

**PROBLEMATIC INTERNET ADDICTION AMONG THE STUDENTS OF 10+2  
LEVEL IN WEST BENGAL AND ITS RELATION WITH  
ACADEMIC ACHIEVEMENT**

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**ABSTRACT**

The Internet is a network which a collection of a different interconnected various network. The most essential information communication Technology in the present world has become a most significant tool to decrease the communication gap all over the world. Such as laptops, computers, mobiles may cause Internet Addiction. Extreme use of Internet which is responsible for Internet Addiction may affect health, daily life routine, relationships attitude etc. It affects the new generation educationally, spiritually, emotionally, and morally. The present researchers among the students of 10+2 level in West Bengal and its relation with Academic Achievement.

**KEYWORDS:** Internet, Internet Addiction & Academic Achievement

**INTRODUCTION**

Now –a – day’s young generation in the world has access to a wealth of information source through the Internet. Through this technology young people use as a key means to update, entertainment and for easier social lives. They are becoming more and more involved to the Internet as a means of communicating, seeking new challenges, gaming, and learning. Frequently young people are becoming more suspicious and more introverted of face to face communication with others, which often too demanding and too unnecessary. Daily usage of computer with Internet virtual life may develop. Young generation is unable to recognize the differences between virtual reality and actual reality. Slowly this difference develops the danger of “Addiction” in the sense of compulsive Internet usage.

According to Sussman (2007), Internet Addiction is a type of Behavioral traits like gambling, overeating, shopping etc.

Kimberly Young (1999) analyzed Internet Addictions as it a one kind of Addiction which covers a wide range of behavioural and impulse control problems. According to him, Internet Addiction may be of five types such as cyber –sexual compulsions, Information overload, and computer addiction.

So at present the Internet for its interactivity, disinheriting effects and seductive is becoming highly preferable to young people and they are becoming more and more addictive to the Internet.

**REVIEW OF RELATED LITERATURE**

In the study of Milani, Di Blasio (2009), Adolescents with problematic internet use caused dysfunctional coping strategies and reflected worse interpersonal relations.

Solomon (2009) explained from his work that Internet Addiction as a maladaptive use of the computer and Internet which can lead to functional and social Impairment.

In the study of Cardac (2009) Internet Addiction affects social well being and social relation. Recent studies of Ko, Yer, Liu, Anang, Yeu (2009) have found that 19.8% of an adolescent in the world have internet Addiction and again it is associated with hostility.

Fayez Ahmad Loan (2011) showed that students from different disciplines used the Internet for academic purposes, communications, information, and entertainment. But majority assessed Internet for knowing new things, chatting, gaming, mailing etc. In the study of Kormas et.al (2011) widespread dominance of Internet has faced many people and psychological disorder.

Sashi kumar et.al (2012) found a significant association between the use of the Internet and sexual interaction.

Akhter (2013) excessive use of the internet for information exchange and networking a danger exists that it could lead to pathological usage of Internet Addiction.

## **OBJECTIVES OF THE STUDY**

Following are the objectives of the present study.

- To study the Internet Addiction among the students of 10+2 level.
- To study the problematic Internet Addiction among the students of 10+2 level.
- To investigate the relationship between Internet Addiction and Academic Achievement.

## **Null Hypothesis of the Study**

**H<sub>0</sub>1:** The relationship between problematic Internet Addiction and academic achievement of the students of 10+2 level of West Bengal is not significant.

**H<sub>0</sub>2:** The impacts of problematic Internet Addiction on the academic achievement of the students of 10+2 level of West Bengal do not differ significantly.

## **Delimitation of the Study**

**Population:** The students of 10+2 level of different schools of West Bengal.

**Sample:** 600 students of 10+2 level have been selected randomly among than male 304 and female 296.

**Number of Schools:** 20 schools have been selected randomly for the study.

## **Tool Used**

The present researcher of the study selected and used Internet Addiction scale which was constructed and standardized by Kimberly Young for Data collection.

## **Statistical Techniques Used**

The percentage of total marks of Madhyamik examination of each student has been taken as academic achievement.

Kimberley Young’s Internet Addiction test applied to 600 students and after scoring only 28 students found problematic Internet Addiction.

**Statistical Technique Used**

- Pearson’s product moment correlation method.
- To test the significance use  $t_r$ .
- Chi-square test and t-test.

**RESULTS AND FINDINGS**

**Table 1: Inferential Statistics Regarding Relationship between Problematic Internet Addiction and Academic Achievement**

	N	M	SD	r	$t_r$	Lev. of Sig
<b>Internet Addiction</b>	28	57.11	4.614	-.08	-0.409	NS
<b>Academic Achievement</b>		47.43	9.59			

The computed r is -0.08 and  $t_r$  is -0.409. So from the result, it may be concluded that the relationship between problematic internet addiction and academic achievement of the students of 10+2 level of West Bengal is taken as not significant. So the null hypothesis is accepted.

**Table 2: Inferential Statistics Regarding the Impacts of Problematic Internet Addiction on the Academic Achievements**

Academic Achievement	N	M	SD	SED	t	Lev. of Sig
<b>Low</b>	19	57.63	4.717	1.904	1.83	NS
<b>Average</b>	7	54.14	2.734			
<b>Average</b>	7	54.14	2.734	2.129	-3.93	.01
<b>High</b>	2	62.50	2.121			
<b>Low</b>	19	57.63	4.717	3.432	-1.42	NS
<b>High</b>	2	62.50	2.121			

To test the impacts of problematic internet addiction on the academic achievement the researcher applied the Pearson correlation of coefficient method and  $t_r$ . The above table is shown that the impacts of problematic internet addiction on the low average academic achievement of the students of 10+2 level are not significant as the correlation is 1.83. So the null hypothesis is accepted.

To test the impacts of problematic internet addiction on the academic achievement the researcher applied the Pearson correlation of coefficient method and  $t_r$ . The above table is shown that the impacts of problematic internet addiction on the average high academic achievement of the students of 10+2 level are significant at the 0.01 level of significance as correlation is -3.93. So the null hypothesis is rejected.

Again to test the impacts of problematic internet addiction on the academic achievement the researcher applied the Pearson correlation of coefficient method and  $t_r$ . The above table is shown that the impact of problematic internet addiction on the low high academic achievement of the students of 10+2 level is not significant as the correlation is -1.42. So the null hypothesis is accepted.

## CONCLUSIONS

Internet Addiction is associated with risk related to the daily use of Internet Caplan (2002), Davis et.al (2002) explained Internet addiction as problematic Internet use. Beard and Wolf (2001) showed that Internet Addiction or maximum Internet use that causes problems in the family, business, schools, a social and psychological life of the individuals. Young (2007) showed excessive internet use or Internet Addiction may affect someone's internet professional or personal problems. In the study of Jones (2002) 60% of college students reported that the Internet had been beneficial to their relationships with classmates compared with just 4% who believed it had a negative impact on the close relationship. From the above study, it can be concluded that problematic Internet Addicted students somehow aware of their academic performance.

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