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INTERNET ADDICTION AND ACADEMIC ACHIEVEMENT AMONG 11th GRADE STUDENTS IN CHENNAI, TAMIL NADU, INDIA

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Abstract

Many students around the world spend substantial amount of time on the internet, which leads to internet addiction. The internet acts as a mechanism for students in 3 ways, Information disseminations (e.g. Educational purpose), Social interactions (social network sites, emails, chats, blogs), Entertainment (e.g. Games, songs, videos, films). This research aims to study Internet Addiction causing academic achievement on 11th grade students in Chennai, Tamil Nadu, India. Lack of concentration, Computer Vision Syndrome (CVS), dry eyes, unhealthy eating habits etc., are some of reasons that leads to academic achievement. Though many other factors causes academic, this research focuses on internet addiction and its impacts on academic achievement. The methodology which will be used is sampling method. The study is expected to create a better understanding on the impact of internet addiction on learning difficulties and will explore potential remedies.

Keywords: Internet addiction, Academic achievement, Lack of concentration, Unhealthy food habits, Computer vision syndrome.

INTRODUCTION

The Internet is a global system on interconnected computer network that use the standard internet protocol suite to serve billions of users worldwide. It is a network that consists of millions of private, public, academic, business and government network, of local to global scope that are linked by a broad array of electronic, wireless and optical networking technologies.

Addiction is the continued use of mood altering substance or behaviour despite adverse dependency consequences or a neurological impairment leading to such behaviours. (en.wikipedia.org/wiki/addiction).

Any behaviour that has mood altering properties can become addictive. There are numerous neurochemical changes that occur during pleasurable behaviours. These chemical changes can elicit a 'hit' whereby one experiences a sense of temporary pleasure. Any pleasurable events are likely to be repeated. Furthermore addictive behaviour often serves the purpose of blocking other negative emotions or problems in our lives, further reinforcing the addictive cycle.

Internet addiction commonly refers to an individual's inability to control his or her use of the Internet (including any online-related, compulsive behaviour) which eventually causes one's marked distress and functional impairment in daily life. Research findings have shown that excessive use of Internet or Internet addiction adversely affects one's physical health, family life, and academic performance. The lack of exercise due to excessive use of computer by maintaining a sitting posture may also risk suffering from carpal tunnel syndrome, back pain, and eyestrain. Academic problems caused by Internet addiction include decline in study habits, significant drop in grades, missing classes, increased risk of being placed on academic probation, and poor integration in extracurricular activities. Besides, adolescent Internet addicts often suffer from severe psychological distress, such as depression; anxiety; compulsivity; feeling of self-effacement; fear that life without Internet would be boring, empty, and joyless; as well as feeling of loneliness and social isolation. In addition, people addicted to the Internet games may excessively imitate the behaviours and values of the characters in online games. (Prof. Daniel T. L. Shek, Dr. Rachel C. F. Sun, Dr. Lu Yu, "internet addiction, neuroscience in the 21st century 2013").

In view of the possible negative influence of Internet addiction on human development, there is a need to have a thorough understanding of the nature of Internet addiction



Academic achievement or academic performance, is the outcome of education- the extent to which a student teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important- procedural knowledge such as skills or declarative knowledge such as facts.

In India, academic standard are measured by a system of inspections at various levels such as in schools and colleges. Academic performance is measured by marks obtained in examinations. (Schneider, et.al 2006).

NEED AND SIGNIFICANCE OF THE STUDY

Internet is deeply related to the study and daily life of the students, to know its effects on their learning, entertainment, making friends, way of thinking and their value of life profoundly.

The result of this study will help us to know if the excessive usage of internet has impact on study habits of higher secondary school students.

This study will also help lot of specialists and counsellors, parents and teachers in dealing with students who are suffering from internet addiction and affecting their study.

OBJECTIVE OF THE STUDY

To find out whether there is any significant difference between Internet Addiction and Academic Achievement with respect to:

- Gender
- Timing in Internet

HYPOTHESES OF THE STUDY

1. There is no significant difference in the mean score of Internet addiction with respect to:
 - a) Gender
 - b) Timing In Internet
2. There is no significant difference in the mean score of Academic Achievement with respect to:
 - a) Gender
 - b) Timing In Internet

MATERIALS AND METHODS

The selection of the sample was done based on Random Sampling. 120 students were taken as sample from 3 Higher Secondary Matriculation School, Chennai.

Statistical Techniques Used: Collection information's were subjected t statistical analysis such as t and f test.

Variables of the Study: Internet addiction and Academic achievement

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1. t test for Boys and Girls based on Internet Addiction

Variable	Gender	Number	Mean	SD	Critical Ratio	Remark at 0.05 level
Internet Addiction	Boys	55	36.11	13.71	3.24	S
	Girls	65	28.60	11.66		



Table 2. 'f' test for the Internet Addiction based on the Timing on Internet

Variable	Sources	Sum of square	df	Mean	F value	Remarks at 0.05 level
Internet Addiction	Between Group	7411.427	2	3705.713	33.05	S
	Within Group	13119.365	117	112.131		

Table 2 a. Mean Score of Internet Addiction with respect to Timing on Internet

Timing on Internet			't' value	Remark at 0.05 Level
Less 1hour	1-3 hours	More than 3 hours		
27.79	39.37		4.372	S
27.79		52	7.439	S
	39.37	52	2.877	S

Table 3. 't' Test for Boys and Girls based on Academic Achievement

Variable	Gender	Number	Mean	SD	Critical Ratio	Remarks at 0.05 level
Academic Achievement	Boys	55	62.84	14.061	0.97	NS
	Girls	65	65.34	14.099		

Table 4. 'f' Test for the Academic Achievement scores on the Timing on Internet

Variable	Sources	Sum of Square	df	Mean Square	F value	Remarks at 0.05 level
Academic Achievement	Between group	916.98	2	458.49	2.37	NS
	Within Group	22599.61	117	193.16		

RESULTS AND DISCUSSION

The study reveals that the number of student having internet addiction is low; but around 32% students out of 60% falls in average, the reason behind this could be that the students are surrounded by the technology. And that could be one of the major reason for them being internet addicted even the school assignments have to be done by the help of internet.

The internet addiction possess more in boys than in girls, this may be because boys are more techno friendly and like to explore things then girls.

Around 75% of the student spend time on internet is less than 1 hour in a day, and around 10 % student spend more time on internet. But in the study it has shown that it has impact learning difficulty among the



students. Reason behind these could be that they don't follow a routine and get tired by the time study hours begins.

So even they spend long time on internet have learning difficulty and it won't hamper their academic achievement. As internet addiction is not the permanent problem if found addicted it has to be solved before it starts hampering the academic.

RECOMMENDATIONS

Internet addiction and learning difficulty are not permanent problem, as it can be treated if diagnosed. Even the counsellors, teachers and parents do have to take this problem lightly as it might have a long term effect. So if they are aware the student is suffering from it, they should be able to try to solve it by themselves or if not do not hesitate to take the child to counsellor or to any respected family member whom you think he/she might listen. Use of internet is not the issue; use of internet hampering other activities is an issue.

CONCLUSION

The main and foremost role of the parents is to keep an eye on their children regarding how much time they spend on internet. Teacher's role is to make students understand the importance of internet and also those they don't neglect other activities like co-curricular and extracurricular activity. Time spend on internet, facilities provided to the students has also impact on the students.

From this study investigator found that internet addiction has an impact on the learning difficulty but it does not have impact on their academic achievement as of now. Hence parents, teacher and even counsellor has to be aware about child activities and if any unnatural activity is taking place then they have to consider it seriously.

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