of internet addiction among adolescents at the AMU Center, Murshidabad. The overall interaction impact also produced the same outcome. The reason behind these findings could be that despite variances in their varied demographic characteristics, Internet use is increasingly widespread among students.



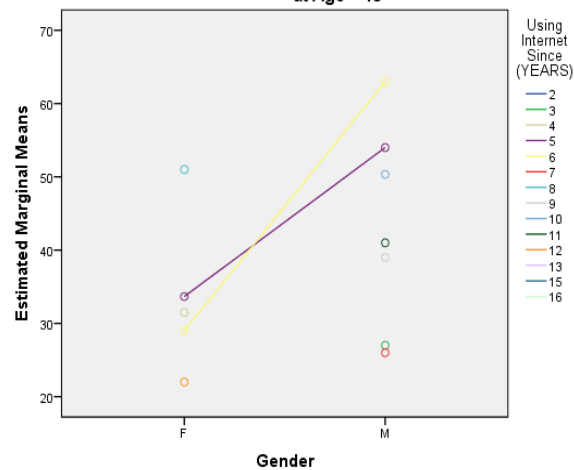
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**Estimated Marginal Means of Addiction Score  
at Age = 18**



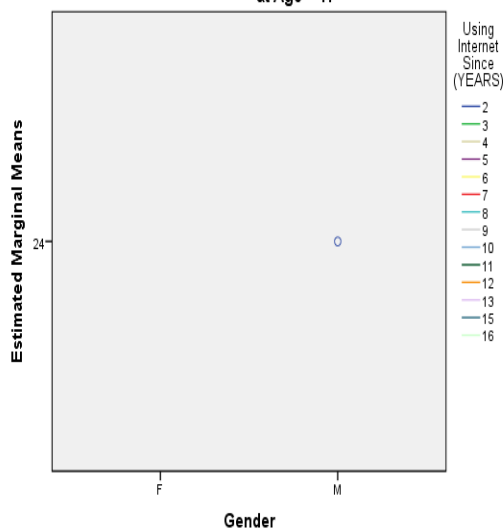
Non-estimable means are not plotted

**Estimated Marginal Means of Addiction Score  
at Age = 19**



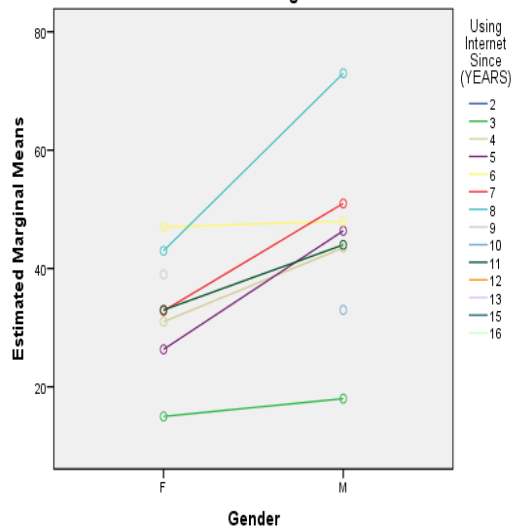
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**Estimated Marginal Means of Addiction Score  
at Age = 17**



Non-estimable means are not plotted

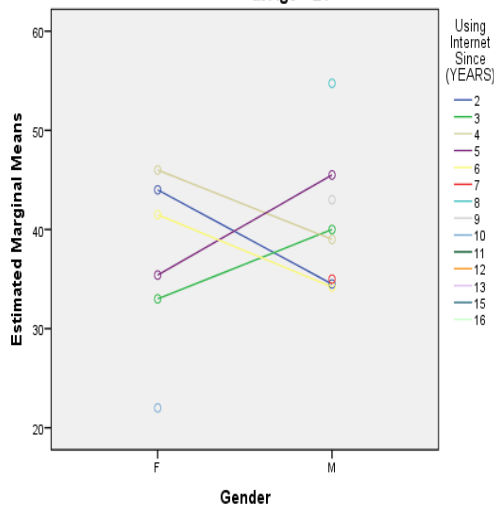
**Estimated Marginal Means of Addiction Score  
at Age = 20**



Non-estimable means are not plotted

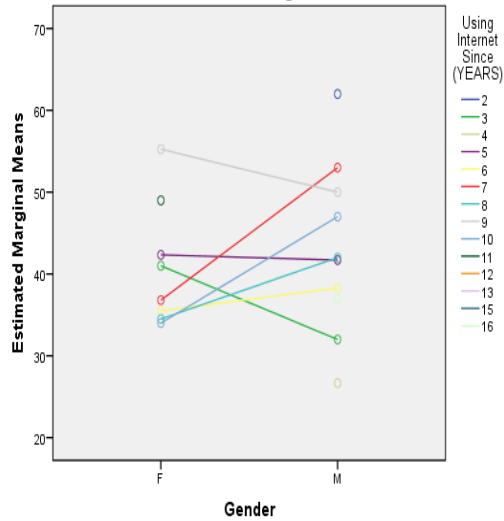


**Estimated Marginal Means of Addiction Score  
at Age = 21**



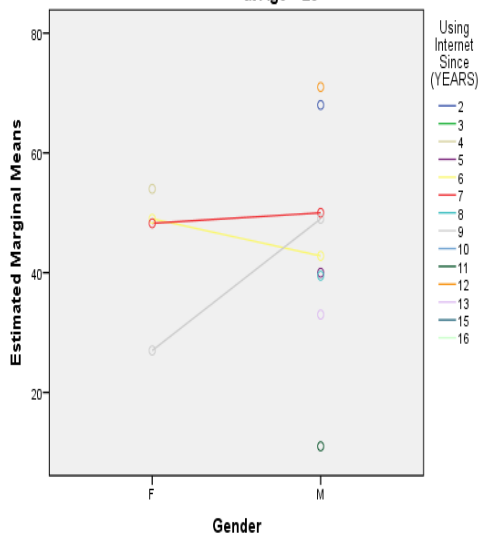
Non-estimable means are not plotted

**Estimated Marginal Means of Addiction Score  
at Age = 22**



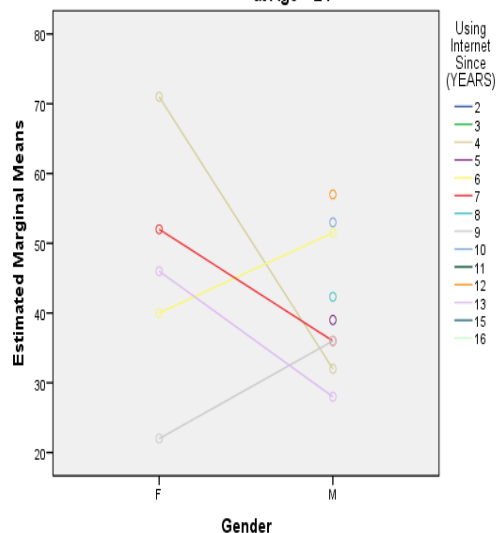
Non-estimable means are not plotted

**Estimated Marginal Means of Addiction Score  
at Age = 23**



Non-estimable means are not plotted

**Estimated Marginal Means of Addiction Score  
at Age = 24**



Non-estimable means are not plotted

However, the aforementioned figures showed a slight variation in internet addiction among teenagers at the AMU Center, Murshidabad, based on their gender, age, and length of internet use. The distribution of scores among the chosen sample caused the variations in the numbers above.

Objective.2. To determine the relationship between internet addiction among AMU Centre, Murshidabad’s students and their academic performance.

Pearson Coefficient Correlation has been estimated to justify the above objective, as shown in the below table 2

<b>Correlations</b>			
		Addiction Score	CGPA
Addiction Score	Pearson Correlation	1	-.019
	Sig. (2-tailed)		.770
	N	230	230
CGPA	Pearson Correlation	-.019	1
	Sig. (2-tailed)	.770	
	N	230	230

The above table 2 shows no positive relationship between internet addiction and academic achievement among young people at the AMU Center, Murshidabad. Their academic performance will decline as they use the internet more. These outcomes could be explained by the fact that younger students spend most of their time participating in enjoyable activities. They perform poorly academically because they are more likely to use social media, online gaming, and other things when using the Internet.

### **CONCLUSION AND DISCUSSION**

Approximately 62.5% of the world's population has access to the internet, and the average daily time spent online by each person is increasing each year. It has become an essential tool for information, communication, and entertainment. It is estimated that users will spend an average of 192 minutes per day online in 2021, mostly on their mobile phones. Popular mobile internet activities include social media, video streaming platforms, and instant messaging apps. Internet users spend over 140 minutes daily on social media, with Facebook being the most widely used network.



The impact of the internet is particularly significant on today's youth, as it is integrated into all aspects of their daily lives. There is no denying that the internet has made communication easier for everyone, allowing people to interact and chat with just a few clicks. However, as we continue to delve deeper into the internet, it can also lead to addiction and the depletion of our precious resources.

Many young people live fanciful lives and hold unrealistic beliefs, and prefer to avoid real-world interaction. They believe the internet is the quickest way to make money and achieve success, and they are willing to put in the effort to reach their goals. While some people receive support, the biggest outcome is often addiction to the internet. This can lead to anxiety, stress, and a decline in academic performance. Even young children are becoming hooked on the internet, causing concern among parents who have noticed changes in their behaviour.

In light of this, it is recommended to periodically review the amount of time spent online. Instead of socializing children through the internet, parents should encourage real-world interactions. It is important to use the internet positively, rather than becoming its slave.

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