

Internet Addiction among Senior Secondary School Students in Relation to Socio Economic Status and Perceived Loneliness

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Abstract

The purpose of this study is to explore the Internet Addiction among Senior Secondary School Students in Relation to Socio Economic Status and Perceived Loneliness. This study comprised a sample of 736 senior secondary students of Amritsar, Punjab. Data was gathered by internet addiction scale developed by investigator, socio economic scale and perceived loneliness scale. Variance test shows that normal lonely students are more inclined to internet addiction than non lonely students. Moreover, the highly lonely students are more addicted to internet than non lonely students. In addition to this, highly lonely are prone to internet addiction than normal lonely students. So, we can say that highly lonely students are most addicted to internet followed by normal lonely students; however non lonely students are least internet addicted.

Keywords: Internet Addiction, Socio Economic Status, Perceived loneliness, non lonely, normal lonely, highly lonely.

Introduction

Internet Addiction

Internet addiction depicts the impulse control disorder, however, it does not include the dose of an invigorating medicine but it is very analogous to pathological betting. Some internet operators may find deep affection towards their virtual associates and the behaviour they do on screens. Web operators may make merriment through varied fields of the internet that grants them to meet greet, meet people, and opine their thoughts via the use of messages, social platforms. At times, other internet users often lose the time track while surfing the topics of their interest. Scherer (1997) observed that 73% of college grads have hands on the internet at smallest amount one time a day and deployed nearly 8.1 hours out of 168 hours online. Many pupils have multiple purposes to surf on internet; they don't have whole purpose related to academics but also to chit chat, email, music. The usages of internet in

Asian countries have seen dramatic rise in the last 10 years. A investigation by the Korean Institute for Youth Development recorded that 93% Korean juveniles employ the Internet (Jung et al 2005). In China, as per the China Internet Network Information Center, in June 2003 showed 123 million had internet access (Cao et al, 2007).According to The magazine Computer world it would turn into the world’s biggest IT marketplace by year 2010 (as cited by Li, Kirkup & Hodgson, 2001).

According to Orzack (1995) “internet addiction is a kind of disorder in which people who consider computer keyboard more interesting than monotonous life suffer from it”. Anderson noted the impact of Internet addiction among college students. In a study of 1200 grad students, he bring out that one third of them had educational troubles noticeable to serious Internet handling (Anderson 1997). Young conducted a study regarding usage patterns and online habit on 496 response from internet operators. Eighty percent of the self claimed addicted persons had spent 38 hours out of 168 hours online with no major purposes (Young 1998). According to Hamburger & Artzi (2003), Shapira, Goldsmith, Keck, Khosla, McElroy (2001) internet addicted have low mental health as compared with non internet addicted.

Internet addiction leads to psychological, social and academic problems when he fails to manage his Internet use effectively (Davis, 2001; Esgi, 2014). The definitions of Internet addiction often include problems such as failing to fulfill daily life responsibilities and time limitations (Lee & Chae, 2007). Problematic Internet use has certain symptoms such as feeling unhappy when Internet access is not possible, lack of sleep due to Internet use, accessing the Internet secretly, longing for coming home early to use the Internet, failing to fulfill daily responsibilities due to Internet use, conflicts with others and himself, and problems in social relationships due to Internet use.

Socio Economic Status

Kayri and Gunuc (2016) induced an observation between web addictions in learners with high and low socioeconomic status levels. The study explore young people with their folks have a high socioeconomic level (266 students) and those whose families have a low socioeconomic level (187 students). This evaluation pertaining the Internet addiction scale, which was introduced by Gunuc and Kayri. Later on, dependence score were segregated into three categories in lieu with two-step clustering analysis. While the first cluster situated 74 students (27.8%) who were not captivated, the subsequent group was collected of 121 students (45.5%) who were at risk, and the third cluster was collected of 71 students (26.7%) who were possessed. Internet enslavement was premeditated at a rate of 26.7% in students with a high socioeconomic stage, the velocity of prominent reliance was considered as 9.1% for the group with a low socioeconomic level.

Perceived Loneliness

Arslantas and Oner (2016) investigated a cross sectional investigate, in categorize to examine the depression, internet addiction and loneliness affiliation in teenagers of high

school pupils and it was embattled to attain 690 students. In the study, Personal Information Form, Beck Depression Scale, Internet Addiction Scale and UCLA Loneliness Scale were used. When the features of teenagers of senior school pupils who took part in the examination were evaluated and it was observed that 46.0% of the teenagers are females, 30.6% of them study in 9th grade, 30.9% of them are 17 years old and 74.3% of them have internet association in their abode. It is found that the rank of web addiction in the teenagers with depression inclination is radically elevated than the teenagers without misery propensity and the level of isolation in the young people with misery tendency is considerably greater than the young people without depression tendency. It is found that there is trivial link joining the degrees of loneliness and internet addiction in the teenagers. In addition, it is found that there is affirmative and elevated degree of connection linking the depression level and internet addiction of the teenagers.

Ardic, Lneckli and Hatipoglu (2018) organized a review on loneliness and internet addiction in health experts and medical apprentices: a cross-sectional review. The motto of this search was to discover the degrees of internet obsession in medical school learners and primary care doc and the characteristics distressing them. 68 health workers and 167 medical beginners took part in this investigation. The partakers have accomplished the young internet addiction test, UCLA loneliness scale and requested to answer to review queries about their socio demographic features. Consequences disclosed that engaging in online games, surfing the internet without purpose and loneliness points exaggerated internet compulsion despite the consequences of other variables. It was bring into being numerically noteworthy that pupils with internet habit spend limitless hours online.

Chipuer (2001) declare that people who familiarize constant complexity in set up and uphold pleasing relations with others, and thus have complexity fulfilling their belonging requirements are likely to understand a sense of withdrawal, evident in strife such as loneliness. It was found that extreme employment of the Internet on scholar escort to have suffered from substantial and psychological harms, their contentment and helpful contemplation diminish and have academic harms. Shahbazzadegan et al. (2011) in their research showed that there is a significant difference between internet users and non users in psychological wellbeing and violence.

Emergence of the study

Information and communication technology (ICT) has shown great evolution. Internet is one among of the Information and Communication devices and its practice has been burgeon presently. It serves the valuable duty towards students in field of information and entertainment. It has made the availability of odds to the undergraduate to share and inculcate learning from the lecturers and students from any division of the earth. If pupils use the internet in a good way, it is really a prolific. ICT has been converted into a fundamental fraction of our daily life. It had and can more perk up the value life and add to the social and economic improvement of the nation. Presently, masses cannot imagine the planet exclusive

of ICT. It has excelled in all the fields such as armed, commerce, teaching, amusement, mass media, communication, physical condition, service, agriculture and weather conditions forecasting.

But currently' students have access to the internet further for engaging social platforms such as facebook, whatsapp and twitter. Nevertheless it was created for digitalized ways to socialize and interact; it weakens face to face communiqué amongst students, friends and family members. Now families are nuclear and parents are so busy in their jobs that they hardly give their time to their children so there exist perceived loneliness among children and they tend to share their feelings on social media rather with their parents in person. The families who are from high socio economic status they are busy in online games and other social networking sites. The Studies have linked loneliness to excessive internet use (Ezoe and Toda, 2013, Yao and Zong 2014, Savci and Aysan 2016). Lee and McKenzie (2015) study reported that there is alliance flanked by low socio economic status and Internet addiction. Hence the researcher felt it has utmost urgent need to study the affiliation between internet addiction, socio economic status and perceived loneliness among school goers and it assists them to agree to terms of awareness of the troubles of internet addiction.

Statement of the Problem

INTERNET ADDICTION AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO SOCIO ECONOMIC STATUS AND PERCEIVED LONELINESS

Delimitations of the Study

1. The study was conducted only in senior secondary schools of Amritsar district which are affiliated to P.S.E.B. and C.B.S.E only.
2. The study was conducted on +1 class students only.
3. The study was conducted on 736 (374 male and 362 female) students studying in XI class.
4. The study was restricted to the following variables Internet addiction, socio economic status and perceived loneliness.

Hypothesis

There exists no significant variance of internet addiction with socio economic status and perceived loneliness of senior secondary school students.

This hypothesis has been tested by computing Mean, Standard Deviation and N of each group of Perceived Loneliness i.e Non Lonely, Normal Lonely and Highly Lonely of Socio Economic Status groups i.e Low SES, Average SES and High SES. Mean , SD and N of each group was calculated from the obtained scores and the same are entered in Table 5.3.1.

Table 1.1

Mean, Standard Deviation and N of each group of perceived loneliness and socio economic status

Level	Non-Lonely	Normal Lonely	Highly Lonely
Low SES	M=60.81 SD=15.18 N=32	M=66.94 SD=15.84 N=88	M=78.82 SD=17.41 N=64
Average SES	M=61.17 SD=16.17 N=110	M=66.34 SD=13.86 N=162	M=74.57 SD=18.95 N=96
High SES	M=61.26 SD=18.05 N=56	M=67.33 SD=16.64 N=93	M=70.74 SD=20.35 N=35

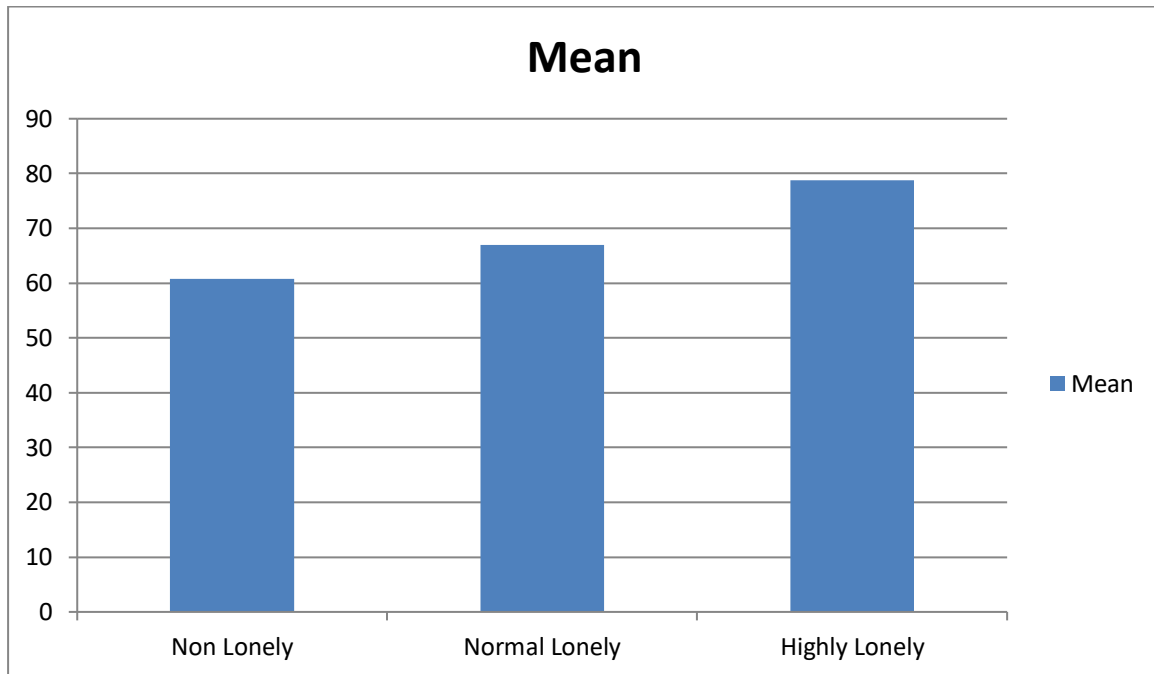
Low Socio Economic Status

It can be inferred from the Table 1.1 that the Mean score for Non Lonely students is 60.81 with SD 15.18 having N 32. For Normal Lonely students, the Mean score is 66.94 with SD 15.84 having N 88 and for Highly Lonely students; the Mean score are 78.82 with SD 17.41 with N 64.

The same has been diagrammatically represented through Bar Graph below in Fig-1.1

Figure-1.1

Bar graph showing Mean scores of Perceived Loneliness with low Socio Economic Status



It may be observed from the Bar Graph (Fig 1.1) that Highly Lonely possessed highest Mean scores followed by Normal Lonely. Though the lowest among these groups is Non Lonely.

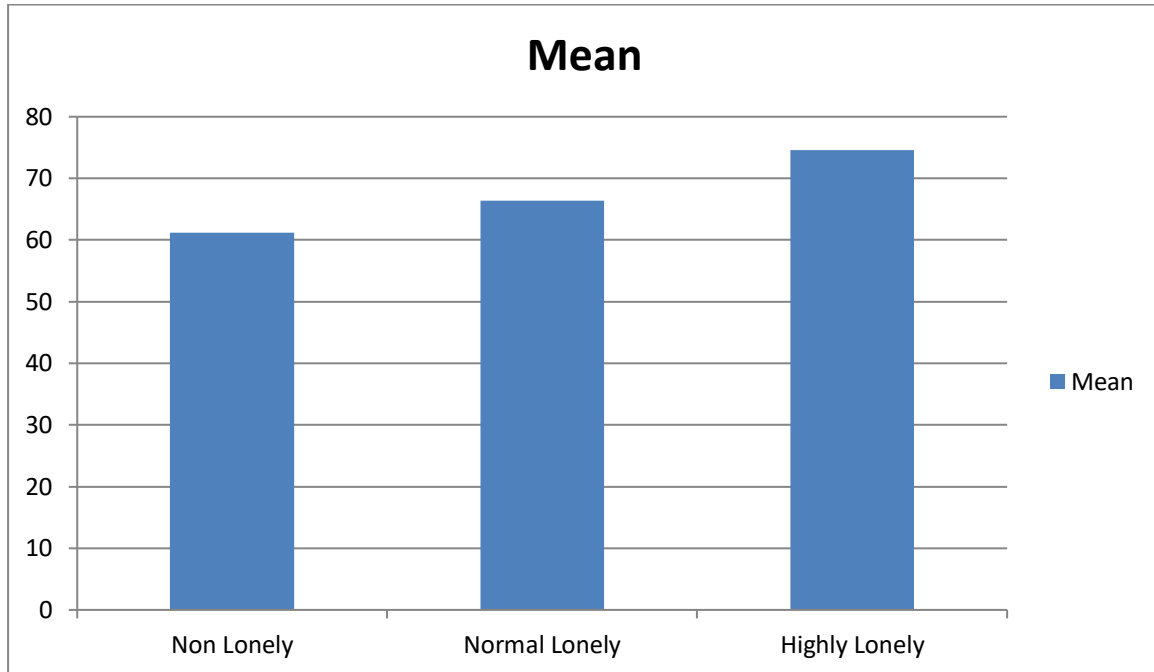
Average Socio economic Status

A glance at the Table 1.1 clearly reveals that the Mean score for Non Lonely students is 61.17 with SD 16.17 having N 110. For Normal Lonely students, the Mean score is 66.34 with SD 13.86 having N 162 and for Highly Lonely students; the Mean score are 74.57 with SD 18.95 with N 96.

The same has been diagrammatically represented through Bar Graph below in Fig-1.2

Figure-1.2

Bar graph showing Mean scores of Perceived Loneliness with average Socio Economic Status



It may be observed from the Bar Graph (Fig 1.2) that Highly Lonely possessed highest Mean scores followed by Normal Lonely. Though the lowest among these groups is Non Lonely.

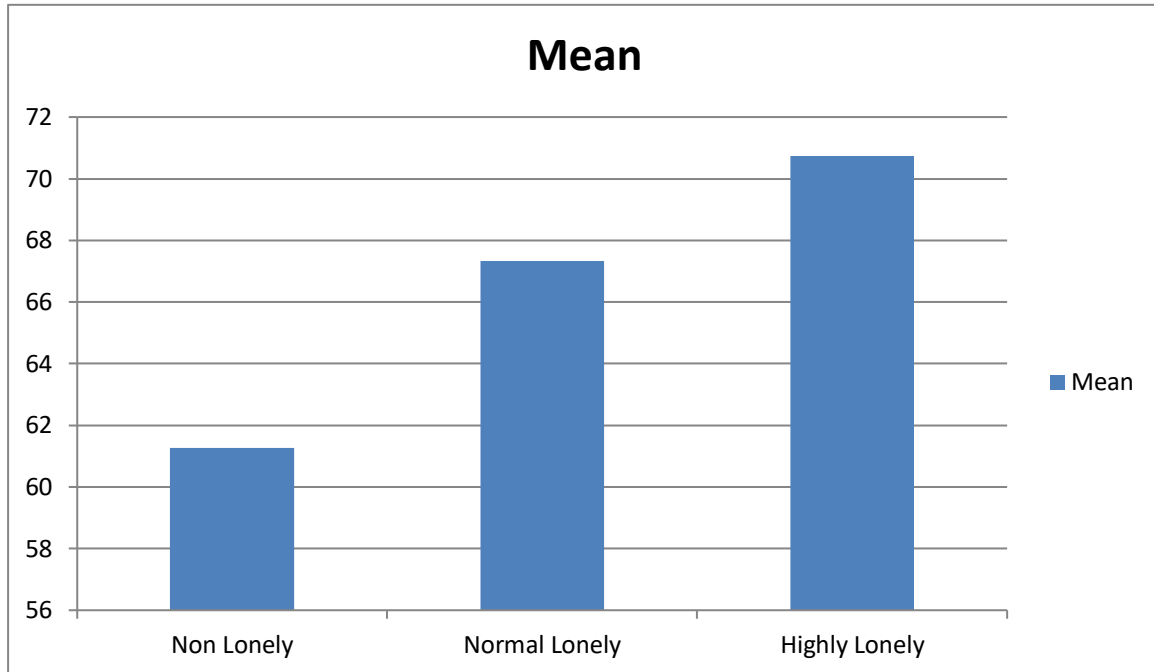
Highly Socio economic Status

It can be inferred from the Table 1.1 that the Mean score for non lonely students is 61.26 with SD 18.05 having N 56. For Normal Lonely students, the Mean score is 67.33 with SD 16.64 having N 93 and for Highly Lonely students; the Mean score are 70.74 with SD 20.35 with N 35.

The same has been diagrammatically represented through Bar Graph below in Fig-1.3

Figure-1.3

Bar graph showing Mean scores of Perceived Loneliness with high Socio Economic Status



It may be observed from the Bar Graph (Fig 1.3) that highly lonely possessed highest Mean scores followed by Normal Lonely. Though the lowest among these groups is Non Lonely.

Table 1.2

f-value for the variance of internet addiction with Socio Economic Status and Perceived Loneliness

Dependent variable	Source of Variance	Sum of Squares	Df	Mean sum of squares	f-ratio
Internet addiction	Level of SES(A)	467.03	2	233.52	0.85
	Level of PL(B)	15067.63	2	7533.81	27.49**
	Interaction(AXB)	1237.87	4	309.46	1.12
	Error Term	199210.88	727	274.18	

The Table 1.2 shows that the f-value for the main effect of Socio Economic Status came out to be 0.85 is not significant even at 0.05 level indicating that no significant difference exists in Socio Economic Status on Internet Addiction among senior secondary school students.

In case of main effect of Perceived Loneliness, the f-value, 27.49 which is significant at 0.01 level. This is showing that the Non Lonely, Average Lonely and High Lonely do differ significantly on Mean scores of Perceived Loneliness on Internet Addiction.

Further, the f-value for the interaction effect of Socio Economic Status and Perceived Loneliness is come out 1.12 which is not significant at 0.05 level.

The use of t-test was made to study the significance of Mean difference in Perceived Loneliness of Internet Addiction. Table 1.3 represented the t-value, testing the significance of Perceived Loneliness on Internet Addiction of senior secondary school students.

Table 1.3

Summary of t-values for the three groups of perceived loneliness in respect to Internet Addiction

IA	Non-lonely	Normal Lonely	t-value	Non-lonely	Highly Lonely	t-value	Normal Lonely	Highly Lonely	t-value
	M=61.14 SD=16.49 N=198	M=66.76 SD=15.1 3 N=343	4.03**	M=61.14 SD=16.49 N=198	M=75.28 SD=18.84 N=195	7.92**	M=66.76 SD=15.13 N=343	M=75.28 SD=18.84 N=195	5.73**

*Significant at 0.05 level

**Significant at 0.01 level

Table 1.3 indicated that the t-value (4.03) for two groups (Non- Lonely and Normal Lonely) was found significant at 0.01 level of confidence. From Mean score analysis, it is observed that Normal Lonely students score more Mean (M=66.76) than Non Lonely (M=61.14) on Internet Addiction. Meaning thereby Normal Lonely score higher on Internet Addiction.

The t-value (7.92) of other two groups (Non- Lonely and Highly Lonely) was found significant at 0.01 level of confidence. From Mean score analysis, it is observed that Highly Lonely students score more Mean (M=75.28) than Non Lonely (M=61.14) on Internet Addiction. Meaning thereby Highly Lonely score higher on Internet Addiction.

Further, the t-value (5.73) of other two groups (Normal Lonely and Highly Lonely) was found significant at 0.01 level of confidence. From Mean score analysis, it is observed that Highly Lonely students score more Mean (M=75.28) than Normal Lonely (M=66.76) on Internet Addiction. Meaning thereby Highly Lonely score higher on Internet Addiction.

Hence, the null hypothesis “There exists no significant variance of internet addiction with socio economic status and perceived loneliness of senior secondary school students” stands rejected. So, it can be concluded that normal lonely students are more inclined to internet addiction than non lonely students. Moreover, the highly lonely students are more addicted to internet than non lonely students. In addition to this, highly lonely are prone to internet addiction than normal lonely students. So, we can say that highly lonely students are most addicted to internet followed by normal lonely students, however non lonely students are least internet addicted.

Discussion and Conclusions

Addiction refers to irrepressible urge which is often accompanied by loss of control. Hence, Internet addiction imparts that peoples develop problems from their uncontrollable abuse of Internet usage which is associated with other pathologies such as depression, loneliness and social anxiety (Caplan, 2001; Shapira et al., 2000). As a result, it is difficult to determine the causality of Internet addictedness. Indeed, the impact of Internet addiction recognized as the bundle of dilemma such as; psychological aspects, interpersonal, physical, work and behavioural problems (Young, 2004).

Internet abuse or Internet addiction of young adults can lead to serious problems for the individuals, particularly the young generations who are at the time of growing their mental and physical health. In fact, as the Internet permeates our lives at home and work environment, personal and social phenomenon this study focuses on these Internet abuse impact issues on young adults. Research on impact of Internet addiction on young adults is in an early stage of development. Thus, it is needed that empirical research on various patterns of distressed users and the patterns of behaviour and/or disorder for future research to remark advanced phenomenon.

Educational Implication

The major objective of the educational research is to address some recommendation not only for the sake of knowledge but for the overall improvement of the students from internet addiction. Thus the present research study describes some major important implication.

1. The students should be guided to focus their energies in educational activities rather than wasting their precious time on internet.
2. The Internet addicted students who are suffering from loneliness problem should connect with the society and meet different type of people.
3. For reducing the perceived loneliness level of Internet addicted students, parents or teachers should divert them towards the outdoor games in which they are interested.

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