INTERNET ADDICTION AMONG ADOLESCENTS IN RELATION TO ACADEMIC ACHIEVEMENT AT HIGH SCHOOL STAGE

A

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Appendix-A *Internet Addiction Scale* (IAS) by Gulati, Kurisnkal and Bakliwal (2021)

LIST OF ABBREVIATIONS

IAS	Internet Addiction Scale
STD	Sexually Transmitted Diseases
ESSA	Every Student Succeeds Act
MCAs	Minnesota Comprehensive Assessments
MTAS	Minnesota Test of Academic Chops
FFM	Five- Factor Model
SFDAPQ	School Facility Descriptive and Students Academic Performance Questionnaire(SFDQ School Facility Descriptive Questionnaires
IAT	YOUNG'S INTERNET ADDICTION TEST
IDS	Internet Dependence Scale
SPS	Socio- profitable Status Scale
APS	Academic Procrastination Scale
MANUU	Maulana Azad National Urdu University
SRS-KPFNNT	Social Media Usage Scale, Social Relationship Scale
PHQ	Patient Health Questionnaires
GAD	Generalized Anxiety Complaint Scale

ABSTRACT

Internet is an increasingly essential part of everyday life. Internet provides the ease to access any information and communication with anyone at anytime. but internet has another side i.e., internet addiction. It's addictive nature husts the progress of the youth. Often instead of browsing through relevant pages children end up spending a lot of time on social media, online games or simply watching unrelated videos on the web. In this context, a study has been conducted to examine the internet addiction among adolescents in relation to academic achievement at high school stage. To fulfill the objectives of study, the data were collected randomly from high school students. The sample size was 200 high school students from Jammu city. In the present study, *Internet Addiction Scale* (IAS) by Gulati, Kurisunkal and Bakliwal (2021) was employed as a tool for the collection of data. In order to analyze the data, statistical techniques namely percentage and t-test were employed. The findings reveal that 21% adolescents have normal level of internet addiction,61.5% adolescents have moderate level of internet addiction and 17.5% adolescents have severe level of internet addiction with respect the level of academic achievement 44.5% adolescents have above average, 30.5% adolescents have average, 9.5% adolescents have below average, 11% adolescents have low and 4.5% adolescents have extremely low level of academic achievement. No significant differences in internet addiction among adolescents in relation to their academic achievement at high school have been found. No significant differences in internet addiction among adolescents in relation to their gender, economic status, type of family, residential background. No significant differences in academic achievement among adolescents in relation to their economic status, type of family and residential background have been found. However across all dimensions of IAS, female adolescents are found to have higher academic achievement in comparison to male adolescents.

Keywords: Internet Addiction, Academic Achievement, Adolescents and High School

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Internet dependence is characterized by inordinate or inadequately controlled prepossessions, urges or actions regarding computer use and internet access that lead to impairment or torture(Shaw & Black, 2008). The condition has attracted increasing attention in the popular media and among experimenters, and this attention has matched the growth in computer(and internet) access. Frequency estimates vary extensively, although a recent arbitrary telephone check of the general US population reported an estimate of0.3-0.7. The complaint occurs worldwide, but substantially in countries where computer access and technology are wide. Clinical samples and a maturity of applicable checks report a manly transcendence. Onset is reported to occur in the late 20s or early 30s age group, and there's frequently a pause of a decade or further from original to problematic computer operation. Internet dependence has been associated with dimensionally measured depression and pointers of social insulation. Psychiatric comorbidity is common, particularly in mood, anxiety, impulse control, and substance use diseases. Etiology is unknown but presumably involves cerebral, neurobiological, and artistic factors. There are no substantiation- grounded treatments for internet dependence . Cognitive behavioral approaches may be helpful. There's no proven part for psychotropic drugs. connubial and family remedy may help in named cases, and online tone- help books and videotapes are available. Incipiently, a tone- assessed ban on computer use and internet access may be necessary in some cases.

Internet dependence is a typical use of the internet that causes cerebral, social, educational, or occupational problems for people. scholars need the internet further than other people due to their educational or exploration requirements. The rate and type of internet use may affect their information- seeking behaviour too(Mohammad, Asieh & Firoozeh, 2016).

scholars ’ performance or academic achievement relates to the educational institutions at the end of the session as well as capability and confidence position showing in the

academy subject. Generally, the achievement is the progressive manner and quality in the performance relating to the private and objective chops. Thus, academic achievement consists of the cognitive sphere.

In a general sense, academic achievement is the current position of a pupil's literacy. More specifically, for the purposes of ESSA responsibility, academic achievement refers to the chance of scholars at an academy whose literacy presently meets or exceeds their grade- position norms. This achievement is measured using statewide tests in calculation and reading. Achievement is also measured using state assessments in wisdom, but the wisdom assessments won't be used for responsibility under ESSA. In its responsibility system under the Every Student Succeeds Act (ESSA), Minnesota is using an achievement rate that's grounded on scholars reaching the Meets norms or Exceeds norms achievement position on the Minnesota Comprehensive Assessments (MCAs) and Minnesota Test of Academic Chops(MTAS).(Department of Education)

Brannen (2005) presents a visual representation of the successional Exploratory Mixed Method Design followed in the present study. The qualitative system was conducted during the first phase of the data collected which was also followed by a qualitative system. The final results of the study included a conflation of the result attained through both styles.

Internet and computer use are ingrained in contemporary society and have changed the way we live our lives further than any other technological medium yet. Despite this, fairly little is known about the goods of internet dependence on cerebral functioning, internal health, and general well- being. Just last time, data from the Pew Research Center showed that 77% of Americans connect to the internet on a diurnal basis. While numerous believe that probing the web or carousing cat videos on YouTube is a fairly inoffensive act, there are some people who spend so much of their time using a computer or the internet that it has begun to intrude with their diurnal lives. When an action or desire becomes an interference and takes priority over the most important aspects of one's life, like connections, work, and academia, it can come classified as an dependence .

Internet dependence is characterized by inordinate or inadequately controlled prepossessions, urges, or actions regarding computer use and internet access that lead to impairment or torture. The condition has attracted increasing attention in the popular media and among experimenters, and this attention has matched the growth in computer(and Internet) access. Frequency estimates vary extensively, although a recent arbitrary telephone check of the general US population reported an estimate of 0.3 - 0.7. The complaint occurs worldwide, but substantially in countries where computer access and technology are wide. Clinical samples and a maturity of applicable checks report a manly transcendence. Onset is reported to occur in the late 20s or early 30s age group, and there's frequently a pause of a decade or further from original to problematic computer operation. Internet dependence has been associated with dimensionally measured depression and pointers of social insulation. Psychiatric comorbidity is common, particularly mood, anxiety, impulse control and substance use diseases. Aetiology is unknown, but presumably involves cerebral, neurobiological and artistic factors. There are no substantiation- grounded treatments for internet dependence . Cognitive behavioral approaches may be helpful. There's no proven part for psychotropic drugs. connubial and family remedy may help in named cases, and online tone- help books and videotapes are available. Incipiently, a tone-assessed ban on computer use and Internet access may be necessary in some cases(Shaw & Black 2008).

1.2 ACADEMIC ACHIEVEMENT

Academic achievement or academic performance is the extent to which a pupil, schoolteacher, or institution has attained their short or long- term educational pretensions. Completion of educational marks similar to secondary academy warrants and bachelorette's degrees represents academic achievement.

Academic achievement is an important experimental outgrowth because of its association with profitable substance, physical health, and internal health. Given its significance, policy makers at the transnational, public, and original position regularly administer tests of academic achievement to determine whether children are learning what they need to learn to be successful in the plant(J.P. Byrnes, in Encyclopedia of Adolescence, 2011). Unfortunately, these tests show that scholars in colorful countries feel to acquire a certain quantum of skill in reading, mathematics, wisdom,

and social studies but not enough to be successful in the contemporary global and technological frugality. In addition, whereas gender differences live in some areas, these differences are rather small compared to ethical and ethical differences in performance in which White and Asian scholars frequently perform mainly better than Hispanic and Black scholars. To help determine possible ways to intermediate to elevate the performance of all scholars, studies have been conducted to identify factors that are strong predictors of achievement. These studies show that characteristics of scholars similar to their being knowledge, provocation, and tone-regulation are particularly important determinants. Still, peers, families, and instruction are also influential.

Academic achievement is generally measured through examinations or nonstop assessments but there's no general agreement on how it's stylishly estimated or which aspects are most important — procedural knowledge similar to chops or declarative knowledge similar to data. Likewise, there are inconclusive results on which individual factors successfully prognosticate academic performance, rudiments similar as test anxiety, terrain, provocation, and feelings bear consideration when developing models of academy achievement. Now, seminaries are entering plutocrats grounded on their pupil's academic achievements. An academy with further academic achievements would admit further plutocrats than a academy with smaller achievements(Chakraborty, Pandey & Dhar, 2019).

Academic achievement can help the child to develop a love for learning.However, they're more likely to enjoy learning in general, If the child enjoys their academy experience. This love for literacy can last a continuance and lead to the child pursuing an advanced position of education later in life. Academic achievement can lead to better health later in life. Studies have shown that people with an advanced position of education tend to have better health later in life. Thus, it's important for the child to be stylish in the academy so that they can enjoy good health later on. Academic achievement can help the child develop a strong work heritage. Overall, attending an academy can have numerous benefits for the child. The child needs to do their stylish in academy so that they can enjoy these benefits later on in life.

Academic achievement describes academic issues that indicate the extent to which a pupil has achieved their literacy pretensions. Academic achievement may relate to completing educational marks similar to a bachelor's degree whereas it's frequently measured through examinations or nonstop assessments. Academic achievement is the extent to which a pupil or institution has achieved either short or long- term educational pretensions. Achievement may be measured through scholars ' grade point normal, whereas for institutions, achievement may be measured through scale rates(Tophat Glossary, 2023).

Academic Achievement in general refers to the degree or position of success of proficiency, attained in some specific area, concerning scholastic or academic work. Academic or Educational age, accomplishment quotient or achievement quotients are the most generally used means to interpret the position of Academic Achievement of pupils in a specific given subject matter.

Good(1959) defines Academic Achievement as the knowledge attained or skill developed in the academy subjects, generally designated by test scores or marks assigned by the preceptors.

Dictionary of Education by Carter(1959) defines Academic Achievement as the knowledge attained or chops developed in the academy subjects, generally determined by test scores or marks assigned by preceptors or both.

Dictionary of Psychology by Chaplin(1959) defines educational or Academic Achievement as a specified position of attainment or proficiency in academic work as estimated by the preceptors, by standardized tests, or by a combination of both.

Bhatnagar(1969) considers the Academic Achievement or Academic Performance of scholars as an aspect of their total behavior . It's the product of the commerce of the pupil, as an individual with his terrain, videlicet academy, preceptors, and peers.

Gupta and Kapoor(1969) have stated that Academic Achievement or Academic Performance like performance in other fields isn't one- dimensional, but it's a multidimensional exertion, involving a number of phases. Academic Achievement influences the pupil's conception by telling him how others judge him and how rates

himself in relation to others. They also affect the quantum of time and energy he can spend on social conditioning and this will determine how sociable he becomes.

Symons(1960) indicated numerous ways in which Academic Achievement is told . He reports that marks earned in the examination make a tremendous difference to a pupil. Mars influences his estimate of himself, serves as a sign to him that he was liked or disliked, and determined whether he has to remain with classmates or rather come(what he considers) an castaway and be forced to join a group of strange scholars in another class Marks indicate success or failure and they determine creation, indicate the probability of unborn success and impact his parents' station toward him.

The thing of this exploration is to examine the degree to which scholars are addicted to internet operation. the impact of Internet Addiction(IA) on their academic success. While moment's youth are constantly exploring all phases of Internet connections. There's an excess of debate as to what constitutes tardy use of the Internet and where the border lies between similar use and anon-transient dependence . Thus, our first thing is to determine a terse dimension for IA that will distinguish position and operation patterns that will stipulate when one should be considered addicted and when not. As a result, we developed a comprehensive set of questions to measure this degree of IA(Kakkar, Ahuja & Dahiya 2013).

1.3 DOES THE INTERNET HARM TEENAGERS MORE THAN IT HELPS?

In today's life the internet is an essential part of our life. People from any age used the internet to search for information and entertainment purposes. The Internet is the cheapest way to search for information or communication. Teenagers are no exception. Everyone knows that the internet is a valuable tool, but sometimes it is misused by contemporary society. Mostly it has effects on teenagers. Mainly there are two gadgets which have an effect on teenagers, one is cell phone and the other is internet. Teenagers access the internet at Home, School, Cyber Café, Public places or on the cell phones they have. Nowadays most teenagers use smartphones. Parents are most likely to have more responsibility for their teenagers for their excess use of the Internet Which is affecting their lives. In the teenagers life they are full of energy and

they are emotionally not pretty stable. They are under the phase of becoming an adult from the teenagers. They are searching and establishing the roles, tasks in society. Teenagers just started to explore their emotions and their feelings with attitude. This helps them on the journey to become a more stable and successful person. However, nowadays teenagers spend most of their time in virtual reality to watch their favorite TV shows / sport matches, downloading the movies, songs and chatting with the other friends. Teenagers get attracted towards the websites or web portals as they were designed with bright colors, glamour's and fresh look. This attracts the teenagers to watch or download the movies, songs and play online interactive games. As they spend much more time over the Internet they have very less time to spend with family and friends. Who spend lots of time over the Internet face problems with their studies and also lack the morals to do so.

Also, ignore their physical activities and lose friends due to hominess due to the addiction towards the Internet. This all results in their behavior towards others and they live their life more virtually than the real life. As per the study carried out by the Pew Internet and American life project in America they have found that more than 95% of teenagers use the internet and out of them most of the teenagers use the internet to hangout on social websites like Facebook and twitter. Very few teenagers use the internet to gather the information and resources required to them. This leads to disaster in their lives as they lose morals and have physiological issues to deal with. This is only due to the misuse of the Internet for wrong reasons.Information spread over the Internet is not bound to any law and it is not controlled also. There are no other ways to simply cross check that information. Teenagers are unable to differentiate the reality of the virtual and real, due to this they are unable to check the reality of the life they are living virtually. Teenagers nowadays are using more technology and their dependency is increasing on it. Teenagers nowadays are using more technology and their dependency is increasing. Most of the teenagers used the internet for sharing the information or communication with friends and family via emails or chatting via applications like whatsapp etc. Teenagers don't know how dangerous the Internet is to them if they have more unnecessary uses. They have easy exposure to the porn sites and cyber bullying via many websites. This exposure has a negative impact on their social lives and activities. As they get access to the things which they should not know at such early stages of life. Teenagers love to play the

online games which are beautifully designed which attract them and there are a number of websites which offer free online games to play. They have less physical activities as teenagers prefer to play the online virtual games than the real outdoor physical activity games. They love to play football, cricket online but on the field they don't. Due to this they have the disease at a very young age. Studies show that the teenagers who spend a lot of time over the Internet have low eye visions, spectacles, strains in the neck, back and the shoulders. Some children have played overnight online games and have uneven food timings, and have stomach problems also. Mental health of the teenagers also gets disturbed due to the over exposure towards the Internet. Teenagers love to interact with friends online, but offline they found that it is difficult for them to make friendships in real life with others. They become depressed and tense. They have the feeling of being alone. Easily available Pornography is a threat to them. As this results in the sexual addiction of the teenagers. Their minds get diverted drastically and they may get affected by sexually transmitted diseases (STD). This is not good for society as the generation is getting affected. Some unsocial elements crookedly trap the children via the internet and try to kidnap them.They can use anyone's personal information in order to blackmail or to do some sort of damage. In many cases the parents give access to the internet to the children's thinking that they are allowing more freedom and facility to them to study. However, this is not monitored and excess freedom goes in vain, as children use the Internet to play online games rather than studies. Teenagers spend much of the time over the Internet which has the wrong effects on their confidence, moral, social and educational activities. They may have irregular food time which causes them headaches and sleepless nights. The use of the technology is good but the way the technology is introduced to the children is not good. For e.g. while accessing the porn site they ask only yes or no for the age proof. Teenagers for curiosity say yes and they get exposure to the world of pornography at an early age of their lives. Parents should know how much Internet exposure they should give to their children and on what websites they are hanging around. Parents should be involved with teenagers.(Tukaram 2017).

Internet dependence is yet to be listed in the rearmost edition of the Diagnostic and Statistical Manual of Mental diseases(generally appertained to as the DSM- 5). Still, a 2- time study funded by the National Institutes of Health may change that. Begun in August of 2017, the study could deliver sufficient substantiation that problems

stemming from inordinate internet use earn serious attention from US internal health and psychiatric communities. Professionals that do fete internet dependence tend to classify it as either an compulsive- obsessive complaint or an impulse control complaint to prop treatment. Internet dependence is also called obsessive computer use, pathological internet use, and internet dependence.

Internet dependence is a broad term that covers a range of actions and impulse-control problems involving the internet, particular computer, and mobile technology. While there's yet no officially accepted criteria to diagnose an internet dependence , experimenters have linked 5 subcategories of specific types of computer and internet dependences .

Cybersex dependence is one of the further tone- explicatory internet dependences . It involves online pornography, adult websites, sexual fantasy/ grown-up converse apartments, and XXX webcam services. An preoccupation with any of these services can be dangerous to one’s capability to form real- world sexual, romantic, or intimate connections. Treatment options are available for those with cybersex dependences , generally in the form of intervention followed by ongoing outpatient or inpatient remedy.

Net forces concern interactive conditioning online that can be extremely dangerous, similar to online gambling, trading stocks, online deals(similar as eBay), and obsessive online shopping. These habits can have a mischievous impact on one’s fiscal stability and disrupt job-affiliated duties. Spending or losing inordinate quantities of plutocrats can also beget stress in one’s connections. With moment and easy access to online pavilions and stores, it's easy for those who are formerly susceptible to a gambling or spending dependence to get hooked online.

Cyber or online relationship addicts are deeply involved with finding and maintaining connections online, frequently forgetting and neglecting real- life family and musketeers. generally online connections are formed in converse apartments or different social networking spots but can do anywhere one can interact with people online. Frequently people who pursue online connections do so while concealing their real identity and appearance; these ultramodern marvels led to the creation of the term “ catfish". ”

After being consumed by an online social life and persona, a person may be left with limited social chops and unrealistic prospects concerning in- person relations. numerous times this leads to an incapability to make real- world connections, in turn making the existent more dependent on their cyber connections. Comforting or remedy is generally needed to treat this dependence and insure lasting behavioral changes.

The internet provides druggies with a wealth of data and knowledge. For some, the occasion to find information so fluently has turned into an willful appetite to gather and organize data. In some cases, information- dogging is an incarnation of pre-existing, compulsive- obsessive tendencies. obsessive information- seeking can also reduce work productivity and potentially lead to job termination. Depending on the inflexibility of the dependence, treatment options can range from different remedy modalities which target changing obsessive behaviour and developing managing strategies to drugs.

Computer dependence, occasionally appertained to as computer gaming dependence , involves online and offline conditioning that can be done with a computer. As computers came more extensively available, games similar to Solitaire, Tetris, and Minesweeper were programmed into their software. Experimenters snappily set up that compulsive computer game playing was getting a problem in certain settings. office workers would spend inordinate quantities of time playing these games, causing a notable drop in productivity. Not only are these classic games still available moment but so are thousands of new bones , and the condition of computer gaming dependence is as current and dangerous as ever.

The effect of teenagers growing up on the Internet. Teenagers who grow up in the internet age face different challenges and obstacles than those teenagers who grew up in earlier and simpler times. The Internet is available for teenagers for stimulation and communication at home, at academy and also in their fund by using smartphones. Currently, it's necessary that teenagers understand limitations to understand how it's dangerous and how it's used for education as well as the benefits of constant internet access. There are some goods of teenagers following

1. Identity Issue: The effect of the internet on teenagers' main issue is by using the internet to express how identity is shaped. It is expressed in two ways. First issue is by using the internet it creates alternate individualities, people can assume fully new personas. Another way is this is a healthy and typical way of interacting on the internet. This type of behaviour is seen in converse apartments, on social media spots, and in gaming surroundings. The Internet also offers obscurity while others use it as a reason to get down with behaviour similar to bullying or lying that they otherwise do not engage. With internet now teenagers grow up they produce identity online, also parents need to work with them to insure that it's a healthy and ethical bone .

2. Social Interaction: The Internet is constantly available now as a kind of surrogate for face to face social commerce; teenagers grow up insulated, particular communication chops that suffer as a result. Use of social networking spots or online games continuously is an commerce of real world social commerce. This can make real world social situations delicate for teenagers, also creating problems later in life. This type of skill is important in advanced education and those teenagers will do jobs later in life. At the same time other teenagers took benefits for communication which they get by online. Some studies set up that teenagers feel free when they partake their passions and also communicate openly when they use the internet.

3. Learning: For education teenagers face new challenges and openings as a result of the internet. scholars pierce numerous educational coffers that were preliminarily possible. As per one check 65 slice believe that the internet helps scholars to be tone- sufficient when it's used for education and exploration. On the other hand 87% of repliers who are preceptors believe that the internet is contributing to a generation with short attention spans.

4. Parenting: The largest effect of teenagers growing up on the internet involves parents demanding to approach the task of raising teenagers. It's a parent’s duty to watch how much their teenager uses the internet constantly. Parents must make their teenagers apprehensive of troubles of internet bloodsuckers and bullies, educate them to use the internet responsibly, and also cover them for over dependence on the internet.

1.4 NEED AND SIGNIFICANCE OF THE STUDY

The internet is very much important in today's world to run fast, it plays a vital role in each and everyone's life. But just like a coin has two faces, the internet also has two faces one is positive and another one is negative and that is "Internet addiction". Academic achievement is possible only with the internet , so internet addiction has two kinds of effects on the academic achievement of the students. The academic success of the students deemed academically successful (45 and up in terms of grades) increases, their Internet addiction averages decrease. In addition, the average Internet addiction level of male students, vocational school students and verbal field students were determined to be higher than more academically successful students (Turel Toraman, 2015). 12.5% of students suffered from internet addiction. The most important way for prevention of internet addiction from a student's perspective is to raise the awareness about internet addiction and its effects through holding classes (87.83%) (Arbabisarjou, Gorgich, Barfroshan and Ghoreishinia, 2016). Differentiation of students' attitudes towards learning can support effective and efficient use of information technologies. However, the negative differentiation of the attitudes towards learning can generate Internet addiction as a result of inefficient use of the information technologies (Meral, 2019). Low level of internet addiction for middle school students along with the potential risks of internet addiction. Moreover, differences between the level of Internet addiction, class level, level of maternal education, smartphone ownership and mobile Internet access were found to be statistically significant (Kareem., Aaziz.& Shihab, 2021).

The present study is very important to investigate the seriousness of internet addiction in society. The internet is very useful for users to find information for their current work. However presently, the internet is not only used for seeking information but being used to fill leisure time as well. If this phenomenon continues without any solution then internet addiction will become very serious and serious. So to investigate the seriousness of the internet addiction is the main thing to start so that this problem can be solved. Hence this study seeks to find out how serious internet addiction among school students is. This study also will explain the negative consequences of internet addiction. Besides that these studies are also important to let the people who are involved take care of it such as parents and teachers. Through this

study, they may start to be aware of this problem so that they can try to control their children or students.

This study is very much helpful in the future for adolescents, policy makers, their family members and school administration on how to make a control on their internet usage and to specify the time limit for their internet use for them and how it will be effective in their academic achievement.

1.5 STATEMENT OF THE PROBLEM

INTERNET ADDICTION AMONG ADOLESCENTS IN RELATION TO ACADEMIC ACHIEVEMENT AT HIGH SCHOOL STAGE

1.6 OPERATIONAL DEFINITIONS

Internet Addiction

Internet addiction is the excessive or poorly controlled preoccupations, urges or behaviors regarding computer use and internet access that lead to impairment or distress. In the present study, internet addiction refers to scores obtained by adolescents on the *Internet Addiction Scale* (BMKJ GKD) developed by Gulati, Kurisunkal and Bakliwal (2021).

Adolescents

In the present study, the term ‘adolescents’ refers to the high school stage students studying in 9th class.

Academic Achievement

Academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade point averages and degrees. It is the level of proficiency attained in scholastic work. In the present study, academic achievement refers to the students' marks obtained by them in 8th class annual examination.

High School Stage

In the present study the high school stage refers to the 9-10 standard.

1.7 OBJECTIVES OF THE STUDY

1. To study the level of internet addiction among adolescents at high school stage.
2. To study the level of academic achievement among adolescents at high school stage.
3. To study the difference in internet addiction among high school stage in relation to their academic achievement.
4. To study the internet addiction among adolescents in relation to:
    a) Gender
    b) Residential Background
    c) Economic Status
    d) Type of Family
5. To study the academic achievement among adolescents in relation to:
    a) Gender
    b) Residential Background
    c) Type of Family
    d) Economic Status

1.8 HYPOTHESES OF THE STUDY

1. There is no significant difference in internet addiction in relation to their academic achievement.
2. There is no significant difference in the internet addiction in relation to their gender.
3. There is no significant difference in the internet addiction in relation to their residential background .

4. There is no significant difference in internet addiction in relation to economic status..

5. There is no significant difference in internet addiction in relation to type of family.

6. There is a significant difference in academic achievement in relation to their gender .

7. There is no significant difference in the academic achievement in relation to their residential background .

8. There is no significant difference in academic achievement in relation to their economic status.

9. There is no significant difference in academic achievement in relation to their type of family.

1.9 DELIMITATION OF THE STUDY

1. The study has been delimited to a sample of 200 adolescents studying in 9th class in high schools the Jammu city Schools.

2. The sample has been delimited to the use of only one tool namely Internet Addiction Scale (IAS) by Gulati, Kurisnkal and Bakliwal(2021).

3. The time frame was August 2022 -August 2023.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Related literature is the foundation on which any unborn study can be set up which provides ideas, propositions, explanations, suppositions, styles of exploration and other precious information regarding the problem in hand. Study of affiliated literature implies locating, reading & assessing reports of exploration as well as reports of casual observation and opinion that are related to the existent's planned exploration design.

A literature review is an account of what has been published on a content by accredited scholars and experimenters. Sometimes you'll be asked to write one as a separate assignment, but more frequently it's part of the preface to an essay, exploration report, or thesis. In writing the literature review, your purpose is to convey to your anthology what knowledge and ideas have been established on a content, and what their strengths and sins are. As a piece of jotting, the literature review must be defined by a guiding conception (e.g., your exploration ideal, the problem or issue you're agitating, or your argumentative thesis). It isn't just a descriptive list of the material available, or a set of summaries.

A literature review must do these things:

- be organized around and related directly to the thesis or research question you are developing
- synthesize results into a summary of what is and is not known
- identify areas of controversy in the literature
- formulate questions that need further research

The following are the review of related literature relevant to the present study:

2.2 STUDIES ON ACADEMIC ACHIEVEMENT

Henderson and Berla (1994) developed a report grounded on 66 studies, reviews, reports, analyses, and books. Of these 39 are new; 27 have been carried over from former editions. An ERIC hunt was conducted to identify applicable studies. Noting that the most accurate predictor of pupil achievement is the extent to which the family is involved in his or her education, this report presents a collection of exploration papers on the function and significance of family to a pupil's achievement and education in academy and the community. The exploration is divided into two orders(1) studies on programs and interventions from early education through high academy, including academy policy; and (2) studies on family processes. The first order presents studies that estimate or assess the goods of programs and other interventions, including early nonage and preschool programs and home visits for families with babies and toddlers, programs to help abecedarian and middle seminaries work more nearly with families, and high academy programs and community sweats to support families in furnishing wider openings for youthful people. The alternate order presents studies on the way that families bear and interact with their children, including the relationship between parent involvement and pupil achievement from the family perspective, characteristics of families as learning surroundings and their goods on pupil performance, and class and artistic mismatch. Two runners are devoted to each study. Each study is epitomized; crucial rudiments of the program and important findings are presented. Major findings indicate that the family makes critical benefactions to pupil achievement from the foremost nonage times through high academy, and sweats to ameliorate children's issues are much more effective when the family is laboriously involved.

Laidra, Pullmann and Allik(2007) had examined personality and intelligence as predictors of academic achievement in cross-sectional study from abecedarian to secondary academy. General intelligence and personality traits from the 5- factor model were studied as predictors of academic achievement in a large sample of Estonian academy children from abecedarian to secondary academy. The total number of scholars taken as a sample is 3618 from each over Estonia attending grades 2, 3, 4, 6, 8, 10, and 12 shared in this study. Intelligence, as measured by Raven’s Standard Progressive Matrices, was set up to be the stylish predictor of a pupil's grade point

normal in all grades. relations between predictor variables and age are reckoned for only a small chance of friction in GPA, suggesting that academic achievement relies principally on the same mechanisms through the academy times.

Poropat (2010) conducted a meta- analysis of personality-academic performance connections, grounded on the Five- Factor Model(FFM), with accretive sample sizes ranging to over 70,000. utmost analysed studies came from the tertiary position of education, but there were analogous total samples from secondary and tertiary education. There was a comparatively lower sample deduced from studies at the primary position. Academic performance was set up to significantly relate with Affability, meticulousness, and Openness to Experience. Where tested, correlations between meticulousness and academic performance were largely independent of intelligence. When the secondary academic performance was controlled for, Conscientiousness added as important to the vaccination of tertiary academic performance as did intelligence. Strong substantiation was set up for chairpersons of correlations. Academic position(primary, secondary, or tertiary), the average age of actors, and the commerce between academic position and age significantly moderated correlations with academic performance. Possible explanations for these prolocutor goods are bandied and recommendations for unborn exploration are handed.

Alimi, Ehinola, and Alabi(2012) explored the influence of academy types and academy installations on the academic performance of scholars in elderly secondary seminaries in Ondo State, Nigeria. A sample was named from 50 seminaries in Ondo State. A descriptive check design was used. commensurate arbitrary slice ways have been used. Two sets of exploration instruments named *School Facility Descriptive and Students Academic Performance Questionnaire(SFDAPQ) for headliners; and School Facility Descriptive Questionnaires(SFDQ)* for the preceptors were used for the study. T- test was used to dissect the data. The mean performance of the scholars in the private seminaries(17.42) is slightly advanced than their counterparts in the public seminaries(17.20). still, the t- cal(0.042) is lower than the t- table(2.021) at $P<0.05$ position. Thus, the null thesis is accepted. We can say that there was no significant difference in the academic performance of scholars in public and private elderly secondary seminaries in Ondo State.

Ahmar and Anwar(2013) delved into the impact of a pupil's socioeconomic status on the academic achievement of advanced secondary seminaries. A sample of 200 scholars(104 Boys and 96 Girls) reading in colorful seminaries in the quarter of Murshidabad of West Bengal state was named by an intentional slice system for the study. A standardized tool developed by Udai Pareek named' *Socio- profitable Status Scale'(SESS, 2015)* was used for the collection of primary data and the academic achievement of scholars was recorded from academy records. The data were anatomized with the help of Mean, SD and t- value to study the academic achievement of secondary scholars impacting socio profitable status. The study shows that there was no significant difference in academic achievement scores of boys and girls scholars. It also reveals that the socio profitable status of boys and girls scholars affects their academic achievement.Application of t- test shows that the mean scores of scholars at advanced secondary academy don't differ significantly gender-wise, i.e. when the academic achievement of scholars of males and ladies were compared they didn't differ significantly. This study shows that gender doesn't impact the academic achievement of advanced secondary academy scholars.

Bhat (2013) studied the academic achievement of secondary academy scholars in relation to tone- conception and maternal encouragement. The sample consisted of 228 scholars who were named while using stratified arbitrary slice technique.A *Self-Concept Scale* developed by Dr. Rastogi & Mukta Rani, and a three dimensional maternal behavioral force designed by Hardeo Ojha(2009) were used for data collection. Descriptive check exploration system was used for the study. Also, for academic achievement examination marks of class 9th and 10th scholars attained by them in the periodic examination of one former class were noted down from the academy records. The finding of the study revealed that(i) there's a significant relationship between the tone conception and academic achievement of manly and womanish scholars;(II) there's no significant relationship between the father’s stimulant with academic achievement of womanish scholars;(iii) there is significant relationship between the father's stimulant with academic achievement of manly scholars;(iv) there's significant relationship between the maters stimulant with academic achievement of both manly and womanish scholars.

Shahrier, Islam, Kayesh and Rita (2015) investigated the relationship between academic performance and family relations of 9th and 10th grade secondary school students. A sample of 120 students selected purposely from four educational institutions of Rajshahi District, Bangladesh. Measuring instrument used in this study was the *Family Relation Scale* (*Parvin, M., 2003*). Children‟s academic performance was measured through GPAs in their last annual exam. Data analyzed through correlation coefficients and simple regression revealed that academic performance of secondary school students was significantly positively associated with their family relations. The study shows that there was family relation and its different dimensions were the significant predictors of secondary school students‟ academic performance.

Suvarna and Bhata (2016) studied the academic achievement and personality of secondary school students . A sample of 300 students of secondary schools of Mandya city. The *Raven's Standard Progress Matrices* was used to obtain *The Academic Scores and Eysenck Personality Inventory* was used to collect data regarding their personality. The findings reflect that there is an insignificant positive relationship between academic achievement and personality of secondary school students.

Gutierrez, Agudo and García (2018) examined the gender differences in adolescents' academic achievement. Advanced decomposition techniques were used. Additionally, it was found that boys are more prone to misbehavior than girls, whereas boys' academic results are more sensitive to changes in their family socio-economic status, which also explains a significant portion of the gender differences in academic achievement.The findings reveal that girls are less likely to get low scores than boys.

Sumaiya and Mahmood(2022) examined the influence of social media on social relationships and academic achievements. The descriptive survey method was adopted for the collection of data in this study. The sample of 100 postgraduate program students was selected by random sampling at Maulana Azad National Urdu University (MANUU), Hyderabad (India). From 100 students, 50 boys and 50 girls from postgraduate courses were selected for the study. The tool used *Social Media Usage Scale,Social Relationship Scale (SRS-KPFNNT)*. The Statistical Techniques used frequency, mean, standard deviation, t-test (to know the significance of the difference between the group of variables), and Pearson product-moment correlation (to know

the correlation between the variables). The result shows that there is no significant difference among joint and nuclear adolescents.

2.3 STUDIES ON INTERNET ADDICTION

Park, Kim and Cho (2008) investigated the prevalence of internet addiction among South Korean adolescents and explored family factors associated with such addiction. A sample of 903 adolescents from the middle and high school students residing in Seoul. One-tenth (10.7%) of the 903 adolescents surveyed scored at least 70 on the *Internet Addiction Scale*. These youths were considered at high risk for Internet addiction and in need of further assessment and intervention. The findings reveal that parenting attitudes, family communication, family cohesion, and family violence exposure (e.g., conjugal violence and parent-to-child violence) were associated with Internet addiction. These findings show that families play an important role in preventing Internet addiction and must be considered when programs are developed to minimize excessive Internet usage by high-risk adolescents.

Azher, Khan, Bilal, Hussain and Haseeb (2014) studied the prevalence of internet addiction and the relationship between internet addiction and anxiety level of students in the University of Sargodha. A sample of 300 students have been tested by using *Young's Internet Addiction Scale*. The result indicated that there is a positive relationship between internet addiction and anxiety level of the students.

Barmola(2015) studied the part of gender difference on internet dependence among scholars. A sample of 200 academy scholars(100 males and 100 ladies). The age group of actors were 14 to 16. Actors belong to SGGR School Rishikesh, Uttarakhand India. The present being a quantitative assessment of gender difference on internet dependence t- test is used to assess the gender difference on internet dependence among scholars. The Questionnaire administered for the present study *Internet Dependence Test(IAT)* was developed by Kimberly Young in 1998 which consists of 20 particulars. The repliers are to respond on a five point scale. The scale has shown an internal thickness of0.93. The study reveals the gender difference on internet dependence among scholars and the gender difference was examined through the significance of the difference between means. There was a significant difference between manly and womanish scholars in terms of internet addiction.The mean of

manly(68.39) is further than womanish(60.94). This mean described with SD for manly(14.58) and womanish(14.96) and ultimately it led to the t- value 3.56 ** which is largely significant(at0.01 position). This significant difference between manly and womanish scholars on internet dependence makes the present thesis rejected. Thus, the thesis of no gender difference on internet dependence among scholars is rejected. And it may be estimated from these findings that there exists gender difference on internet dependence though joker have scored advanced on mean value than womanish scholars.

Kaur(2015) delved into the relationship between internet dependence and depression among adolescent scholars. A 100- sample of eleventh standard in both pastoral and civic areas of Punjab state while using the *Young's Internet Dependence Test, and Beck Depression Inventory ScaleII.* The study shows that adolescent boys have advanced internet dependence than adolescent girls. whereas civic adolescents have advanced internet dependence than pastoral adolescents and also it indicates that there's no relationship between depression and gender and position.

Singh and Barmola(2015) studied the effect of internet dependence on internal health and academic performance of scholars. The sample consisted of 100 high academy scholars, age ranging, 14 to 16 times drawn aimlessly from English medium seminaries of Rishikesh & Haridwar(Uttarakhand). Findings of the present study revealed that there was a significant effect of internet dependence on academic performance and internal health of adolescents. Results further indicated that the scholars who were in the severe and profound groups of internet dependence were set up to have mischievous goods both in their academic performance and internal health rather than the scholars who were relatively addicted to the internet operation.

Singh (2015) examines the impact of internet addiction on selected developmental tasks. Descriptive research design has been used for the present study. This study has been delimited only to children aged 15-18 years from Jaipur city.She had taken the sample of 432 adolescents (248 boys and 184 girls). Data was collected administering tools-Demographic characteristics, internet addiction, internet usage pattern, internet consequences, personality traits, wellbeing (loneliness, depression, anxiety and self-esteem), socialization (parent child relationship, peer relationship) and identity status. All statistical analysis was performed using the SPSS version 16.0 for Windows.

Considering the purposes of the study frequency, percentage, Mean, Standard Deviation 't' test, Chi Square and Karl Pearson Correlation were figured out in data analysis. The statistical significance level was accepted as *p <0.05 and **p <0.01 in the study. Gender differences were found in internet addiction tendency among boys and girls. Boys showed a higher internet addiction tendency than girls. Significant differences in personality trait, self esteem, parent child relationship, peer relationship and identity status were observed in addict and non addict adolescents. It was found that addict adolescents were more introverted, had lower self esteem, unhealthy parent-child relationship, were rejected by peer groups, and less mature identity status (diffusion and foreclosure). Significant association was found between depression and internet addiction tendency. Adolescents found addicted to the internet were significantly more depressed than those in the non addict group. Internet addiction has been found to be associated with a variety of psychological and physical health problems and may impact the developing adolescent in a variety of domains. Internet addiction should be considered as a serious public health problem among adolescents. So, it is necessary for adolescents and young adults to be educated for the proper use of the internet in order to prevent internet addiction and associated disorders whether physical or mental.

Goswami and Singh (2016) reviewed the internet addiction among adolescents. The study explored that internet addiction has become one of the most leading challenges of the present world. It can cause both physical and psychological destruction and it becomes one of the most important information resources for adolescents. It can cause innumerable disturbances and distraction in the academic performance, social relationship and emotional wellbeing of adolescents.

Bhatia(2016) studied the pattern on internet dependence among adolescents academy scholars of North Indian City. The samples were considered about 300 scholars in three private seminaries in the megacity of Gwalior, Madhya Pradesh. *Young's Twenty Question Internet Dependence Test Questionnaire* was used to measure internet dependence . The findings revealed that 61.34 scholars started using the internet after 12 times of age while 38.66 scholars said that they started using the internet before 12 times of age.26.33 of scholars spent 4 hours or further online per day. 28.66 of scholars admitted that their academy work was frequently delayed or

incomplete due to spending further time on the internet. Out of 300 scholars,24.00(72) were in the score range of 50- 79 i.e. moderate dependence and 06.33(19) were in the score range of 80- 100 i.e. severe dependence . Parents and seminaries need to counsel their adolescent children regarding applicable use of the internet and balancing scents than the normal internet users.

Kayri and Gunuc(2016) examined comparing internet dependence in scholars with high and low socioeconomic status position. Internet dependence varies according to the geographic, artistic, and socioeconomic conditions that an individual behaviour. Unbridled Internet use opens the way to cases of clinical- position dependence, and the liability of this dependence is allowed to be nearly related to individualities and family's socioeconomic position. A sample of 266 scholars from the high socioeconomic position and 187 scholars from low socioeconomic position families. This study applies the *Internet Dependence Scale*, which was developed by Gunuc and Kayri. The study is grouped according to parallels of dependence position using cluster analysis. Internet dependence situations in the sample with high socioeconomic position were calculated as M = 75.507; SD = 29.307. Later, dependence situations were divided into three groups in agreement with two- step clustering analysis. While the first group located 74 scholars(27.8) who weren't addicted, M = 43.81, the alternate group was composed of 121 scholars(45.5) who were at threat, M = 1.75, and the third group was composed of 71 scholars(26.7) who were addicted, M = 114.94. The position of Internet dependence in the sample with a low socioeconomic position was attained as M = 68.588, SD = 21.424. In agreement with findings of the two- step clustering analysis, this slice was collected into three groups grounded on their parallels. The first group(n = 91;48.7) didn't have dependence ,(x) over bar = 51.14; individualities in the alternate group(n = 79;42.2) were observed to be at threat, M = 78.72, and the third group(n = 17;9.1) showed dependence , M = 114.88. While elevated reliance was calculated at a rate of 26.7 in scholars with a high socioeconomic position, the rate of elevated reliance was calculated as 9.1 for the group with a low socioeconomic position. Also, this study discusses the possible impact of different socio-economic situations on Internet dependence .

Tukaram (2017) had studied on internet addiction and its effect on children of marathi medium school a case study.He had taken the sample around 1558 adolescents (938 boys and 620 girls) from the solapur district.By using the *YOUNG'S INTERNET ADDICTION TEST(IAT)*.The result of the study reveals that the boys were more addicted towards internet rather than girls

Kristina Sesar (2018) investigated the relationship between problematic internet use and negative emotional states. They have taken the sample of around 326 adolescent students ranging from 16 to 19 years of age by using *Dass Scale* adolescent girls had more difficulties with the inability to control or inability to end internet use, in comparison to adolescent boys. Moreover, adolescent girl students experienced higher levels of anxiety and stress than adolescent boys. The results of this study confirm that there is a positive relationship between problematic internet use and negative emotional states in adolescents.

Rathi, Guha and Neogi(2022) examined the differences in family functioning, disposition, character and psychopathology in adolescents with and without internet dependence in academy children in Eastern India. A sample of 1000 adolescents from civic middle- class families were included in this cross-sectional, two- randomized-group designed, relative study. Clinical and control group population were named from high seminaries. Those with severe internet dependence were compared to those with no dependence . *Internet Dependence Test, Disposition and Character force, Devereux Scale of Mental diseases and McMaster Family Assessment Device* were administered along with *General Health and CRAFFT* Questionnaire as webbing tools. Statistical analysis using Mann – Whitney U test was done along with Spearman's rank- difference measure of correlation. Adolescents with internet dependence had high novelty seeking and low continuity. Internet dependence was also associated with conduct problems and depression. There was a significant positive association between depression and times of internet operation. Families of adolescents with internet dependence had increased difficulty in problem working, communication, affective responsiveness, affective involvement and behaviour control. Adolescents with internet dependence have disposition difficulties, further psychopathology and belong to dysfunctional families. Since the family plays a

central part in an Indian environment, family- concentrated strategies must also be included in the operation of internet dependence .

Jajo and Sundaramoorthy(2022) The current study was aimed to find the difference of personality traits among people who are addicted and non-addicted to the Internet. It was also intended to find the influence of personality traits on Internet dependence . The sample consisted of 421 scholars collected by multistage arbitrary slice system from Kerala, India, age ranging from 18 to 25(mean = 20.09). NEO FFI- 3 and *Internet Dependence Test* were used for data collection. Neuroticism was significantly advanced among the addicted actors, while personality traits similar as affability and meticulousness were more among the non-addicted scholars. Along with this, neuroticism was appreciatively identified with Internet dependence , whereas openness to experience, affability and meticulousness were negatively identified. Likewise, the study observed that neuroticism, extraversion, affability and meticulousness can prognosticate Internet dependence . Internet dependence was set up to be more among males than ladies. Also, nuclear family members were having further dependence than actors from common families.

Hou and Chumeng(2022) to explore the status of college students' Internet addiction and loneliness, and explore the impact of loneliness on Internet addiction. Methods 1229 undergraduates are selected by stratified random sampling method, and they are investigated with the *Young Internet Addiction Impact Index (IAII) and the Revised UCLALS3 Loneliness Scale-Version 3 (UCLALS3).* Results: (1) The scores of IAII and UCLALS3 of this group are (50.66 ± 12.83) and (43.63 ± 8.16) respectively. (2) The incidence of Internet addiction in this group is 75.25%; The incidences of low, medium and high loneliness are 22.17%, 33.64% and 44.19%, respectively; ⑶There are significant differences in the incidences of Internet addiction and loneliness between boys and girls at all levels （$\chi 2$ =31.492, 43.256; All P<. 001). ⑷ The result of linear regression analysis shows that the total score of UCLALS3 positively predicts the total score of ITII (β=.368, P<.001).984 students in this group score more than 40 in IAII, accounting for 75.25% of the sample. Among them, 869 are mild Internet addicts, accounting for 66.90% of the sample; 79 are moderate Internet addicts, accounting for 6.08% of the sample; 36 are severe Internet addicts, accounting for 2.77% of the sample.

2.4 STUDIES ON INTERNET ADDICTION AND ACADEMIC ACHIEVEMENT

Ghahremani, Jafari, Baghkheirati and Nazari(2013) conducted across-sectional study on dependence - driven actions and its goods on the academic achievement of the scholars of Shiraz University of Medical lores. A sample of 298 scholars from the Shiraz University of Medical Science was taken during 2011. Data were collected using *Yang's Internet Dependence Questionnaire* and anatomized using SPSS software. A P<0.05 was considered as significant. The total mean(± SD) internet dependence score was 31.26(±11.53).91.6,6.4, and0.3 of the scholars had normal, mild, and severe dependence on the Internet. We set up a significant relationship between dependence on the Internet and variables similar to drooling, coitus, having a particular laptop, hours working with the computer, and hours probing the Internet(P0.05).

Turel and Toraman(2015) explore the relationship between the internet dependence position of secondary academy scholars and their academic performance. A qualitative and correlational exploration model was used to dissect the data. A sample of 1,302 scholars were taken from 10(th), 11(th) and 12(th) graders from nine secondary seminaries in Istanbul, Turkey. A particular information form and an *Internet Addiction Scale* were used as data collection tools. In addition, scholars' academic grades were handed by academy superintendents and added to the particular information forms. The findings show that internet dependence had an effect on the academic achievements of scholars. It was set up that as the academic success of the scholars supposedly academically successful(45 and over in terms of grades) increases, their internet dependence pars drop. In addition, the average internet dependence position of mainly scholars, vocational academy scholars and verbal field scholars were determined to be more advanced than further academically successful scholars.

Arbabisarjou, Gorgich, Barfroshan and Ghoreishinia(2016) delved into the association of internet dependence with academic achievement, emotional intelligence and strategies to forestallment from a pupil's perspective. This exploration is a cross-sectional study which it has conducted on scholars of Zahedan University of Medical

sciences in Zahedan, Iran in 2014- 2015 semester. An aggregate of 600 scholars were included in the study as a sample while using stratified arbitrary slices. Data were collected through *Self- Assessment And Standard Young Internet Addiction Test(1998) And Emotional Intelligence Education of Petrides & Furnham(2001) Questionnaires*. The data was anatomized by descriptive statistics, independent t- test and Pearson correlation, performed by the SPSS interpretation 21. The results had shown that 12.5 of scholars suffered from internet dependence . The most important way for forestallment of internet dependence from a pupil's perspective is to raise the mindfulness about internet dependence and its goods through holding classes(87.83). Also, a negative correlation was set up between the internet dependence with academic achievement(p = 0.001) and their emotional intelligence(p = 0.012).

Meral(2019) examines the stations of scholars towards literacy, their academic achievements and internet dependences . With the institution authorization obtained from the Provincial Directorate of National Education of Istanbul Governorship dated 21.04.2016 and No 59090411-20-E.4519158, a descriptive study in relational webbing model was conducted. There were 355 samples of the scholars(158 joker and 176 womanish), from 370 scholars studying in the 9th, 10th, and 11th grades attending public high seminaries in the region of Kadiköy, Istanbul during 2015- 2016 academic time the outgrowth results were obtained. *" Personal Information Form","Stations Towards Learning" And" Computer Addiction For Adolescents" Scales* were used in order to collect exploration data. By assaying the data with t test, one- way friction analysis(ANOVA) and correlation statistical exploration ways in the SPSS 22.0 program, findings were attained. A significance position of0.05 was taken as the base in the applied statistics. As per the findings, a difference was set up in terms of internet dependence according to gender, academic achievement, school work habits, family exertion frequency variables. Likewise, a negative relationship was set up according to the correlation analysis result between scholars' stations towards literacy and internet dependence . In conclusion, in the light of the exploration findings, it's possible to express that isolation of scholars' stations towards literacy can support effective and effective use of information technologies. Still, the negative isolation of the stations towards literacy can induce Internet dependence as a result of hamstrung use of the information technologies.

Koca and Berk(2019) explored the influence of internet dependence on academic, playful, and recreative conditioning in adolescents. The methodology used for the study wascross-sectional. Adolescents (*N* = 1291; mean = 16.2 ±1.1 time) were questioned on the following factors smart phone, iPad, and computer use; diurnal internet use time; academic success; success in sports conditioning. Results The IA rate of the whole group was 25.2, but it was significantly advanced in the womanish group(35.5; *p* = 0.00). When we divided the group according to gender, age(*p* = 0.002), smartphone use(*p* = 0.045), sports exertion(*p* = 0.000), sports success(*p* = 0.000), and healthy eating(*p* = 0.000) were advanced in males; duration of diurnal internet use(*p* = 0.00), recreative exertion(*p* = 0.021), musculoskeletal pain(*p* = 0.000), morning stiffness(*p* = 0.017), difficulty concentrating(*p* = 0.000), headaches(*p* = 0.000), impassiveness in hands(*p* = 0.011), obliviousness(*p* = 0.000), gastrointestinal problems(*p* = 0.021), dizziness/ imbalance(*p* = 0.001), and IA(*p* = 0.000) were advanced in ladies. Conclusion Although the use of mobile phones was lower in the adolescent womanish group, diurnal smartphone use times, IA, IA scores, and somatoform symptoms were set up to be advanced, independent of body mass indicator. IA has adverse goods on internal and physical health in adolescents. It's necessary to raise mindfulness in this regard to ensure the transition into healthy grown-ups.

Jamir, Duggal, Nehra, Singh and Grover(2019) examined the epidemiology of technology dependence among academy scholars in pastoral India. A sample of 885 academy scholars were named in north India on the cross-sectional study. The actors were named aimlessly from the four seminaries from the age group of 13 – 18 times and were enrolled aimlessly. A tone- designed 45 item questionnaire was used to estimate dependence patterns(violent desire, disabled control, forbearance, pullout, continuity despite detriment, neglect of alternate pleasure) as used for substance dependence in ICD- 10. Screening for depression and anxiety was done by using *Patient Health Questionnaires*(PHQ- 9) and *Generalized Anxiety Complaint Scale*(GAD- 7) independently. Descriptive and logistic retrogression analyses were done.The mean age of the study actors was 15.1 times. Among the actors,30.3(95 Confidence Interval = 27.2 –33.3) met the dependence criteria. One- third(33) of the scholars stated that their grades had gone down due to contrivance use. Technology dependence was more among manly scholars(odds rate = 2.82, 95 CI = 1.43,5.59),

those having a particular mobile phone(2.98,(1.52 –5.83), use smartphone(2.77,1.46 – 5.26), use one fresh contrivance(2.12,1.14 –3.94) and those who were depressed(3.64,2.04 –6.49). Increased mobile phone access in pastoral India is leading to technology dependence among academy scholars. Certain demographic and contrivance specific factors prognosticate dependence.

Kareem, Aaziz and Shihab(2021) examined internet dependence and its relationship to academic achievement and provocation towards middle academia. The end of this study is to check the position of internet dependence among middle academy scholars and to determine the position of internet dependence according to different variables. The study was designed using a check form. The sample of the study were 300 middle academy scholars who were aimlessly chosen from the different social and profitable areas during the 2019- 2020 academic time. Data were obtained through an *Internet Dependence Measure*. Descriptive statistics were used using the Mann- Whitney and Kruskal- Wallis Tests for data analysis. The results revealed a low position of internet dependence for middle academy scholars along with the implicit pitfalls of internet dependence . Also, differences between the position of Internet dependence , class position, position of motherly education, smartphone power and mobile internet access were set up to be statistically significant.

Albursan,- Barashdi, Bakhiet, Darandari, Al- Asqah, and Albursan(2022) had delved smartphone dependence among university scholars in light of the covid- 19 epidemic frequence, relationship to academic procrastination, quality of life, gender and educational stage. They had taken the sample of 556 both manly and womanish scholars from Saudi universities by using *Academic Procrastination Scale(APS)* and quality of life. The study revealed that 37.4 of the sample were addicted to smartphone use, while 7.7 had a high position of procrastination, and 62.8 had an average position of procrastination. The results also revealed a statistically significant positive relationship between academic procrastination and smartphone dependence , and a statistically significant negative relationship between smartphone dependence and quality of life. A negative relationship between quality of life and academic procrastination was set up. The results also revealed that dependence on smartphones could be predicted through academic procrastination and quality of life.

Albursan,Barashdi, Bakhiet, Darandari, Al- Asqah, and Albursan(2022) had delved smartphone dependence among university scholars in light of the covid- 19 epidemic frequence, relationship to academic procrastination, quality of life, gender and educational stage. They had taken the sample of 556 both manly and womanish scholars from Saudi universities by using *Academic Procrastination Scale(APS)* and quality of life. The study revealed that 37.4%of the sample were addicted to smartphone use, while 7.7% had a high position of procrastination, and 62.8% had an average position of procrastination. The results also revealed a statistically significant positive relationship between academic procrastination and smartphone dependence , and a statistically significant negative relationship between smartphone dependence and quality of life. A negative relationship between quality of life and academic procrastination was set up. The results also revealed that dependence on smartphones could be predicted through academic procrastination and quality of life.

Roy and Saha(2023) had delved emphasis on the Self- Concept of Post Graduate position scholars in Purulia quarter of West Bengal. The objects of the study are to express the differences between the Self- Concept of Female and manly scholars; Urban and pastoral scholars & trades and wisdom scholars of Post Graduate position independently. Descriptive check system is followed to conduct the study. The experimenters have named 200 Post Graduate position scholars from SidhoKanho-Birsha University of Purulia quarter as the sample of the study by using stratified arbitrary slice fashion. *'Self Concept Scale'* developed by Dr. (Mrs.) Pratibha Deo was used to collect the data. No significant difference was set up in the Self- Concept of Post Graduate position scholars in respect to their Gender(womanish and manly) and Stream (trades and Science group); but there was a significant difference in their Self- Concept on the base of Residence (Urban and Rural).

2.5 CONCLUSION

The study shows that family make critical contributions to student achievement from the earliest childhood years through high school, and efforts to improve children's outcomes are much more effective when the family is actively involved. Henderson and Berla (1994) Families play an important role in preventing internet addiction and must be considered when programs are developed to minimize excessive internet usage by high-risk adolescents. Park, Kim and Cho (2008) Increased mobile phone

access in rural India is leading to technology addiction among school students. Certain demographic and gadget specific factors predict addiction. Jamir, Duggal, Nehra, Singh and Grover (2019).

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section presents the general methodology to be used in the proposed study. The methodology adopted for the study is explained in detail. It presents method, population, tool, procedure, and data analysis or statistical technique to be used for the study.

Research methodology simply refers to the practical “how” of a research study. More specifically, it’s about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims, objectives and research questions. Specifically, how the researcher went about deciding.

- What type of data to collect (e.g., qualitative or quantitative data)
- Who to collect it from (i.e., the sampling strategy)
- How to collect it (i.e., the data collection method)
- How to analyse it (i.e., the data analysis methods)

Within any formal piece of academic research (be it a dissertation, thesis or journal article), you’ll find a research methodology chapter or section which covers the aspects mentioned above. Importantly, a good methodology chapter explains not just what methodological choices were made, but also explains why they were made. In other words, the methodology chapter should justify the design choices, by showing that the chosen methods and techniques are the best fit for the research aims, objectives and research questions.

Research methodology refers to the collection of practical decisions regarding what data you’ll collect, from who, how you’ll collect it and how you’ll analyse it. Research design, on the other hand, is more about the overall strategy you’ll adopt in your study. For example, whether you’ll use an experimental design in which you

manipulate one variable while controlling others. You can learn more about research design and the various design types here.

Qualitative, quantitative and mixed-methods are different types of methodological approaches, distinguished by their focus on words, numbers or both. This is a bit of an oversimplification, but it's a good starting point for understanding.

Qualitative research refers to research which focuses on collecting and analysing words (written or spoken) and textual or visual data, whereas quantitative research focuses on measurement and testing using numerical data. Qualitative analysis can also focus on other "softer" data points, such as body language or visual elements.

It's quite common for a qualitative methodology to be used when the research aims and research questions are exploratory in nature. For example, a qualitative methodology might be used to understand peoples' perceptions about an event that took place, or a political candidate running for president.

A quantitative methodology is typically used when the research aims and research questions are confirmatory in nature. For example, a quantitative methodology might be used to measure the relationship between two variables (e.g. personality type and likelihood to commit a crime) or to test a set of hypotheses.

The mixed-method methodology attempts to combine the best of both qualitative and quantitative methodologies to integrate perspectives and create a rich picture.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the complete completion of various research steps and reaching valid conclusions. Research Design is a strategy that is more specific then a plan which includes methods to be followed in collecting and analysing the data .Hence it means that how the research objective will be reached and how they problems and centered in the research will we trackled. it is the all over operational pattern of the object that stipulates what information is to be collected from which resource by what procedure. if it is good design it will ensure that information obtained is relevant to research questions and that it would be reached by objectives and economical procedure.

In the views , of research design has two basic purpose :

- To provide answers to research questions.
- To control variances.

Research Design is a device to enable the research to justify the research finding in terms of reliability and accuracy. Any research plan is deliberately and specifically canced and executed to have empirical evidence to work or research problems.

3.2.1 Method

Descriptive Survey Method of research has been used for the study.

3.2.2 Population of the study

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

The population of 48695(girls 21800 and boys 26895) of the study is all the adolescents studying in high school students of Jammu District. (Retrieved from udise+, 2022)

3.2.3 Sample of the study

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. For the present study, a sample of 200 adolescents studying in 9th class in high schools studying in Jammu city has been selected through random sampling.

Table 3.1

Distribution of sample from High Schools.

S.No.	Name of the School	Male	Female	Total
1.	Jagriti Balwadi Sangam High School.	6	13	19
2.	Shri Mahavir Jain Hr. Sec. School.	10	18	28
3.	Govt. Girls High School.	15	7	22
4.	Oriental Academy Higher Secondary School.	26	16	42
5.	Environment Educational Institute	5	3	8
6.	Tiny Tots High School.	8	10	18
7.	Modern Academy School.	13	17	30
8.	Model Academy High School.	19	14	33
Total				200

3.2.4 Variables of the Study

Variables are those which may vary from person to person or situation to situation. In the present study:

A . INDEPENDENT VARIABLES:

Gender

Residential Background

Type of Family

Economic Status

B. DEPENDENT VARIABLES:

Internet Addiction

Academic Achievement

3.3 TOOL EMPLOYED AND IT'S DESCRIPTION

For the present study, the investigator has examined internet addiction among adolescents at the high school stage through a standardized tool namely the *Internet Addiction Scale (IAS)* (Appendix-A & Appendix-B) developed by Gulati, Kurisnkal and Bakliwal (2021). The scale consists of 20 items divided into four dimensions- 1. Preoccupation, 2. Mood Management, 3. External Consequences, 4. Self-Control

3.4 STATISTICAL TECHNIQUES USED

In order to analyze the data, the following statistical techniques have been employed:

1. Percentage
2. *t*-Test

CHAPTER -IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter describes the results from the quantitative analysis of data obtained through the administration of the tools Internet Addiction Scale (IAS) which measures the attitude of students' addiction to the internet. Analyze means the categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions. It implies studying the categorized material in order to discover inherent fact and hidden meaning. which do not serve any word while purpose unless it is carefully edited, systematically analyzed, or of results skill task in activity. It is a task data into a considered part to test research hypotheses. It is difficult to explain raw data, one has to First analyze the data and then interpret the results of the analysis. The purpose of analysis is to reduce data to interpretations so that relations of research problems. full body of data, have significant General meaning from which valid generalizations can be drawn. facts and figures do not speak for themselves. facts and figures are not free and equal. the research park. Without retaining inside, full knowledge of analysis is likely to be aimless. Hence, it needs ridiculous significant accum to discover research problems with the hypothesis.

4.2 RESULTS AND FINDINGS

Responses of adolescents collected with the help of a standardized tool namely Internet Addiction Scale (IAS) have been analyzed using a SPSS version 14. results have been presented according to the objective set for the present study.

4.2.1 Research Objective 1

To study the level of internet addiction among adolescents at high school stage.

To study the difference in internet addiction among adolescents who are studying in 9th class, the number and percentages have been computed for students having normal level, moderate level and severe levels of Internet Addiction. The resulting data have been in table 4.1.

Table 4.1

Number and Percentage of Adolescents having Different levels of Internet Addiction among Adolescents.

S.No.	Range of Scores	Level of Internet Addiction	No. of Students	Percentage
1.	29 and Below	Normal	42	21
2.	30-55	Moderate	123	61.5
3.	56 and above	Severe	35	17.5

From Table 4.1 it is clear that 42(21%) students has normal level of internet addiction, 123(61.5%) has moderate level of internet addiction and 35 (17.5%) students has severe level of internet addiction.

4.2.2 Research Objective 2

To study the levels of academic achievement among adolescents.

To study the level of academic achievement among adolescents who are studying in 9th class, the number and percentages have been computed for students having extremely high, high, above average, average, below average, low and extremely low levels of academic achievement. The resulting data have been given in table 4.2.

Table 4.2

Range of Z-Scores, Number and Percentage of Adolescents having Different Levels of Academic Achievement.

S.No.	Range of Z-scores	level of academic achievement	No. of students	Percentage
1.	+2.01 and above	Extremely High	0	0
2.	+1.26 to +2.00	High	0	0
3.	+0.51 to +1.25	Above Average	89	44.5
4.	-0.50 to -0.50	Average	61	30.5

5.	-0.51 to -1.25	Below Average	19	9.5
6.	-1.26 to -2.00	Low	22	11
7.	-2.00 and below	Extremely Low	9	4.5

From Table 4.2, it is clear that, there is no student having an extremely high or high level of academic achievement.89 (44.5%) students has above average level of academic achievement, 61 (30.5%) students has average level of academic achievement, 19 (9.5%) students has below average level of academic achievement, 22 (11%) students has low level of academic achievement and 9(4.5%) students has extremely low level of academic achievement. There is no student having an extremely high or high level of academic achievement.

4.2.3 Research Objective 3

To study the difference in internet addiction among adolescents at high school stage in relation to their academic achievement.

In order to study the difference in the internet addiction among adolescents at high school stage in relation to their academic achievement at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 4.3.

Table 4.3

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t of Internet Addiction among Adolescents in relation to their Academic Achievement at High School Stage

Area	**Academic Achievement**	**N**	**Mean**	**S.D.**	**SE_M**	**df**	**t**	**Level of Significance**
Pre-occupation	Low	43	11.00	4.97	0.76	85	1.40	NS
	High	44	9.64	4.12	0.62			
Mood-Management	Low	43	11.21	4.96	0.76	85	0.97	NS
	High	44	12.20	4.63	0.69			

External Consequences	Low	43	11.55	4.74	0.72	85	1.06	NS
	High	44	10.45	4.96	0.75			
Self-Control	Low	43	11.14	3.99	0.61	85	1.49	NS
	High	44	9.75	4.69	0.71			
Total	Low	43	44.91	14.49	2.21	85	0.96	NS
	High	44	42.05	13.41	2.02			

NS= Not Significant at 0.05 level of Significance

Table 4.3 shows that t-values (1.40, 0.97, 1.06, 1.49, 0.96) for pre-occupation, mood management, external consequences, self control as well as overall score of internet addiction scale have not been found to be significant at 0.05 level in internet addiction in relation to academic achievement. Hence, there is no significant difference in internet addiction among adolescents in relation to academic achievement. Hence, Hypothesis No. 1 stating no significant difference in internet addiction in relation to their academic achievement has not been rejected.

4.2.4 Research Objective 4

To study the internet addiction among adolescents in relation to:

a) Gender

b) Residential Background

c) Economic Status

d) Type of Family

4.2.4(a) To study the difference in Internet Addiction among Adolescents in relation to their gender .

In order to study the difference in the internet addiction among adolescents in relation to their gender at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 4.4.

Table 4.4

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in Internet Addiction among Adolescents in relation to Gender

Area	Gender	N	Mean	S.D.	SE_M	df	t	Level of Significance
Pre-occupation	Male	102	10.31	4.67	0.46	198	0.10	NS
	Female	98	10.63	4.39	0.44			
Mood Management	Male	102	11.44	4.86	0.48	198	0.12	NS
	Female	98	11.36	4.93	0.49			
External Consequences	Male	102	10.63	4.65	0.46	198	1.68	NS
	Female	98	11.73	4.67	0.47			
Self-Control	Male	102	10.42	5.40	0.53	198	0.12	NS
	Female	98	10.51	5.05	0.51			
Total	Male	102	42.80	15.17	1.50	198	0.68	NS
	Female	98	44.23	14.91	1.51			

NS = Not Significant at 0.05level of significance

Table 4.4 shows that t-values (0.10, 0.12, 1.68, 0.12, 0.67) for pre-occupation, mood management, external consequences, self-control as well as overall scores on internet addiction scale have not been found to be significant at 0.05 level in relation to gender. Hence, there is no significant difference in internet addiction among male and female adolescents. Hence, Hypothesis No. 2 stating no significant difference in the internet addiction in relation to their gender has not been rejected.

4.2.4(b) To study the difference in internet addiction among adolescents in relation to their residential background .

In order to study the difference in the internet addiction among adolescents in relation to their residential background at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 4.5.

Table 4.5

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in Internet Addiction among Adolescents in relation to Residential Background.

Area	Residential Background	N	Mean	S.D.	SE_M	df	t	Level of Significance
Pre-occupation	Urban	169	10.48	4.52	0.35	198	0.07	NS
	Rural	31	10.42	4.66	0.84			
Mood Management	Urban	169	11.41	4.68	0.36	198	0.10	NS
	Rural	31	11.32	5.95	1.07			
External Consequences	Urban	169	11.12	4.69	0.36	198	0.36	NS
	Rural	31	11.45	4.72	0.85			
Self-Control	Urban	169	10.38	5.34	0.41	198	0.51	NS
	Rural	31	10.90	4.56	0.82			
Total	Urban	169	43.40	14.96	1.15	198	0.24	NS
	Rural	31	44.10	15.61	2.80			

NS = Not Significant at 0.05level of significance

Table 4.5 shows that t-values (0.07, 0.10, 0.36, 0.51, 0.24) for pre-occupation, mood management, external consequences, self control as well as overall score of internet addiction scale have not been found to be significant at 0.05 level in relation to residential background. Hence, there is no significant difference in internet addiction among urban and rural adolescents. Hence, Hypothesis No.3 stating no significant difference in the internet addiction in relation to their residential background has not been rejected.

4.2.4(c) To study the difference in internet addiction among adolescents in relation to their economic status.

In order to study the difference in the internet addiction among adolescents in relation to their Economic Status at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 4.6.

Table 4.6

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in Internet Addiction among Adolescents in relation to Economic Status

Area	Economic Status	N	Mean	S.D.	SD_M	df	t	Level of Significance
Pre-occupation	Low	72	11.25	4.61	0.54	135	1.37	NS
	High	65	10.15	4.61	0.57			
Mood Management	Low	72	11.58	4.45	0.52	135	0.60	NS
	High	65	11.07	5.57	0.69			
External Consequences	Low	72	11.91	4.43	0.52	135	1.71	NS
	High	65	10.53	5.09	0.62			
Self- Control	Low	72	10.18	4.80	0.57	135	0.50	NS
	High	65	10.65	5.99	0.74			
Total	Low	72	44.92	14.03	1.66	135	0.93	NS
	High	65	42.42	17.37	2.15			

NS = Not Significant at 0.05level of significance

Table 4.6 shows that t-values(1.37, 0.60, 1.71, 0.50, 0.93) for pre-occupation, mood management, external consequences, self control as well as overall score of internet addiction scale have not been found to be significant at 0.05 level in relation to their economic status. Hence, there is no significant difference in internet addiction among adolescents in relation to their Economic Status. Hence, Hypothesis No.4 stating no significant difference in the internet addiction in relation to economic status has not been rejected.

4.2.4(d) To study the difference in internet addiction among adolescents in relation to their type of family.

In order to study the difference in the internet addiction among adolescents in relation to their type of family at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 4.7.

Table 4.7

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in Internet Addiction among Adolescents in relation to Type of Family.

Area	**Type of Family**	**N**	**Mean**	**S.D.**	**SE_M**	**df**	**t**	**Level of Significance**
Pre-occupation	Nuclear	122	10.51	4.39	0.39	198	0.15	NS
	Joint	78	10.41	4.77	0.53			
Mood Management	Nuclear	122	10.98	4.82	0.44	198	1.51	NS
	Joint	78	12.05	4.94	0.56			
External Consequences	Nuclear	122	11.25	4.78	0.43	198	0.29	NS
	Joint	78	11.05	4.59	0.52			
Self-Control	Nuclear	122	10.45	4.99	0.45	198	0.05	NS
	Joint	78	10.49	5.59	0.63			
Total	Nuclear	122	43.19	15.07	1.36	198	0.37	NS
	Joint	78	44.00	15.03	1.70			

NS = Not Significant at 0.05level of significance

Table 4.7 shows that t-values (0.15, 1.51, 0.29, 0.04, 0.37) for pre-occupation, mood management, external consequences, self control as well as overall score of internet addiction scale have not been found to be significant at 0.05 level in relation to type of family. Hence, there is no significant difference in internet addiction among joint and nuclear adolescents families. Hence, Hypothesis No.5 stating no significant difference in the internet addiction in relation to their nuclear and joint families has not been rejected.

4.2.5 Research Objective 5

To study the academic achievement among adolescents in relation to:

a) Gender

b) Residential Background

c) Type of Family

d) Economic Status

4.2.5(a) To study the difference in academic achievement among adolescents in relation to their gender .

In order to study the difference in the academic achievement among adolescents in relation to their gender at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in table 4.8.

Table 4.8

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among adolescents in relation to Gender.

Gender	N	Mean	S.D.	SE_M	df	t	Level of Significance
Male	102	87.86	11.06	1.09	198	1.98	0.05
Female	98	90.82	10.01	1.01			

Table 4.8 shows that t-value (1.98) for academic achievement has been found to be significant at 0.05 level in relation to gender. From the mean values, it can be said that female adolescents have got significantly higher academic achievement in comparison to male adolescents. Hence, Hypothesis No.6 stating significant differences in the academic achievement in relation to their gender has been rejected.

4.2.4(b) Research Objective 9

To study the difference in academic achievement among adolescents in relation to their residential background.

In order to study the difference in the academic achievement among adolescents in relation to their residential background at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in table 4.9.

Table 4.9

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among adolescents in relation to Residential Background.

Residential Background	N	Mean	S.D.	SE_M	df	t	Level of Significance
Urban	169	89.92	10.27	0.79	198	1.92	NS
Rural	31	85.97	12.08	2.17			

NS = Not Significant at 0.05level of significance

Table 4.9 shows that t-values(1.92) for academic achievement have not been found to be significant at 0.05 level in relation to residential background. Hence, there is no significant difference in academic achievement among urban and rural area adolescents. Hence, Hypothesis No.7 stating no significant difference in the academic achievement in relation to their residential background has not been rejected.

4.2.4(c) Research Objective 10

To study the difference in Academic Achievement among Adolescents in relation to their Economic Status.

In order to study the difference in the academic achievement among adolescents in relation to their Economic Status at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data through *Internet Addiction Scale (IAS)* as shown in table 4.10.

Table 4.10

Value of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among Adolescents in relation to Economic Status

Economic Status	N	Mean	S.D.	SE_M	df	t	Level of Significance
Low	72	1.92	0.62	0.08	135	1.10	NS
High	65	1.80	0.62	0.08			

NS = Not Significant at 0.05level of significance

Table 4.10 shows that t -values(1.10) for academic achievement have not been found to be significant at 0.05 level in relation to their Economic Status. Hence, there is no significant difference in academic achievement among adolescents in relation to their economic status. Hence, Hypothesis No. 8 stating no significant difference in the academic achievement in relation to their Economic Status has not been rejected.

4.2.5(d) Research Objective 11

To study the difference in academic achievement among adolescents in relation to their type of family.

In order to study the difference in the academic achievement among adolescents in relation to their type of family at high school stage; values of Mean, Standard

Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in table 4.11.

Table 4.11

Value of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among Adolescents in relation to Type of Family.

Type of Family	**N**	**Mean**	**S.D.**	**SE_M**	**df**	**t**	**Level of Significance**
Nuclear	122	88.39	11.20	1.01	198	1.54	NS
Joint	78	90.75	9.57	1.08			

NS = Not Significant at 0.05level of significance

Table 4.11 shows that t -values (1.54) for academic achievement have not been found to be significant at 0.05 level in relation to family background. Hence, there is no significant difference in academic achievement among joint and nuclear families adolescents. Hence, Hypothesis No. 9 stating no significant difference in the academic achievement in relation to their type of family has not been rejected.

CHAPTER -V

FINDINGS, CONCLUSIONS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After data processing, obtaining and interpreting the results in the preceding the results in the preceding chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalised to the extent of representative of the sample and methodology employed in the study keeping the major finding in the view, the educational implications of the study. keeping the major findings in the view of the study have been worked out. As such some suggestions have been for further research. This chapter is therefore, devoted to the findings, conclusion, discussion of the result of the study and for indicating their implications and suggestions for further studies.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 To study the levels of internet addiction among adolescents.

It has been found in the study that out of 200 students i.e,42 (21%) students have normal levels of internet addiction, 123(61.5%) students have moderate levels of internet addiction and 35(17.5%) students have severe levels of internet addiction.

5.2.2 To study the levels of academic achievement among adolescents.

It has been found in the study that out of 200 students, no student has an extremely high or high level of academic achievement. 89 (44.5%) students have high level of academic achievement, 61 (30.5%) students have average level of academic achievement, 19 (9.5%) students have below level of academic achievement, 22(11%) students have low level of academic achievement and 9(4.5%) students have extremely low level of academic achievement.

5.2.3 To study the difference in internet addiction among adolescents in relation to their academic achievement.

It has been found from the study that the mean values of scores on Internet Addiction Scale of adolescents having low and high academic achievement are 44.91 and 42.05 and the values of S.D. are 14.49 and 13.41 respectively. The calculated t-value is 0.96. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their academic achievement.

5.2.4 (a) To study the difference in internet addiction among adolescents in relation to their gender .

It has been found from the study that the mean values of scores on Internet Addiction Scale of adolescents male and female are 42.80 and 44.23 and the values of S.D. are 15.17 and 14.91 respectively. The calculated t-value is 0.68. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their gender.i.e, male and female.

5.2.4(b) To study the difference in internet addiction among adolescents in relation to their residential background.

It has been found from the study that the mean values of overall scores of Internet Addiction Scale of adolescents residence in urban and rural areas are 43.40 and 44.10 and the values of S.D. are 14.96 and 15.61 respectively. The calculated t-value is 0.24. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their residential background i.e, urban and rural.

5.2.4(c) To study the difference in internet addiction among adolescents in relation to their economic status.

It has been found from the study that the mean values of overall scores of Internet Addiction Scale of adolescents belonging to low and high economic status are 44.92 and 42.42 and the values of S.D. are14.03 and 17.37 respectively. The calculated t-value is 0.93. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their economic status i.e, low and high.

5.2.4 (d) To study the difference in internet addiction among adolescents in relation to their type of family.

It has been found from the study that the mean values of overall scores of Internet Addiction Scale of adolescents belonging to nuclear and joint families are 43.19 and 44.00 and the values of S.D. are 15.07 and 15.03 respectively. The calculated t-value is 0.37. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their family i.e, joint and nuclear.

5.2.5(a) To study the difference in academic achievement among adolescents in relation to their gender .

It has been found from the study that the mean values of overall scores on academic achievement among adolescents in relation to their gender is 87.86 and 90.82 and the value of S.D. is 11.06 and 10.01 respectively. The calculated t-value is 1.98. Hence, the result shows that there is significant difference in academic achievement among adolescents in relation to their gender. i.e, male and female.

5.2.5(b) To study the difference in academic achievement among adolescents in relation to their residential background .

It has been found from the study that the mean value of scores of academic achievement among adolescents in relation to their residential background is 89.92 and 85.97 and the value of S.D. is 10.27 and 12.97 respectively. The calculated t-value is 1.92. Hence, the result shows that there is no significant difference in academic achievement among adolescents in relation to their residential background. i.e, urban and rural.

5.2.5(c) To study the difference in academic achievement among adolescents in relation to their economic status.

It has been found from the study that the mean value of scores of academic achievement among adolescents in relation to their Economic Status is 1.92 and 1.80 and the value of S.D. is 0.62 and 0.62 respectively. The calculated t-value is 1.10. Hence, the result shows that there is no significant difference in academic achievement among adolescents in relation to their Economic Status i.e, low and high.

5.2.5(d) To study the difference in academic achievement among adolescents in relation to their type of family.

It has been found from the study that the mean value of scores of academic achievement among adolescents in relation to their family is 88.39 and 90.75 and the value of S.D. is 11.20 and 9.57 respectively. The calculated t-value is 1.57. Hence, the result shows that there is no significant difference in academic achievement among adolescents in relation to their family i.e, joint and nuclear.

5.3 CONCLUSION AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study the investigator lays down the following conclusions:

1. Majority of adolescents (79%) have moderate to severe levels of internet addiction. Hou and Chumeng (2022) have reported results contrary to the above study, i.e, students have mild addiction towards the internet.

2. Majority of adolescents (75%) have above average and average levels of academic achievement. None of the students fall under high and extremely high levels of academic achievement.

3. The present study indicates that there is no significant difference in internet addiction among adolescents in relation to their gender. Barmola (2015), Singh (2015) and Tukaram (2017) have reported results contrary to the above study, stating significant differences in the internet addiction among male and female adolescents. These studies show that male adolescents are more addicted towards the internet.

4. The present study shows no significant difference in internet addiction among adolescents in relation to economic status. Kauri and Gunuc (2016) reported a result contrary to the above research, stating the significant difference in internet addiction among high-status adolescents.

5. The present study shows no significant difference in internet addiction among adolescents in relation to residential background. Ghahremani, Jafari, Baghkheirati and Nazari (2013) reported a result contrary to the above

research, reporting the higher level of internet addiction among urban area adolescents in comparison to rural area adolescents.

6. The present study shows no significant difference in internet addiction among adolescents in relation to their family type. Jojo and Sundaramoorthy (2022) reported a result contrary to the above research, stating that nuclear family adolescents are more addicted towards the internet than joint family adolescents.

7. The present study shows a significant difference in academic achievement in relation to gender. Ahmar and Anwar (2013) also reported similar results. Gutierrez, Agudo and Garcia (2018) reported a result contrary to the above research, stating the no significant difference in the academic achievement among male and female adolescents.

8. The present study shows no significant difference in academic achievement in relation to Economic Status. Ahmar and Anwar (2013) also reported similar results.

9. The present study shows no significant difference in academic achievement in relation to residential background. Roy and Saha (2023) reported a result contrary to the above research, stating the significant difference in academic achievement among urban area adolescents.

10. The present study shows no significant difference in academic achievement in relation to type of family. Sumaiya and Mahmood (2022) also reported similar results.

5.4 EDUCATIONAL IMPLICATIONS

The findings reveal crucial educational implications. Firstly, the prevalence of moderate to severe internet addiction among a majority of adolescents raises concerns about its potential detrimental effects on academic performance and overall well-being. Contradictory results from Hou and Chumeng's study, indicating mild internet addiction, necessitate further exploration to understand the varying degrees and underlying factors contributing to internet addiction among adolescents. These

divergent findings underline the necessity for comprehensive intervention strategies addressing internet addiction in educational settings, emphasizing the importance of digital literacy education and responsible internet usage among adolescents.

Moreover, the absence of significant differences in internet addiction based on gender, economic status, residential background, and family type challenges the conventional assumptions about the factors influencing internet addiction. It highlights the need for nuanced approaches to address internet addiction, considering individual characteristics and contextual factors, rather than generalized assumptions. Understanding the intricate interplay between various sociodemographic factors and internet addiction can aid in the development of targeted intervention programs tailored to the specific needs of diverse adolescent populations.

Furthermore, the significant gender-based disparity in academic achievement underscores the importance of addressing potential gender-specific challenges in education. The lack of significant differences in academic achievement based on economic status, residential background, and family type suggests the need for equitable educational opportunities and support for all students, regardless of their socioeconomic background or family structure. These findings emphasize the importance of fostering inclusive learning environments that cater to the diverse needs and abilities of adolescents, promoting equal access to quality education and academic success irrespective of sociodemographic factors. Such insights are critical for designing effective educational policies and interventions aimed at promoting holistic student development and bridging educational disparities.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. A study can be conducted on a larger sample also.

2. A similar study can be conducted on students as well as teachers at higher secondary, college and university level.

3. A similar study can be conducted with respect to variables like personality of the adolescents, social behavior, emotional and psychological behavior.

4. A similar study can also be conducted to compare the internet addiction of students of different states.

5. An experimental study may be conducted to explore the effect of internet addiction on academic achievement as well as personality traits of students studying at different levels of education.

SUMMARY

INTERNET ADDICTION AMONG ADOLESCENTS IN RELATION TO ACADEMIC ACHIEVEMENT AT HIGH SCHOOL STAGE

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A.THE PROBLEM

Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviors regarding computer use and internet access that lead to impairment or distress (Shaw & Black, 2008). The condition has attracted increasing attention in the popular media and among researchers, and this attention has paralleled the growth in computer (and internet) access. Prevalence estimates vary widely, although a recent random telephone survey of the general US population reported an estimate of 0.3-0.7%. The disorder occurs worldwide, but mainly in countries where computer access and technology are widespread. Clinical samples and a majority of relevant surveys report a male preponderance. Onset is reported to occur in the late 20s or early 30s age group, and there is often a lag of a decade or more from initial to problematic computer usage. Internet addiction has been associated with dimensionally measured depression and indicators of social isolation. Psychiatric comorbidity is common, particularly in mood, anxiety, impulse control, and substance use disorders. Etiology is unknown but probably involves psychological, neurobiological, and cultural factors. There are no evidence-based treatments for internet addiction. Cognitive behavioral approaches may be helpful. There is no proven role for psychotropic medication. Marital and family therapy may help in selected cases, and online self-help books and tapes are available. Lastly, a self-imposed ban on computer use and internet access may be necessary in some cases.

Internet addiction is characterized by excessive or poorly controlled preoccupations, urges, or behaviors regarding computer use and internet access that lead to impairment or distress. The condition has attracted increasing attention in the popular media and among researchers, and this attention has paralleled the growth in computer (and Internet) access. Prevalence estimates vary widely, although a recent random telephone survey of the general US population reported an estimate of 0.3–0.7%. The disorder occurs worldwide, but mainly in countries where computer access and technology are widespread. Clinical samples and a majority of relevant surveys report a male preponderance. Onset is reported to occur in the late 20s or early 30s age group, and there is often a lag of a decade or more from initial to problematic computer usage. Internet addiction has been associated with dimensionally measured depression and indicators of social isolation. Psychiatric comorbidity is common, particularly mood, anxiety, impulse control and substance use disorders. Aetiology is unknown, but probably involves psychological, neurobiological and cultural factors. There are no evidence-based treatments for internet addiction. Cognitive behavioral approaches may be helpful. There is no proven role for psychotropic medication. Marital and family therapy may help in selected cases, and online self-help books and tapes are available. Lastly, a self-imposed ban on computer use and Internet access may be necessary in some cases (Shaw & Black 2008).

Internet addiction is a typical use of the internet that causes psychological, social, educational, or occupational problems for people. Students need the internet more than other people due to their educational or research needs. The rate and type of internet use may affect their information-seeking behavior too (Mohammad, Asieh & Firoozeh, 2016).

B. NEED AND SIGNIFICANCE OF THE STUDY

The internet is very much important in today's world to run fast, it plays a vital role in each and everyone's life. But just like a coin has two faces, the internet also has two faces one is positive and another one is negative and that is "Internet addiction". Academic achievement is possible only with the internet , so internet addiction has two kinds of effects on the academic achievement of the students. The academic success of the students deemed academically successful (45 and up in terms of grades) increases, their Internet addiction averages decrease. In addition, the average

Internet addiction level of male students, vocational school students and verbal field students were determined to be higher than more academically successful students (Turel Toraman, 2015). 12.5% of students suffered from internet addiction. The most important way for prevention of internet addiction from a student's perspective is to raise the awareness about internet addiction and its effects through holding classes (87.83%) (Arbabisarjou, Gorgich, Barfroshan and Ghoreishinia, 2016). Differentiation of students' attitudes towards learning can support effective and efficient use of information technologies. However, the negative differentiation of the attitudes towards learning can generate Internet addiction as a result of inefficient use of the information technologies (Meral, 2019). Low level of internet addiction for middle school students along with the potential risks of internet addiction. Moreover, differences between the level of Internet addiction, class level, level of maternal education, smartphone ownership and mobile Internet access were found to be statistically significant.(Kareem., Aaziz.& Shihab, 2021).

The present study is very important to investigate the seriousness of internet addiction in society. The internet is very useful for users to find information for their current work. However presently, the internet is not only used for seeking information but being used to fill leisure time as well. If this phenomenon continues without any solution then internet addiction will become very serious and serious. So to investigate the seriousness of the internet addiction is the main thing to start so that this problem can be solved. Hence this study seeks to find out how serious internet addiction among school students is. This study also will explain the negative consequences of internet addiction. Besides that these studies are also important to let the people who are involved take care of it such as parents and teachers. Through this study, they may start to be aware of this problem so that they can try to control their children or students.

This study is very much helpful in the future for adolescents, policy makers, their family members and school administration on how to make a control on their internet usage and to specify the time limit for their internet use for them and how it will be effective in their academic achievement.

C. OBJECTIVES OF THE STUDY

1. To study the level of internet addiction among adolescents at high school stage.
2. To study the level of academic achievement among adolescents at high school stage.
3. To study the difference in internet addiction among high school stage in relation to their academic achievement.
4. To study the internet addiction among adolescents in relation to:
    a) Gender
    b) Residential Background
    c) Economic Status
    d) Type of Family
5. To study the academic achievement among adolescents in relation to:
    a) Gender
    b) Residential Background
    c) Type of Family
    d) Economic Status

D. HYPOTHESES OF THE STUDY

1. There is no significant difference in internet addiction in relation to their academic achievement.
2. There is no significant difference in the internet addiction in relation to their gender.
3. There is no significant difference in the internet addiction in relation to their residential background .

4. There is no significant difference in internet addiction in relation to economic status..

5. There is no significant difference in internet addiction in relation to type of family.

6. There is a significant difference in academic achievement in relation to their gender .

7. There is no significant difference in the academic achievement in relation to their residential background .

8. There is no significant difference in academic achievement in relation to their economic status.

9. There is no significant difference in academic achievement in relation to their type of family.

E. OPERATIONAL DEFINITIONS

Internet Addiction

Internet addiction is the excessive or poorly controlled preoccupations, urges or behaviors regarding computer use and internet access that lead to impairment or distress. In the present study, internet addiction refers to scores obtained by adolescents on the *Internet Addiction Scale* (BMKJ GKD) developed by Gulati, Kurisunkal and Bakliwal (2021).

Adolescents

In the present study, the term ‘adolescents’ refers to the high school stage students studying in 9th class.

Academic Achievement

Academic achievement is a measure of knowledge gained in formal education usually indicated by test scores, grade point averages and degrees. It is the level of proficiency attained in scholastic work. In the present study, academic

achievement refers to the students' marks obtained by them in 8th class annual examination.

High School Stage

In the present study the high school stage refers to the 9-10 standard.

F. SAMPLE

The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. For the present study, a sample of 200 adolescents studying in 9th class in high schools studying in Jammu city has been selected through random sampling.

G. TOOL EMPLOYED

The following standardized tools of research have been used by the researcher.

1 Internet Addiction Scale (IAS) by Gulati, Kurisnkal and Bakliwal(2021).

Internet Addiction Scale contains 20 items related to four dimensions of internet addiction. The four dimensions are:

1. Pre-occupation
2. Mood Management
3. External Consequences
4. Self-Control

H. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed on the results, namely, percentage and *t*-Test which were given in the following Tables.

RESEARCH OBJECTIVE 1

To study the level of internet addiction among adolescents at high school stage.

To study the difference in internet addiction among adolescents who are studying in 9th class, the number and percentages have been computed for students having normal level, moderate level and severe levels of Internet Addiction. The resulting data have been in table 4.1.

Table 1

Number and Percentage of Adolescents having Different levels of Internet Addiction among Adolescents.

S.No.	Range of Scores	Level of Internet Addiction	No. of Students	Percentage
1.	29 and Below	Normal	42	21
2.	30-55	Moderate	123	61.5
3.	56 and above	Severe	35	17.5

RESEARCH OBJECTIVE 2

To study the levels of academic achievement among adolescents .

To study the level of academic achievement among adolescents who are studying in 9th class, the number and percentages have been computed for students having extremely high, high, above average, average, below average, low and extremely low levels of academic achievement. The resulting data have been given in table 2.

Table 2

Range of Z-Scores, Number and Percentage of Adolescents having Different Levels of Academic Achievement.

S.No.	Range of Z-scores	level of academic achievement	No. of students	Percentage
1.	+2.01 and above	Extremely High	0	0
2.	+1.26 to +2.00	High	0	0
3.	+0.51 to +1.25	Above Average	89	44.5
4.	-0.50 to -0.50	Average	61	30.5
5.	-0.51 to -1.25	Below Average	19	9.5
6.	-1.26 to -2.00	Low	22	11
7.	-2.00 and below	Extremely Low	9	4.5

Research Objective 3

To study the difference in internet addiction among adolescents at high school stage in relation to their academic achievement.

In order to study the difference in the internet addiction among adolescents at high school stage in relation to their academic achievement at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 3.

Table 3

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t of Internet Addiction among Adolescents in relation to their Academic Achievement at High School Stage

Area	Academic Achievement	N	Mean	S.D.	SE_M	df	t	Level of Significance
Pre-occupation	Low	43	11.00	4.97	0.76	85	1.40	NS
	High	44	9.64	4.12	0.62			
Mood-Management	Low	43	11.21	4.96	0.76	85	0.97	NS
	High	44	12.20	4.63	0.69			
External Consequences	Low	43	11.55	4.74	0.72	85	1.06	NS
	High	44	10.45	4.96	0.75			
Self-Control	Low	43	11.14	3.99	0.61	85	1.49	NS
	High	44	9.75	4.69	0.71			
Total	Low	43	44.91	14.49	2.21	85	0.96	NS
	High	44	42.05	13.41	2.02			

Research Objective 4

To study the internet addiction among adolescents in relation to:

a) Gender

b) Residential Background

c) Economic Status

d) Type of Family

(a) To study the difference in Internet Addiction among Adolescents in relation to their gender .

In order to study the difference in the internet addiction among adolescents in relation to their gender at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 4.

Table 4

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in Internet Addiction among Adolescents in relation to Gender

Area	Gender	N	Mean	S.D.	SE_M	df	t	Level of Significance
Pre-occupation	Male	102	10.31	4.67	0.46	198	0.10	NS
	Female	98	10.63	4.39	0.44			
Mood Management	Male	102	11.44	4.86	0.48	198	0.12	NS
	Female	98	11.36	4.93	0.49			
External Consequences	Male	102	10.63	4.65	0.46	198	1.68	NS
	Female	98	11.73	4.67	0.47			
Self-Control	Male	102	10.42	5.40	0.53	198	0.12	NS
	Female	98	10.51	5.05	0.51			
Total	Male	102	42.80	15.17	1.50	198	0.68	NS
	Female	98	44.23	14.91	1.51			

(b) To study the difference in internet addiction among adolescents in relation to their residential background .

In order to study the difference in the internet addiction among adolescents in relation to their residential background at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 5.

Table 5

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in Internet Addiction among Adolescents in relation to Residential Background.

Area	Residential Background	N	Mean	S.D.	SE_M	df	t	Level of Significance
Pre-occupation	Urban	169	10.48	4.52	0.35	198	0.07	NS
	Rural	31	10.42	4.66	0.84			
Mood Management	Urban	169	11.41	4.68	0.36	198	0.10	NS
	Rural	31	11.32	5.95	1.07			
External Consequences	Urban	169	11.12	4.69	0.36	198	0.36	NS
	Rural	31	11.45	4.72	0.85			
Self-Control	Urban	169	10.38	5.34	0.41	198	0.51	NS
	Rural	31	10.90	4.56	0.82			
Total	Urban	169	43.40	14.96	1.15	198	0.24	NS
	Rural	31	44.10	15.61	2.80			

(c) To study the difference in internet addiction among adolescents in relation to their economic status.

In order to study the difference in the internet addiction among adolescents in relation to their Economic Status at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 6.

Table 6

Area	Economic Status	N	Mean	S.D.	SD_M	df	t	Level of Significance
Pre-occupation	Low	72	11.25	4.61	0.54	135	1.37	NS
	High	65	10.15	4.61	0.57			
Mood Management	Low	72	11.58	4.45	0.52	135	0.60	NS
	High	65	11.07	5.57	0.69			
External Consequences	Low	72	11.91	4.43	0.52	135	1.71	NS
	High	65	10.53	5.09	0.62			
Self- Control	Low	72	10.18	4.80	0.57	135	0.50	NS
	High	65	10.65	5.99	0.74			
Total	Low	72	44.92	14.03	1.66	135	0.93	NS
	High	65	42.42	17.37	2.15			

(d) To study the difference in internet addiction among adolescents in relation to their type of family.

In order to study the difference in the internet addiction among adolescents in relation to their type of family at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in the table 7.

Table 7

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in Internet Addiction among Adolescents in relation to Type of Family.

Area	Type of Family	N	Mean	S.D.	SE_M	df	t	Level of Significance
Pre-occupation	Nuclear	122	10.51	4.39	0.39	198	0.15	NS
	Joint	78	10.41	4.77	0.53			

Mood Management	Nuclear	122	10.98	4.82	0.44	198	1.51	NS
	Joint	78	12.05	4.94	0.56			
External Consequences	Nuclear	122	11.25	4.78	0.43	198	0.29	NS
	Joint	78	11.05	4.59	0.52			
Self-Control	Nuclear	122	10.45	4.99	0.45	198	0.05	NS
	Joint	78	10.49	5.59	0.63			
Total	Nuclear	122	43.19	15.07	1.36	198	0.37	NS
	Joint	78	44.00	15.03	1.70			

Research Objective 5

To study the academic achievement among adolescents in relation to:

a) Gender

b) Residential Background

c) Type of Family

d) Economic Status

(a) To study the difference in academic achievement among adolescents in relation to their gender .

In order to study the difference in the academic achievement among adolescents in relation to their gender at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in table 4.8.

Table 8

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among adolescents in relation to Gender.

Gender	N	Mean	S.D.	SE_M	df	t	Level of Significance
Male	102	87.86	11.06	1.09	198	1.98	0.05
Female	98	90.82	10.01	1.01			

(b) To study the difference in academic achievement among adolescents in relation to their residential background .

In order to study the difference in the academic achievement among adolescents in relation to their residential background at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in table 4.9.

Table 9

Values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among adolescents in relation to Residential Background.

Residential Background	N	Mean	S.D.	SE_M	df	t	Level of Significance
Urban	169	89.92	10.27	0.79	198	1.92	NS
Rural	31	85.97	12.08	2.17			

(c) To study the difference in Academic Achievement among Adolescents in relation to their Economic Status.

In order to study the difference in the academic achievement among adolescents in relation to their Economic Status at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data through *Internet Addiction Scale (IAS)* as shown in table 4.10.

Table 10

Value of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among Adolescents in relation to Economic Status

Economic Status	**N**	**Mean**	**S.D.**	**SE_M**	**df**	**t**	**Level of Significance**
Low	72	1.92	0.62	0.08	135	1.10	NS
High	65	1.80	0.62	0.08			

(d) To study the difference in academic achievement among adolescents in relation to their type of family.

In order to study the difference in the academic achievement among adolescents in relation to their type of family at high school stage; values of Mean, Standard Deviation (SD), Standard Error of Mean, df and t were computed for the data collected through *Internet Addiction Scale (IAS)* as shown in table 11.

Table 11

Value of Mean, Standard Deviation (SD), Standard Error of Mean, df and t for difference in the Academic Achievement among Adolescents in relation to Type of Family.

Type of Family	**N**	**Mean**	**S.D.**	**SE_M**	**df**	**t**	**Level of Significance**
Nuclear	122	88.39	11.20	1.01	198	1.54	NS
Joint	78	90.75	9.57	1.08			

I. FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsection.

Research Objective 1

To study the levels of internet addiction among adolescents.

It has been found in the study that out of 200 students i.e,42(21%) students have normal levels of internet addiction, 123(61.5%) students have moderate levels of internet addiction and 35(17.5%) students have severe levels of internet addiction.

Research Objective2

To study the levels of academic achievement among adolescents.

It has been found in the study that out of 200 students, no student has an extremely high or high level of academic achievement. 89(44.5%) students have high level of academic achievement , 61 (30.5%) students have average level of academic achievement, 19(9.5%) students have below level of academic achievement, 22(11%) students have low level of academic achievement and 9(4.5%) students have extremely low level of academic achievement.

Research Objective 3

To study the difference in internet addiction among adolescents in relation to their academic achievement.

It has been found from the study that the mean values of scores on Internet Addiction Scale of adolescents having low and high academic achievement are 44.91 and 42.05 and the values of S.D. are 14.49 and 13.41 respectively. The calculated t-value is 0.96. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their academic achievement.

Research Objective 4

(a) To study the difference in internet addiction among adolescents in relation to their gender .

It has been found from the study that the mean values of scores on Internet Addiction Scale of adolescents male and female are 42.80 and 44.23 and the values of S.D. are 15.17 and 14.91 respectively. The calculated t-value is 0.68. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their gender.i.e, male and female.

(b) To study the difference in internet addiction among adolescents in relation to their residential background.

It has been found from the study that the mean values of overall scores of Internet Addiction Scale of adolescents residence in urban and rural areas are 43.40 and 44.10 and the values of S.D. are 14.96 and 15.61 respectively. The calculated t-value is 0.24. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their residential background i.e, urban and rural.

(c) To study the difference in internet addiction among adolescents in relation to their economic status.

It has been found from the study that the mean values of overall scores of Internet Addiction Scale of adolescents belonging to low and high economic status are 44.92 and 42.42 and the values of S.D. are14.03 and 17.37 respectively. The calculated t-value is 0.93. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their economic status i.e, low and high.

(d) To study the difference in internet addiction among adolescents in relation to their type of family.

It has been found from the study that the mean values of overall scores Internet Addiction Scale of adolescents belonging to nuclear and joint families are 43.19 and 44.00 and the values of S.D. are 15.07 and 15.03 respectively. The calculated t-value

is 0.37. Hence, the result shows that there is no significant difference in internet addiction among adolescents in relation to their family i.e, joint and nuclear.

Research Objective 5

(a) To study the difference in academic achievement among adolescents in relation to their gender .

It has been found from the study that the mean values of overall scores on academic achievement among adolescents in relation to their gender is 87.86 and 90.82 and the value of S.D. is 11.06 and 10.01 respectively. The calculated t-value is 1.98. Hence, the result shows that there is significant difference in academic achievement among adolescents in relation to their gender.i.e, male and female.

(b) To study the difference in academic achievement among adolescents in relation to their residential background .

It has been found from the study that the mean value of scores of academic achievement among adolescents in relation to their residential background is 89.92 and 85.97 and the value of S.D. is 10.27 and 12.97 respectively. The calculated t-value is 1.92. Hence, the result shows that there is no significant difference in academic achievement among adolescents in relation to their residential background.i.e, urban and rural.

(c) To study the difference in academic achievement among adolescents in relation to their economic status.

It has been found from the study that the mean value of scores of academic achievement among adolescents in relation to their Economic Status is 1.92 and 1.80 and the value of S.D. is 0.62 and 0.62 respectively. The calculated t-value is 1.10. Hence, the result shows that there is no significant difference in academic achievement among adolescents in relation to their Economic Status i.e, low and high.

(d) To study the difference in academic achievement among adolescents in relation to their type of family.

It has been found from the study that the mean value of scores of academic achievement among adolescents in relation to their family is 88.39 and 90.75 and the value of S.D. is 11.20 and 9.57 respectively. The calculated t-value is 1.57. Hence, the result shows that there is no significant difference in academic achievement among adolescents in relation to their family i.e, joint and nuclear.

J. EDUCATIONAL IMPLICATIONS

The findings reveal crucial educational implications. Firstly, the prevalence of moderate to severe internet addiction among a majority of adolescents raises concerns about its potential detrimental effects on academic performance and overall well-being. Contradictory results from Hou and Chumeng's study, indicating mild internet addiction, necessitate further exploration to understand the varying degrees and underlying factors contributing to internet addiction among adolescents. These divergent findings underline the necessity for comprehensive intervention strategies addressing internet addiction in educational settings, emphasizing the importance of digital literacy education and responsible internet usage among adolescents.

Moreover, the absence of significant differences in internet addiction based on gender, economic status, residential background, and family type challenges the conventional assumptions about the factors influencing internet addiction. It highlights the need for nuanced approaches to address internet addiction, considering individual characteristics and contextual factors, rather than generalized assumptions. Understanding the intricate interplay between various sociodemographic factors and internet addiction can aid in the development of targeted intervention programs tailored to the specific needs of diverse adolescent populations.

Furthermore, the significant gender-based disparity in academic achievement underscores the importance of addressing potential gender-specific challenges in education. The lack of significant differences in academic achievement based on economic status, residential background, and family type suggests the need for equitable educational opportunities and support for all students, regardless of their socioeconomic background or family structure. These findings emphasize the

importance of fostering inclusive learning environments that cater to the diverse needs and abilities of adolescents, promoting equal access to quality education and academic success irrespective of sociodemographic factors. Such insights are critical for designing effective educational policies and interventions aimed at promoting holistic student development and bridging educational disparities.

K. SUGGESTIONS FOR FURTHER RESEARCH

1. A study can be conducted on a larger sample also.
2. A similar study can be conducted on students as well as teachers at higher secondary, college and university level.
3. A similar study can be conducted with respect to variables like personality of the adolescents, social behavior, emotional and psychological behavior.
4. A similar study can also be conducted to compare the internet addiction of students of different states.
5. An experimental study may be conducted to explore the effect of internet addiction on academic achievement as well as personality traits of students studying at different levels of education.

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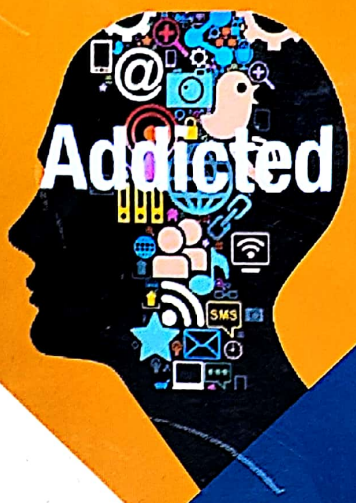
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Manual For

INTERNET ADDICTION SCALE (IAS)

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MANUAL
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INTRODUCTION

Internet is an increasingly essential part of every life today. It is a network that connects several computers and electronic gadgets around the world. Internet provides the ease to access any information and communication with anyone at any time.

Internet has become an indispensible part of any life as many of the government schemes too need to be accessed through internet. This has been made possible with the availability of smart-phones in several hand today. All the areas have being revolutionized with the use of internet.

Education is such a field which has been affected positively with the introduction of internet. It has provided access to education to each and every corner of the earth without the mandatory need of infrastructure. Children today can study at ease from the comfort of their home from anybody and any topic. It has made education multisensory which makes education more productive.

Although internet has many positive effects on education, its addictive nature hurts the progress of the children. Broadly speaking, addiction is defined as a "compulsive, uncontrollable dependence on a substance, habit, or practice to such a degree that cessation causes severe emotional, mental, or physiological reactions (Louis and Paul, 2012). A perusal of the literature revealed various names for Internet addiction, including cyberspace addiction, Internet addiction disorder, online addiction, Net addiction, Internet addicted disorder, pathological Internet use, high Internet dependency, and others (Davis *et al.,* 2002; Hur, 2006). Among these terms, Internet addiction is most popular (Thatcher and Goolam, 2005; Soule *etal,* 2003). Often instead of browsing through relevant pages children end up spending lot of time on social networking sites, online game portals or simply watching unrelated videos on the web. The capacity of the Internet for socialization is a primary reason for the excessive amount of time people spend having real-time interactions usinge-mail, discussion forums, chatrooms, and online games (Grohol, 2005). This adversely affects their study habits and ultimately their academic achievement. It is also causing psychological problems among the students as students they like to always glued to the internet hence there social skill are getting diminished. Excess use of internet has adverse effect on the mental health of the students (Shu and Chieh-Ju, 2007). Internet addiction especially in India is prevalent but till date no effort has been made to assess the same in Indian context. In order to measure the internet addiction of the students some tools such as the Internet Addiction Test by Kimberly Young (1999), Internet Addiction Scale by Nichols and Nicki (2004), Internet Disorder Scale by Griffith (2005) and Internet Addiction Scale by Tao *et al.*, (2010) were available but no tools were found that were developed in India or in Indian context. Hence, the Internet Addiction Scale was developed. The scale is a worthwhile instrument for diagnosis and

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identification of the level of internet addiction among students between the age group of 13 to 18 years.

Description

The Internet Addiction Scale has 20 items and aims to check the students on the extent of internet addiction that they possess. The scale follows Likert's method of summated rating procedure with does not apply, rarely, occasionally, frequently, often and always as the options and 0,1,2,3,4 & 5 as the ratings, respectively. This scale is to be filled by the students.

Development of the Internet Addiction Scale

The components of the Internet Addiction Scale were identified after studying the Internet Addiction Scale by Nichols and Nicki (2004), Internet Disorder Scale by Griffith (2005) and Internet Addiction Scale by Tao et al., (2010). The components that are found relevant in the Indian conditions for developing the scale were found to be preoccupation,mood management, external consequences and self – control. The explanation of these components is provided in the lines that follow.

Preoccupation : A preoccupation is defined as an absorbing or near obsessive interest in a particular topic. In daily life, it is used when somebody is experiencing issues in concentrating on an activity because of being distracted by another issue or subject. In the present study the obsession is towards the use of internet.

Mood Management : Mood Management entails handling feelings so that they become relevant to the current situation so one reacts appropriately. Mood management is the act performed by individuals to remain motivated and active. Here it is seen if internet usage leads to mood management.

External Consequences : External consequences include change in the situation around an individual due to certain actions of the individual. It involves reaction of the people related to the individual as a result of the demeanor of the individual. In this case it is seen if due to use of internet is the individual's surroundings suffering.

Self-Control : Self-control is the ability to regulate one's emotions, thoughts, and behavior when one faces temptations. Self-control is an intellectual process that is vital for controlling one's conduct so as to accomplish specific goals. In the present tool some items are included which reveal if the person who is using the internet is able to control oneself from keeping off internet deliberately or with ease.

Selection of the Items

Items related to the above mentioned components were identified/developed in a large number. These items were prepared by collecting information from various sources, such as standardized

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tests, interaction with eminent people in the field, experienced teachers, administrators, books, leading journals, internet etc. After the preparation of draft items, these were sent to experts for necessary comments and suggestions. Later these items were finalized and rearranged in accordance with the scrutiny made by the experts. Thus, the final draft form was prepared. Against each item, 6 responses are provided namely does not apply, rarely, occasionally, frequently, often and always and 0, 1, 2, 3, 4 & 5 respectively as scores. The distribution of items into the four components is shown in Table 1.

Table-1 : Distribution of Items in to the Four Components of Provisional Internet Addiction Scale.

S.No.	Components	Number of Items	Percentage of Items
1.	Preoccupation	7	23.33
2.	Mood Management	7	23.33
3.	External Consequences	8	26.67
4.	Self-Control	8	26.67
	Total	**30**	**100**

Try Out

The tool was administered to a try out sample of 600 students selected at random from various schools of Bhopal city. This was done by clearly stating the purpose of the study. The students were taken into confidence by assuring them that their responses will be kept strictly confidential.

Item Analysis

For the purpose of determining the degree to which each item is effective in determining the internet addiction of the students, item analysis of the data obtained from the above sample was undertaken by taking two extreme groups. All the 30 responses of the 600 students were scored and these scores were arranged in ascending order. Then the upper 27% of the total responses and lower 27% of the total responses were taken into consideration for measuring significance of difference of means to know the item validity. Arithmetic mean and standard deviation for all the 30 items of the upper half and lower half were calculated. If the value of critical ratio of the item was greater than 1.96 (significance at 0.05 level of significance) then the item was considered to be valid and accepted. If the value of critical ratio of the items was less, then the item was considered as invalid and rejected. The values of critical ratio for all the items are provided in Table-2.

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Table-2 : Values of Critical Ratio for all the Items in the Internet Addiction Scale.

S. No.	Critical Ratio	Remarks	S. No.	Critical Ratio	Remarks
1	2.62	Accepted	16	0.31	Rejected
2	3.38	Accepted	17	4.02	Accepted
3	2.19	Accepted	18	3.98	Accepted
4	1.02	Rejected	19	1.74	Rejected
5	3.20	Accepted	20	1.53	Rejected
6	4.23	Accepted	21	4.74	Accepted
7	1.24	Rejected	22	3.89	Accepted
8	3.20	Accepted	23	2.55	Accepted
9	1.08	Rejected	24	1.31	Rejected
10	3.41	Accepted	25	3.41	Accepted
11	2.63	Accepted	26	1.44	Rejected
12	3.64	Accepted	27	2.76	Accepted
13	3.83	Accepted	28	0.38	Rejected
14	1.78	Rejected	29	3.90	Accepted
15	3.34	Accepted	30	2.18	Accepted

Out of the 30 items in the provisional Internet Addiction Scale, ten items were rejected as their critical ratio was less that 1.96 and Internet Addiction Scale with 20 accepted items was obtained. The distribution of 20 retained items of different components of Internet Addiction Scale is presented in Table-3.

Table-3 : Distribution of items and final Internet Addiction Scale.

S.No.	Components	S. No. of Item	Number of Items	Percentage of Items
1	Preoccupation	1, 2, 3, 5, 9	5	25
2	Mood Management	6, 7, 8, 10, 17	5	25
3	External Consequences	4, 11, 12, 14, 15	5	25
4	Self-Control	13, 16, 18, 19, 20	5	25
Total			**20**	**100**

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Reliability

The reliability index of the test was calculated by using the Spearman – Brown Prophesy formula (Garret, 1979). Split half method was used. Even-odd split method was done to make two halves of the items in Internet Addiction Scale. The reliability coefficient was found to be .81 which is sufficiently large to assume that the present Internet Addiction Scale is highly reliable instrument for measuring the internet addiction of higher secondary level school students.

Validity

The internet addiction scale possesses high content validity because the items for the tryout of the scale were included based on the unanimous agreements (90 to 100%) of the experts in the field regarding its content sufficiency. The Internet Addiction Scale also has item validity as in the item analysis only those items were retained which had the requisite critical ratio. The concurrent validity of the scale was obtained using the parallel form method. A parallel scale was prepared with the same number of items but worded differently without changing the sense of the items. The scale possesses cross validity as the sample on which the different forms were administered were different. Hence the scale is said to be a valid tool for measuring the internet addiction of the students.

Administration

The Internet Addiction Scale is a self administered tool.The scale is in the form of rating scale. The students are to fill in the scale only after complete understanding of the scale. There is no time limit to fill in the scale as such but the students are supposed to put a tick mark (√) in any one of the six scales based on their own behaviour on each item as soon as possible.

Scoring

The scoring of the Internet Addiction Scale is to be done by adding the score marked by the students in each item. The maximum possible score for the schedule is 100 and the minimum is 0. The sum total of scores obtained by a student for all the 20 items is the internet addiction score of that particular student.The procedure of scoring of the Internet Addiction Scale is given in the Table-4.

Table-4 : Showing scoring key of Schedule for Internet Addiction Scale.

Ratings	Score
Does Not Apply	0
Rarely	1
Occasionally	2
Frequently	3
Often	4
Always	5

The high scores indicate that the students possessed higher level of internet addiction and low score indicate that the students possessed lower level of internet addiction.

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Norms

For the interpretation of the scores, three norms have been suggested for the present scale. The first one is expressed in terms of Mean and Standard Deviation of the entire scale which is predicted on the basis of the scores obtained by the sample. These norms are presented in table 6.

Table-6 : Mean and Standard Deviation of the Internet Addiction Scale based on the sample of 600

Mean	Standard Deviation
41.71	16.89

The second norm is prepared on the basis of the percentile scores obtained by the sample of 600 in the Internet Addiction Scale. The same is presented in table 7.

Table-7 : Percentile Norm of the Internet Addiction Scale based on the sample of 600

Percentile	Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile	Score
1st	7	21st	27	41st	37	61st	47	81st	57
2nd	9	22nd	28	42nd	38	62nd	47	82nd	57
3rd	10	23rd	29	43rd	38	63rd	48	83rd	58
4th	12	24th	30	44th	39	64th	48	84th	58.16
5th	13	25th	30	45th	40	65th	49	85th	59
6th	15	26th	30	46th	40	66th	49	86th	60
7th	17	27th	30	47th	40	67th	50	87th	61
8th	18	28th	31	48th	41	68th	50	88th	61
9th	19	29th	32	49th	42	69th	51	89th	62
10th	19	30th	32.7	50th	42	70th	51	90th	63
11th	21	31st	33	51st	42	71st	51	91st	64
12th	22	32nd	34	52nd	43	72nd	52	92nd	66
13th	22	33rd	34	53rd	43	73rd	52	93rd	67
14th	23	34th	34	54th	44	74th	53	94th	69
15th	23	35th	35	55th	44	75th	54	95th	705
16th	24	36th	35	56th	45	76th	54	96th	72
17th	25	37th	35	57th	45	77th	55	97th	75
18th	25	38th	36	58th	45	78th	56	98th	77
19th	26	39th	36	59th	46	79th	56	99th	78
20th	26.8	40th	36	60th	46	80th	56	100th	96

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The third norm is based on the stanine norms of the scores obtained by the sample of 600 in the Internet Addiction Scale. The same is presented in table-8.

Table-8 : Stanine Norm of the Internet Addiction Scale based on the sample of 600

Stanine Scale	Scores	Range	Interpretation
1	Below 13	29 and below	Normal
2	13 – 21		
3	22 – 29		
4	30 – 36	30 – 55	Moderate
5	37 – 46		
6	47 – 55		
7	56 – 62	56 and above	Severe
8	63 – 72		
9	Above 72		

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INTERNET ADDICTION SCALE (IAS)

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Name .....

Class ..... Sex ..... Stream ..... Monthly income :-

Name of the School ..... 8th Class % ( )

Residential Background (Urban / Rural) :-

Type of Family (Joint / Nuclear) :-

INSTRUCTIONS

In the following pages are given twenty (20) statements about yourself. For each statement response has to be marked on a scale from 0 to 5 where 0 – Does not Apply, 1 – Rarely, 2 – Occasionally, 3 – Frequently, 4 – Often and 5 – Always. Read each statement carefully and put a tick mark (√) in any one of the alternative to indicate your response. Do not think too much while answering. Provide a response keeping in mind the time you spend online for non-academic activities. Indicate the option that is closest to you. It is mandatory to attempt and provide a response to each statement. Your responses would be kept confidential and will be utilised for research purpose only.

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Sr. No.	ITEMS	0	1	2	3	4	5
1.	My thought process stops when I am not online.	☐	☐	☐	☐	☐	☐
2.	I wonder about things I do on the internet when I am not online.	☐	☐	☐	☐	☐	☐
3.	I lose track of time and feel surprised when I realize the time spent by me on online activities.	☐	☐	☐	☐	☐	☐
4.	People close to me are concerned about the amount of time I spend online.	☐	☐	☐	☐	☐	☐
5.	I check my social media, text messages, or emails even during the night and first thing after waking up.	☐	☐	☐	☐	☐	☐
6.	I think that being online greatly changes my mood for the better.	☐	☐	☐	☐	☐	☐
7.	I go online to forget about whatever is bothering me.	☐	☐	☐	☐	☐	☐
8.	I feel that if there is no internet my life is monotonous, wanting, and miserable.	☐	☐	☐	☐	☐	☐
9.	I am bothered when people interrupt me while I am online.	☐	☐	☐	☐	☐	☐
10.	I cannot remain happy without access to the internet.	☐	☐	☐	☐	☐	☐

Sr. No.	ITEMS	0	1	2	3	4	5
11.	I prefer being online to being with my friends.	☐	☐	☐	☐	☐	☐
12.	The amount of time I spend online is impacting important areas of my life.	☐	☐	☐	☐	☐	☐
13.	My productivity and attentiveness suffers because of the amount of time I spend online.	☐	☐	☐	☐	☐	☐
14.	I neglect household chores to spend more time online.	☐	☐	☐	☐	☐	☐
15.	Others in my life complain about the amount of time spent by me online.	☐	☐	☐	☐	☐	☐
16.	I could not get success even after trying to reduce the time on being online.	☐	☐	☐	☐	☐	☐
17.	I yearn to spend a few more moments on the internet.	☐	☐	☐	☐	☐	☐
18.	I am not able to control and/or reduce the time I spend online.	☐	☐	☐	☐	☐	☐
19.	I avoid telling what I do when I am online.	☐	☐	☐	☐	☐	☐
20.	I avoid talking about the time I spend online.	☐	☐	☐	☐	☐	☐

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