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*An Interdisciplinary National Conference on  
Technology Addiction among Digital Natives – Meeting the Challenges*

**DEPARTMENT OF SOCIAL WORK**

**January 24<sup>th</sup> & 25<sup>th</sup> 2018**



*In Association with*



**National Institute of Personnel Management (NIPM)  
Coimbatore Chapter**



**BHARATHIAR UNIVERSITY**  
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Coimbatore – 641 046







# **BHARATHIAR UNIVERSITY**

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## **Vice Chancellor Message**



Social Work practice is distinctive from other helping professions in its approach of assisting clients to function optimally within their environments. The person-in-environment approach is central to social work practice. Through this perspective, professional social workers are uniquely trained to help clients maximize the opportunity for change in themselves and their situations. The term client encompasses individuals, families, groups, organizations, and communities. Social work is inimitable also for its professional values and ethics, appreciation for human diversity, emphasis on social and economic justice, understanding of social welfare policy and services, and strong foundation in field education. Its unique approach to problem-solving and interventions is evidenced in direct clinical practice, policy planning and administration; community-level and state-level services; private and public sectors; and teaching, research, and scholarship. Social Work education provides students with lot of opportunities to engage in community service right from college days to make them responsible citizens.

The curriculum of social work has been well designed to suit our Society. It is quite interesting to learn that the social work profession addresses a variety of issues for all kinds of problems through its methods. Technology is an integral part of our lives. It can have a large impact on users' mental and physical health. Being overly connected can cause psychological issues such as distraction, narcissism, expectation of instant gratification, and even depression. Besides affecting users' mental health, use of technology can also have negative repercussions on physical health causing vision problems, hearing loss, and neck strain. Fortunately, there are steps that can be taken to help alleviate these health issues. By considering all these issues the Department has taken a good initiative for conducting a two day Interdisciplinary National Conference on “Technology Addiction among Digital Natives – Meeting the Challenges”.

I appreciate the attitude of the organizer and the team members for selecting such a useful title for the conference. I am sure that the conference would provide opportunities for the delegates and participants to gain knowledge and experience face to face, to establish academic and research developments. I wish the conference a grand success.

**Prof. Dr. A. Ganapathi**

*Vice Chancellor*

Bharathiar University, Coimbatore





# **BHARATHIAR UNIVERSITY**

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## **Registrar Message**



It gives me immense pleasure that Department of Social Work is hosting a two day interdisciplinary National Conference on “Technology Addiction among Digital Natives – Meeting the Challenges”. The importance of Social Work in Social Context of India having diversity of language, culture, religion and problems of education, health, employment and other digital natives are to be explored scientifically for building a better country to live in with happiness, health and prosperity.

The human civilization underwent many changes and developments with the passage of time. Early man lived in caves and forests. They lived on the food available in the forests. Science and technological advancement has blessed mankind with all the basic comforts of life. Technological advances have ameliorated our lives but we are becoming too dependent on it with each passing day. Our love affair with new-age developments is leading to health concerns. The impact of technology on our social, mental, physical and environmental health can be devastating. It is indeed very heartening to know that the Department of Social Work has taken the right topic at the right time to enlighten the lives of the human race.

I expect that the Department of Social Work will provide an ideal platform for the teachers, researchers, students and professionals to interact a current social issues, share ideas and knowledge and inspire youngsters to take challenges.

**Dr. B. Vanitha**

*Registrar i/c*

Bharathiar University, Coimbatore



## **MESSAGE FROM THE SPECIAL EDITOR**

18/01/2018



**Dr. F. X. Lovelina Little Flower**  
*Professor and Head, Conference Secretary*

Dear Readers, Scholars and Colleagues,

Department of Social Work, Bharathiar University wholeheartedly welcome you all to the Special Edition of this most appreciated Journal on our Conference theme '*Technology Addiction among digital natives- meeting its Challenges*'.

*It is said, 'Technology is a useful servant but a dangerous master'*. We are living in the digital era where technology beyond doubt has eased our life and proved to be a great boon in the development process of culture and society but however it signals a caution and detrimental when it is over used or misused. We as the Digital Natives of the 21<sup>st</sup> century with the advent of Internet, have found ease to get connected, share information quickly and get responses to opinions or questions through social media. On its dark side, anecdotal reports indicates some on-line users were becoming addicted to the Internet resulting in disruption in academics, social engagements and workplace impairments etc. Multitude of hazardous wireless technologies are deployed in homes, schools and workplaces, government officials and industry representatives continue to insist on their safety despite growing evidence to the contrary. Many teenagers and young adults spend hours every day exploring the content posted on social media websites. While this may be harmless in small amounts when spend far too much time on these becomes addiction and what is termed as technology / digital addiction or intoxication. This problem soars at alarming rate such that intervention and research among Social Workers, Sociologists, Psychologists or Psychiatrists has widened in their field of practice.

In this context above, I would like to appreciate our Social Work Department with high accolades for choosing a much debated and needed theme on *Technology Addiction* and also thankful for their efforts in making this truly as an Interdisciplinary National Conference SWIFT 2018.

As a Conference Sectary, I am indeed most delighted to be given this opportunity to chair this important Conference and also for being a Special Editor for this issue. On behalf of the Conference Organising committee and Editorial Committee I extend my warm wishes and appreciation to all authors for their contribution and I am confident that the empirical papers will give insights and open research avenues on the themes related to technology addiction.

All the very best and once again, thank you to All.

**F.X. Lovelina Little Flower**



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## INTERNET ADDICTION A GROWING PHENOMENON AMONG COLLEGE STUDENTS: A STUDY

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### Abstract

Internet addiction is the most common problem in the society. Addictive use of the Internet is a new and rapidly growing phenomenon. The purpose of this study is to explore and identify how internet and social media is influencing on youth in different aspects of social relationships, academics. Internet is being integrated as part of our every day's life because the usage of internet has been growing explosively worldwide. Homes, schools, colleges, libraries and internet cafes are the places which are more accessible to internet nowadays. Excessive internet use is emerging as one of the more negative aspects of young people's online activities. Social Networking Sites are of great help in the youth's daily life; however, it has positive and negative effects which depend on how a person will utilize it. However, one major issue that has been overlooked is the changing mind-set of the youth due to the social networking sites. The study was deals with the internet addiction among youth. The excessive use of internet and social media sites affect the youth in many ways. Study deals the over use of social media and its impact on academics and social relationships of youth. Internet addiction is the emerging problem today it affects the youth both negatively and positively.

*Methods:* Using a descriptive study in nature, across arts and science colleges in Irinjalakuda Municipality, Kerala. *Results:* Majority of the respondents (70%) are believed that influence of social media affect their studies. Remaining 30% of the respondents are believe that social media is not affecting their studies. Majority of the respondents (58.3%) are using social media for chatting than other activities. 26.6% of the respondents are used mainly for downloading and remaining 15% are use social media sites for watching videos and images. *Conclusion:* Conduct of more qualitative and longitudinal research on this topics needed in order to prevent and to intervene in internet addiction among college students.

**Keywords:** Internet addiction, social relationships, social network, college, students

### Introduction

Internet is best described as a network of computers spread across the world, making use of fiber optic cables, telephone lines and satellites to communicate with other computers in the network. The internet makes use of vacant bandwidth in the telecommunications network to send messages from computer to computer, rather than relying on an entirely new infrastructure. The internet, and particularly the World Wide Web, has revolutionized the way we communicate. It is likely that fax machines will go the way of the telegraph and the telex, and while the internet in ten years will probably look quite different from that which we see now, it is certain to have become even more pervasive. The most commonly used parts of the internet today include email, newsgroups, file transfer protocol, internet relay chat, and of course the World Wide Web. Other areas which are rapidly growing include internet telephony and video conferencing.

Internet today is widely recognized not only as a means of communication but also as a power. It is becoming one of the major sources for collecting and sharing information, education and training, commerce, governance and so on. With only a click of the mouse, the internet allows individuals to access information on almost any topic they care to research, and to communicate with or learn about future romantic partners, prospective employees, long-last friends, or family members

A new report from a united nations agency says that 47 percent of the world's people now use the internet — an increase from just one year ago, when the same agency estimated that just over 43 percent of the global population were internet users. However, the study, released Tuesday by the International Telecommunications Union (ITU), also discovered serious geographic and economic disparities in who uses the internet.

The 2016 measuring the information society report found that 79.1 percent of Europeans were internet users, for example, the highest of any geographic region in the world, followed by 66.6 percent of people in the Americas and the commonwealth of independent states (a regional organization comprised of a number of former soviet republics, including Russia). But on the other end of the scale, only 25.1 percent of African citizens are using the internet, the report found, compared to 41.6 percent of Asia and 41.9 of Arab states.

India is now world's third largest internet user after us and china. The i-cube report titled, 'internet in rural India' stated that the number of active internet users has seen 58% growth since June 2012. Computer access and use among university students have grown exponentially over the past decade. Internet usage among university students involves not only use of leisure time, but also their community involvement and social networks. It can be said that the excess use of internet can affect traditional ways of interpersonal interaction. However, one cannot also rule out the fact that technology could make new and refreshed ways for interaction and the increased number of social contacts we have. Students spend most of their valuable time focusing on irrelevant information because of its availability.

The number of cyber crimes is increased now days. It is the psychiatric disorder so it affects the psycho-social development of human being. It is most commonly seen in youth. College students are the victims of internet addiction. Rapidly increasing use of smart phones, tablets, and computers has made internet an indispensable part in modern society. The negative impact of excessive, maladaptive or addictive internet use is the major growing phenomena among the youth.

### **Social Media and Youth**

Social Networking Sites are virtual communities where users can create individual public profiles, interact with real-life friends, and meet other people based on shared interests. SNSs are “web-based services that allow individuals to: construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system”. The focus is placed on established networks, rather than on networking, which implies the construction of new networks. SNSs offer individuals the possibilities of networking and sharing media content, therefore embracing the main Web 2.0 attributes, against the framework of their respective structural characteristics.

### **Social Media and Relationships**

The success of newer media forms, such as text messaging and social media web sites, has altered the traditional relationship model. Social media are relatively newer forms of media, allowing users to be more interactive with the content, as well as use technologies to create an interactive platform where individuals and communities share, co-create, and modify user-generated content. During the past decade, it has become far more interactive. Some important aspects of social media are presence, sharing, conversations, groups, reputation, relationships, and most importantly, identity. The amount of self-disclosure that is revealed through social media creates one's identity on the Internet. Facebook has helped many people reconnect with old classmates, maintain long-distance relationships and enhanced people's lifestyles in many ways. That can't be denied. People are connecting more and making 'friends'

at a greater pace than if they were physically placed in a room full of strangers. Shy people are able to chat via IM's, emails and SMS as they are removed from the agonizing part of actually stepping up to say hello to a stranger. We are connecting more every second and minute through the various social media platforms like Twitter, Facebook, G+, MySpace, Path, Instagram, LinkedIn etc. Some are also using these platforms in the hope of finding that 'dreamgirl or boy'.

Face book has become a dominant form of relationship maintenance; i.e. a means by which we know about what is happening to those in our social circles on a daily and sometimes hourly basis. Liking a photo or adding a quick comment to posts is now considered an acknowledgment or a show of support, replacing a phone call or time spent together in all but the most serious of events. Conversely, the lack of a virtual response can also feel significant. Positive responses will give the poster and feeling of not being so alone, the idea that what they have to say or what they have experienced, no matter how small, matters. Never before have our comings and goings been so public and yet so tailored, the micro-moments of our everyday life shared to elicit whatever response is craved at the time.

### **Internet use and Academics**

The rapid development in the telecommunications industry holds greater promise for education. The Internet provides an environment in which millions of people participate and engage in the creation and exchange of information. Students have only recently received the opportunity to use the Internet to seek and obtain scholarly material and, consequently, knowledge on how effectively they make use of this channel is limited. Students' information seeking culminates as they work on their theses. Many studies have been conducted regarding the type of information the end-users seek and obtain on the Internet and in which circumstances they prefer electronic sources to paper sources. The use of the available learning resources will improve the academic performance of students. In other words, one of the opportunities to stimulate this elaboration process is by offering students more and more diverse learning resources.

The role of Internet in teaching/learning cannot be overemphasized. The issue of the poor academic performance of students is traced to certain factors which can hinder student understanding. Academic achievement is an important parameter in measuring success in students. Internet addiction results in personal, family, academic, financial, and occupational problems that are characteristic of other addictions. Impairments of real life relationships are disrupted as a result of excessive use of the Internet. Individuals suffering from Internet addiction spend more time in solitary seclusion, spend less time with real people in their lives, and are often viewed as socially awkward. Arguments may result due to the volume of time spent on-line. Those suffering from Internet addiction may attempt to conceal the amount of time spent on-line, which results in distrust and the disturbance of quality in once stable relationships. Some suffering from Internet addiction may create on-line personas or profiles where they are able to alter their identities and pretend to be someone other than himself or herself. Those at highest risk for creation of a secret life are those who suffer from low-self esteem feelings of inadequacy, and fear of disapproval. Such negative self-concepts lead to clinical problems of depression and anxiety.

Many persons who attempt to quit their Internet use experience withdrawal including: anger, depression, relief, mood swings, anxiety, fear, irritability, sadness, loneliness, boredom, restlessness, procrastination, and upset stomach. Being addicted to the Internet can also cause physical discomfort or medical problems such as: Carpal Tunnel Syndrome, dry eyes, backaches, severe headaches, eating irregularities, (such as skipping meals), failure to attend to personal hygiene, and sleep disturbance.

Addiction usually refers to compulsive behavior that leads to negative effects. In most addictions, people feel compelled to do certain activities so often that they become a harmful habit, which then interferes with other important activities such as work or school. In that context, a social networking

addict could be considered someone with a compulsion to use social media to excess constantly checking Face book status updates or "stalking" people's profiles on Face book, for example, for hours on end. But it's hard to tell when fondness for an activity becomes a dependency and crosses the line into a damaging habit or addiction. Plenty of clinicians have observed symptoms of anxiety, depression and some psychological disorders in people who spend too much time online, but little hard evidence has been found proving that social media or Internet use caused the symptoms. There's a similar lack of data about social networking addiction.

The Internet Addiction Test (IAT): This was a 20-item liker scale that measured the severity of self-reported compulsive use of the internet. Total internet addiction scale scores were calculated, with possible scores for the sum of 20 items ranging from 20-100. According to Young's criteria, total IAT scores 20-39 represent average users with complete control of their internet use 40-69 represent over-users with frequent problems caused by their internet use, 70-100 represent internet addicts with significant problems caused by their internet use.

### **Benefits of Internet**

Information technology includes tools that store, receive and transmit information electronically. The use of emails, mobile phones, instant messaging, social networking applications and videoconferencing has simplified the way people and organizations communicate. Such tools allow people to communicate instantly with others from any part of the world at a relatively cheaper cost. Advancement in transport technology has seen the introduction of electric trains and airplanes that have made it easy to travel long distances within a short period of time.

Technology has facilitated the development of creative platforms that have led to creation of jobs and enhanced communication such as Facebook, Twitter, WhatsApp, Google and Amazon. Social networking technologies help people reconnect with old friends.

One of the biggest advantages of the Internet is access to a global audience of content publishers and readers. The Internet is a relatively inexpensive resource in comparison to the vast wealth of content it provides. Much of this content, such as breaking news, is available almost immediately, allowing for fast dissemination of important data. Because the Internet is open and available at all times, it is easy for users to find the information and services they need without worrying about business hours or time zones.

### **Review of Literature**

**Bargh & McKenna, (2000, p. 68)** The Internet is a positive source of interactions for those who are socially anxious as a means for overcoming anxiety in meeting people assumes that the individual is still trying to interact with people in real life, outside of the Internet. Internet can serve as a tool that enhances well-being. It is more difficult, however, to find consensus around the issue of problematic Internet use. That may be in part because scientific investigation has lagged far behind technological advances and media attention.

**Keck, Khosla and Mcelroy (2000)** inability of individuals to control their use of the Internet, which then causes psychological, social, school, and/or work difficulties.

**Papacharissi and Rubin (2000)** used their Internet usage scale and identified five motivations for using the Internet namely; interpersonal utility, pass time, information seeking, convenience, and entertainment.

**Gupta (2013)** The students' use of Facebook as social medium for academic purposes has no significant relationship with the academic performance of the students. This research further establishes

that new online tools and technologies must be integrated to promote online interaction and form online social networks purposed towards educational achievements and support. Teachers' perceptions about students' use of Facebook book were not supportive in terms of adding any value to their academic performance as inferred by Gupta.

**The Times of India, (Jun 27, 2014)** Research by the National Institute of Mental Health and Sciences (NIMHANS), Bangalore, reveals that 73% of teenagers have psychiatric distress, and that children in the age group of 13 and 17 are mostly addicted to Facebook. Internet addiction is now being treated as a mental illness and the number of those affected has reached such proportions that a specialized centre needed to be set up to study and treat the disorder. NIMHANS has done this in Bangalore with the SHUT clinic (Service for Healthy Use of Technology), recently, and in Kerala too, clinical psychologists, who are alarmed by the increasing number of cases, have begun to treat them with specialised care. Dr Thamilselvan, a clinical psychologist who works at the

SHUT clinic, says, "The clinic has regular OP days, and that itself shows the magnitude of this modern day addiction."

According to **Merriam-Webster (2014)**, social media is defined as "forms of electronic communication (as Web sites for social networking and microblogging) through which users creates online communities to share information, ideas, personal messages, and other content (as videos).

**DeSilver, (2014)** the continuous social media usage might stem from increased mobile usage of social networking sites. As smartphones and tablets increase in popularity, many social media users rely on their mobile apps to access their favorite sites. In the last year, 300 million Facebook users were mobile-only users.

**The Hindu, December (19, 2016)** about 73 per cent of the teenagers in the country has some sort of psychological problems because of Internet addiction. This is one of the findings of the National Institute of Mental Health and Neurosciences, Bangalore, in a study conducted in various cities on the basis of which the premier institution has also opened a special clinic called SHUT (Service for Healthy Use of Technology) to address the behavioral problems because of the addiction.

## Methodology

Internet addiction is the most common problem in the society. Addictive use of the Internet is a new and rapidly growing phenomenon. The purpose of this study is to explore and identify how internet and social media is influencing on youth in different aspects of social relationships, academics. Internet is being integrated as part of our everyday's life because the usage of internet has been growing explosively worldwide. Homes, schools, colleges, libraries and internet cafes are the places which are more accessible to internet nowadays.

Excessive internet use is emerging as one of the more negative aspects of young people's online activities. Social Networking Sites are of great help in the youth's daily life; however, it has positive and negative effects which depend on how a person will utilize it. However, one major issue that has been overlooked is the changing mind-set of the youth due to the social networking sites.

## Significance of the Study

The study is deals with the internet addiction among youth. The excessive use of internet and social media sites affect the youth in many ways. Study deals the over use of social media and its impact on academics and social relationships of youth. Internet addiction is the emerging problem today it affects the youth both negatively and positively.

### General Objective

- To study the internet addiction among the youth

### Specific objectives

- To identify socio-demographic data of the respondents
- To identify the influence of internet in social relationships
- To understand the risk factors that lead to internet addiction
- To identify the influence of social media

### Universe or population

The universe of the study covers of the students using social media in undergraduate Students of Arts and Science colleges in Irinjalakkuda municipality.

### Sampling type

The study uses the Simple Random Sampling Method. In this type of Sampling, the 60respondents are selected without making any particular criteria. The samples were collected from the boys and girls of selected colleges.

### Research Design

Researcher has chosen descriptive design for this study. It is a fact finding with an adequate interpretation. In descriptive researcher , must be able to define clearly, what we wants to measure and find adequate methods for measuring it .Through survey method data is collected for the study. Using questionnaire prepared by the researcher and use internet addiction scale for survey.

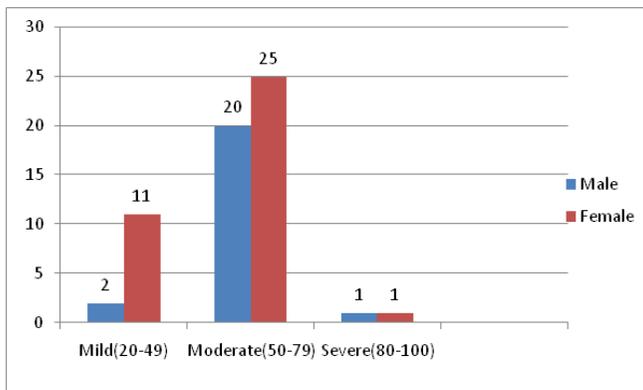
### Tools of Data Collection

The tool used in the study is questionnaire. A questionnaire is a structured set of questions, the answer to which is to be provided personally by the respondents.

Internet addiction scale is also used as the tool for the study. The Internet Addiction Test (IAT): this was a 20-item liker scale that measured the severity of self-reported compulsive use of the internet. Total internet addiction scale scores were calculated, with possible scores for the sum of 20 items ranging from 20-100. According to Young's criteria, total IAT scores 20-49 represent average users with complete control of their internet use. 40-79 represent over-users with frequent problems caused by their internet use; 80-100 represent internet addicts with significant problems caused by their internet use.

**Cross tabulation Gender and Internet Addiction**

Sl. No	Level of addiction	Male	Percentage	Female	Percentage
1	Mild(20-49)	2	9	11	30
2	Moderate(50-79)	20	87	25	67
3	Severe(80-100)	1	4	1	3
4	<b>Total</b>	23	100	37	100



The table shows that 9% of male and 30% of female are belong to mild category. 87% of the male and 67% of female are belong to moderate category. 4% of male and 3% of female are belong to severe category.

### Findings

In this study Majority of the respondents are female (61.7%) and rest of them are male (38.3%). Female are slightly over presented

in the study and half of the respondents(51.7%) are belonging to the age group 20-22. 51.7% of respondents are belonging to this age group. 40% respondents are belonging to the age group 17-19. Remaining 8.3%of the respondents are belonging to the age group 23-26.Majority of the respondents (70%) are believed that influence of social media affect their studies. Remaining 30% of the respondents are believe that social media is not affecting their studies. Nearly half of the respondents (41.7%) are spend 3-4 hours in internet for educational purpose. 1/4<sup>th</sup> of the respondents (25%) are spend 1-2 hours and remaining 23.3% of them spend 5-6 hours in internet for educational purpose. Respondents consider internet is an easy way to getting knowledge and it helped them in to improve their academic level. HereMore than half of the respondents (61.7%) are use the social networking site whats app followed by face book (35%) and rest of them (3.3%) are use other social media site respectively and relevant data shows that majority of the respondents (58.3%) are using social media for chatting than other activities. 26.6% of the respondents are used mainly for downloading and remaining 15% are use social media sites for watching videos and images.

By using Internet addiction scale researcher test the 60 respondents. The Internet Addiction Test (IAT): this was a 20-item liker scale that measured the severity of self-reported compulsive use of the internet. In this study 22% of respondents are included in mild category. They were average internet users. 75% of respondents are over users. These categories of people spend most of their time in internet than other activities in their life. 3% of respondents are severely addicted to the internet. In mild category 2 of the respondents are male and 11 are female. In moderate category 20 are male and 25 respondents are belonging to female. In Severe category included 2 respondents, one male and one female. Cross tabulation is done by combining the age groups and internet addiction category. In the age group 17-19, 5respondents are belong to mild category, 19 respondents are belong to moderate category. No one is addicted to severe. In the age group 20-22, 8 respondents are belong too mild category, 22 are belong to moderate category and one respondent is belong to severe category. The respondents form new relationships with fellow online users. 26.7% respondents occasionally form new relationships with online users. 18.3% are rarely and often form new relationships. 16.7% are frequently form new relationships through internet.15% are always form new relationships. 5% are not reacted to the question and the respondents fear that life without the internet would be boring, empty and joyless. 25% respondents agreed occasionally. 28.3% frequently agreed. 18.3% are often agreed. 15% respondents are rarely agreed rarely. 10% are does not apply and 3.3% are always agreed.

### Suggestions

- To improve the academic performance of students through the use of Social media networks and to create more pages for research and academic activities, thereby avoiding distraction which leads to deviation from their academic works.

- This study is using quantitative method to find out the result, it is recommended that using the both quantitative and qualitative method to collect data and find out the result because using qualitative way can find out the actual thinking and actual experience of sample so researcher can have In-depth investigation.
- Improve the number of samples and it will help to understand more about the respondent's problems.

### **Suggestion to the Parents**

Parents should aware about the use of internet and computers by their children. It is their responsibility. They should start by keeping computers and ipad usage in common areas, not alone in bedrooms. Turn in cell phones every night to parents at bed time to regulate overnight use.

### **Suggestions to the College Authority**

Provide internet availability to the students in an easy way to promote their education and improve their academic level. Gave more importance to education than social media in library. Gave restriction to social media in the library.

### **Suggestions to the College Students**

Now every individual are the members of social media sites and everyone is using internet for many purposes. Use internet in effective manner, mainly used for studies and reference. Control the use of social media sites. Some times over use of internet lead to many problems like cyber-crime and other negative impacts. Use social media for getting knowledge and get good relationships than real life relationships than real life relationships. Give importance to social relationships than online relationships.

### **Social Work Intervention**

- The study shows that majority of the respondents are averagely addicted to the internet. It affects both negatively and positively on their academic life and social relationship.
- Social case work method can be adopted to overcome the addictive behavior of youth. The case worker can play an effective role in prevent the respondents from addictive behavior.
- Social group work method can be adopted to give awareness to the respondents and can understand more experiences of problems faced by the respondents
- Community organization can make significant changes in the over use of internet and social media sites.

### **Conclusion**

The last two decades have witnessed a rapid transformation of traditional media into new media that includes computerized, digital, and networked information and communication technologies. The arrival of internet and social media sites make rapid changes in the life of people. The respondents are of the opinion that they cannot even imagine a world without new media; and from the other end, there are many challenges posed by the new media. Internet and social media is deeply influence people. Majority of the respondents opined that they can't imagine the life without internet. Respondents aware about the negative and positive aspects of internet. Chatting and sharing are the new trends and they spend their productive time in front of the internet. Use of internet negatively is negatively affect academic performance of the respondents and sometimes the over use of the internet is a big problem in their

academics. Respondents make relationship with others through social networking sites and it affects their social functioning. Sometimes social media relationships affect the family relationships negatively. The results from the findings of this study majority of the respondents are moderately addicted to the internet. The study reveals that internet addiction is a growing phenomenon among the youth.

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## INFLUENCE OF TECHNOLOGY DEPENDENCE ON COGNITIVE FLEXIBILITY AND EXPERIENTIAL AVOIDANCE AMONG COLLEGE STUDENTS

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### Abstract

**Background:** The modern era is being ruled by the technological gadgets has lead to the addiction among the youth to the extent that it is being perceived as essential for survival. Even though there are many positive outcomes of gadgets use, there is also a flip side where it has an enormous impact on the psychological well being. The one important area that is being incubated over a period of time due to the technological use is the cognitive functions. **Aim:** The present study aimed to assess the influence of technology dependence on cognitive flexibility and experiential avoidance among the college students. **Methods and Materials:** 100 (50 males, 50 females) participants were selected randomly from the colleges in and around Coimbatore who are having access to more than one technological gadget were screened and selected within the age range of 17 to 22 using convenient sampling method. Technology Dependency Questionnaire, Cognitive Flexibility Scale and Multidimensional Experiential Avoidance Questionnaire were administered on 100 college students. **Results:** There exists significant difference in the cognitive flexibility between males and females. Cognitive flexibility is positively correlated with the use of smart mobiles, calling, messaging, and internet and negatively correlated with the use of personal computer, headset and social network. Experiential avoidance is positively correlated with the use of personal computer, smart mobiles, headset, calling, messaging and internet and negatively correlated with the use of tablets and I pad/ I phone. **Conclusion:** The study concluded that there exists a significant difference between males and females in the cognitive flexibility. The study also concluded that there exists a significant relation between the technological gadget use and the cognitive flexibility and experiential avoidance. So the technology usage is a great challenge in recent times.

**Keywords:** Technological gadgets, Cognitive flexibility and experiential avoidance.

### Introduction

Technology gadgets can be literally labelled as the ruling authority across the globe, as the life without technology has become impossible. The modern technologies have factually changed the way through which the individuals perceive and approach the world. However many individuals are highly prone to be more dependent to the use of technology gadgets, but the biggest challenge is the high necessity of the technology gadgets in the daily life it has become very difficult to distinguish between the normal and addictive use of technology gadgets and also have the high possibility to have a huge impact on the human abilities that raises the necessities to study about the technology gadgets influence on the cognitive functions. Researches show that increases use of technology gadgets is associated with the issues in everyday executive functioning of the individual and decreases the individual's ability to think analytically (Barr et al, 2015). Even though the research on the negative impact of technology gadgets on

cognition of the individual is evolving, the results in most of the research tends to be conflicting to each other and unconvincing which at times shows that not all the technology gadgets and its service have an equal impact on the cognitive abilities. Irrespective of the results media made an huge effect on the public perception that all the research finding tends to be very convincing and the technology gadgets are having an absolute negative influence on the cognitive functioning of the individual (Richtel, 2010). Researches also clearly emphasizes that many of the negative cognitive functioning are mostly caused through the indirect effect of the use of technology gadgets such as its direct influence on the sleep and mood and the quality of sleep and negative mood has an severe impact on the cognitive abilities (Lim and Dinges, 2008). Fascinatingly, there is also some research evidence signifying that individuals vulnerability to cognitive disruption from technology use and the consequential influence on ability to perform cognitive functions is more likely to depend on the individuals existing cognitive skills set, particularly the individual's ability to exert self regulatory control on their behaviour (Tams et al, 2015).

One of the very important cognitive ability is the cognitive flexibility. Cognitive flexibility is defined as the ability to change behaviour such as thoughts or actions in response to situational demands (Can˜as, Antoli, Fajardo, & Salmeró'n, 2005; Lezak, 2004). It includes problem solving, planning, achievement and goal development which is a element of executive functioning, the group of higher order cognitive abilities (Anderson, 2002; Burgess & Alderman, 2004; Dubois, Slachevsky, Litvan, & Pillon, 2000; Strauss, Sherman, & Spreen, 2006). These abilities are considered to be essential for focused individual behaviour (Lezak, 2004) and necessitate spontaneous and reactive mechanism (Eslinger & Grattan, 1993). The processes of foundation to cognitive flexibility are dynamic, involving cycles of thought generation and suppression that appear and dissolve as the individual interacts with varying environmental factors like relative cues and task demands (Ionescu, 2012). This model proposed by Ionescu (2012) has been described as a "unified framework of cognitive flexibility", linking a number of cognitive components or mechanisms which includes various executive functions, attention, perception, goal parameters and monitoring in conjunction with task demands, contextual cues and sensory-motor input. Therefore cognitive flexibility encompasses more than simple response switching. Research indicates that there are six core processes such as acceptance, diffusion, self as context, contact with the present moment, values and committed action which are involved in achieving cognitive flexibility. These processes contribute to the development of cognitive flexibility but the relative contribution of each process and how it differs with each individual is highly vague. (Hayes, Luoma, Bond, Masuda, & Lillis, 2006) Research also suggests that whenever these processes are not implemented it results in the cognitive inflexibility with the rise of the experiential avoidance. Experiential avoidance, as opposed to acceptance, occurs when a person actively attempts to change experiences, both internal and external, that gives rise to difficult thoughts and emotions (Ruiz, 2010). Recent research on technology addiction on adolescents have clearly outlined that experiential avoidance explained the outcome of the pattern regarding the addictive use of technology gadgets and the study concluded that experiential avoidance should be considered while studying the technology dependence (Garcia Oliva C, Piqueras JA, 2016). Another study also suggests that experiential avoidance is positively related to the internet addiction (Wei-Po Chou et al, 2017)

Researches show that individuals who are addicted to internet tend to have impaired level of cognitive flexibility (Dong G, Lin X, Zhou H & Lu Q, 2014). Research also suggests that mobile technologies have high possibility to influence an extensive array of cognitive domains, but empirical research on the cognitive impact of mobile technology is narrow. This is reasonable because technology itself a relatively very young and growing at a tremendous rate however every year mobile technology is becoming a basic necessity in all the individual lives (eMarketer, 2014). However from the literature it is

clearly evident that there is a huge gap on the study of the technology dependence and there also arises a strong need to study about the relationship between technology dependence, cognitive flexibility and experiential avoidance. So this study is particularly opted to bridge the gap on the study of the influence technology dependence on the cognitive flexibility and experiential avoidance.

## **Methodology**

### **Aim**

The present study aimed to assess the influence of technology dependence on cognitive flexibility and experiential avoidance among the college students.

### **Objectives**

1. To examine the technology dependence, cognitive flexibility and experiential avoidance among the college students
2. To examine the relationship between the technology dependence, cognitive flexibility and experiential avoidance among the college students.

### **Hypothesis**

1. There exists no significant relationship between technology dependence and cognitive flexibility and experiential avoidance among the college students.
2. There exists no significant relationship between cognitive flexibility and experiential avoidance among the college students.

### **Sample**

College students were selected randomly from the colleges in and around the Coimbatore city, from these 100 college students were filtered (50 males, 50 females) based on those who have exposure to more than 2 technology gadgets, services and college students within the age group of 17 to 22. Data was collected from the college students using systematic random sampling method. Other inclusion and exclusion criteria are as follows.

### **Inclusion Criteria**

1. Aged from 17-22 year's college students
2. Exposed to more than two technology gadgets and it services
3. Those who are willing to sign the informed consent form and Voluntary Participation

### **Exclusion Criteria**

1. Presence of any health problems which might interfere in taking the administered tools
2. College students who exceeds or falls below the age category of 17-22
3. Those who are not exposed to more than two technology gadgets and it services

### **Tools**

1. **Socio Demographic Details:** This social demographic data is intended to gather information regarding the name of the participant, age, gender, family type and domicile.
2. **Gadget's Use Scale:** This scale was developed by Munduli in 2014. The Gadget Use Scale consists of the questions regarding the use of the gadgets in a tabular form. The time spent with different technology gadgets and its services with the options 1-2 hours, 2-4 hours, 4-6 hours and >6 hours.

This scale is used to assess the time spent on different technology gadgets and its services of the participants.

3. **Technology Dependency Questionnaire:** This questionnaire was developed by Munduli in 2014. The Technology Dependency Questionnaire consists of 10 items. Participants have to indicate whether the given statements were characteristic or uncharacteristic of them in 5 different responses. It assesses the level of dependency to the technology gadgets of the participants, which shows that higher the level of dependency the participant is more vulnerable to addiction of technology gadgets.
4. **Cognitive Flexibility Scale:** The Cognitive Flexibility Scale consisting of 12 items was developed by Martin and Rubin in 1995. Participants have to indicate whether the given statements were characteristic or uncharacteristic of them in 6 different responses. This scale is used to assess the participant's level of cognitive flexibility. The cronbach's alpha is  $\alpha=0.84$  which indicates the scale has good internal consistency reliability.
5. **Multidimensional Experiential Avoidance Questionnaire:** The Multidimensional Experiential Avoidance Questionnaire consisting of 64 items was developed by Wakiza Gamez in 2011. Participants have to indicate whether the given statements were characteristic or uncharacteristic of them in 6 different responses. This scale is used to assess the participant's level of experiential avoidance. This questionnaire also assess the participants level of total experiential avoidance in 6 dimensions behavioural avoidance, distress aversion, procrastination, distraction/suppression, repression/denial and distress endurance. The cronbach's alpha is  $\alpha=0.92$  which indicates the scale has good internal consistency reliability.

### Procedure

The informed consent form was given to the participants. The subjects were asked to provide information on certain socio demographic details followed by the administration of the Gadget's Use scale, Technology Dependency Questionnaire, Cognitive Flexibility Scale and Multidimensional Experiential Avoidance Questionnaire. The instructions about how to respond to the tests was explained in detail to the subjects in their convenient language (English or in Tamil). The entire administration took up to 30 to 45 minutes.

### Results and Discussion

Data was coded for IBM SPSS.20 analysis. The frequencies and percentages were calculated for the socio-demographic variables. In order to test the hypothesis, correlation, t-test was performed to find out the relationship between Technology use and dependence, cognitive flexibility and experiential avoidance. The results are as follows,

**Table 1 Shows the mean, standard deviation and t-test of technology dependence, cognitive flexibility sand experiential avoidance among college students**

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-test
Technology dependence	Male	50	35.42	4.572	.647	-0.500(0.618)
	Female	50	35.86	4.223	.597	
Cognitive flexibility	Male	50	46.58	6.634	.938	- 3.151(0.002)
	Female	50	51.02	7.433	1.051	
Behavioral Avoidance	Male	50	40.56	8.391	1.187	-1.590(0.115)
	Female	50	43.02	7.017	.992	
Distress Aversion	Male	50	46.28	9.249	1.308	-0.733(.465)

Procrastination	Female	50	47.66	9.576	1.354	-0.785(0.434)
	Male	50	24.42	4.874	.689	
Distraction/ Suppression	Female	50	25.16	4.546	.643	-1.692(.094)
	Male	50	26.20	5.555	.786	
Repression/ Denial	Female	50	28.24	6.470	.915	2.449(.016)
	Male	50	45.36	7.899	1.117	
Distress endurance	Female	50	41.22	8.970	1.269	2.276(.025)
	Male	50	49.96	8.628	1.220	
Total Experiential Avoidance	Female	50	46.32	7.308	1.033	-0.569(.571)
	Male	50	212.64	29.464	4.167	
	Female	50	215.84	26.700	3.776	

Table 1 Show the mean, standard deviation and t- test of technology dependence, cognitive flexibility among college students in terms of gender. It shows that there is significant difference between the cognitive flexibility in terms of gender ( $t = -3.151$ ;  $p = 0.002$ ). However, there exists no significant difference between males and females in terms of technology dependence, behavioural avoidance, distress aversion, procrastination, distraction/suppression, repression/ denial, distress endurance and total experiential avoidance. Surprisingly the research findings are very much contradicted to the previous research on experiential avoidance suggested the significant gender difference (Wakiza Gamez, 2011).

**Table 2 Shows relationship between technology dependence, gadgets use, cognitive flexibility and experiential avoidance among college students**

	CF	BA	DA	P	D / S	R / D	DE	TEA
T D	-0.053	0.245	0.344	0.163	0.223	0.214	0.069	0.340
Mobile	-0.008	<b>0.061*</b>	0.119	0.149	<b>0.017*</b>	0.064	-0.019	<b>0.108*</b>
Computer	<b>-0.023*</b>	-0.008	-0.087	<b>-0.033*</b>	-0.044	0.057	<b>-0.101*</b>	-0.027
Tab	-0.001	<b>-0.142*</b>	-0.036	0.071	<b>-0.062*</b>	0.046	-0.144	<b>-0.017*</b>
Smart mob	<b>0.180**</b>	<b>0.075**</b>	-0.036	<b>0.126**</b>	<b>0.007**</b>	0.086	<b>0.131**</b>	<b>0.002**</b>
I pad	-0.085	<b>-0.046**</b>	0.012	0.018	<b>-0.027**</b>	0.038	-0.063	<b>-0.020**</b>
Headset	<b>-0.014*</b>	<b>0.077**</b>	0.092	<b>0.170*</b>	<b>0.092*</b>	0.156	<b>0.082*</b>	<b>0.103*</b>
Call	<b>0.038*</b>	<b>-0.009**</b>	0.046	<b>0.087*</b>	<b>-0.003**</b>	0.062	<b>-0.025*</b>	<b>0.040**</b>
Message	<b>0.028**</b>	<b>-0.023**</b>	-0.028	<b>0.254**</b>	<b>0.017**</b>	-0.001	<b>-0.072**</b>	<b>0.105**</b>
Net	<b>0.012**</b>	<b>0.077**</b>	-0.053	<b>0.204**</b>	<b>0.016**</b>	0.070	<b>0.001**</b>	<b>0.073**</b>
Social net	<b>-0.058**</b>	0.056	0.042	<b>0.149**</b>	-0.042	0.081	<b>-0.042**</b>	0.050
Study	-0.091	-0.097	-0.076	-0.261	-0.033	-0.063	-0.026	-0.122
Communication	0.003	0.044	0.056	0.128	-0.018	-0.019	-0.077	0.039
Entertainment	-0.149	0.214	0.211	0.245	0.114	0.198	-0.039	0.249

\*\* Correlation is significant at the 0.01 level

\* Correlation is significant at the 0.05 level

TD = Technology Dependence, CF = Cognitive Flexibility, BA = Behavioural Avoidance, DA = Distress Aversion, D/S = Distraction/Suppression, R/D = Repression/Denial, DE = Distress Endurance & TEA = Total Experiential Avoidance

Table 2 shows the relationship between the technology gadgets use, cognitive flexibility and experiential avoidance among college students. It shows that the cognitive flexibility of the participants is positively correlated with the use of smart mobiles (0.180\*\*), messaging services (0.028\*\*), internet (0.012\*\*) which is significant at 0.01 level and call services (0.038\*) which is significant at 0.05 level. It also shows that cognitive flexibility is negatively correlated with the use of social network (-0.058\*\*) which is significant at 0.01 level and headset (-0.014\*) which is significant at 0.05 level.

It also shows that experiential avoidance is positively correlated with the use of smart mobiles (0.002\*\*), call services (0.040\*\*), message services (0.105\*\*), Internet services (0.073\*\*) which is significant at 0.01 level and mobile (0.108\*), headset (0.103\*) which is significant at 0.05 level. It also shows that experiential avoidance is negatively correlated with the use of I-Pad (-0.020\*) which is significant at 0.01 level and tablet (-0.017\*) which is significant at 0.05 level.

It also shows behavioural avoidance is positive correlated with the use of smart mobiles (0.075\*\*), internet services (0.077\*\*) which is significant at 0.01 level and mobile (0.061\*), headset (0.077\*) which is significant at 0.01 level. It also shows that behavioural avoidance is negatively correlated with the use of I Pad (-0.046\*\*), Call services (-0.009\*\*), message services (-0.023\*\*) which is significant at 0.01 level and tablet (-0.142\*) which is significant at 0.05 level.

It also shows that procrastination is positively correlated with the use of smart mobiles (0.126\*\*), message services (0.254\*\*), internet services (0.204\*\*), social network (0.149\*\*) which is significant at 0.01 level and headset (0.170\*), call services (0.087\*) which is significant at 0.05 level. It also shows that procrastination is negatively correlated with the use of personal computers (-0.033\*) which is significant at 0.05 level.

It also shows that Distraction/Suppression is positively correlated with the use of smart mobiles (0.007\*\*), message services (0.017\*\*), internet services (0.016\*\*) which is significant at 0.01 level and mobile (0.017\*), headset (0.092\*) which is significant at 0.05 level. It also shows that Distraction/Suppression is negatively correlated with the use of I pad (-0.027\*\*), call services (-0.003\*\*) which is significant at 0.05 level and tablet (-0.062\*) which is significant at 0.05 level.

It also shows that Distress Endurance is positively correlated with the use of smart mobiles (0.131\*\*), internet services (0.001\*\*) which is significant at 0.01 level and headset (0.082\*) which is significant at 0.05 level. It also shows that Distress Endurance is negatively correlated with the use of message services (-0.072\*\*), social network (-0.042\*\*) which is significant at 0.01 level and personal computer (-0.101\*), call services (-0.072\*) which is significant at 0.05 level

The table also clearly shows that technology dependence has no correlation with the cognitive flexibility and experiential avoidance and its dimensions. However the analyses clearly indicate that the use of the different technology gadgets has a strong relationship with both the cognitive flexibility and experiential avoidance. Interestingly 2 dimensions (Distress Aversion & Repression/Denial) have no relationship with any of the technology gadgets. The literature also supports the relationship between the experiential avoidance, cognitive flexibility and the technology use (Dong G, Lin X, Zhou H & Lu Q, 2014; Garcia Oliva C, Piqueras JA, 2016)

**Table-3 shows relationship between cognitive flexibility and experiential avoidance among college students**

	<b>BA</b>	<b>DA</b>	<b>P</b>	<b>D &amp; S</b>	<b>R &amp; D</b>	<b>DE</b>	<b>TEA</b>
CF	-0.024	0.046	0.041	0.221	-0.344	0.143	-0.101

\*\* Correlation is significant at the 0.01 level

\* Correlation is significant at the 0.05 level

CF = Cognitive Flexibility, BA = Behavioural Avoidance, DA = Distress Aversion, D/S = Distraction/Suppression, R/D = Repression/Denial, DE = Distress Endurance & TEA = Total Experiential Avoidance

Table 3 shows the relationship between the cognitive flexibility and experiential avoidance. It shows that there is no significant relationship between the cognitive flexibility and experiential avoidance. However the previous research on the cognitive flexibility and experiential avoidance suggested that lack

of experiential avoidance leads to cognitive inflexibility (Ruiz, 2010). The current research is also contradict to the results of the previous study.

## **Conclusion**

The present study derived at several conclusions. There exists significant difference in the cognitive flexibility between males and females. Cognitive flexibility is positively correlated with the use of smart mobiles, calling, messaging, and internet and negatively correlated with the use of personal computer, headset and social network. Experiential avoidance is positively correlated with the use of personal computer, smart mobiles, headset, calling, messaging and internet and negatively correlated with the use of tablets and I pad/ I phone. The study also concluded that there exists a significant relation between the technological gadget use and the cognitive flexibility and experiential avoidance. So the technology usage is a great challenge in recent times.

Unfortunately in this current era the world is facing a lot of issues on the technology because of the inability to categorize the technology use pattern and lack of the convincing studies on this area so there is a need to have a deep study.

Further research needs to be done in terms of longitudinal studies, to fully understand the impact of technology gadgets on college students because they are the more vulnerable group to have enormous exposure to technology. Further researches should also focus on the intervention to diminish the cognitive function being influenced and disrupted by the technology use and the research should extensively cover much geographical area and should consider accounting of various other variables in order to obtain even better understanding about the technology dependence on cognitive flexibility and experiential avoidance.

The study has limitations in such as, the present study was taken within the age group of 17 to 22 college students and sample size was small (N=100), also the study was conducted only with the students residing in Coimbatore.

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## STATUS OF MENTAL HEALTH AMONG CHILDREN

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### Abstract

*In the present era, the development and modernization of technology captured attention of global population and made people's lives easier than ever. The impacts of technology is calculated in both ways of positive and negative aspects and its affect the category of children is more and they become addict in it. The dependency of children of these technology and service providers, made children cannot think a step forward without this and create mental health problems among them. The degree of dependency creates to addiction the technological devices and services. Children's are more vulnerable and easily addicted the mobile phones or technical devices. This study focuses on exploring the pattern of mobile phone usage among children in Tirupur district, i.e. It is the attempt to find the time spent in the mobile phone, purpose behind the usage, and its impacts on mental health. Used questionnaire for the collection of primary data and adopted simple random technique method were used to select 250 children. This study reveals that addiction of mobile phone has many negative aspects related to mental health of children. The collected data were analyzed and interpreted with the help of various tools, techniques and conclusion.*

**Keywords:** Addiction, Mobile Phone, Children and Mental Health.

### Introduction

In the total number of telephone users, India's telecommunication network is the second largest in the world. The word technology derived from the Greek word "techne", which means art or skill used to solve a problem, improve solution to a problem, achieve goal, handle an applied input/output relation or perform a specific function. As the standard of living in India will improves through technology making, modification, usage, knowledge of tools, machines, techniques. Last 200 years there has been a significant changes in the term of technology. Every day new technologies are being created and it will create more attention of the children and made them to use it on everyday life. However, technology was not been used for the peaceful purpose and create issues like stress, depression, feeling of loneliness, isolation. The children are becoming dependent and create more mental health problem among them which cannot be easily solved by them. The mobile users in India are almost children in the category of male.

### Addiction to Technology

The term addiction means is the high degree of likeness toward a particular thing or subject. Technology addiction is the broad category which refers to the uncontrollable usage of technological devices namely, mobile phone, computers, gaming system, social networking site, internet addiction and so on. Recently, information technologies are more attracting the attention of present generation. Addiction is the continued repetition of a behavior and can be a neurological impairments which leads to a negative consequences (American Society for Addiction Medicine, 2012). Present days, most of the children are spending too much of their time in the technology. Long term usage of technology can lead to psychological problems such as stress, depression, irritability loneliness. Attitude changes in children, the sudden depression, loss of self-esteem and problems in paying attention to study are often symptoms

of internet addiction (Young 1998). Children's are particularly more vulnerable to technology addiction and have poor coping mechanism. Most of the children's struggle to understand how to present themselves and by the mean time technology help them in doing so.

### **Mental Health**

Mental Health as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productivity and fruitfully, and is able to make contribution to his or her community (WHO, 1950). Mental Health is necessary for complete functioning of the mind. It is a basic condition for the growth of mind. Mental Illness renders a person incapable of coping with reality and robs him of the desire to respond constructively to stress and change and not merely to adjust to these factors. It's a person's condition with regard to their psychological and emotional well-being. It's about how people feel about themselves, how they feel about others, and how they are able to meet the demands of the life. It is a kind of mental illness refers to general mental problems can experience in certain stressful circumstances. For example, work pressure cause poor concentration, mood swings and sleep disturbance. But, those problems being temporary and the demands of a particular situation makes us and response to support and reassurance. The consequences of addiction i.e. addiction to technology is the effect of it upon health particularly on mental health.

### **Review of Literature**

**Adriana Bianchi and et al.(2005)**, study sought to predict the problematic mobile phone usage. 195 subjects of both genders and average of 36 were interviewed. Results lead to creation of mobile phone problem use scale. Being extraverted, possessing low self-esteem, and being young was the behavioral predictors influenced by the use of cell phone.

**Hyun Young Koo and Hyun Sook Park (2010)**, 548 students were asked to fill out a questionnaire of usage of their cell phone. The results were under 89% of the respondents were the average users of cell phone. 8.4% belonged to heavy users and 2.9% completely addicted to their cell phone.

**Lanigan et al. (2009)**, sample of 97 internet user, 89 % of participants observed that the PC impacted their family relations. 45% quoted positive impact, 24% of the respondents had mixed impact and 20% of them were mostly negative impact.

**Prensky (2005)**, described the words of Japanese student – If you lose your mobile phone you lose part of your brain. The above statement truly reproduces the content of personification. The new developed technology environment presented an exceptional array of possibilities for communication, interaction, and information at the fingertips was not available before.

**Smith (2011)**, 68% of the respondents uses smart phone for the access of internet or email, 25% of them for online purpose, rather than with a PC. This indicated that, smart phones replaced the PCs as an access to the internet.

**X. Sanchez-Carbonell et al.(2008)**, says that the cell phone can be used in a maladaptive way and it should be considered as an abuse and not addiction. Result shows that the Internet does pose addiction but the cell phones do not promote rapid emotional charges.

### **Objectives**

- To identify the various factors influencing the children to use the mobile phone.
- To examine the time spend by the children in the mobile phone.
- To study the impact of mobile phone usage on children in mental health.

### Research Methodology

The researcher adopted descriptive design and used questionnaire for collecting data from the respondents. Descriptive research design describes the characteristics of a particular group or individual. This study reveals the attempt to find the time spent in the mobile phone, purpose behind the usage, and its impacts on mental health. The data collected by questionnaire were chosen and analyzed to enable the researcher to make the estimates of precision and generality of the findings.

A common strategy of this sampling technique is to select cases that are judged to be typical of the population, in which one is interested, assuming that errors of judgment in the selection will tend to counterbalance each other (Lal Das, 2008).

### Sample Size and Data Collection

From the total student's population in the pump house area in tirupur, 250 children between the age group of 10 – 18 were chosen purposively as sample size for the study and the data was collected through an open-ended and closed-ended questionnaire.

### Limitations of the Study

- This study focus on children between the age group of 10 – 18 years only and not focus on other age groups.
- There are many factors influencing the mental health of children, but here it was confined.

### Data Analysis and Interpretation

**Table 1 Demographic Details**

Variable	Respondents	Total	Percentage
Gender	Male	162	65 %
	Female	88	35 %
Age	10 - 14	51	20 %
	15 - 18	199	80 %
Time Spent on Mobile Phone	Less than 1	25	10 %
	1 – 2	38	15 %
	3 – 5	68	27 %
	6 Above	119	48 %
Having internet on mobiles	Yes	208	83 %
	No	42	17 %
Purpose of Mobile Phone	Internet usage (Whatsapp, you tube, face book etc.,)	109	44 %
	Gaming	88	35 %
	Chatting with friend/relative etc., (SMS)	26	10 %
	Assuming in different world	12	5 %
	All the above	15	6 %

The above table shows the demographical details of the study. Out of 250 respondents 65% were belongs to the category of male whereas female was 35%. Majority of the respondents (80%) between the age group of 15-18 years, 20% related to 10-14 years. Nearly half of the respondents (48%) were spent 6 hours and above time on mobile phone. 83% of the respondents were having the internet on their mobile phone. Nearly half of the respondent, 44% using mobile phone for the purpose of Internet Usage.

**Table 2 Logical Thinking and Memory**

<b>Respondents use Mobile Phone per day</b>	<b>% of respondents having logical thinking problem</b>
1 – 2 hours	17 %
3 – 5 hours	28 %
>6 hours	55 %

Table 2 displays the logical thinking and memory status of the respondents. Above half of the respondents (55%) using mobile phone more than 6 hours are having the logical thinking problem, whereas this problem is limited 28% of respondents using the mobile phone for 3-5 hours and 17% in the case of the users of 1-2 hours. This problem is seen to be normal in the latter two cases but in the first case it is significant.

**Table 3 Conscious Level**

<b>Respondents use Mobile Phone per day</b>	<b>% of respondents having low consciousness</b>
1 – 2 hours	18 %
3 – 5 hours	39 %
>6 hours	43 %

Above 43% of the respondents using the mobile phone of more than 6 hours are low consciousness about themselves and having problem in taking any kind of decisions. 39% of them using the mobile phone between the duration of 3-5 hours. The remaining 18% comes under the category of 1-2 hours. This table means the addiction of mobile phone having negative impacts on consciousness level of the respondents.

**Table 4 Mental Stability**

<b>Respondents use Mobile Phone per day</b>	<b>% of respondents worry excessively</b>
1 – 2 hours	22 %
3 – 5 hours	35 %
>6 hours	43 %

The above table explicit the type of worries personality are vulnerable to any reverse situation in life. Based on the above data, 43% of the respondents using mobile phone on above 6 hours leads worry excessively. 35% of them using 3-5 hours gradually and 22% of the respondents using mobile phones around 1-2 hours.

### **Major Findings**

- Majority of the respondents (65%) almost were belongs to the category of male.
- Majority of the respondents (80%) between the age group of 15-18 years.
- Nearly half of the respondents (48%) were spent 6 hours and above time on mobile phone.
- 83% of the respondents were having the internet on their mobile phone.
- Nearly half of the respondent (44%) using mobile phone for the purpose of Internet Usage.
- Above half of the respondents (55%) using mobile phone more than 6 hours are having the logical thinking problem.
- Above 43% of the respondents using the mobile phone of more than 6 hours are low consciousness about themselves and having problem in taking any kind of decisions.
- Nearly half of the respondents(43%) of the respondents using mobile phone on above 6 hours leads mental stability.

## **Conclusion**

The present study deliver the sense that we are living in a world of knowledge, technology and facilitate the investigation of cell phone usage of the children in Tirupur district. Changes are very common and very fast on the scientific world. Mobile phone usage is strongly incorporated into the children mental health aspects, such as mobile phone usage interposing their day-to-day activities of the respondents. The characteristics of those children at risk of developing an over involvement with their mobile phones. Hence, one must learn how to exercise the control and know what is the important and what is not important.

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**A STUDY ON ADDICTION TO TECHNOLOGY AMONG HIGHER SECONDARY COMMERCE  
STREAM SCHOOL CHILDREN WITH SPECIAL REFERENCE TO SUBRAMANYAM HIGHER  
SECONDARY SCHOOL VADAVALLI, COIMBATORE**

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### Abstract

*Today's culture is one in which teens are bombarded with information and technology. Teenagers are very adaptable and welcome the newest of technology to better in their life academically, socially and emotionally. The present study was conducted to examine technology addiction among Higher Secondary School children. Researcher purposively selected one school for the study. Therefore Purposive sampling technique has been used. The universe of the study includes sixty children studying commerce group at Subramanian Higher Secondary School. The samples in the study was collected by simple random sampling using lottery method. Therefore 50 samples in respective of gender were selected for the study. The data is collected using self-structured questionnaire method. The data were organized and analyzed by using SPSS. Findings and recommendations for social work interventions will be discussed in full paper.*

**Keywords:** children, Addiction to technology

### Introduction

**FOTHERINGHAM, WONNALOTT, AND OWEN.(2000)** said that the addiction to internet can reduce the family interactions and create communication gap among the family members. Physical ailment such as migraine headache, eye defect and pain in neck, shoulders, fingers, and develop as a result of regular usage of computers or mobile phones to access the internet. The gap between school and parents are bridged by technology. The schools have begun to realize traditional method of communicating are no longer effective. Boys are more addicted to internet than girls.

### Signs of a Serious Addiction

- Internet usage interferes with your child's normal everyday activities such as getting ready for school, coming to family dinner or attending sports practices.
- He doesn't go to bed when he normally would and appears exhausted in the morning.
- He can't focus on homework long enough to finish assignment without logging on to the computer.
- If you tried to cut down his internet time, he becomes hostile and abnormally irritated.
- He has lost any interest in things that used to excite him, such as hanging out with friends or playing outside.

### Review of Literature

**Yu L, et al. J Pediatr Adolesc Gynecol. (2013)** the internet addiction in Hong Kong adolescent: a three- year longitudinal study. The present study investigated the prevalence and psychosocial correlates of internet addiction in Hong Kong adolescents using a longitudinal design. The main outcome measures is Young's 10 item internet addiction test, Chinese positive youth development scale, and Chinese family assessment instrument were used. The result of this suggested that strengthening family functioning and

promoting positive youth development could be a direction for preventing internet addiction in Hong Kong adolescents.

## **Research Methodology**

### **AIM**

The main aim of the study is “A study on addiction to technology among commerce stream school children with special reference to Subramanian higher secondary school, Vadavalli, Coimbatore.

### **Objectives**

- To study the socio demographic profile of the school children.
- To find out the level of addiction to technology among school children.
- To provide suitable social work recommendations.

### **Method and Materials**

The research design used in the study is **Descriptive research design** to know the rate of technology addicted students. The universe of the study includes sixty children studying commerce group at Subramanian Higher Secondary School. The sample used in the study is **Simple random sampling** using lottery method .Researcher selected fifty respondents for the study.

### **Inclusion Criteria**

- Only school children from Subramanian Higher Secondary School are included for the study.
- Both genders are taken for the study.
- Only higher secondary school children aged 15-18 years are taken for study.

### **Exclusion Criteria**

- Children studying from other corporation schools are excluded.
- High school and pre-school children are excluded.

### **Tools for Data Collection**

A set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. Self-structured questionnaire was used for data collection the schedule consist of two part.

- **First Part**

First part consist of personal data of respondents such as age, gender, religion, family type, residence, monthly income of parents.

- **Second Part**

Second part consist of self-structured questionnaire prepared by researcher.

### **Analysis**

<b>S.No</b>	<b>Level of internet addiction</b>	<b>Frequency</b>	<b>Percentage</b>
1	Low level accessing	14	28.0
2	Moderate	23	46.0
3	High	13	25.0
<b>Total</b>		50	100

### Findings

- Nearly **40%** of respondents are in the age group of 17 and 36% respondents are in the age group of 16 and 14% of respondents are in the age group of 15 and 10% of respondents are in the age group of 18.
- More than half **62 %** of respondents are male and 38% of respondents are female in this study.
- More than half **76%** of respondents are in Hindu religion and 16% of respondents are in Christian and 8% of respondents are in Muslim religion.
- More than half **86%** of respondents are in nuclear family and 14% of respondents in joint family.
- More than half **58%** of respondents in rural and 42% of respondents in urban.
- Half of the respondents **50%** of monthly income were in 5000-10000 and 42% respondents of monthly income were in 10000-15000 and 8% respondents of family income were in below 5000.
- Nearly half **46%** of the respondents are in moderate level of internet addiction, **28%** of respondents are in low level of internet addiction and **26%** of respondents are in high level of internet addiction.

### Social Work Intervention

Social work provide intervention to individuals, families and group in order to assist them with their needs and issues. Interventions are intended to aid clients in alleviating problems impending their well-being. The intervention used by social workers are those that are identified as potentially helpful on the basis of the social workers ongoing assessment of the client. Social work intervention are selected on the basis of the issues, needs and strength of the individual's member of the self-help group.

### Social Casework

Social case work helped in collecting detailed information about each and every participants for the study. Social case work is a method of helping people individually through a one to one relationship. It is used by professionally trained social workers in social work agencies or organizations to help people with their problems of social functioning. The practice of case work is humanistic attempt for helping the people who have difficulty in coping with the problem of daily living. It has been in practice since ancient time on different basis of charity, philanthropy, individual help etc. Therefore internet addiction can be reduced through social case work.

### Counseling and Guidance

Counseling refers to a professional advice given by a counsellor to an individual to help him in overcoming from personal or psychological problems. Guidance refers to an advice or a relevant piece of information provided by a superior, to resolve a problem or overcome from difficulty.

### Social Group Work

Social group work helped to gather needed data's and observations from the group .Group work is a form of voluntary association of members benefiting from cooperative learning, that enhance the total output of the activity than when done individually. The group worker enables various type of groups to function in such a way that both group interaction and programme activities contribute to the growth of the individual, and the achievement of the desirable social goal.

### Community Organisation

Methods of community organization helped to find a general understanding about the community and a group of people have been done. Community organization covers a series of activities at the

community level aimed at bringing about desire improvement in the social well-being of individuals, group and neighborhoods. So awareness on the impact of internet addiction can be made.

### **Social Work Research**

Social work research is the application of research methods to solve the problems that social worker confront in the practice of social work. The study of concepts, principles, theories underlying social work methods and skills are the major areas of social work research. Therefore on internet addiction more research can be done.

### **Conclusion**

Research revealed that over utilization of internet will leads to internet addiction. Internet provides a vehicle to promote cognitive, social and physical development but if it is not utilized carefully it can lead to crime and online harassment.

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## **SOCIAL MEDIA ADDICTION AMONG COLLEGE-GOING STUDENTS: A STUDY ON THE PATTERNS, IMPACTS AND RISKS**

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### **Abstract**

*The globalization and subsequent outburst of modern technology have given birth to social media and resultantly the universalization of social networking. Social media made an impetus movement in the field of communication, networking, and knowledge sharing. The social media became much popular from the beginning of 21<sup>st</sup> century and further, it expanded very quickly to the breadth and width of the globe. The introduction of advanced technology in the forms of mobile phones and smartphone supplemented its easy reach to people of all spectrums. Although social media is regarded as a variety of positive benefits, it has brought some of the very crucial negative impacts on the society. The social media and networking potentially treated as a reason for the reduction in the offline and face to face interactions. Apart from these, it is reported that an enormous number of people are started using it irrationally and for the unconstructive tasks. The abnormal and overuse of social media can be considered as an addiction. The scholarly world named it as social media addiction. One of the most vulnerable segments of the population who are prone to the negatives impacts of social media is youths. Therefore the present study tries to explore the patterns of social media usage among the college students. Further, the study investigates the impacts and risks factors on the unconstructive usage of social media. The study was conducted in the Palakkad and Thrissur districts of Kerala. A total of 80 college going students were randomly selected. A questionnaire was developed and distributed among the respondents. The data were analyzed through both descriptive statistics. The result of the study indicates that most of the respondents were reported the abnormal use of social media and higher risks involved in the pattern of usage.*

**Keywords:** Social Media, Addiction, College going-students, technology.

### **Introduction**

The universal accesses to the internet and the outburst of modern technological devices have changed the outlook of communication and gave birth to the widely used social media in the current times. The introduction and wider use of social media have eased the process of communication along with low-cost accessibility in e-communication systems. The number of people who are using social media has significantly improved since its inception. The initial years of 21<sup>st</sup> century marked the popularization of social media and at the end of its first decade, it became technological revolution with an overwhelming usage throughout the width and breadth of the globe. India being a developing country is not an exception to the social media revolution happened throughout the world.

The changes that brought into the communication and networking modes and structure by the social media is very influential. Taprial & Kanwar (2012) reports that social media has some important features which include accessibility, interactivity, volatility, and reach ability. The potential benefits social media brought were exclusive. Although social media is regarded as a variety of positive benefits, it has brought some of the very crucial negative impacts on the society. The social media and networking potentially treated as a reason for the reduction in the offline and face to face interactions. Apart from these, it is reported that an enormous number of people are started using it irrationally and for the unconstructive tasks. The abnormal and overuse of social media can be considered as an addiction. The scholarly world

named it as social media addiction. It can be considered as an addiction when it starts affects the daily life of the person. The very process of the internet and social media addiction creating negative impacts on the people (La Barbera., Paglia., Valsavia, 2009; Karaiskos., Tzavellas., Balta., Paparrigopoulos, 2010; Echeburua., Corral., 2010). The current empirical pieces of evidence underline the fact of higher prevalence of social media addiction as a result of the increased accessibility to technologies and internet. The addiction to social media and social networking site become a very crucial for the youngsters. They spend a considerable amount of their time in the social media. As a result, there is a potential effect on their different aspects of their life. It has been documented in many empirical studies that adolescents and college going students are very prone to the very phenomena of internet and social media addiction (Pempek., Yermolayeva., Calvert., 2009; Subrahmanyam., Reich., Waechter., Espinoza., 2008; Lenhart, 2010; Li, 2010; Koc., Gulyagci, 2013; Wolniczak et al, 2013; Pantic et al, 2012; Pantic, 2014). The increased involvement in the social media is potentially affecting the academic as well as social dimensions of student's life. The time they spent on social media is reducing their probability to involve in the academic assignments and targets. Health is another area were social media addiction create a significant problem, both psychological and mental health is affected. The over-involvement may lead to potential problems in sleep pattern, appetite, and biological cycle. Adolescents and young adults' show higher dependence and psychological problems when they are not in a position to access social media and internet on time.

**Methods**

In accordance with the study objectives, the present study adopted a descriptive method of research where the main focus was on exploring the pattern, impacts, and risks of social media addiction. The study was conducted in the Palakkad and Thrissur districts of Kerala, India. A total of 80 college going students were randomly selected from four colleges of the above-mentioned district. A questionnaire was developed and distributed among the respondents. The aims and objectives were communicated to the participants prior to the study. An informed consent was taken and confidentiality of the information collected is ensured to the participants. The collected data was entered into Statistical Package for Social Sciences (SPSS) and processed with analysis. The data were analyzed through both descriptive statistics.

**Results**

The results of the study are shown according to the broad objectives of the research. The initial part dealing with socio-demographic characteristics of respondents followed by pattern, risks, and impacts of social media addiction.

**Socio-Demographic Characteristics**

**Table 1**

<b>Gender</b>	<b>Frequency (%)</b>	<b>Residence</b>	<b>Frequency (%)</b>
Male	49 (61.25)	Rural	47 (58.75)
Female	31 (38.75)	Urban	33 (41.25)
<b>Religion</b>	<b>Frequency (%)</b>	<b>Course of Study</b>	<b>Frequency (%)</b>
Hindu	31 (38.75)	Arts	32 (40)
Muslim	27 (33.75)	Science	34 (42.5)
Christian	22 (27.5)	Commerce	14 (17.5)
<b>Age</b>	<b>Frequency (%)</b>	<b>Type of Family</b>	<b>Frequency (%)</b>
Below 20	31 (38.75)	Nuclear	62 (77.5)
21-22	33 (41.28)	Joint	18 (22.5)
23 and Above	16 (20)		

The socio-demographic features of the college-going students participated in the study are shown in the Table No-1. More than 31 percent of the respondents participated in the study were boys. The population dynamics of the respondent's based area of residence shows that around 60 percent of the respondents hail from the rural area while 40 percent are from urban areas. Around 39 percent of the respondents participated in the study are from Hindu beliefs while 34 percent are following Islam and 28 percent were following Christianity. It is reported from the study that around 42 percent of the college-going students participated in the were undertaking science stream courses while 40 percent are studying arts and humanities courses and 18 percent of them are into Commerce and related courses. More than 80 percent of the students were studying in Under Graduation courses while 20 percent were in Post Graduation courses.

The majority of the respondents (42%) participated in the study were between the age of 21-22 while 39 percent were below 20 years of age. Around 20 percent of the respondents reported that their age is 23 or above. A majority of the respondents (77.5%) were hailing from Nuclear families while 22.5 percent of them belonged to joint families.

### Pattern of Social Media Usage

The social media usage and its pattern are shown in the Table No- 2. The table indicates some of the very crucial issues related to the social media usage pattern. It is reported that more than 66 percent of the respondents participated in the study are using the social media very actively from 5-6 years of time while 14 percent are using for a period more than six years. However, 15 percent of the people participated in the study are using social media for a period of 3-4 years.

**Table 2**

Years of Active use	Frequency (%)	Mostly used Social Media	Frequency (%)
1-2 years	4 (5)	Facebook	9 (11.25)
3-4 years	12 (15)	WhatsApp	11 (13.75)
5-6 Years	53 (66.25)	Facebook and WhatsApp	58 (72.5)
More than 6 years	11 (13.75)	Twitter	2 (2.5)
Mode of Use	Frequency (%)	Average Hours Spent per day	Frequency (%)
Through Smartphone	73 (91.25)	Less than 1 Hours	3 (3.75)
Laptop/Computer	5 (6.25)	2-4 Hours	4 (5)
Other Devices	2 (2.5)	5-6 Hours	19 (23.75)
		6 Hours and Above	54 (67.5)
Major Purpose of Use	Frequency (%)	Mostly used slot in a day	Frequency (%)
Social Networking/Friendship/Chatting	53 (66.25)	Throughout the day	49 (61.25)
Finding new Friends	13 (16.25)	Day time	9 (11.25)
Social Cause	5 (6.25)	Night	17 (21.25)
Political Cause	7 (8.75)	Evening	5 (6.25)
Other	2 (2.5)		
Frequency of Checking	Frequency (%)	Major Mode of internet Access	Frequency (%)
Throughout the day	47 (58.75)	Own Recharged internet	72 (90)
Every one Hour	12 (15)	College-Wifi-	3 (3.75)
2-4 Hour gap	18 (22.5)	Other	5 (6.25)
5-6 Hour gap	3 (3.75)		

It was found that a large number of respondents (72.5) were using both Facebook and Whatsapp mostly. Around 14 percent of the respondents were mostly using Whatsapp while 12 percent were considered Facebook as the most used one. Twitter remained the least used social media among the college-going students. The indication from the present study shows that more than 91 percent of the respondents are accessing social media through Smartphone while a minuscule percent of students were

using it through laptop/computer (6.25%) and other devices (2.5%). Students and youngsters are spending a valuable amount of time on social media. The study results show that around 68 percent of the respondents are spending 6 or more than six hours daily in social media while 24 percent is spending around 5-6 hours. A minimum number of respondents only come under less than 4 hours per day. It is found that a majority of the college students (66.25%) are accessing social media for social networking/maintaining friendship and chatting. Around 16 percent of the respondents are accessing it for building new friendship and dating while some of the college students have been using social media for political (8.75) and social cause (6.25). It has been found that more than 61 percent of the respondent's access social media throughout the day while 21 percent of the respondents use to access mainly during the night time. Around 11 percent of the respondents reported that they use social media at the time. It was found from the study that students have frequent checking habits of their social media sites. Around 59 percent of the respondents reported that they keep on checking about the updates throughout the day while 22.5 percent check it between 2-4 hours gap. Another 15 percent reported that they check at every one hour. Majority of the college students (90%) are accessing the internet through self-recharged internet sources while a few are (3.75%) accessing through college wifi and 6.25 are accessing through other modes.

### Risks and Impacts

It was found from the study that there very crucial impacts and risks for the students who are highly involved with the social media. It is reported by more than 96 percent of the respondents that they have significantly reduced the time spent for the study while only 4 percent of the respondents reported that they haven't felt any change in the study time due to social media usage. As like the studies, sleep is also reported to be had a potential impact as around 84 percent of the respondents reported that their sleep is reduced while 14 percent reported that their sleep pattern is disturbed because of the social media over usage.

**Table 3**

<b>Impact on Studies</b>	<b>Frequency (%)</b>	<b>Impact on Sleep</b>	<b>Frequency (%)</b>
Reduced the time spent for study	77 (96.25)	Reduced	67 (83.75)
Increased time spent for study	0 (0)	Disturbed	11 (13.75)
No change	3 (3.75)	Increased	2 (2.5)
<b>Impact on Appetite and Food intake</b>	<b>Frequency (%)</b>	<b>Impact on Offline Relationships</b>	<b>Frequency (%)</b>
Food intake is disturbed	68 (85)	Increased	7 (8.75)
Appetite increased	7 (8.75)	Decreased	59 (73.75)
Appetite decreased	5 (6.25)	Disturbed	14 (17.5)
<b>Impact on Physical Exercises</b>	<b>Frequency (%)</b>	<b>Interaction with family members</b>	<b>Frequency (%)</b>
Increased	2 (2.5)	Disturbed	34 (42.5)
Decreased	54 (67.5)	Increased	3 (3.75)
Disturbed	12 (15)	Decreased	29 (36.25)
No Change	12 (15)	No Change	14 (17.5)
<b>Stressed when unable to access Social Media</b>	<b>Frequency (%)</b>	<b>Eagerness to see the updates very frequently</b>	<b>Frequency (%)</b>
Yes	63 (78.75)	Yes	59 (73.75)
No	17 (21.25)	No	21 (26.25)
<b>Prioritizing Social Media</b>	<b>Frequency (%)</b>	<b>Feeling low self esteem</b>	<b>Frequency (%)</b>
Giving less attention in other important tasks	28 (35)	By seeing other's post	21 (26.25)
Finishing other task quickly	31 (38.75)	By chatting with others	13 (16.25)
Frequent planning for social media access	21 (26.25)	By comparing oneself with others	46 (57.5)

Social media usage in an increased volume has an impact on appetite and food intake. Around 85 percent of the respondents reported that their food intake was disturbed while 6 percent reported that appetite is decreased. The social media and social networking have significant impact on the offline relationship. The results from the present study indicate that around 74 percent respondent's offline relationship is decreased while 18 percent participant's relationship was disturbed.

Another area of risks and impact social media made on the people who are accessing it very regularly and unevenly is the physical exercises and activity. Around 68 percent of the respondents opined that their physical activity is decreased to immense level in comparison with the stage when social media was not much used. Another 15 percent said that their physical activity was disturbed due to social media use. Interaction with family members is another area where social media has crucially influenced. More than 42 percent of the participants opined that their relationship with family members was disturbed while 36 percent reported that the relationship is disturbed.

It is very astonishing to know that more than 79 percent of the respondents felt that they are getting stressed when unable to access social media. It is shown from the study that more than 73 percent of the respondents have very higher eagerness to see the updates on social media very frequently.

It is indicated from the study result that students and youngsters are prioritizing social media over other important tasks of their life. Around 39 percent of the respondents are reported that they use to finish important tasks very quickly with less concern while 35 percent of the respondents reported that they give less attention to important tasks because of the prioritization to social media. Self-esteem is an important variable which is significantly influenced by the overuse of social media. Around 58 percent of the respondents reported that they feel low self-esteem when they compare themselves with others in social media. Some of the participants (26.25%) reported that they feel low self-esteem when they see others post while few reported that they feel low self-esteem after they were chatted with some people in social media.

## Conclusion

The present study sheds light upon some of the crucial issues in the area of young adult's social and psychological well-being. It is a fact that social media and social networking is the need of the hour but the present study underline the fact that it creates complexity when a limit is crossed. Majority of the participants of the study are very much used to the social media and in a condition which can be called as social media addiction. They are dependent on it and making an immense toll on their health, education, and relationships. The very biological cycles of sleep and appetite are disturbed because of the untimely use of social media. Friends and family interaction is another area which significantly altered. The students and young adults living in the virtual world are prone to psychological vulnerability. They are living in an almost imaginary world and this makes them be away from the real world. The ultimate result of the same would be decreased coping and well being. There must significant interventions and programs to sensitize the young adults to use social media more judiciously. The colleges, mental health professionals, and social workers have many roles to play in this regard.

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## GENDER SPECIFIC ONLINE SHOPPING INCLINATION – A STUDY AMONG RESEARCH SCHOLARS

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### Abstract

*These days internet become an integral part of daily life of human beings, from a growing child to an elderly person. When talking about the research scholars, they spend a considerable amount of time using internet as the information are available at the tip of their fingers. It is a normal human tendency to be diverted at least for some time from pure academic exercises to something relaxing and entertaining. While working with internet it is quite easy to be engaged in non-academic entertaining activities including gaming, social networking, movies and even shopping. The study is specifically focusing on the online shopping behaviour of research scholars of Pondicherry University. This paper is also going to the gender specificity in online shopping behaviour. The study adopted descriptive research design and the results are described using statistical measures.*

**Keywords:** *Gender, Online shopping, Internet, Technology*

The moment we hear the term 'shopping', the first thing that comes to the mind is 'women'. The conventional image of women as shoppers still exists even in the era of online shopping. Even there are marketing studies which empirically prove that shopping is the most favourite activity of women (Zhou, Dai, & Zhang, 2007). But there are some studies (Garbarino & Strahilevitz, 2004; Rodgers & Harris, 2003) which showed that the women were reluctant to shop online and spent little time on the internet. As a growing technology, internet redefined the boundaries of social spaces and interactions. It is quite open and the norms of this virtual world is different than the society we are living in. but still there are proven evidences which tells about the gender gap in using internet worldwide. Whether it is a social networking, entertainments, or e-commerce, the perceptions, preferences and pattern of use of various options in internet differs across gender.

Again Considering the e-commerce, the users are increasing day by day. The statistics says in 2016, about 69 million consumers purchased online which is expected to cross 100 million by the end of 2017 (Economic Times, January 2017). The accelerating growth in the users of e-commerce put the scope for study about gender gaps or specificity of usage of internet for online shopping. Past studies looking at the relationship between demographic profiles and online shopping stated the gender as the most influential factor affecting Internet usage observed in the recent years (Hills & Argyle, 2003; Hwang, Jung, & Salvendy, 2006; Jackson et al., 2008; Levy, 2002; Mishra, Kramer, & Tyler, 1996; Potosky, 2007; Zhang, 2005). There was a significant gender gap in consumer's shopping behaviour which can be related to difference in online shopping behaviour between men and women (Bae & Lee, 2011). Moreover, a study by Khare and Rakesh (2011) showed that in India, men have a more positive attitude towards

online shopping compared to women. The present study conducted among the research scholars in order to know that whether there exist gender specificity in online shopping behaviour, pattern and preferences.

**Methods**

The Research scholars who are pursuing PhD in Pondicherry University constitute the study participants. The participants were selected randomly and data were collected through structured questionnaire. Total of 60 research scholars were took part in the study. The researchers adopted quantitative approach and descriptive research design to obtain information concerning the research objectives. The research focused on the online shopping behaviour and preferences of the participants and its gender specificity. The data analysed using inferential statistical measures. The research followed proper ethics during the entire study. The participants were informed about the purpose of the research and consent was obtained. Confidentiality of research data also considered.

**Results**

The results focused on the preferences and pattern of online shopping on the basis of gender. The study had equal number of participation from both male and female. The study results are explained below.

**Gender Specific Online Shopping Behaviour**

The tables 1, 2 and 3 are showing that there are no significant differences based on gender in frequency, preferences and perception of risk. Both the gender prefers online shopping with no significant differences. Regarding the perception of risk, the mean is similar for both the gender and the analysis show no significant differences with respect to gender. There are only three participants who don't use online shopping and the rest 57 were using the facility of online shopping.

**Table 1 Frequency of Shopping**

Gender	Frequently	Regularly	Occasionally	Rarely	According to the need	Never	Total	Chi-square	df	Sig
Male	1	3	7	3	15	1	30	1.417	4	0.841
Female	2	1	8	3	14	2	30			
Total	3	4	15	6	29	3	60			

Source: primary data

**Table 2 Preferences in online shopping**

Gender	N	Mean	Std. Deviation	t	df	Sig.
Male	29	26.34	7.222	0.411	55	0.723
Female	28	25.61	6.285			
Total	57					

Source: primary data

**Table 3 Perception of risk**

Gender	N	Mean	Std. Deviation	t	df	Sig.
Male	29	38.45	12.362	-1.012	55	0.205
Female	28	41.39	9.331			
Total	57					

Source: primary data

## Product Preferences

Table 4 Gender wise product preferences

Item	Rank		
	Male (N=28)	Female (N=29)	Overall (N=57)
Books	3	2	2
Airlines Reservation/Railway / Bus Ticket Booking	1	3	1
Electric Goods	2	3	2
Music	7	8	8
Online Magazines & Journals	6	7	7
Personal Grooming (Apparels)	5	1	4
Gifts, Greetings	8	6	6
Banking	4	5	5

The above table shows that ranking of purchasing product through online irrespective of both gender and overall and male research scholars were ranked first as E-ticket booking but female research scholars were ranked personal grooming as first. Books and electric goods were ranked second and third by female scholars but male scholars were in reverse. Online banking also got important by both genders because they ranked fourth and fifth. So we can understand from the above findings, research scholars are giving more importance to books, E-Ticket, Banking but female scholars are given little more importance to their personal grooming items.

### Discussions

Scholarly consumers were very open and knowledgeable about information technology for shopping for products and services. These young people tend to place more concern on the familiarity factor in affecting their shopping behaviour followed by promotional offers affected greatly as their brands are still not well positioned in consumer minds (Sukhi, 2013). The present study result also goes along with Sukhi (2013) that among 60 participants 57 of the participants are using online shopping. The easy access to internet and regular use of computers make them convenient to use online shopping irrespective of gender. Internet shopping may require capability to access the internet and other relevant resources. According to the theory of planned behaviour (Ajzen, 1985), those who used the internet for purchase believed less difficulty to use and access to the internet, as compared to those who did not use the internet for purchase. The technology acceptance model (Davis, 1989) also presented the similar findings. The present study results clearly state that there is no significant differences in usage of online shopping with respect to gender. A study conducted by Akman and Mishra (2010) among employees in Turkish organisations also found no significant difference in using the internet for shopping between men and women. Another finding from Ha and Stoel (2004) showed that women used the internet more often to search information on apparel products than men and this study result agrees with the present study result also. The women participants prefer apparels or personal grooming products than other products and also than men. When considering the perception of risk, the previous study conducted by Garbarino and Strahilevitz (2004) confirmed that women perceived higher risk of online shopping than men. Similarly, another study (Bae& Lee, 2011) found that women were anxious about the risks of online shopping. But the present study results oppose the previous study results that the difference with respect to gender shows no significance in perceiving risk regarding online shopping.

### Conclusion

Internet gives an equal space for everyone without any specifications. Nowadays it is growing as an alternate social space in every aspects and in certain times, a virtual society better than real one. The particular study basically describing the gender based preferences and use of online shopping which is only a lesser part in the world of internet. The results of no significant differences with respect to gender in online shopping behaviour except product choice are a good sign of exploring an area without any

gendered bias. The common notion of 'shopaholic women' is trivial according to the present study. The men are also shopping as equal to women in the e-shopping world. Also we can say that the better and wise usage of internet is sidelining the scholarly community from the level of shopping or internet addiction as the frequent or regular users reported very less even they have better access. But still the researchers suggest a future research on a time use pattern of internet among the research scholar.

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## USAGE OF MOBILE PHONES AMONG SCHOOL STUDENTS

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### Abstract

Technological revolutions and inventions have provided the world with amidst uses for various purposes. Communication channels have been widely spread with a choice of letting us to communicate a person far away within a fraction of second. With the rapid inventions, communications products also show a rapid growth in the market. Adolescents and youngsters play a major role in the usage of communication products. "Mobile phone is wireless handheld device that allows users to make calls, send text messages among other features". Mobile phones have also become part and parcel of our daily life all over the world. India is one of the second largest telecommunication networks in the world. As the standard of living increases, individual ownership of mobile phones also increases and this includes the ownership of mobile phones by students too. The aim of the study is to showcase and describe the role and usage of mobile phone among the school going students. A self-prepared Interview schedule was prepared to collect data for the study. The researcher adopted descriptive research design in this study. The universe of the study consists of 150 students in Standard IX A, B and C in a reputed school in Tiruchirappalli City Corporation. By using simple random sampling method and lottery technique STD IX A was selected for the study. There were 50 students in IX A, Census method was adopted and data was collected from all the 50 students. In which 25 were boys and 25 were girls. Self prepared semi-structured Interview schedule was used as tool for data collection. Findings will be discussed in the full length paper.

**Keywords:** Mobile Phone, Usages, School Students.

### Introduction

A mobile phone is a wireless handheld device that allows users to make calls and send text messages, among other features. The earliest generation of mobile phones could only make and receive calls. Today's mobile phones, however, are packed with many additional features, such as web browsers, games, cameras, video players and even navigational systems. A mobile phone may also be known as a cellular phone or simply cell phone.

Mobile phones provide adolescents with a new form of social interaction where they are able to develop and maintain their peer group with their own rules and conventions (Auter, 2007). Various modes of communication through mobile phones are texting, voice calls, video calls collectively makes easy for the adolescents to communicate with each other in a variety of ways at any time or place (Auter, 2007; Boneva, Quinn, kraut, Kiesler and Shlovski, 2006; Schiano et al., 2002). Mobile phones have also made adolescents to relate and communicate with one another to some degree that have replaced conventional methods of communication through increased possibilities of making phone calls, exchanging messages, emailing, sharing data and organising e-calendars, all of which foster a new level of social connectedness like sharing of information, informing and personable (Peters & Allouch, 2005).

Mobile phone is being one of the most important integral parts in this 21<sup>st</sup> century in everyday life only found strange when it is not present. The spread of mobile phone is affecting people's lives and relationship and affects the face-to-face interaction into face-to-face-to-mobile phone-face, hence the people changed over to include the mobile phone as a participant.

India's telecommunication network is the second largest in the world, based on the total number of users. As the standard of living improves, cell phone ownership is nearly present among the students and much of the growth in student's cell phone ownership has been driven by adoption among the younger students. Every month and day new technologies are being created and today's discoveries and inventions quickly become yesterday's news. These technologies capture attention and have usability and the easiness of everyday life. Still more students are trying to replace these electronic delights with feeling of loneliness, isolation or boredom. It makes the worlds miles as under. Indian telecommunication is getting rapid growth in recent years. In India 75% of school students between 12-17 age groups have mobile phones, Krithika, Dr.S.Vasantha.

**Nomophobia** is the unreasonable fear of being without your mobile phone or being unable to use your phone for some reason, such as the absence of a signal or running out of minutes or battery power. A phobia is defined as irrational fear.

### **Review of Literature**

**“The Mobile Phone Usage among Teens and Young Adults Impact of Invading Technology”** Krithika, Dr.S.Vasantha, *International Journal of Innovative Research in Science, Engineering and Technology (An ISO 3297: 2007 Certified Organization)* Vol. 2, Issue 12, December 2013

In this study the researcher explored the pattern of mobile phone usage among teens and young adults in Chennai. It also examines the extent of addictive behaviour towards the usage of mobile phone usages, Questionnaire survey method was used to elicit the responses. Higher secondary students and first year college students were considered as population and simple random sampling technique were used to select the sample of 201 students. The collected data were analyzed with the help of various tools and techniques to draw meaningful inferences and conclusion.

**“Adolescent use of mobile phones: A social context”** Dr J-F, Dr Darren Pullen, and Dr Karen Swabey, University of Tasmania, Australia. *Australian Educational Computing*, 2014, 29(1).

The study was conducted to know the connectedness and communication with peers as an essential part of adolescents' self identity; mobiles phones are a channel that maintains both communication and connectedness among adolescents (aged 13-15) whereby social interactions and connectedness are not limited by place, context or time. To study mobile phone usage among adolescents, Grade 9 (n= 218) middle-school students in Queensland, Australia were surveyed using a self-developed questionnaire. The purpose of the study was to explore the relationship between mobile phone usage and developmental frameworks. The results suggest that young people use their mobile phones as a way of expressing their sense of self and as a means of communication quickly between peers.

**The Use of Mobile Phones by South African University Students** David North, Kevin Johnston, and Jacques Ophoff University of Cape Town, South Africa, 2014 NRTDAV004@myuct.ac.za jacques.ophoff@uct.ac.za kevin.johnston@uct.ac.za

Mobile phones are being an integral part of our modern lives. This study explores the use and role of mobile phones among South African university students. Four main categories are used to examine the students' mobile phone uses: reasons to use mobile phones, pattern of mobile phone use, purchasing factors, and behaviour-related issues. Through a quantitative approach data was collected from 362 participants using a survey. The key findings indicate that the main reason South African university students (mainly from the University of Cape Town) use a mobile phone is for socializing, as well as for safety and privacy purposes. Usability and price emerged as the top purchasing factors. The respondents showed some signs of addiction to their mobile phones. Differences in mobile phone use by gender were

found, with female students showing increased mobile phone use for safety and socializing, interest in brand and trends, as well as signs of addiction. The findings could prove beneficial to marketers, mobile phone developers, universities, parents, and researchers exploring mobile phone adoption and usage pattern in a developing country such as South Africa.

## **Materials and Methods**

### **Need for the Study**

School is considered as the second home of the children. It is the place where students get into a proper structure and develop themselves. Adolescence is the age where the school students tend to change their attitude and behaviour according to their wish. In today's modern world technological development and electronic gadgets are taking a lead role in every activities of our life and that too in students' life. It is significant to give knowledge and know how far the usage of these devices will affect the student's life.

### **Statement of the problem**

The researcher tried to showcase the usage of mobile phones among the school students to know the level of usage, purpose of usage, role of mobile phones among the school students. It is necessary that in the globalizing era, where modern technologies over-rule our day to day life activities we are relying to any one of the electronic gadgets to assist us for our activities. This is right in a way when our usage is for the right purpose, because there may be many ways for us to get deviated from our needful purpose. Thus school students also have the possibilities to make the usage in both the ways.

### **Objective of the study**

- To study the attitude of school students towards the mobile phone
- To know about the socio-demographic profile of school students
- To know the usage patterns; gender-wise peculiarities of usage of mobile phones
- To examine the functionality and awareness of usage of mobile phones among school students

### **Research Design**

The study describes the socio-demographic data and the usage of mobile phones among the school students. Hence the researcher used descriptive design for the study.

### **Universe and Sample**

The universe of the study consists of 150 students in Standard IX A, B and C in a reputed school in Tiruchirappalli City Corporation. By using simple random sampling method and lottery technique STD IX A was selected for the study. There were 50 students in IX A, Census method was adopted and data was collected from all the 50 students. In which 25 were boys and 25 were girls.

### **Tools for Data Collection**

Socio-demographic data was used to collect personal details of the students. Self-prepared questionnaire was used to know the usage of mobile phones for data collection.

### **Analysis and Interpretation**

#### **Findings**

- Half of the respondents are male (50%) and half of the respondents are female (50).
- Majority of the respondents are from urban area (96%) and only (4%) are from rural area.

- Half of the respondents have their own mobile phone (50%) and also have regular access towards mobile phone, half (50%) don't have on their own and also don't have regular access on mobile phones
- (40%) of the students rarely use mobile phones, (26%) of the students use once in a day, (24%) of the students use twice a day and only (10%) of the students are using mobile phones regularly
- Purpose of using mobile phone: (52%) of the students use for all purposes like calls, SMS, games; (22%) of the students use mobile phone for the purpose of calls, (20%) of the students use mobile for the purpose of chatting
- Hours spending activities in mobile phone: (60%) of the students spent half an hour in a day, (20%) of the students spent 1 hour a day, (14%) of the students spend two hours a day
- (84%) of the students spend half an hour for a day, (16%) of the students spend one hour in a day for calls
- (76%) of the students spend half an hour a day for SMS, (20%) of the students spend one hour for SMS, (2%) of them are spending on SMS for 2 hours and (2%) for more than two hours a day
- (56%) of the students spend half an hour for games in day, (30%) of the students spend one hour for day, only (8%) of the students use mobile phones for games more than 2 hours
- (52%) of the students spend half an hour for chatting, (28%) of the students spend one hour for chatting and (12%) spend two hours for chatting
- (46%) of the students spend time for browsing in mobile phone, (28%) of the students spend time for browsing in a day, (18%) spend two hours for browsing and (8%) of them spend more than two hours for browsing
- More than half of the students (92%) use their mobile phone for educational purpose like dictionary, searching for projects, assignments, question paper search, e-books search, padasalai, Byju's application and (8%) use it for other purposes
- (82%) of the students make 10-15 calls in a day, (6%) of them make 15-20 calls a day and (8%) of them make more than 20 calls a day
- (66%) of the students send 10-15 SMS a day, (8%) send 15-20 SMS a day and (26%) send more than that for SMS
- Half (50%) of the students responded that they can manage without using mobile phone and half (50%) of them cannot
- Reaction of students in the absence of mobile phone usage: (46%) of them feel sad, (28%) feel happy, (16%) feel alone and (14%) feel angry
- (62%) of the students can sleep without touching their mobile phone and (38%) of them cannot able to sleep
- (82%) of them are not aware of Nomophobia and (18%) are aware of Nomophobia
- Half (50%) of the students responded that using mobile phone is affecting their studies and half (50%) of them responded that it is not affecting their studies
- (68%) of the students said that they have orientation about mobile phone usage, (32%) responded that they do not have orientation about the usage of mobile phone
- More than half (52%) of the respondents said that usage of mobile phones helps in education, (38%) says that it helps for many purposes like education, recreation, reminders, devotional and health; (6%) for recreation and (4%) as reminders
- (76%) of the respondents that they know to block and erase messages and (24%) do not know to do it
- (40%) have accepted that using mobile phone affects their home work and (60%) responded that it is not affecting their process of doing home work

- (70%) of the respondents agreed that mobile phone usage affects their sleep and (30%) of the respondents responded that it is not affecting their sleep
- (58%) of the respondents opposed that they are not able to engage themselves in outdoor activities and (42%) said by the usage of mobile phone they are not able engage themselves in outdoor activities
- (66%) of the respondents agreed that usage of mobile phone help in their personal growth and (34%) said that it does not help in personal growth

### Social Work Intervention

- Schools can provide orientation program to the students regarding the safe usage of mobile phones
- Students prone towards regular use of mobile phone need case work Intervention.
- Community organisation programmes can be organised in schools and in communities to sensitize the students on safe usage of mobile phones.
- Guest lecturers, resource person's can be invited to the schools to share about the importance of usage of mobile phones
- Parent teachers communication can be initiated and promoted to make mutual understanding between the parents and teachers regarding the usage of mobile phones
- Group work can also be done among student community to promote safe usage of mobile phones

### Conclusion

In this developing and modernised world, inventions and technologies are becoming more popular. All of us are getting used to the modern inventions in the name of trend. Also all of us are vulnerable towards "addiction" that means the regular use or access of mobile phone. Now a day's adolescents are exposed to use of electronic gadgets and is becoming more vulnerable to many risks. Hence proper guidance and awareness should be given to the school student's regarding the positive way of using mobile phones.

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## IMPACT OF INTERNET ADDICTION AMONG ADOLESCENT BOYS AND NEED FOR SOCIAL WORK INTERVENTION

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### Abstract

*One of the most important tools of education in the present era is Internet. It has become an essential part of entertainment, communication, and information-sharing. With the growing importance of the Internet in everyday life, more and more people access various resources each day. Along with the increased popularity of the Internet escalates psycho-social problems among the populace. Indeed, recent research suggests that Internet addiction, a maladaptive pattern of Internet use, is becoming more common in the contemporary information society. Technology, in all its forms, has an impact virtually on everyone. Internet addiction in adolescents can have a negative impact on identity formation and may negatively affect cognitive functioning, leading to reduced academic performance and engagement in risky activities, and inculcate poor dietary habits. In this context, a study was conducted by the researcher on adolescent boys in the schools of Mysore on a sample of 100 students from 10 schools among which 10 students from each school were selected using Simple Random Sampling method. Young's Internet Addiction Test (IAT) was administered and simple descriptive statistics was used. High, moderate and mild levels of addictions were identified. The results show that while no commonness of severe addiction, moderate and mild levels of addictions were found. Easy access to internet, social networking and on hand availability of gadgets are the major aspects which foster addictive behavior. The study concludes suggesting measures for the issues of behavioural disturbances caused due to addiction to technology in adolescent boys and wellbeing related concerns from Social Work point of view.*

**Keywords:** *Addiction, adolescence, Social work intervention*

### Introduction

The present day era is the age of scientific technological advancement which manipulates our daily life. Digital evolution has helped to increase the speed of communication, made our life more comfortable and has built bridge between people on opposite sides of the globe. Internet is relatively a new technology which has brought in enormous transformation in our lives. Today, in terms of internet usage, India ranks second with 354 million internet users, ahead of many other countries including the United States (280.7 Million).

The Internet is an exciting new medium that is evolved into an essential part of everyday life all over the world. It has opened a new domain in social interactivity with the promise of increasing efficiency and worldwide understanding. However, it is very obvious that the Internet provides not only social connection and entertainment, but also academic and scientific information as well. It is used by some to facilitate research, to seek information, for interpersonal communication, and for business transactions. One of the most important tools of education in the present era is internet. The Internet has introduced improvements in technology, communication and online entertainment, but it is also incredibly useful for education purposes as well. But on the destructive edge, it can be used by some to indulge in pornography, excessive gaming, chatting for long hours, and even gambling. (Anusha, 2016). Inappropriate internet use may lead to various legal problems such as being arrested for posting hateful posts on Facebook, Twitter, cyber-bullying, deaths while taking selfies, illegal online gambling, cyber-stalking, committing technological crimes, posting threats online, and being recruited by extremist

agencies. There have been growing concerns worldwide for what has been labeled as "internet addiction." (Goel, 2013).

The term "internet addiction" was proposed by Dr. Ivan Goldberg in 1995 for pathological compulsive internet use (Singh 2016). Though internet primarily facilitates research, information seeking interpersonal communication and business interactions, for some users it has become the central focus for their lives and a temptation that is hard to resist. The sources of high risk are the adolescents.

Today's students integrate technology into all aspects of their lives for multiple purposes, particularly socializing, entertaining and shopping as well as doing homework by using the Internet. Consequently, in the education field, attention has turned to integrating technology into the curriculum. The Internet has developed as the primary medium for communication and socialization, particularly among adolescents. However, excessive Internet use may detrimentally affect academic performance, family relationships, and emotional development among youth (Tsitsika, A 2011).

Along with the increased popularity of the Internet escalates psycho-social problems among the adolescent populace which include academic performance deterioration, sleep deprivation, obesity, depression, ADHD, introversion, neuroticism personality traits and anxiety. In this context a study was conducted by the researcher to measure the impact of addiction to internet among adolescent boys and assess the need for social work intervention.

### **Methodology**

Today's world is characterized by sweeping changes such as globalization, modernization and exposure to media. The transition period of adolescence creates a state of turmoil and stress that makes the adolescents vulnerable to many kinds of problems such as psychosocial, anxiety problems and reproductive health related issues (Sinha, 2014). In addition to this, young adolescents have to tackle other problems such as scholastic problems, family problems, identity problems, peer pressures and substance abuse. Easy access to internet and related gadgets leads makes them use it frequently to such an extent that they get addicted to it at some point.

In this perspective, the researcher conducted a study in Mysore city with the following objectives:

1. To understand the pros and cons of internet usage among adolescents
2. To study the impact of internet addiction among adolescent boys
3. To suggest preventive and curative measures in Social Work point of view

For the study, 10 high schools in Mysore city were randomly selected by the researcher using Simple Random Sampling method.

The study adopts exploratory research design and simple descriptive statistics was used. The sample size for the study is 100 students i.e., 10 students from each of 10 schools. A structured questionnaire was administered which contained three parts:

1. Socio-demographic information,
2. Details regarding patterns of internet use, and
3. Young's Internet Addiction Test (IAT).

Part 1 consisted of socio-demographic information which consisted of questions like age, gender, availability of Internet at home, whether working parents, gadgets at home etc. Part 2 included details regarding patterns of internet usage which included place of Internet use, parents control on length of Internet usage, type of websites used and purpose of usage. Part 3 was comprised of Young's Internet Addiction Test (IAT). This was adapted to evaluate the respondents' level of internet addiction. It consists of 20 questions wherein each item is scored using a five-point Likert scale. It covers the degree to which internet use affect daily routine, social life, productivity, sleeping pattern, and feeling. The

instrument has exhibited good psychometric properties in previous researches. The reliability for this questionnaire is 0.899 in Cronbach’s alpha the higher the score the greater the level of internet addiction. (Young, K.Y.S. 2007).

**Inclusion and Exclusion:** The study included adolescent boys studying in regular high schools of Mysore. The study excluded boys from residential school and adolescent girl students.

**Results**

**Table 1 Socio-demographic characteristics: (n=100)**

Socio-demographic variables	N=100	%
<b>Age</b>		
13-14	31	31
14-15	33	33
15-16	36	36
<b>Class studying</b>		
8 <sup>th</sup> std	31	31
9 <sup>th</sup> std	33	33
10 <sup>th</sup> std	36	36
<b>Medium of instruction in school</b>		
English	75	75
Kannada	25	25
<b>Place of stay</b>		
With parents	95	95
Relatives	5	5
<b>Father’s occupation</b>		
Business	21	21
Private	27	27
Government	25	25
Self-employed	36	36
<b>Mother’s occupation</b>		
Home Maker	40	40
Business	12	12
Private	12	12
Government	18	18
Self - Employed	18	18

Table 2 depicts the using patterns of internet and gadgets. 43% of the respondents have access to internet in schools, 25% of them use internet at home and 32% respondents go to cyber café. 33% respondents use internet in mobile phones while 23% use in laptop, 42% use internet in desktop and 12% in tab. Maximum respondents use internet for academic related issues like for writing assignments or searching information. 12% of them play online games and other 11% of the respondents are into social networking sites.

Table 1 depicts the socio-demographic details of the respondents. For the study, students from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standard (13, 14 and 15 years respectively) were selected. Questions on medium of instruction and place of stay were asked since they have relevance to internet use. 75% respondents are from English medium school and 25% are from Kannada medium. Occupations of parents were asked. 60% of respondent’s mothers are working mothers.

**Table 2 Details regarding patterns of internet use**

Patterns of internet use	N=100	%
<b>Place of access to internet</b>		
School	43	43
At home	25	25
Cyber café	32	32
Others	0	0
<b>Most used gadget for accessing Internet</b>		
Desktop	42	42
Laptop	13	13
Tablet	12	12
Mobile phone	33	33
<b>Reason for using internet</b>		
For assignments or academics related	77	77
Playing online games	12	12
Social networking	11	11
Others	0	0

**Table 3 Prevalence of addiction**

Type of prevalence	YIAT Criteria	Frequency	Prevalence found (%)
Mild	Score 31-49	12	12
Moderate	Score 50-79	6	6
Severe	Score 80-100	00	00

According to YIAT, if the respondent scores between 31- 49 points, he has mild addiction, 50-79 points score says moderate addiction and 80-100 point score says the person is severely addicted to

internet. From the study, although severe addiction was not found, mild and moderate addiction of identified.

### Discussion

According to WHO, young people between 10-19 years of age are considered as adolescents. The following study tried to explore the levels of internet addiction among adolescent boys. YIAT was used to know the prevalence of addiction. According to previous studies, male students have more tendency towards internet usage (Krishnamurthy,2017). Hence the researcher focused on adolescent boys for the study. Adolescence is the age which marks an important time in the process of human development, the passage between childhood and adulthood. It is a time of turbulence when young children go through physical, biological, social and psychological changes as they grow from childhood to adulthood (NASW, 2003). Many experts in adolescent depression believe that the developmental tasks of adolescents, because they require mastery of new social competences make this particularly a vulnerable time for the development of behavioral mal-adaptation, especially depression, and we do indeed see a dramatic rise in prevalence in this age group.

Internet addiction is a growing problem which needs immediate intervention. Among the different age groups, school students who struggle to cope up with academic performance or have peer and behavioral concerns are more susceptible to internet addiction (Arthanari S,2017). The study emphasizes the following:

1. Higher the age, higher the usage of internet
2. Working Parents also have a stake in this concern since they spend less time with their growing adolescents
3. Respondents staying with their relatives (5%) have more tendency towards going out to cyber café or playing online games since parental supervision is less when compared to others(95%).
4. Students today depend more on digital technology for their academic requirements where parent's monitoring and guidance is a must
5. Social networking and online games have also poked in where these younger ones are exposed to it at a very young age.

### Social Work Intervention

Social Work is primarily practice-oriented. Social work practice includes interventions with various sections of the population, especially the marginalized sections, who are more in need. The level of social work intervention to be applied here is at the preventive and curative level. The curative approach concentrates on solving the problem once it has happened. For this, primary methods of social work can be applied in practice where client's problems can be addressed in individual and group level with a holistic approach where the worker can include parents, teachers, counselors and mental health professionals. Awareness on overuse and encouraging appropriate utilization has to be promoted for the healthy use of Internet at the preventive level.

### Conclusion

Internet has become part and parcel of our lives making things easy. In adolescence, excessive use of internet leads to issues of behavioural disturbances affecting one's physical and mental health and social well-being. Comprehending the need of media in today's scenario is very essential not only for adolescents but for people of all age groups.

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## THE IMPACT OF INTERNET ADDICTION ON THE PSYCHOLOGICAL WELLBEING AND QUALITY OF SLEEP

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This study investigates the impact of internet addiction on the individual's psychological wellbeing and quality of sleep, the difference in the level of psychological wellbeing and quality of sleep among those who use internet and the relationship between psychological wellbeing and quality of sleep. Data was gathered from 54 college students. Regression analysis, t test and Pearson's correlation analysis were used. The results assert the causal effect of internet addiction on psychological wellbeing and quality of sleep, the existence of significant difference in the psychological wellbeing and quality of sleep between the non addicts and the possible addicts and the existence of moderate relationship between psychological wellbeing and quality of sleep. The results were discussed, limitations were analysed and future research scope was assessed.

In the recent years the number of people using internet is drastically increasing. A research claims that in the year 2016 the number of internet users in India has crossed 462 million which is 34.8% of the Indian population. It is predicted to grow higher in the coming years. One of the reasons for this sudden change is that the network providers are offering unlimited internet access at a very minimal cost leading to increased internet usage. Among the various users college students seem to be more prone to develop dependency on the internet (Chou & Hsiao, 2000). Though internet on one hand helps the youngsters to have prompt access to information, on the other hand it gets them addicted too. Research findings suggest that due to the increased internet access individuals experience sleep disturbances and various sleep related problems (Cheung & Wong, 2011). Added to that, problematic internet usage leads to unhealthy lifestyle and low levels of psychological wellbeing (Kim, LaRose&Peng, 2009). This study investigates the impact of internet addiction on the psychological wellbeing and quality of sleep among the youngsters.

### **Internet Addiction**

Addiction in any form involves preoccupation with the use, lack of control regarding the usage and continuance of usage in spite of problems. Internet addiction is treated as impulse control disorder that does not involve an intoxicant akin to pathological gambling. It involves traits or behaviours such as having constant thoughts about online activity (preoccupation), feeling the need to use internet for an increased period of time, experiencing inability to control the usage of internet, feeling irritable and depressed in the absence of internet access, spending more time than intended, encountering relationship related or work related problem because of internet usage, lying to others regarding one's compulsive usage of internet and using internet as a means to escape from helplessness, guilt, anxiety and depression

(Young, 2004). Researchers have categorised internet users into three groups namely, non addicts, possible addicts and addicts based on the level of addiction (Young, 1998). Internet addiction apart from resulting in behavioural problems and emotional issues has an impact on the individual's psychological wellbeing and quality of sleep.

### **Psychological Wellbeing**

Psychological wellbeing is difficult to operationalize because it is also related to quality of life and life satisfaction (Hassmen, Koivula&Uutela, 2000;Ryff& Keyes, 1995). Psychological wellbeing is defined as “overall effectiveness of an individual's psychological functioning” (Wright & Cropanzano, 2000, 85). It involves self-esteem, cognitive functioning, personality, mood, positive affect and negative affect (Hassmen, Koivula&Uutela, 2000;Ryff&Keyes, 1995). The dimensions of psychological wellbeing proposed by Ryff (1995) are self-acceptance, positive relations with other people, autonomy, environmental mastery, purpose in life and personal growth.

Self-acceptance is about having a positive attitude about oneself, accepting oneself with both good and bad qualities, and to view one's past positively (Ryff, 1995). In short it is a combination of self-actualization, optimal functioning and maturity (Ryff, 1989). Positive relationship with others is to maintain a healthy relationship with others, to focus on the welfare of others together with owning the feelings of empathy, affection and intimacy (Ryff, 1995). It includes the ability to trust and love (Ryff, 1989). Autonomy is to assess oneself by personal standards and not yielding to social pressure. It is about being independent and self-determining. Environmental mastery involves the ability to manage complex external activities and making the right use of opportunities. It is about choosing or creating situations to fulfil personal needs. Purpose in life includes having goals and a sense of orientation in one's life and a sense of directedness. It is about identifying meaning in one's present and past life. Personal growth is to have continued development and being open to new experiences. It is the ability to improve oneself and own the faculty of reflection and self-knowledge (Ryff, 1995). It is also about developing, growing and expanding in to a person (Ryff, 1989).

### **Quality of Sleep**

There is a close relationship between psychological wellbeing and quality of sleep. Those who lack psychological wellbeing experience low sleep quality too. In the recent days the problem regarding sleep is on the increase. 18% to 24% of the human population have sleep related problems. These sleep related issues are more commonly found among youngsters (Aloba, Adewuya, Ola & Mapayi, 2007).

A research among students suggests that there is a strong relationship between quality of sleep and psychosomatic and neurotic issues. Deficiency of sleep leads to sleepiness during the day, tiredness, poor performance in work that needs more concentration, achievement motivation, mood and motor coordination. Sleep deprivation may affect the academic performance of students (Meijer, Habekothé & Wittenboer, 2000).

Sleep could be classified into two components: Sleep quantity and sleep quality. The quantitative dimension is about sleep duration, sleep latency and number of awakenings at night. The qualitative dimension involves depth of sleep, restfulness during sleep and individual's satisfaction with sleep (Pilcher, Ginter & Sadowsky, 1997). So as to quantify, define and measure the quality of sleep researchers came up with a sleep quality index. The index contained seven components namely, subjective sleep quality, sleep latency, sleep duration, habitual sleep efficiency, sleep disturbances, usage of medication and day time disturbances (Buysse, Reynolds III, Monk, Berman & Kupfer, 1989).

### **Self-Determination Theory**

Since internet usage is on the increase it affects the individual's overall wellbeing including psychological wellbeing and quality of sleep (Lam, 2014; Gross, Jevonen & Gable, 2002). The real cause of problematic internet usage is the unmet real life needs. Internet users satisfy such unmet needs by having access to internet. According to self-determination theory there are mainly three types of needs namely, relatedness, competence and autonomy. By having access to internet, individuals try to fulfil these needs. Relatedness is about having relationship with others, Competence is about sense of mastery and autonomy is about experiencing satisfaction by making one's own choices and decisions and performing its related activities. By having accesses to social media such as facebook and twitter people experience this relatedness. Social media gives them control over the way in which they desire to relate with people. This gives them a sense of autonomy. By participating in online games and other competition based activities individuals experience a sense of competence. Thus internet has offered an easily accessible opportunity to fulfil all these needs and thus reinforced the stimulus (Wong, Yuen & Li, 2015). As a result of this reinforcement youth get themselves addicted to internet and it eventually leads them to emotional, relational and physiological dysfunction.

### **Hypothesis 1**

A research that was conducted among the adolescence on internet usage suggests that excess internet usage has a detrimental effect on the overall wellbeing of the individuals (Gross, Jevonen & Gable, 2002). Hence it is hypothesised that internet addiction has an impact on the psychological wellbeing. A comparative study between the internet addicts, possible internet addicts and non-addicts suggest that non-addicts experienced better psychological wellbeing than the other groups (Whang, Lee & Chang, 2003). It is also hypothesised that the psychological wellbeing of non addicts will be significantly better than that of those who have addictive behaviour.

H1a: Internet addiction predicts psychological wellbeing

H1b: Psychological wellbeing of non addicts is significantly higher than that of addicts.

### **Hypothesis 2**

A systematic review that involved 4 studies on internet usage suggests that there is a close relationship between problematic internet usage and sleep related problems including insomnia and poor sleep quality (Lam, 2014). Hence it is hypothesised that internet addiction has an impact on the quality of sleep. It is also hypothesised that quality of sleep of non addicts will be significantly better than that of those who have addictive behaviour.

H2a: Internet addiction predicts quality of sleep

H2b: Quality of sleep of non addicts is significantly higher than that of addicts.

### **Hypothesis 3**

A research on the relationship between quality of sleep, health and wellbeing suggest that there is an association between the individual's sleep quality and health, affect balance, and satisfaction with life (Pilcher, Ginter & Sadowsky, 1997). Higher the psychological wellbeing score the better the individual is and lower the quality of sleep score better quality of sleep the individual has. Hence it is hypothesised that there is a negative between the individual's psychological wellbeing and quality of sleep scores.

H3: There is a significant negative correlation between psychological wellbeing score and quality of sleep.

## **Methods**

### **Design**

Descriptive research design was employed in this study. The objective of the research is to understand individual's attitude and behaviour pattern regarding internet usage, psychological wellbeing and quality of sleep in a naturally occurring situation, and descriptive research design was found to fulfil the purpose.

### **Participants**

The universe chosen for this research was 340 PG students. Simple random sampling technique was used to collect the data. Since simple random sampling offers equal probability of selection this technique was utilized. Data was gathered from 54 students whose age ranged from 19 to 25. Among them 3 were internet addicts, 26 were possible addicts and 25 were non addicts. Since the number of participants who were internet addicts was small internet addicts were removed from the analysis. All the 54 students were post graduate students. Among them 79.6% were from rural background and 22.4% were from urban background, and 46.2% were male and 51.9% were female. The hours of internet usage ranged from one hour to ten hours per day.

### **Measures**

The level of internet addiction was identified using the Internet Addiction Test of Young (1998). It is a 20 item questionnaire. It classifies individuals into three groups: non addicts, possible addicts and internet addicts. Psychological Wellbeing was measured using Ryff's Scales of Psychological Well-being (SPWB). It is a 42 item questionnaire. The respondents were asked to indicate their degree of agreement using a score ranging from 1-6. Higher the score better is the psychological wellbeing. Quality of sleep was measured using Pittsburgh Sleep Quality Index (PSQI). It consists of 19 self-rated questions and five questions rated by the bedpartner or roommate. Participants were asked to answer about their usual sleep habits during the past month. Lower the score better is the quality of sleep.

### **Statistical analyses**

Regression analysis was used to understand the causal effect of internet addiction on psychological wellbeing and quality of sleep. To assess the significant difference in level of psychological wellbeing and quality of sleep between the possible internet addicts and non addicts *t* test was used. Pearson's correlation analysis was used to understand the relationship between psychological wellbeing and quality of sleep.

### **Results**

Simple linear regression analysis was used to test whether internet addiction predict psychological wellbeing and quality of sleep. The results of the regression analysis indicates that 73.7% of psychological wellbeing is predicted by internet addiction ( $R^2 = .73$ ,  $F(1, 49) = 137.17$ ,  $p < .05$ ) and 56.6% of quality of sleep is predicted by internet addiction ( $R^2 = .56$ ,  $F(1, 49) = 63.87$ ,  $p < .05$ ). Independent sample *t* test was used to compare the mean scores of psychological wellbeing and quality of sleep between possible internet addicts and non addicts. The result suggests that the psychological wellbeing of non addicts ( $M = 194.69$ ,  $SD = 18.45$ ) is significantly higher than that of possible internet addicts ( $M = 138.84$ ,  $SD = 15.40$ ),  $t(49) = -11.71$ ,  $p < .05$  and the quality of sleep of non addicts ( $M = 4.31$ ,  $SD = 2.38$ ) is significantly higher than that of possible internet addicts ( $M = 9.40$ ,  $SD = 2.16$ ),  $t(49) = 7.99$ ,  $p < .05$ . Correlational analysis reported that there exists moderate negative correlation between psychological wellbeing and quality of sleep  $r = -.70$ ,  $p < .05$ .

## Discussion

The result asserts the causal effect of internet addiction on the psychological wellbeing. It affirms the previous findings of Kim, LaRose and Peng (2009) who suggested the impact of internet usage on the psychological wellbeing and negative life outcomes namely, work school and relationship. The research also supports the results of Whang, Lee and Chang (2003) who ascertained the idea that non addicts experience better psychological wellbeing. The results on the impact of internet addiction on quality of sleep and the existence of lower quality of sleep among the possible addicts affirm the proposal of Lam (2014) who states that internet addiction would induce low quality of sleep, insomnia and short sleep problem. The result on the existence of correlation between psychological wellbeing and quality of sleep supports the findings of Pilcher, Ginter and Sadowsky (1997). People have recourse to internet to fulfill their unmet needs namely support, autonomy and competence. Over reliance provides them a sense of identity and meaning and intimate relationship (Chou & Hsiao, 2000). At the same time researchers suggest that people who use internet to fulfill their need for social support in spite of getting online support still experience loneliness.

This in turn makes them to have recourse to internet again and again and thus creating a vicious cycle of internet reliance (Wong, Yuen & Li, 2015). The best way to assist internet addicts is to help them to find out real-time conventional ways of finding their needs met instead of having recourse to internet. It could be done by offering personal counselling and group therapy, creating support group and the like. This would help them to develop a sense of competence, autonomy, meaning and identity, and facilitate interpersonal relationship. Students are the most vulnerable when it comes to internet addiction. The factors that pave way for internet addiction are unlimited internet access, more free time, less or lack of parental control, lack of monitoring and lack of social recognition (Young, 2004).

It is necessary to bring about awareness among youngsters, parents and academic authorities regarding the pathological usage of internet and its impact on the individuals. This may help them to collectively come up with interventions that would facilitate the youngsters to prudently use internet. Adolescence and youth hood are important phases in an individual's life. It is here an individual's cognitive, emotional and behavioural components get fully developed and become integrated. Right amount of quality sleep and healthy levels of psychological wellbeing facilitates this stage of development and integration. Since internet addiction plays an important role in quality of sleep and psychological wellbeing, teaching them right internet usage would help them to move towards a healthy integration.

As the number of internet addicts among the participants were few their scores were not considered for the analysis. This research is limited to the non addicts and the possible addicts alone. The sample size is small and majority of the students were from the rural background.

Lack of representation from internet addicts, small sample size and the rural background of the participants would have had an impact on the results. Future researchers while gathering data may include internet addicts in their research, have a bigger sample size and gather data from students belonging to different background. This may give a comprehensive picture about the impact of internet addiction on quality of sleep and psychological wellbeing of youngsters.

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## **IMPACT OF TECHNOLOGY ON YOUTH A CASE STUDY ON MADANAPALLE TOWN, CHITTOOR DISTRICT, A.P**

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### **Introduction**

Modern day technological advancements are constantly seen throughout every aspect of life. Cell phones, portable Internet availability, laptop computers, iPods, mp3 players of every brand, and many other devices, are everywhere. They seem to possess unending possible factors, technology also has positive impacts on today's youth. In some situations, the Internet and iPod prevent sociability, though in others they may be the cause of increased social activity. modern technologies has the capacity to bring people together as well as enhance the qualities of the today's youth; however, if used without discretion, can also create a less interactive generation, frequently depending on technology for contentment. With the development of Internet, information can be transfered and received with ease at any time of the day to and from any number of friends." It is possible to send videos, pictures, papers, projects, and a quantity of other things with the click of a button. The transfer can happen in seconds. The advancement of modern day Internet simplifies teenage life, by providing a way to convey knowledge. Another way in which Internet proves positive is by providing a way to keep in touch with friends and family worldwide, or just across town. Whether it's a friend that switched schools and is never around, or a family member in London, the Internet makes it possible to email, instant message, and even video chat. Such qualities of Internet communication bring people together with more frequent contact, boosting sociability and relationships.

### **Need for the Study**

To know about the need and status of youth in the awareness, practicing and involvement in the positive learning of advanced technology in their daily life, aspects like awareness, responsibility, Practice and implementation of technology in the positive attitude for the development of the study area.

### **Specific Objectives of the Study are**

1. To analyse the levels of awareness of the students towards the technology.
2. To examine the efforts made by the government publicity towards the positive usage of the technology for the youth.
3. To explore the levels of responsibility of parents and teachers influencing the youth on technology.
4. To enumerate the role of government and NGO in promoting positive attitude in the technology advancement.
5. To recommend with few suggestions to develop the positive usage and development of the youth.

### **Research Methodology**

The primary sources of data collection for the study include fieldwork, In addition to the collected substantial information was also collected through informal discussions with the teachers and students in various institutions in the district.

### **Profile of the District**

Madanapalle was founded by Sri Ahobila Naidu in 1618 AD. Sir Thomas Munro was first collector of Cuddapah. He built a small thatched house at the present Collector's bungalow and visited Madanapalle every summer. In 1850, Madanapalle was developed as subdivision and F.B. Manoly was the first Sub Collector. The town experienced several natural calamities like floods, famines and epidemics. Rabindranath Tagore translated "Jana Gana Mana" from Bengali to English and also set it to music in Madanapalle. The National Anthem was written by Rabindranath Tagore as early as in 1911 and was sung at the annual session of the Indian National Congress at Calcutta on December 27 that year. But it was actually done in Besant Theosophical College, Madanapalle, where Tagore stayed for few days in February 1919 that the now familiar tune was set.

Madanapalle occupied an Educational and Cultural centre from early 1915, when Dr. Anne Besant started Besant Theosophical College, famously known as B.T. Integrated Campus. B.T. College was initially part of National University to which Dr. Rabindranatha Tagore was Vice Chancellor.

The primary and secondary school education is imparted by government, aided and private schools, under the School Education Department of the state. The medium of instruction followed by different schools are English, Telugu.

Madanapalle has famous standing educational institutions like Besant Theosophical College, Rishi Valley School, a boarding school, founded by the philosopher Jiddu Krishnamurti, and Zilla Parishad High School, which was founded in 1924. It also has four engineering colleges - Madanapalle Institute of Technology and Science, Sir Vishveshwaraiah Institute of Science & Technology, Aditya College of Engineering.

The most important assets of a nation are the citizens themselves. If the citizens are healthy, patriotic, honest, and sincere, the nation will progress at a much faster pace. For this reason, it is very essential to have moral education in schools and colleges. To provide moral education to students, there can be many ways – telling stories, preaching, group discussions, Yoga, and Meditation. This is how humans determine their actions based on their cognitive abilities to interpret a social situation. Issues of reasoning, problem solving skills, self-control and adaptability are components in exhibiting key components of the moral process.

### **Effects of Technology on Youth**

Technology has connected the world. Messaging applications, social media, broadcasting systems- the technical world is crucial to our knowledge of people around us. It has also made our life easier- we can pay bills and shop online, create and forward official data, and secure our knowledge for the future generations. Unfortunately, the world has now become obsessed with technology. Our dependence on technology has made us dumb, rather than more self-aware. Uncontrolled usage and ease of such usage has led to technology becoming a bane to us all. The usage of technology amongst teens and youngsters is now equivalent to gluttony. The youth today has become severely and unapologetically attached to technology. This situation is worsening day by day with the arrival of new gadgets and new applications by the scores. The phones keep buzzing all day long, gaming consoles never rest, and a touch screen has become the modern age genie. With everything easily available through a 5- inch screen, the world is

literally in your hands. It becomes extremely convenient to get all your work done without walking even one step. Such a lifestyle is adversely affecting the physical, mental and emotional health of India's youth.

While technology provides a world of opportunities, it has constricted our time. Even 24 hours are no longer enough to get everything done. We don't have time to do physical labour or to give ourselves a break. Even free time for youngsters entails checking YouTube and scrolling through Facebook news feed. While all this is satisfying to the eye, none of it is nourishing our souls. Technology has handicapped us so much that we now require a Kindle to simply read a book. The natural charm and essence of activities and originality of thoughts has died a tragic death. Since Google has all the answers, no one wishes to check Encyclopaedias. People talk to Siri, but not their own parents. 300 likes on a profile picture validates an individual's self-esteem, and youngsters would rather spend 70 thousand on a phone rather than investing the same.

Technology has captured all- offices, homes, relationships, and academics. No sphere remains untouched by technology. Unabashed usage of the same in each sphere has led to hazardous consequences. Cyber-crime is ever on the rise, families are turning dysfunctional, and psychological issues are creeping into youngsters' minds. There is something known as 'too much' information, which confuses more than it teaches. Youngsters act naïve and gullible, as they end up believing anything they come across on the Internet simply because it suits them. The obsession with technology has turned fatal in many cases- we see road accidents occurring regularly because people drive and text simultaneously. A few weeks back, a girl fell off a cliff as she tried to take a selfie, and met a tragic end. It is quite ridiculous as to how paranoid and wild technology has made us. Frustration and animosity is common as youngsters are becoming stressed with excessive use of technology.

Our dependence on technology needs to be curbed, not technology itself. We need to control our own selves and limit the usage of gadgets and the Internet. Why must we let data and machines control our fully functional brains? It should be the other way around. Customise your routine and persevere to break against the shackles of technology. The aim is to build as well as maintain a healthy relationship with technology; it is our responsibility to let it remain a boon, and not turn into a bane.

According to report presented by American Academy of Pediatrics council on Communications and Media on the basis of national survey reported teenagers spend, on average, 8.08 hours a day using various forms of media, not including time spent doing school work or talking or texting on a cell phone. This includes television, commercial or self-recorded video, movies, video games, print, radio, recorded music, computers, cell phones, and the Internet.

- Most children are introduced and use the Internet while they are kindergarten age or younger.
- 90% of 13-17-year-olds have used some form of networking site.
- 38% of youth share photos, stories, videos and art.
- 47% of online teens have uploaded pictures where others can see them.
- 27% of teens record and upload video to the Internet and 13% stream video live to the Internet for others to watch.
- 30% of parents stated they do not monitor their child's Facebook activity.
- 77% of all 8-18-year-olds have their own cell phone, up from 44% in 2004.
- Cell phone ownership has increased with age, as 87% of teenagers 14-17- years-old now own a cell phone, and 31% of these older teens have smartphones.
- 20% of all media consumption occurs on mobile devices (cell phones, iPod, or handheld games).

- 46% of 8-18-year-olds report sending an average of 118 texts per day with 7th - 12th graders spending an average of an hour and a half a day sending or receiving texts.
- 63% of all teens exchange text messages every day with people in their lives — far surpassing all other forms of daily communication including email, instant messaging, social networking and phone calling.
- “Interactive media, such as video games and the Internet even greater potential for positive and negative effects on children’s physical and mental health. Titillating violence in sexual contexts and comic violence are particularly dangerous, because they associate positive feelings with hurting others. Youth initiated virtual violence may be even more profound than those of passive media.

### **Findings of the Study**

1. Most of the students showing more interest towards the learning of modern technology.
2. It is observed that majority of the students were misusing the technology towards effecting their career.
3. Most of the teachers expressed about the students are using their mobiles confidentially.
4. It is found that teachers and parents should educate the youth for using the technology for the benefits of their career and life.
5. Majority of the respondents noticed about the responsibility of the governments and NGOs to make awareness and publicity towards the positive usage of the technology for the youth.

### **Suggestions**

- a) It is the primary responsibility of the teachers and parents to make clear awareness of the youth towards the advantages and disadvantages usage of technology.
- b) Positive efforts should be made by the government publicity towards the positive usage of the technology for the youth.
- c) Teachers and parents should explain the effects and influences of technology to the youth.
- d) There is a need and positive role of NGO in promoting positive attitude in the technology advancement.
- e) Every citizen should encourage for creating awareness to develop the positive usage and development of the youth.
- f) Teachers should avoid the students to carry mobile phones and using in the class rooms in the educational institutes.

### **Conclusion**

The present study clearly established that the effects of technology has a definite and inevitable role to play in providing awareness in a multicultural society. However, this role has constantly evolved over time and the manner in which positive usage of technology was carried out previously no longer caters to the expectations and aspirations of all citizens. With rapid technological, economic and cultural change, education systems will have to develop a variety of means to morally stimulate adolescents and make them committed to moral action. The success of our nation’s endeavor to educate our young people in the democratic tradition that respects and nurtures the cultural diversity we have inherited hinges precariously on our ability to transmit this rich moral heritage and our common moral solutions to the future generation. It requires of us adults to display the imagination, resourcefulness and creativity to stimulate young people into the ongoing process of moral action and reflection. Our education systems have thus to be restructured afresh, its partnership with parents, inspectors, nongovernmental organizations revived and our traditional and teacher centered approach reconsidered in a bid to ensure currency and relevance in our society.

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## SELF ESTEEM OF ADOLESCENT VICTIMS OF CYBER BULLYING

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### Abstract

**Background:** This article examines the relativeness of Cyber bullying with victimization and low self-esteem among adolescents. This paper was an attempt to study the self-esteem of adolescent victims of cyber bully with those of adolescent non-victims of cyber bully and also to examine the awareness on cyber bullying among adolescents. **Methods:** A random sample of 50 middle school students (12-15 years of age) from South Bangalore who have access to internet access was chosen for the study. The research study uses a quantitative method with semi-structured questionnaire and standardized tool. The study investigated the influence of self-esteem on cyber bullying victimization by using Rosenberg Self-Esteem Scale (Rosenberg, 1965). **Results:** The average self-esteem of victims of cyber bully was comparatively lower than the mean of non-victims of cyber bully. The increased use of Internet and technology advancement has made adolescents vulnerable to being exposed to a dark side of the cyber world- cyber bullying. **Conclusion:** There is a need to realize that use of cyber space or internet among young adolescents is on the rise even in India. The high level of non-significant results found for cyber awareness and experiences of cyber bullying reflect cyber bullying being only a relatively recent phenomenon that has just begun to establish itself amongst school students. **Keywords:** Cyber bullying, Victimization, Adolescents, Self-esteem and Technology.

### Objectives

1. To study the socio demographic profile of participants
2. To assess the experience of cyber bullying
3. To understand the self esteem of participants
4. To assess the self esteem of adolescent victims of cyber bullying

### Methodology

#### Research Design

A descriptive research is the exploration of the existing certain phenomena. This study describes the phenomena self esteem of adolescent victims of cyber bullying in a school in South Bangalore.

#### Sampling Procedure

1. **Universe:** Adolescents between the age group 12-15 years in South Bangalore
2. **Population:** Adolescents between the age group 12-15 years, of a school in South Bangalore
3. **Sample Size:** 50 adolescent students, between the age group 12-15 years, of a school in South Bangalore

4. **Sampling Technique:** Simple random sampling
5. **Process of Data Collection:** A semi- structured questionnaire on self esteem of adolescent victims of cyber bully was translated and administered to the participants. The questionnaire was given back after filling in.

### **Bullying**

With the technological evolution and increased availability of the Internet, as well as decreased prices of computers, computer equipment and mobile phones, technology has become available to more people a new form of bullying has developed called cyber bullying.

Traditional bullying, is when there are negative actions toward a person by one or more persons which happen repetitively over time and there is a power imbalance between the bully or bullies and the victim where the victim has difficulty defending him or herself. There is a general agreement that for a behavior to be considered bullying, it must have three elements: it must be intended to harm, it must be repetitive, and a difference of power exists between the bully and the victim (Olweus, 1993).

What separates cyber bullying from traditional bullying is that cyber bullying takes place through electronics where the bullies use messages, pictures and web pages to harass, manipulate, harm their victims and to threaten, harass, embarrass, exclude, or damage reputations and friendships. In traditional bullying, the victim can get away from bullying. But in cyber bullying the victim is not necessarily safe even at home because they can receive text messages, emails or any other harming content from the bully or bullies. Cyber bullying has the capability to target a larger audience than in traditional bullying regardless of its geographic proximity. Studies on cyber bullying and depression have shown that cyber victimization is correlated with depression and victims of cyber bullying report higher level of depressive symptoms than non-victims. Victims display a range of psychosocial problems from social isolation to malingering suicidal feelings and depression. While these symptoms vary in severity, it is reasonable to infer that even moderate feelings of unhappiness may affect a student's ability to learn and be successful at school or college.

### **Adolescence and Self-esteem**

Adolescence refers to period of human growth that occurs between the ages 12 and 19 and is the transitional stage from childhood to adulthood. It is one of the critical transitions in the life span and is characterized by a tremendous pace in growth and change. Besides physical and sexual maturation, adolescents experience movement towards social and economic independence, and development of identity, the acquisition of skills needed to carry out adult relationships and roles, the capacity for abstract reasoning. While adolescence is a time of tremendous growth and potential, it is also a time of considerable risk during which social contexts exert powerful influences. Adolescence is a time of confusion, teens having to decide whether they want to stay in their own world or escape to the outside world. These changes in their environment are confusing because teenagers are different in the ways they cope with it.

On the other hand it is common for them to listen to their friends or someone they can relate to rather than family. They can relate to their friends more easily who are on the same level and share the same interest. Therefore, teenagers absorb the feedback of friends and get influenced by them, which have an effect on their self esteem. Belonging to a group of friends is very important to adolescent's self esteem. This is why they seem so attached to the telephone and other media as they want to do what their friends are doing. Teenagers who have low self-esteem most likely have weak perceptions of personal capabilities, less control in life, weak intrapersonal skill, lack self-discipline and self control,

have poor cooperation and communication skills, weak judgmental skills, poor decision making skills etc. Self-esteem during teenage years relates to one's identity and personality. How an individual feels about him or herself is based on their experiences, especially during the adolescents' stage. The most important fact is self esteem develops with time and experience. It is prominent in the development of a person's identity.

### **Adolescence and Cyber Bullying**

The cyber world is the hot topic of discussion. With the advancement of science and technology, young children are trying to excel in every aspect. Young adolescents feel that the internet is an essential part of their life. We are living in an era where life would come to a standstill without the use of technology. The present era of computers, laptops, androids, internet etc. is attracting adolescents at an alarming rate. In the zest to be up to date young children use these technology for education and recreation. Influence of peers is also an important factor for the drive towards internet.

The world is a living a life of networking. The social networking sites are a boon for us. This has reduced distance and made the world come closer. It is true that this technology is very essential and can be used for a variety of things. How easy it has become to send a message to someone sitting halfway across the globe? With the use of e-mail, sending and receiving messages have become very easy. Accessing any piece of information is just a click away. Internet is a threat to someone's personal information. Information such as name, address, number is visible to others and can be accessed easily.

The cyber world is a glittering world that looks like a twinkling star from the distance, but this technology is as burning and dangerous as the sun in practicality. The more benefits it gives, the more is the harm it is promoting. The benefit of this technology is made aware of to the common man but the hazards it promotes is hardly understandable by an average skilled man, let alone adolescents.

Use of technology to harass, threaten, embarrass or target another person is common since the advent of technology and the benefit of anonymity on the perpetrators side. Cyber bullying is easy to understand, for example, a text message or response to a status of a social networking site that is harsh, mean or cruel. Other acts include posting personal information, photos or videos with the intention to hurt or embarrass another person.

In the 21<sup>st</sup> century, young children have easy access to phone, computers and other devices. This increases their chances of being at risk. Long term effects of cyber bullying can entail greater risks like anxiety, depression, and other stress related disorders.

Increased exposure to the online environment has contributed to a heightened negative impact of cyber bullying. It is widely acknowledged that bullying may have a considerable negative impact on socially and emotionally. According to Olweus (1999), traditional bullying, occurs when a student is 'exposed repeatedly and over to negative actions on the part of one or more students'. The advent of modern technology has brought with it a new type of bullying called 'cyber bullying' which is defined as 'as aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him/herself'. The physical presence of the victim, the degree of anonymity; the feasibility of communication electronic devices means that many more people may have to traditional bullying, cyber bullying is becoming prevalent in view of the wide and increasing availability of communication. The principal aim of the study described in this paper was to explore the experience of cyber bullying (text message, chat rooms, email, phone call or social media) on self esteem in a sample of school- going adolescents in South Bangalore.

## Method

This study is primarily to understand the self-esteem of adolescent victims of cyber bully. Unfortunately, cyber bullying behavior has come to be accepted and expected among adolescents. Compared to traditional bullying, cyber bullying is unique in that it reaches an unlimited audience with increased exposure across time and space, preserves words, and images in a more permanent state, lacks supervision. Further, perpetrators of cyber bullying do not see faces of their targets and subsequently may not understand the full consequences of their actions, thereby decreasing important feelings of personal accountability. Not many studies have explored the effects of cyber bullying in the area of adolescents' self-esteem which lead to excelling of the participants. In general, researchers have examined the relationship between involvement with cyber bullying and adolescents tendency to internalize issues (for example, the development of negative affective disorders, loneliness, anxiety, depression, suicidal ideation and somatic symptoms). The study describes the phenomena self-esteem of adolescent victims of cyber bullying in a school in South Bangalore. A random sample of 50 adolescent students in one of the middle schools in south Bangalore was taken. A semi- structured questionnaire on self-esteem of adolescent victims of cyber bully was translated and administered to the participants.

**Table 1 Socio Demographic details of the participants**

Variables	Categories	Frequency	Percentage (%)
Age	12 years	11	22%
	13 years	20	40%
	14 years	12	24%
	15 years	7	14%
<b>Total</b>		<b>50</b>	<b>100%</b>
Education Level	7th Grade	24	48%
	8 <sup>th</sup> Grade	26	52%
<b>Total</b>		<b>50</b>	<b>100%</b>
Gender	Male	34	68%
	Female	16	32%
<b>Total</b>		<b>50</b>	<b>100%</b>
Ethnicity	Rural	2	4%
	Urban	48	96%
<b>Total</b>		<b>50</b>	<b>100%</b>

## Instrument

The Rosenberg Self Esteem Scale was used to understand the self-esteem of the adolescents. This 10-item self-report measure requires respondents to indicate their perceptions of themselves in positive or negative ways. It helped to understand the range of self esteem of adolescent participants and with the help of scores determines high or low self esteem. A total score of less than 15 determines problematic low self esteem. A questionnaire subjected to cyber bullying was formulated which comprised of 8 questions. It helped in determining if there are adolescents who are aware of cyber bullying and have been cyber bullied by who and by which medium. A questionnaire to understand the socio-demographic profile comprising of 7 questions was administered which constituted of details about their age, education level, sex, ethnicity, online activity for academic and non academic purpose and period of bullying exceeded.

## Procedure

The researchers sought the consent of the principals, teachers and students of the schools to be used for the study and also explained the need for the study, after which the research questionnaires were

personally administered to them and collected back for data analysis. Passive consent was obtained from parents in the schools involved.

### Data analysis

Analysis of data was carried out by using statistical package of social sciences (SPSS) version 20.0. First the data was computed in descriptive statistics to better understand the nature of cyber bullying experienced and perpetrated by middle schoolers. Then we computed a series of regression models to estimate the relationship between cyber bullying victimization and offending and self-esteem while controlling for age, gender, and race.

### Results

Before presenting the results of the multivariate analysis, it is useful to consider the findings from the descriptive statistics. As noted in Table 4.0 The age of the participants varied between 12 and 15. 22% of the participants were 12 years old, 40% were 13 years old, 24% of the participants were 14 years old and 14% of the participants were 15 years old. The participants were 7<sup>th</sup> and 8<sup>th</sup> grade students. 48% were in 7<sup>th</sup> grade and 52% were in 8<sup>th</sup> grade. 68% of the participants were male and 32% were female. Majority of the participants' ethnicity was urban with 96% and only 4% had rural ethnicity.

**Table 2 Participants experienced cyber bully**

	Frequency	Percent (%)
No	39	78%
Yes	11	22%
<b>Total</b>	<b>50</b>	<b>100%</b>

22% of the participants have been subjected to cyber bullying. While 78% responded that they haven't experienced cyber bullying.

**Table 3 Awareness of cyber bullying among participants**

		Frequency	Percent (%)
Valid	No	30	60.0%
	Yes	17	34.0%
	Unsure	3	6.0%
	<b>Total</b>	<b>50</b>	<b>100.0%</b>

It is evident that very few adolescents are aware of cyber bullying. Only 34% participants were aware of cyber bullying while 60% did not know what cyber bullying is and 6% was unsure. Therefore, a large section of adolescents wouldn't know they are being subjected to cyber bullying as they are unaware. We

can see that only 34% participants were aware of cyber bullying and 22% of them have been subjected to cyber bullying. None of the participants have been bullied via e-mail. 4% of the participants agreed to have been cyber bullied via social networking site. 2% said they were cyber bullied via phone messages. However, 14% of the participants were cyber bullied two mediums – social networking site and phone messages; and 2% via e-mail and phone messages. It also indicates that one individual has experienced cyber bullying through more than one medium.

**Table 4 Participants been cyber bullied by others**

	Frequency	Percent (%)
Cyber bullied by person outside school but known only	3	6%
Been cyber bullied by school mate only	2	4%
Been cyber bullied by unknown people only	2	4%
Been cyber bullied by person outside school but known and by school mate	2	4%
Been cyber bullied by school mate and by unknown people	1	2%

Been cyber bullied person outside school but known and by unknown people	1	2%
Not been cyber bullied	39	78%
<b>Total</b>	<b>50</b>	<b>100%</b>

The above table determines by whom the participants have been cyber bullied. 6% have responded that they were bullied by a known person outside their school, 4% have been cyber bullied by their school mate and 4% have been cyber bullied by unknown people.

However, another 4% said they were cyber bullied by school mates and known person outside their school; 2% said they were cyber bullied by school mate and unknown people; and 2% were cyber bullied by known persons outside school and by unknown people.

This also indicates that one person has been cyber bullied by known person outside the school and by school mate or by unknown person, been cyber bullied by school mate and known person outside school or by unknown people, or been cyber bullied by unknown person and known person outside school or schoolmate.

### **Self Esteem of Adolescents**

Only 6% of the participants scored above 35 in self esteem, 36% participants scored between 30 and 35, 34% scored between 25 and 30, 18% scored between 20 and 25, and 6% scored below 20 but more than 15. The results show that all participants scored above 15. This depicts that none of the participants have very low self esteem to be considered problematic. Very few participants however are close to low self esteem.

### **Understand the Self Esteem of Adolescent Victims of Cyber Bullying**

The mean of self esteem among adolescent victims of cyber bullying and non victims among the participants. The results show that the average self esteem of victims of cyber bully among the participants is 21.45. The mean of non victims of cyber bully is observed to be 29.12 which show that the average level of self esteem is high among non victims of cyber bully.

### **Discussion**

Based on these analyses and consistent with expectations, cyber bullying was found to be correlated with lower self-esteem. Although previous research has pointed to the negative emotional and psychological effects of cyber bullying victimization, this study is important insofar as it is the first to isolate low self-esteem as a potential outcome. Through its exclusive focus on the relationship between self-esteem and cyber bullying, this work provides additional evidence that electronic forms of adolescent aggression require the attention of educators and other youth-serving adults. Experience with cyber bullying, both as a victim and as an offender, was associated with significantly lower levels of self-esteem, even after controlling for demographic differences. As such, it is important for educators to make an effort to prevent and respond to all forms of bullying—whether it is manifested in fistfight on school campuses or through disparaging and threatening instant messages in cyberspace, because both directly or indirectly affect the climate of the school and the well-being of the youth involved. Future research should replicate this study in other districts or a more broadly representative sample. Finally, it is also important to point out the inherent limitations of asking adolescents to self-report their behaviors. For example, participation in cyber bullying may have been underreported because of the tendency of individuals to provide socially desirable answers.

## Conclusions

A study was conducted primarily to understand the self esteem of adolescent victims of cyber bully. This study would be of great help as there are very less number of studies conducted with early adolescents in this respect. Research conducted on cyber bullying among adolescents are not in the Indian context. There is a need to realize that use of cyber space or internet among young adolescents is on the rise even in India.

The immense benefit of technology available today cannot be disputed. Young adolescents are exposed to the cyber world for non academic as well academic purposes. Education in the new generation requires knowledge from the internet which is easy to access; this has led to an increase in the use of internet, and with the growing need among the adolescent stage to be on par with their peer increases their non academic activity on the internet. With increased use of internet among adolescents and technological advances has made adolescents vulnerable to being exposed to a dark side of the cyber world- cyber bullying.

There was a visible difference in the self esteem of adolescent victims of cyber bully and non victims. However, the results do not show problematically low self esteem among the participants. The high level of non significant results found for cyber awareness and experiences of cyber bullying reflect cyber bullying being only a relatively recent phenomenon that has just begun to establish itself amongst school students. Research on cyber bullying is in its infancy.

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## GENDER DIFFERENCE IN INTERNET ADDICTION AMONG UNIVERSITY STUDENTS

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### Abstract

*Internet addiction is a global phenomenon as the relevant technologies and becoming widely available and accessible globally. It has become difficult for people to imagine a life without internet. Internet has become an accepted mode for networking and information exchange. Accessing the internet is a growing trend and every day, more individuals are added as the internet users. The internet is present everywhere including houses, schools and shopping canters. The use of internet and social media has increased tremendously, especially in younger age groups across the world. It is influencing the life style and behaviour of common people especially students. Nowadays, university students are highly depending on the internet to search for information, social networking, entertainment, online shopping, and online games. Universities around the world are using the internet to enhance teaching and learning inside or outside the classroom. Internet has many advantages and proves to increase efficiency; it could also be harmful to the students if they become addicted to it. The present study focus on gender difference in internet addiction among university students.*

**Keywords:** *Internet, Internet addiction, Students*

### Introduction

Internet has become an accepted mode for networking and information exchange. Internet is a technological tool which makes our life easier has become an indispensable part of it while its number of user population increases faster each day (Yapici & Akbayin 2012). Internet addiction is a global phenomenon as the relevant technologies and becoming widely available and accessible globally; therefore studying internet addiction in an international context is important. It has become difficult for people to imagine a life without internet. The use of internet and social media has increased tremendously, especially in younger age groups across the world. In India, there were approximately 7 million (2001) internet users, 40 million during 2006 that is expected to rise to 700 million by the year 2019 (Sulania et.al 2015).

According to Young, Internet addiction is defined as excessive time spent on Internet-related activities, an increasing tolerance to the effects of being online, unpleasant feelings when off-line, and denial of associated problematic behaviors. Internet addiction is 'an individual's inability to control his or her internet use, which causes various difficulties in personal life (Akhter 2013). At present Internet dependence is most vulnerable among students compare to older people. This can be attributed to several factors like availability of time, ease of use, unlimited access to the internet, limited or no parental supervision. As some specialties are dependent on internet for projects and other purposes, it plays as a major factor. Hence, excessive use of internet adversely affects ones physical, mental and social health along with academic performance.

Using modern technologies is a common feature of today's world. As one of the most widely used of these technologies in the modern world, the Internet is playing an increasingly significant role in revolutionizing peoples' lives (Qadri et al 2014).

## Review of Literature

Nowadays addiction not only refers to drug or substance drug but it also refers to internet, games and smart phones. These also fall under the category of behavioral addiction (Lee 2006). Internet users, the population of university students is considered one of the most vulnerable groups in the development of problems related to excessive use of the Internet (Nalwa & Anand, 2003; Yang & Tung, 2007).

Most of these students represent the first generation to grow up with this new technology, and they are characterized by their familiarity and confidence with ICT (Gallardo Echenique, 2014). They have grown up in an age when computers, mobile phones, and the Internet are part of mainstream culture and society. Also they are free from parental control, and most of them move away from family and located close to the respective universities.

Globally there is an 82 percent increase in 2009 with an average of five and half hours spend on internet and other social networks (Nielsenwire, 2010). This wide usage of internet made people addict to it. Internet addiction is an impulse control disorder which does not involve intoxication (young, 1999). It is a psychological dependence on the internet, regardless of the activity once logged in (Kandell, 1998). Jones, Johnson-Yale, Millermaier, & Perez, 2009; Schumacher & Morahan-Martin, (2001) found male students to have significantly more years of online experience when compared to female students.

Gross, (2004) found that there is no gender influence among younger students when compared to older students This may indicate the narrowing of gender gap in internet experience as society becomes exposed to the internet at a younger age (Fallows, 2005; Soh et al., 2013). Morahan-Martin and Schumacker (2000) similarly found that male internet users have higher tendencies to become internet addicts than do their female counterparts (12% vs. 3%). Brenner (1997) reported that males and females were not significantly different in either time online or outcomes experienced.

## Statement of Problem

Internet has become a part of daily life for most of the young adult. Nowadays, university students are highly depending on the internet to search for information, social networking, entertainment, online shopping, and online games. Universities around the world are using the internet to enhance teaching and learning inside or outside the classroom. The use of internet wisely for the right purpose is beneficial to the students; such as researching tool, seeking knowledge, enhancing their soft skills, exchanging experience and knowledge with international students and other parties. Internet has many advantages and proves to increase efficiency; it could also be harmful to the students if they become addicted to it. It may cause emotional instability (Oskenbay et al., 2015) and low academic performance (Yeap et al., 2016). Therefore, the present study focuses on gender difference in internet addiction among university students.

## Objective

1. To find out the level of the internet addiction among university students
2. To find out whether there is significant difference between internet user based on their gender.

## Sample

A sample is a small proportion of a population selected for observation and analysis. Questionnaire method was used. The present study consists of 150 (Female 78, Male 72) university students studying in Bharathiar University situated in Coimbatore District. The sample was selected by using convenience sampling.

**Assessment tools for Internet Addiction Test**

Internet Addiction Test is created by Dr. Kimberly Young. This questionnaire consists of 20 questions. In this study Cronbach's alpha score for this test was estimated 0.913. IAT is a 20 item, 6 point scale with scores ranging from 0 to 5 for each item, which measures the severity of self-reported compulsive use of the internet. After all the questions have been answered, numbers for each response were added to obtain a final score. Total internet addiction scores were calculated, with possible scores for the sum of 20 items ranging from 0 to 100. The level of Internet Addiction is defined as:

Level of Internet Addiction	Scores
Mild	20-49
Moderate	50-79
Severe	80-100

Higher the score, greater the level of internet addiction and the problems internet usage causes. A score of 20-49 points as mild user, 50-79 as moderate and 80-100 as severely addicted.

**Statistical tools used**

Percentage analysis, descriptive analysis (Mean & S.D) and one way Anova were used for analyze the data.

**Discussion**

In this study an attempt is being made to understand the gender difference in internet addiction among students. The scores obtained by each respondent and the total score obtained by all students have been computed in order to assess the level of internet addiction. Internet addiction scores range from 40 to 92. The higher internet score indicates the maximum user of internet. On the basis of the scores obtained, the students are categorized into three distinct groups such as students with severely addicted, moderate level and mild level of internet user.

**Table 1 Level of Internet Addiction among Students**

Level of Addiction	Female	Percent	Male	Percent	Total
Mild	28	36.0	8	11.1	36
Moderate	46	58.9	58	80.6	104
Severely Addicted	4	5.1	6	8.3	10
<b>Total</b>	78	100.0	72	100.0	150

In the above table shows that level of internet addiction. The higher scores indicate high level of internet addiction. It is apparent by the table that number of male on moderate level was more as compare to female (80.6 male, 58.9 female). 36 percent of female and 11 percent of male respondents are mild level of internet user. 5 percent of female respondents and 8 percent of male are severely addicted by internet.

**Table 2 Gender and Internet Addiction**

S. No	Gender of the Respondents	Internet Addiction Score		
		No. of Respondents	Mean	Standard Deviation
1	Female	78	58.44	10.87
2	Male	72	62.90	10.08
	Total	150	60.58	10.70

It is noted from the table 2 the male respondents have higher internet addiction with mean score of 62.90 and standard deviation of 10.08. The female respondents have lower internet addiction with mean score of 58.44 and standard deviation of 10.87. It is concluded that the male respondents have higher level of internet addiction.

Table 3 One Way ANOVA

	Sum of Square	df	Mean Square	F	Sig
Between Groups	3.164	2	1.582	6.785	.002
Within Groups	34.276	147	.233		
Total	37.440	149			

In the above table the mean difference between two groups of students were analyzed. The Anova result shows that the calculated F value 6.785. Therefore it can be concluded that there is significant mean difference among the respondent groups in their internet addiction scores based on their gender.

### Conclusion

The finding of this study showed that there is a significant difference in mean value of internet addiction in male and female students of University. It shows that students are addicted to internet. University students are particularly vulnerable to internet for the reason that the internet is an integral part of student life. Overall, it can be said that male students tend to be problematic internet users more than female students. Educational institutions such as schools, colleges and universities should try to develop new teaching concepts to educate the students to use internet meaningfully and correctly. The results of the current study have important implications for adolescents counseling programs. It can be conclude by this research finding that the rate of internet addiction is rapidly increasing among university students. Increasing rate of internet addiction among students, affect their mental and physical health.

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## TECHNOLOGY ADDICTION AND SOCIAL WORK INTERVENTION AMONG ADOLESCENTS

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### **Introduction**

With the advancement of Technology man can master the world. Adolescents use their computer or tab or mobile phone. More adolescents use mobile phones as it is handy and compact to carry and easily accessible. Nowadays it has become a fashion to be connected with technology especially in adolescent age due to peer pressure all the adolescence wants to update with the use of technology. They discuss about their gadgets and create a sense of belongingness within the Group.

### **Review of Literature**

Approximately 4 out of 5 adolescent mobile phone owners report sleeping with their phones in or near their bed (Lenhart, 2012). The majority of adolescents text message after they go to bed and many report keeping their phones under their pillows in order to avoid missing important messages at night (Lenhart, Ling, Campbell, & Purcell, 2010). The use of mobile phones during the night increases the odds of being 'very tired' by two to four-fold the following day (Van den Bulck, 2007) and there is some emerging evidence that the light emitted from the screens of devices themselves could interfere sleep

With the advent of advanced technology, growing use of mobile phones and other gadgets are considerably harming the younger generation. Students are developing a strong connection with their mobile phones, which is leading to a massive loss in their concentration and time spent in studies. Parents and teachers usually face problem in combating the distraction of students.

"Anything which is available, accessible, new, fast and related to information and technology tends to attract a lot of people. When children see their parents, family members and everybody in their surroundings using cell phones, they adapt this as a natural phenomenon. Basically, it is the sheer presence which leads to immediate inclination towards technology," says *Dr Samir Parikh, a child Psychiatrist Director, Fortis Hospital.*

### **Here's a List of Negative Effects Caused to a Student with Excessive use of Mobile Phones**

#### **1. Lack of concentration**

According to report published in the *Daily Mail*, a new study claims that

- Heavy internet and mobile phone users are prone to lack of concentration and forgetthings easily
- This also affects their awareness and eventually lead to passive mind
- Moreover, this also leads to weak focus and attention

#### **2. Stress**

Parents want to give all the facilities to their children at a tender age so as to help them carve a perfect career path. They purchase the most expensive and latest smartphone for their children for this, which in itself is the origin of all the problems apparently.

- Students generally have peer pressure to maintain their image. Even if they do not want to buy an expensive mobile phone, they will do it for their friend circle
- Children get stressed trying to maintain a proper communication level with parents, teachers and friends on phone

### **3. Low grades**

Use of technology has direct implication on education, be it positive or negative. If a teacher is using technology in the classroom, it will benefit a student. However, if a student chatting for long hours on phone, it will definitely leave a negative impact on him/her.

According to a report published in the *Guardian*, a research done by Louis-Philippe Beland and Richard Murphy, published by the Centre for Economic Performance at the London School of Economics, says: "Ill Communication: The Impact of Mobile Phones on Student Performance" found that after schools banned mobile phones, the test scores of students aged 16 improved by 6.4%. The economists reckon that this is the "equivalent of adding five days to the school year".

Despite knowing about education-related apps, kids spend most of their time doing following activities:

- Listening music frequently
- Playing mobile games
- Chatting and calling friends
- Following social media

In short, excessive use of mobile phones is becoming a distraction for students and is wasting their time. They are delved into the virtual world to an extent that they forget all other important things

### **4. Lack of vision**

Anxiety, stress and depression are some of the problems faced by students due to 24-hour connection with friends and other people. According to a study, students fail to set goals for themselves due a confused state of mind.

What leads to a confused state of mind? Teenagers get deep into a delirious state of mind once they start keeping their phone next to them at all times.

- They do not sleep
- They constantly check their phone
- Despite sleeping, they are not stress free

### **5. Cyber bullying**

According to recent survey by Microsoft Corporation, India ranks third on the highest rate of cyber bullying, after China and Singapore. As many as 7,600 children between the age group of 8-17 years are the victim of cyber bullying.

"What is seen as cyber bullying can vary between different cultures, and even among different individuals. In addition, cyber bullying, as a term, is not recognised worldwide. To address this, the study explored the issue by asking children about negative experiences they've had online - from their point of view (being called mean names, being teased, etc.). While such experiences may not be viewed as bullying by all who experience it, these behaviors may be considered by some as having potentially adverse effects," noted the report.

### **Impacts of Cyber Bullying**

- Rising student suicides
- Increase of aggression in students
- Loss of self confidence

- Depression
- Increase in student drug intake
- Aims and Objectives
- To find out the socio demographic profile of the respondents

### Research Methodology

The researcher has used Descriptive Design as the study describes the type of technology used and role of social worker in preventing the children from Addiction. The researcher has selected students from 10<sup>th</sup>, 11<sup>th</sup> & 12<sup>th</sup> std which constitute of 240 students .Hence the universe is 240. The researcher used disproportionate Random sampling to select 60 students from the universe. Questionnaire was used to collect data.

**Table 1 Distribution of the respondent according to their age**

S.No	Age	No. of respondents(n=60)	Percentage
1	15-16	39	65
2	17-18	21	35
		60	100

The above table shows majority of the respondents (65%) were in the age group of 15-16 years of age and more than one third respondents (35%) were in the age group of 17& 18 years

**Table 2 Distribution of the respondent according to their gender**

S.No	Gender	No. of respondents (n=60)	Percentage
1	Female	31	52
2	Male	29	48

The above table shows more than half of respondents (52%) were female and less than half of the respondents (48%) were males.

**Table 3 Distribution of the respondents according to their class studying**

S.No	Class studying	No. of. respondents(n=60)	Percentage
1	10 <sup>TH</sup>	20	33.3
2	11 <sup>TH</sup>	20	33.3
3	12 <sup>TH</sup>	20	33.3
		60	100

The above table shows one third of the respondents (33.3%) were studying 10<sup>th</sup> standard, one third of the respondents (33.3%) were studying 11<sup>th</sup> standard, and more than one fourth of the respondents (33.3) were studying 12<sup>th</sup> standard.

**Table 4 Distribution of the respondents based on the purpose of usage of Technology**

S.No	Purpose	No of respondents (n=60)	Percentage
1	Knowledge	20	33.3
2	Entertainment	40	66.7
		60	100

The above table shows that majority of the respondents (66.7%) use technology for entertainment and one third of the respondents (33.3%) use technology for to gain knowledge.

**Table 5 Distribution of respondents based on their non-usage of gadgets for one day**

S.No	Without using gadgets for one day	No. Of. Respondents (n=60)	Percentage%
1	Yes	38	63.3
2	No	22	36.7
		60	100

The above table shows that majority of the respondents (63.3%) can be without using gadgets for one day and more than one third of the respondents (36.7%) were not willing to stay away from gadgets for one day which shows that they may have been addicted to it.

**Table 6 Distribution of respondents according to usage of phone at night**

Sl.no	Use of mobile at night	No.of. respondents (n=60)	Percentage
1	Yes	39	65
2	No	21	35
		60	100

The above table shows that more than half of the respondents (65%) check messages at night and one third of the respondents (35%) do not check messages at night.

**Table 7 Association between age and use of technology**

S.No	Frequent use in media	Correlation value	Statistical inference
1	Age	0.101	P>0.05 Not significant

**Table 8 Association between age and without media for a day**

S.NO	Without media for a day	Correlation value	Statistical inference
1	Age	0.096	P>0.05 Not significant

### **Social Work Intervention**

Technology Addiction has become one of the major problem in this Century. There is a need for social work intervention which will enable the adolescence to perform a better social role. With the Advent of Technology the problems due to usage are on a increased rate than the benefits of usage. Adolescent is a age of fun and frolic. Every child when it enters the adolescent age it has the curiosity to use the technology, to become updated to be part of the Gang. The child develops inferiority complex when parents neglects to provide Gadgets. The fantasy life starts with the gadgets. The child develops purpose to use the gadgets based on Age. In the adolescent age the child starts to hid their interest. They does not want their parents to now what they are doing. There starts the gap between the parents and their children. Adolescents use the gadgets to play video games, to see pornography, to connect with friends through whatsapp, Hike, Face book, Twitter

The constant use of technology develops an obsession. They are curious to respond to messages and to know the responses. They react to the messages. The mood of the messages is been conveyed to the environment. The adolescence may develop unwanted contacts through the networking. When parents and elders does not protect the child then it may end up in any kind of behavioural change like involving in antisocial activities. The parents should have constant supervision on the child using gadgets. This will help the child to have a control on their children.

**Role of Social Worker**

- School social worker is still a dream. In case of appointment of school social workers there might be a constant touch with the students where students may be oriented about the ill effects of technology and associated physical and psychological complications.
- Parents should be oriented on monitoring of the children and also probing on the activities of the children
- Motivating the adolescents to find out their interest and to involve in any extracurricular activities to substitute Gadgets.
- In school the teachers has to monitor the academic progress

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## ADOLESCENTS AND CYBERSPACE: GLIMPSES OF HEALTHY AND UNHEALTHY RELATIONSHIPS

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### Abstract

*The relationship can be said as the condition of being connected in a significant way. Relationships among and between the adolescents are always discussed in the context of romantic relationships. Adolescents spend a great deal of time thinking about, talking about, and being in romantic relationships. The sense to differentiate between healthy and unhealthy relationship matters during this age period. Healthy relationships help adolescents refine their sense of identity and develop interpersonal skills, and also provide emotional support. However unhealthy relationships pose risks that may have a long-lasting impact on adolescents. Contemporary society consuming internet as a platform for building and maintaining the relationships. Young people develop and maintain contacts, and many anonymously discuss intimate topics in the privacy of their rooms. The social work interventions have a vital role in promoting healthy and intelligible usage of cyberspace. This paper focuses particularly on the field of adolescent girls and safe cyberspace against a background of a culture of control combined with an increasing use of social media of adolescents. In a conservative society like Kerala, the cyberspace giving the more opportunity to build a relationship during the period of adolescence than in real public space. This paper discusses the role of social work intervention by giving emphasis to adolescent girls of Kerala with an experience of an Intervention which was done by the researchers in a private school. The participants for the intervention were adolescent students who were reported for the unhealthy relationship in cyberspace by the parents or teachers.*

**Keywords:** *adolescence, relationship, cyberspace, social work intervention.*

Transforming India to 'Digital India' is one of the development goal in operation now. When considering the status of usage of technology, especially internet there are 460 million users have been reported and out of which 389 million are mobile internet users. Presently, India is the second largest smartphone market after China (IMRB, 2016). Technology is the vital part of life. Smartphones have become the thing of requisite in today's scenario. Urban people use smartphones for communication, social networking, shopping and ticketing whereas the usage is limited to entertainment among rural people (UNICEF, 2016). The internet allows people to encounter, socialize and share ideas on the social networking websites. Instead of real-life human communication, people prefer communicating in the virtual fantasy world. Though technology positively affects the people in many ways, on the other hand, it affects the physical, emotional and social well-being of the people negatively. Adolescents are spending their time and energy on non-productive activities. Adolescents are excessively dependent and adapted to an extent that it is impossible to think doing day-to-day tasks without the support of technology.

For some people, it is the way to escape from problems or to relieve a dysphoric mood. Internet addiction is associated with the adverse psychosocial development and mental disorders. The mobile phones emit radiofrequency radiation that leads to neurological disease in addition to physical and behavioural problems. Being in cyberspace adolescents face the problems like depression, anxiety,

sadness, loneliness, procrastination, restlessness, anger, fear, Physical discomforts like dry eyes, backaches, headache, sleep disturbances and problems in the real-life relationships. Adolescents are also facing the problem of cyberbullying which includes emotional harassment, sexual abuse, and threats of extreme violence. This smartphone dependence leads to habit formation and online enticement to illegal behaviour like substance abuse, sexting, and self-exposure.

With the convenient process of getting to know somebody, relationships can grow and tumble much faster. At contemporary society, the communication tool which people use to connect with friends and relatives is social media. It increases the communication but we disregard the fact that it has condensed the factual realm communication to the least and this affects the real-life relationship poorly. The cybernetic relationship is not always a virtuous relationship. Adolescents give priority to the virtual relationship than the real one. The quality of the relationship has an impact on the well-being of the individual. The safe cyberspace usage is an essential thing needed to avoid or not stuck in an unhealthy relationship. This paper discusses the pattern of internet usage among adolescent girls. The researchers also give emphasis on role of social work intervention in promoting safe cyberspace among adolescents.

### **Method**

The researchers conducted a group work in a large group format on safe cyberspace for high school students. The study adopted descriptive design and the participants were selected purposively from a private school in Kerala. The study participants were the high school students studying in a CBSE affiliated school in Kerala. The details of school is withheld due to ethical reasons and is in record with the school authorities. Total 43 girls aged between 12-14 years participated in the process. The participants were reported for the unhealthy relationship by parents or teachers. The group work process had two sessions with certain activities. The researcher followed proper ethics during the entire study.

### **Results**

Adolescence is a time in which everyone experience everything more intensely.No adolescent ever wants to be understood, which is why they complain about being misunderstood all the time. The researchers have come up with six themes which are concerned about the adolescence and cyberspace. These were the major results formulated by the researcher during the large group process with adolescent girls in the school.

### **The Participants**

All of the participants were girls. The parents or teachers did not refer a single case of a boy who had unhealthy relationships in cyberspace. This does not mean that the boys do not have an unhealthy relationship, but the parents and teachers were concerned about girls only.

### **Accessibility to cyberspace**

One-third of the participants own smartphone or tablet and all of the participants had accessibility to cyberspace. All the participants had an account on Facebook. They use smartphone or tablet twice in a day for watching movies, playing games and for social networking. They have an obsession and compulsion towards using mobile phone or tablets.

### **Relationship with parents or teachers**

The period of adolescence is considered as a crucial and significant period of an individual's life. Psychologically, adolescence is the age when the individual becomes integrated into the society of the adults. But, the majority of the participants of the intervention had a negative inclination towards parents

as well as teachers. Majority of the participants hesitate to share their inner feelings with parents or teachers. They could not find time and platform for discussing the status of their study or anything related to their past experience. However there was participant who had a better relationship with parents and they find time to talk and discuss past, present, and future of their life.

### **Knowing the Period**

Majority of the participants were aware of biological aspects of adolescence. They were aware of the biological and hormonal changes that will occur during this period. They recognize the changes of puberty and cope up with constraints of the same. However, they did not have much knowledge about the psychological and social aspects of their developmental stage such as the increased influence of the peer group, emotional uncertainty, and emotional instability.

### **Healthy and Unhealthy Relationship**

“Is there anything to be immoral in Love or being in love with someone?” This was the question raised by one of the participants during the group process. The psychologists have pointed that peer relationships as one of the most salient features of adolescence. All of the participants have romantic relationship towards the opposite gender. Majority of the participants have infatuation towards boys in senior classes in the same school. Some of the students have a relationship with other people who were relatives or neighbours. There were also participants having a romantic relationship with strangers. They also reported that those kinds of contacts with opposite gender affecting their concentration on studies and academic performance.

### **Safe Cyberspace**

The students are aware of the Do's and Don'ts in cyberspace. They had updated knowledge regarding current trends in information technology and about smartphones. The students were aware that there is a chance to happen something bad or unwanted in cyberspace if we are not cautious enough.

### **Discussion**

Adolescents are in transition from the dependency of childhood to the independent and responsibility of early adulthood. As adolescents progress through early, middle, and late adolescence development, the self-esteem, mood, body image, cognitive development, family relationships, interactions at school and with peers, and participation in health-risk behaviors are critical developmental considerations. The current generation is very much influenced by the technology. It also affects their psychosocial development. A few year ago the mobile phone was not common in the Indian society. With the obsession growing for mobile devices and spreading across generations. The current study also reveals that the usage of smartphone and social networking website increased rapidly. These devices continue to be an important part of the majority of the households in India. The adolescence is using technology for multiple purposes. However, the respondents spent more time in chatting with friends or for a romantic relationship. Discrimination towards a girl child or women has been an important topic among social workers and policymakers. In India, girls are facing a lot of disparities with respect to education, jobs and the way of living etc. During the study also parents and teachers have referred only girl students for intervention. It does not mean that boys were not involved in unwanted or unhealthy relationships. It shows the anxiety of parents towards girls being trapped or humiliated by the opposite gender. The parents and teachers were more concerned about the safety of girls rather than boys. It also has another dimension that people think whatever happened to the boys with regard to their relationship can be managed or solved. This emphasis that the acceptance of traditional proverb regarding the relationship in Kerala which is "Ilavannmullilveenalum mull vannilayilveenalumllakkan ked". Which means “Even if the leaf fell on the thorns, or the thorns fell on the leaf, ultimately the leaf is

the one got damaged". It is unfortunate giving more emphasis on girls and not giving guidance to the adolescent boys.

The field of adolescence peer relationships encompasses a wide variety of affiliations. Brown (2009) had given three important components of the relationship: romantic relationships, sexually based interests and activities, and groups of young people engaged in formal activities organized and supervised by adults. The parents and teachers of the participants had complaints about the romantic relationship of adolescent girls which may lead to unhealthy relationships and which may cause the humiliation of their child and their family reputations. Parents and teachers always think about only the risk factor of romantic relationships. Of course, romantic crushes can have a risky side. The Parents don't want a teenage crush to become a fixation, he/she unable to stop daydreaming and fantasizing all the time about the person who arises by virtual life. They don't want the adolescents to act out under the influence of a crush in self-endangering ways, soliciting or expressing inappropriate interest. They don't want the crush to be exploited by the object of the crush, an older adolescent taking advantage of a romantically besotted younger adolescent. However, the parents could not find the time to sit and talk with young girls about the past, present, and future of their life. The participants also found difficult in sharing their inner feelings and thoughts with parents. Now a days the family gathering and discussions are very less in families. This causes adolescent girls going for a person who is listening to her and talk to her. This kind of crushes can also lead to unwanted relationships. So the parents have an important role to play in children's life. Majority of the parents not giving essential attention towards adolescents. They are giving the license of 'grown up' and not spending enough time with young minds.

### **Social Work Interventions**

Digital technologies offer substantial progressive and informative benefits for children. However, the growing access and use of smart phones and social networking websites by children also increase their exposure to potential risks of online abuse and exploitation. Cyber offenses against children are spreading and diversifying as new methods are used to harass, abuse and exploit children. Because a dreamy fascination is so extremely felt, parents must not take it carelessly or make fun of it. An emerging of passionate feelings, it provokes a lot of worries because there are many challenging questions for the adolescents to answer. The social workers have a vital role to play in educating about safe cyberspace to the children, parents, and teachers. The social workers have to focus on different stakeholders while organizing the social work interventions. The current intervention which was executed by the researchers were only focused on students. This was the biggest drawback of the intervention. The social workers have to aid in finding the answers to these questions of adolescence. "What am I supposed to do with these feelings?" Should they just be kept secret, thus increasing the risk of preoccupied obsession? Etc. The interventions should help the parents to control the cyber usage and manage unwanted relationships and to maintain the healthy relationship with their children. The social workers have to work as a liaising agent between parents and children.

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## INFLUENCE OF TECHNOLOGY ADDICTION CROP UP MENTAL AND HEALTH DISORDERS, SOCIAL OBSTACLES AND ITS' SCENARIO ANALYSIS AMONG DIGITAL NATIVES

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### Abstract

*In Today's digital era, Technology has a deep influence on every aspect of human lives. It changes the way to interact, communicate, sharing information among the people. However, this impact is not only positive but also many times negative. Here the intension is to the highlight technology impacts on Physical, Psychological, Society, Communication and Education areas. Now a day's people are living with minimum four network connected gadgets and it's up to them how much percentage need to handle it in safe and unsafe way. Children and adults are tending to be play online games instead of playing outside home with their friends. Advanced Technology occupies the youngsters mind fully in watching unwanted video, gathering information about drugs, viewing commands, likes to videos and images in the social Medias in an unrestricted way which makes them to waste more time because they are admired on it. After huge utilization of technologies, they are mentally and personally isolated from the family and society. Once they are separated, they themselves calling or invoking so many health, Social and Psychological issues.*

*Everyday facing these kinds of issues automatically alters the human psychological behaviours and also able to see the multiple behavioural characteristics in youngsters mind. It has to be reframed or redefined by creating awareness among youngsters with the aid of Professionals and Government. Besides, cybercrime activities and e-Wastages are also increased. In this paper, analysis was performed by collecting facts and figures about internet addiction and their issues to the digital natives. Suggestion provided based on the data received from the respondents who was born on 1997 and later on, because they grown up with internet.*

**Keywords:** Digital Natives, Technology Addiction, Psychological issues, e-Waste and Social Crime.

### Introduction

The Internet was born in 1974 which enables transmission between two universities in ARPANET project at that time. Later in 1989 with of help internet and web application development humans started to transfer text, image, video and other multimedia information spread over the country. The broadband internet is introduced in 1997, later on Google has came up with Search engine which is the most visited website in the World Wide, where the digital transmission held. This is the origin of Digital era, where the students can extract information which may be useful for according to their requirements and at the same time it may bring unnecessary information which will change the behaviour or affect their Psychological behaviours.

### Objective

The intension of this study is to find whether the Digital natives are suffering while accessing new E-Technologies. This study also is used to find the level of addictions and its impacts in various categories like chatting, accessing social media tends to play more online games, checking emails, academic purpose, making calls, knowing latest trends, forwarding and texting, Health disorders, sharing contents in social medias and so on. These all are happening due to the excessive usage of applications those are avail the Internet facilities. Our purpose is to analysis the level of addiction on technology among digital natives and also knows their status internet addiction

### **Advantage of Internet**

After the invention of the internet with emerging new applications, each and every one is benefited in direct and indirect way around the world wide inform of communication, transportation, improving teaching learning process in academic, increasing agricultural yields, buying and selling goods, online payments, e-tickets, e-shopping, e-banking, e-governance, e-entertainments, IoT things and trading Bitcoins.

Bitcoins is a crypto currency or digital currency and it is not regulated by the Government so it's called as decentralised currency. The transactions of this system are verified by two ways, one is cryptography and second one is block chain method. It acts as a Digital asset.

The Internet of things (IoT) is the network of physical devices, vehicles, home appliances, and other items embedded with electronics, software, sensors, actuators, and network connectivity which enable these objects to connect and exchange data and it reports periodically to humans in inaccessible areas. Besides, not only with above things but also it is useful to detect storm, flood and movements of animals in the forest and so on.

Technology has played a big role in many other fields like health care, job creation and data management. And this technology will keep on changing basing on the demands of people and the market.

These all are main facilities used by the humans which makes their life better and they received more benefits in the form of making more profit in different ways within less period of time, with reduced human's resources and their workloads, doing business in an innovative way and able to predictive the future with the help of new technologies, knowing the customer preferences and taste with the help on e-feedback systems on e-commerce sites.

### **Disadvantage of Internet Usage**

Generally it is defined that when the users using the Internet facilities excessively then it said to be Internet addiction. Mostly it creates harmful, dangerous, and critical situation for user who are addicted to internet. It is affecting the student's performance at school, college or university levels. Due to excessive usage of internet, makes man more mechanical, dehumanized, unethical, spreading of virus to know others information, able to do more plagiarised works, more interested person used hypnotizing applications like Blue whale challenge application. On this there is a report available on India Today News e-Paper- "A Google Trends report of the last 12 months shows that India has seen the highest number of searches related to the Blue Whale Challenge in the world" [5].

Along with the above pitfalls, with the advent of new technologies manpower is reduced and at the same times it is main root-cause for unemployment which internally creates cyber crimes. When digital natives are accessing the WhatsApp, Face Book, Twitter, Tagged.com the virtual relationships are strongly created which has more false information about their personal. So try to avoid unneeded virtual relationship or create a network with your known group or else they fall in cyber-sickness and loneliness. Additionally obesity and health issues and sleeping pattern problems are also emerged when children playing online games.

### **Methodology**

#### **Research Design**

This research is descriptive and analytic in nature. It describes Data and Characteristics about the Digital Natives or Phenomenon being studied. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher

has no control over the variables. He can only report what has happened or what is happening. So this study follows the descriptive and analytic approach was carried out among the digital natives in the city of Coimbatore in India. Digital native's inner thought about the usage of latest technologies were evaluated with an appropriate questionnaire. The maximum respondent of this survey was collected from the student's community group.

### Tools for Collection of Data

In this study selection type of questionnaire tools was used to collect the Data, in which True – False, Three to Four points scales and Multiple-choice questions were asked. In the case of multiple choice questions, the respondents offered two or more choices. The questions were framed in Google Forms as clearly as possible and distributed to the Digital natives over the network.

### Sampling Method

The sampling method used in this study was area Sampling and Convenience Sampling method with the aid of Google Forms and mainly questions were framed based on sociopsychological, personal aspects. The study was conducted by collecting samples from the 4 areas in City of Coimbatore and the size of the sample selected for the study is 111. The duration of the study for the research is from December 15 to Jan 6<sup>th</sup>. This study also used Convenience Sampling method in which the data collected according to the convenience of the researcher such as nearness, easy availability of data etc. So here the sample of 111 digital natives responds was collected and recorded in the city of Coimbatore and the convenience locations are Siddha Pudur, Vada Valli – Agri University, Kalapatti and Peelamedu.

### Execution of the Analysis:

#### Analysis of Data:

The raw data was transformed into right format for analysis. This analysis has started to find the addictive behaviours among the digital natives due to over usage of internet and added in the questionnaire after that performed quantitative and qualitative survey analysis in SPSS 20.

### Descriptive

**Table 1 Analysis of Gender Vs Misplaced Phone**

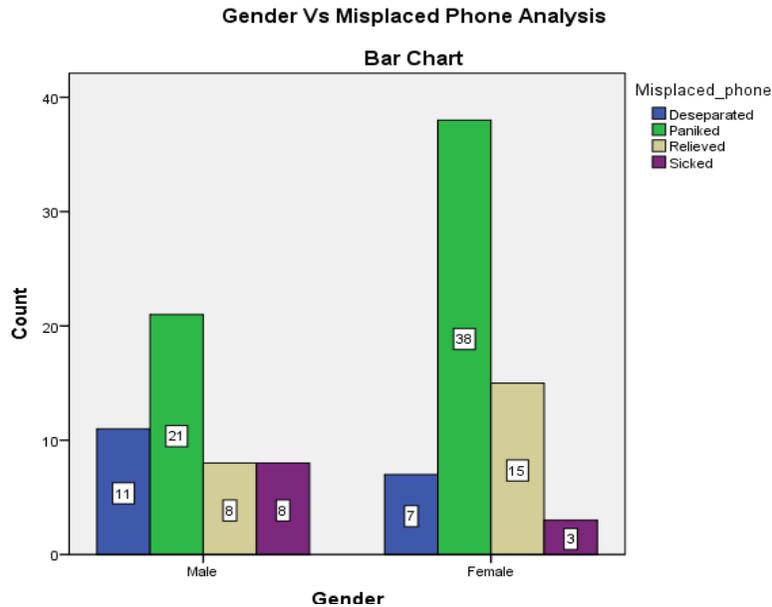
<b>Gender * Misplaced_phone</b>							
			<b>Misplaced_phone</b>				<b>Total</b>
			<b>Deseparated</b>	<b>Paniked</b>	<b>Relieved</b>	<b>Sicked</b>	
<b>Gender</b>	<b>Male</b>	Count	11	21	8	8	48
		% within Gender	22.9%	43.8%	16.7%	16.7%	100.0%
		% of Total	9.9%	18.9%	7.2%	7.2%	43.2%
	<b>Female</b>	Count	7	38	15	3	63
		% within Gender	11.1%	60.3%	23.8%	4.8%	100.0%
		% of Total	6.3%	34.2%	13.5%	2.7%	56.8%
<b>Total</b>		Count	18	59	23	11	111
		% within Gender	16.2%	53.2%	20.7%	9.9%	100.0%
		% of Total	16.2%	53.2%	20.7%	9.9%	100.0%

### Interpretation

Table1 describes that 9.9% of the respondents of male category are deseparated when they misplaced their mobile Phone, 18.9% are paniked, 7.2% are relieved, 7.2% are sicked and 16.2% of the respondents of female category are deseparated when they misplaced their mobile Phone, 34.2% are paniked,

13.5%are relieved, 2.7% are sicked. Hence it is inferred that majority 18.9% of the respondents are male and 34.2% of the respondents are female belongs to panicked category. So digital natives are panicked when they misplaced their phoneand it is irrespective of the gender.This shows that digital natives are affected psychologically.

**Chart1: Graphical Representation of Gender Vs Misplaced Phone Analysis**



**Table 2 Analysis of Health Issue- Eye Irritation/Poor Eyesight/Back Pain**

Case Processing Summary								
	Eye Irritation/Poor Eyesight/Back Pain	Cases						
		Valid			Missing		Total	
		N	Category Percentage %	Percent	N	Percent	N	Percent
Gender	Agree	68	61.3	100.00%	0	0.00%	68	100.00%
	Disagree	11	9.9	100.00%	0	0.00%	11	100.00%
	Neutral	10	9.0	100.00%	0	0.00%	10	100.00%
	No Comments	22	19.8	100.00%	0	0.00%	22	100.00%

Table 2 narrates that61.3% of the respondents accepted that Eye Irritation/Poor Eyesight/Back Pain problems were created due to usage of Net facilities , 9.9% are disagree,9.0 % are Neutral and 19.8% are not having the willing to answer this question. Hence it is inferred that majority 61.3% of the respondents are accepted that due the usage of net their health issues raised. This shows that health issues are emerged to the students who are addicted.

**Table 3 Analysis on Brain Radiation effect**

Case Processing Summary							
Brain_Radiation_Effect	Cases						
	Valid			Missing		Total	
	N	Radiation_Effect %	Percent	N	Percent	N	Percent
No	39	35.1	100.0%	0	0.0%	39	100.0%
Yes	72	64.9	100.0%	0	0.0%	72	100.0%

Table3 summarize that 64.9% of the respondents are aware, that the brain functionalities affected by radiation and 35.1% of the respondents are not aware of it. Hence it is also another inference that brings out the health related issue.

**Table 4 Analysis of Social Crime Measures – Increased / Decreased**

Case Processing Summary								
Social_Crime		Cases						
		Valid			Missing		Total	
		N	Status On Social Crime %	Percent	N	Percent	N	Percent
Gender	Decrease	6	5.4	100.0%	0	0.0%	6	100.0%
	Increase	57	51.4	100.0%	0	0.0%	57	100.0%
	Moderate	21	18.9	100.0%	0	0.0%	21	100.0%
	No Comments	27	24.3	100.0%	0	0.0%	27	100.0%

Above Table 4 shows that 51.4% of the respondents accepted that social crimes are increased, 5.4% are accepted that decreased, 18.9% are in neutral and 24.3% are responded as no comments. Hence it is inferred that majority 51.4% of the respondents are accepted, that social crime activities are increased while accessing net.

**Table 5 Analysis on Timing for Response to Messages**

Case Processing Summary								
Quick_Responses_Messages		Cases						
		Valid			Missing		Total	
		N	Percentage of Quick Response %	Percent	N	Percent	N	Percent
Gender	10 – 20Mins	28	25.2	100.0%	0	0.0%	28	100.0%
	5 - 10 Mins	41	36.9	100.0%	0	0.0%	41	100.0%
	< 5 Mins	39	35.1	100.0%	0	0.0%	39	100.0%
	Never	3	2.7	100.0%	0	0.0%	3	100.0%

Above Table 5 describes that 36.9% of the respondents are tending to respond the text messages within 5 – 10 minutes of time, 25.2 are 10 - 20 minutes, 35.1 are less than 5 minutes and 3 are never respond the messages.

Hence it is inferred that majority 36.9% of the respondents are tend to respond the text messages within 5 – 10 minutes of time and is describes that students are spending more time for replying text messages and chatting instead of utilising it in proper way. So it represents that society is indirectly affected.

### Summary of Findings and Suggestions

#### Findings

One of the most important findings of this study is that internet addiction is closely related to personal factors as well as the sense of alienation measured by powerlessness, abnormal, and isolation.

1. The 34.2% of the respondents are female and 18.9% of the respondents are male belongs to panicked category.
2. The 61.3% of the respondents accepted that Eye Irritation/Poor Eyesight/Back Pain problems were created due to usage of Net facilities.
3. The 64.9% of majority respondents are accepted that brain functionalities were affected due to the over usage of net.

4. The Majority 51.4% of respondents were accepted that social crime activities increased while accessing net.
5. The 36.9% of respondents are tending to respond the text messages within 5 – 10 minutes of time.

### Suggestions

As the degree of internet addiction is especially high among users aged sixteen to twenty, it is necessary to develop some remedies to lessen the phenomenon.

1. First of all, it is necessary to develop effective consumer education programs to induce teenagers to use the internet correctly; these programs can be offered on-line and off-line, in school, in college and at home. Even though our compulsory education system does not offer consumer studies courses, there are some alternative ways to teach students to use internet properly during their study time at home.
2. Need to create awareness programmes among youngsters about physical and health psychological disorders with the help of psychologists, NGOs and teachers etc.
3. A family consumer program for using the internet correctly could also be made available. A family program could be of great importance as the major internet usage place for addicts is the home.
4. Additionally, Tapscott (1998) indicates that sound internet use within the family would probably improve the communication and interaction between family members. If the family does not know how to use the internet properly, communication within the family can be obstructed [4].

### Use Technology with

- Control,
- Limits

### Technology gadgets are here to

- Help and
- Sever us
- Not the Other way

### Conclusion

Technology makes human's life more flexibility than older days. Without the existence of technology, the human's works are not possible and at the same time the cybercrime activities and e-Wastages are also increased. Addiction destroys human beings and their relationships. Internet addiction is no exception. Children are exposed to violence, bullying, drugs, alcohol, sexualisation and even body shaming through media. This can influence their behaviour and if left unmonitored can lead to depression, self image issues, violence or aggression can be alive in the society.

Regardless of this, it is the perfect time to educate them with aid of again technology to handle it in a right way and to overcome from unrelieved problems through online awareness programmes, e-camps, e-counselling, yoga and meditation. But if they are taught to critically approach any content online, they will find themselves better equipped to face threats of the unreal world!

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## TECHNOLOGY IN MARITAL RELATIONSHIP: A BOON OR A BANE?

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### Abstract

*“Technology is a useful servant but a dangerous master” - Christian Lous Lange*

*We are living in an era of Technological explosion and increased digital connectivity. The growing accessibility and usage of technology like the high-speed Internet connections and smart phones which empowers man to connect and disconnect regularly with others through various digital modalities have transformed the way we communicate and use information. Technology with its power to keep one engaged socially and occupy one’s time have become indispensable to many even to a point of dependency. Today, technology has moved from workplaces to homes, from official things to everyday social relationships. Relationships, especially the intimate relationships have been powerfully impacted by the pervasive technological progressions. Technology use poses numerous benefits as well as challenges on Intimate relationships. (Campbell, E. C., & Murray, C. E. 2015).The study explores the advantages and disadvantages of technology in a marital perspective. Information about couple satisfaction and current technology use is collected from 32 married individuals using an online questionnaire. The findings and recommendations for social work interventions are discussed in the full paper.*

**Keywords: Technology Abuse, Marital Relationship, Couple Conflict, Couple relationship**

### Introduction

*“Technology is a useful servant but a dangerous master”-Christian Lous Lange*

We are living in an era of Technological explosion and increased digital connectivity. The growing accessibility and usage of technology like the high-speed Internet connections and smart phones which empowers man to connect and disconnect regularly with others through various digital modalities have transformed the way we communicate and use information. Today, technology is so finely intertwined into the society that it is inseparable even from intimate relationships. It is the keytool for initiating and sustaining relationships ((Bergdall, Kraft, Andes, Hatfield- Timajchy, & Hock-Long, 2012). Keeping in touch with each other throughout the day by text messages and calls may enhance intimacy. Yet, technological interruptions and interference into the everyday life is affecting couple interaction. A text message at the time of couple leisure time or a call while having a dinner together may negatively affect relationship. Hertlein and Blumer (2013) proposed that technological advancement has intermeddled into marital relationship in exquisite ways that couples are not always aware of the changes that have developed in their relationships. Individuals send unspoken messages about their priority, by permitting technology to intrude into or interrupt the quality time such as conversations, mealtimes and leisure time with partners, leading to conflict and negative outcomes in relationships.

### Technology: A Boon

Several researches prove technology as a boon for couples helping to connect with each other. Certainly, countless communications happens between partners through mobile phones and computers, and these interactions are mostly rated as positive in nature. Technology permit couples to stay connected all through the day (Pettigrew, 2009) and to reach out to each other in an emergency or if a

partner is in stress and need encouragement or emotional comforting (Parker, Blackburn, Perry, & Hawks, 2012). Moreover, some research suggest that relationships maintained using technology have better satisfaction, commitment (Sidelinger, Avash, Godorhazy, & Tibbles, 2008), and communication (Coyne, Stockdale, Busby, Iverson, & Grant, 2011).

### **Technology: A Bane**

On the Contrary, technology use carries the potential to create problems in passionate relationships by generating conflict, leading to poor relationship satisfaction (Ahlstrom, Lundberg, Zabriskie, Eggett, & Lindsay, 2012; Coyne et al., 2012; Schade et al., 2013), and creating barriers in problem solving and intimacy development (Henline & Harris, 2006). For instance, online gaming may disturb intimacy processes by introducing feelings of avoidance, neglect and jealousy (Hawkins & Hertlein, 2013). Technology use when intruding into daily life becomes a trouble as the individual struggles to disconnect with it leaving no quality time for real life relationships like family and friends (Elphinstrom & Noller, 2011; Gentile, Coyne, & Bricolo, 2013).

Technology use interferes with the development of face-to-face interactions in couple relationships as individuals build “intimacy” with electronic devices at the cost of real-life intimacy. According to Carbonell, Oberst, & Beranuy (2013) mobile devices with their inherently satisfying features, are capable of persuading individuals to form strong attachments with them. Electronic devices allow us to be increasingly connected with others but hinder the growth of face-to-face relationships. Communication turns out to be only through electronic devices, and individuals start to choose online interactions over face-to-face communication (Rettie, 2007). Additionally, technology use interferes with the development of face-to-face interactions in couple relationships as individuals start multitasking with technology while interacting with their partner. An ‘alone-together’ condition is created as couples get involved with their own separate technology device than with the partner while being physically together (Turkle, 2012). Thus the interruptions in interactions caused by technology lead to relationship conflict because this interference by technology generates frustration and lack of intimacy in the relationship. Partners become distressed by the increased conflict leading to a lower relationship satisfaction (Koerner & Jacobson, 1994).

The current study investigates the advantages and disadvantages of technology use in a marital perspective. Relationship between couple satisfaction and current technology use is explored.

### **Hypotheses**

- Using technology in the presence of partner without engaging will negatively effect relationship satisfaction.
- Using technology together while interacting with each other will positively effect relationship satisfaction.

### **Methods and Materials**

“A research design is the arrangement of condition for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”.

**Johada and Cook (1957)** Descriptive research design is adopted for the study. A questionnaire was designed to collect information about couple satisfaction and current technology use. Participants were approached online as well as by word of mouth through acquaintances. The questionnaire was administered online to ensure confidentiality. The first section of the questionnaire contained socio-demographic details. The second section incorporated questions regarding “agreement” within the

relationship, questions about the nature of the relationship, feelings about the relationship, and relationship satisfaction. The third section targeted personal technology use as well as perceptions of partner usage. The concluding section of the questionnaire included questions relating to technology use while in the presence of one another.

### Inclusion Criteria

Married heterosexual couples under the age of 50 years were included in the study.

### Sampling procedure and Sample Size

Non Probability convenient sampling technique is used for data collection. Thirty-two individuals who voluntarily agreed to take part in the study and filled in the questionnaire constituted the sample of the study. Of the 32 partakers, there were 16 males and 16 females with ages ranging from 26 to 35 years.

### Analysis and Interpretation

Analysis of the study was done by using the Statistical Package SPSS. T-test was performed and no significant differences were found between the variables. Karl Pearson's Correlation Coefficient was used to find any existing relationship between the technology use and Couple relationship. Relationship Agreement, Relationship Perception, Engage with partner while using technology (TV, Mobile, Computer, Laptop), Using technology separately while being physically together (TV, Mobile, Computer, Laptop), and Feeling Close with partner while using technology (TV, Mobile, Computer, Laptop) were the fourteen dependent variables under study.

**Correlation Matrix for Technology Use and Couple Relationships**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Relationship Agreement	-													
2.	Relationship Perception	.560**	-												
3.	UseSepTog TV	-.117	.137	-											
4.	UseSepTog MOB	-.205	.106	.435**	-										
5.	UseSepTog COMP	-.021	-.017	.300	.397*	-									
6.	UseSepTog LAP	-.137	-.394*	.429**	.463**	.415**	-								
7.	Engage/Interact TV	.366*	.633**	.245	.143	.075	-.196	-							
8.	Engage/Interact MOB	.331*	.360*	.038	.020	.014	-.103	.429**	-						
	Engage/Interact COMP	.302	.498**	.187	.022	.263	-.189	.437**	.536**	-					
10.	Engage/Interact LAP	.342*	.426**	.085	-.071	-.057	-.036	.353*	.828**	.665**	-				
11.	Feel Close TV	.430**	.515**	.237	-.008	.233	-.147	.336*	.203	.429**	.193	-			
12.	Feel Close MOB	.289	.357*	-.205	-.155	-.114	-.242	.088	.583**	.403*	.560**	.420**	-		
13.	Feel Close COMP	.376*	.370*	-.215	-.273	.197	-.265	.066	.250	.536**	.406*	.507**	.727**	-	
14.	Feel Close LAP	.341*	.308	-.038	-.311	-.141	-.258	.127	.413**	.281	.526**	.464**	.716**	.597**	-

\*\*Correlation is significant at the 0.01 level (2 tailed)

\*Correlation is significant at the 0.05 level (2 tailed)

## Findings

- The mean age of the respondents is 31.18 years.
- The respondents reported being in their relationship ranging from 11 months to 8 years. A majority of participants (26.7%) had been in their relationship for 4 years at the time of completing the questionnaire, and a minimum of participants (2%) had been in a relationship for 7 to 8 years.
- Most of the respondents (63%) have their monthly income above Rs.30000.
- Using the laptop separately while in the presence of a partner has a moderate negative relationship with Relationship Perception. Conversely, a moderate positive significant relationship is found between Feel Close LAP and Relationship Agreement.
- Engaging while watching TV and Relationship Perception has a significant moderate-strong positive relationship.
- The study reveals a significant moderate-strong positive relationship between Feel Close while watching TV and Relationship Perception, suggesting that couples feel closer while watching TV together which imparts a positive perception about the relationship.

## Conclusion

According to Spears & Lea, 1994, the increasing accessibility and use of technology implies greater choice and control over social connections than before. However, the sense of safety and control can be compromised if the use of technology is not successfully managed within couple relationships. Allowing technology to interrupt the couple interaction will negatively affect the relationship whereas using them together with engagement will nurture relationships. Technology may enhance or hinder couple relationships depending on the couple's ability to manage, monitor, and reflect on its use.

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## TECHNOLOGY ADDICTION AND HEALTH IMPACTS

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### Abstract

*A smartphone has become an inherent part in everyone's life. This research is supported with the help of a survey for identifying the factors that cause health impacts due to smartphone usage among adolescents of age group 15-18 years who are studying 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> standard classes respectively. Around 272 adolescents were taken for the study from 2 schools of Coimbatore district. This study investigated indicators of smartphone addiction, smartphone use and their associations with demographic and health behavior-related variables among adolescents. So solutions are given in this research paper for mitigating the impact of Smartphones and also the various health problems among the adolescents have been identified due to the usage of Smartphones. This paper is to bring out the emphasis on how technology addiction can affect an individual's social life and cause psychological and physical problems. I have chosen the gadget Smartphone for my study with special reference to adolescents as adolescents are teenagers who are undergoing the transitional stage of psychological and physical development of becoming an adult. This transitional stage is crucial for any adolescent and when he/she gets a Smartphone at this age it is more probable for causing mental and physical health impacts on the adolescents thereby their social well-being gets affected too.*

### Introduction

The number of smartphone users in India for the year 2017 is estimated to exceed 299.24 million and study reveals that by the year 2018 India will have above 530 million smartphone users. China will be the first country with the largest number of smartphone users of around 1.3 billion in 2018 and India will be the second with 530 million and third being the United States with 229 million users of smartphones.

### Health risks of using Smartphones

The most dangerous part of using a cellphone is electromagnetic radiation or EMFs (electromagnetic fields) emitted by a cellphone which can cause damage to the cells of your body. The electromagnetic fields can interfere with the natural electrical system of your body and can cause sleep disorder and can disrupt functioning of the immune system, chronic fatigue syndrome and Alzheimer's disease. Many organizations and doctors have raised their concerns over Wi-fi technologies in schools where teachers and students experience heavy EMF exposure the entire day.

Stephen Sinatara, an integrative metabolic cardiologist says that the heart is sensitive and can be affected adversely by the same frequency used for Wi-fi at levels which have been recorded in schools with Wi-Fi technology. Dr. Sinatara says children in high-tech classrooms have complained of the symptoms like dizziness, irregular heartbeat, anxiety, weakness, and feeling of fainting, tiredness, concentration difficulty and chest pain. Overusage and continuous use of Smartphones can also cause stress, depression, insomnia and aggressiveness.

## Literature Review

James Hall has conducted a study on curse of the smart phone and reported that one third of the teenagers were using their smarthphone during meals and one in 4 teenagers were using their smartphone during a performance. He suggested for a Solution Focused Social Interest Programme as Treatment Option.

Dr. Nora D. Volkow conducted a study on Effects of Cell Phone Radiofrequency Signal Exposure on Brain Glucose Metabolism and observed that increase in smartphone usage has possible negative effects of radiofrequency signals delivered to the brain. The glucose metabolism changes in adolescents after cell phone usage and that the human brain is sensitive to the effects of RF-EMFs from acute cell phone exposures.

Seung Min Bae made a study on Smartphone Addiction of Adolescents, Not a Smart Choice in junior high school in a Korean metropolitan area. Seung Min Bae reported risks of smartphone addiction and treating smartphone addiction in adolescents is highly urgent and recommends prevention and correction methods.

Zahra Babadi-Akashe has made a study on the relationship between mental health and addiction to mobile phones among university students of Shahrekord, Iran. The results revealed that the students were placed in habitual behaviors, addiction and intentional categories and the students were affected with obsessive compulsive disorder, interpersonal sensitivity and depressive disorder. Zahra Babadi-Akashe concluded that the mental health improved when the mobile phone usage among students reduced.

## Research Methodology

### Objectives of the Study

- To assess technology addiction among adolescents using their daily smartphone activity
- To find out the various health impacts of adolescents when using Smartphone
- To identify the factors that cause the different health impacts among adolescents
- To provide appropriate measures to reduce the smartphone addiction among adolescents

### Sources of Data

The primary data was collected with the help of a structured questionnaire and secondary data is collected from previous research on Smartphone addiction from journals and websites

### Sampling Design

Simple random sampling is the sampling design adopted for my research. It is a type of probability sampling since the population of the students in Coimbatore district is known and every student has the equal opportunity of getting selected.

### Statistical Tools Used

#### Hypothesis

There is no relationship between Gender and health problems

There is no relationship between Age and health problems

There is no relationship between hours spent with smartphone and health problems

There is no relationship between ownership of smartphone and health problems

There is no relationship between reason for using smartphone and health problems

**Correlation analysis**

**Correlations**

		Gender	Age	Hours	own M Pho	why use Mpho	health prblms
Gender	Pearson Correlation	1					
Age	Pearson Correlation	.199**	1				
Hours	Pearson Correlation	-.057	-.031	1			
own MPho	Pearson Correlation	-.013	-.116	.039	1		
why use Mpho	Pearson Correlation	.296**	.235**	.099	.208**	1	
Health prblms	Pearson Correlation	.395**	.294**	-.095	.072	.543**	1

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In order to test the hypothesis declared, the relationship between health problems and Gender, Age, hours spent with smartphone, ownership of smartphone, and reason for using smartphone variables, a Pearson correlation analysis was conducted.

The correlation between Gender and health problems reveals a positive coefficient of 0.395 which is significant at 1 per cent level; hence we reject the null hypothesis and conclude that there is a strong correlation between Gender and health problems

The correlation between age and health problems reveals a positive coefficient of 0.295 which is significant at 1 per cent level hence we reject the null hypothesis and conclude that there is a strong relationship between age and health problems.

The correlation between ‘reason for using smartphone’ and health problems reveals a positive coefficient of 0.0543 which is significant at 1 per cent level hence we reject the null hypothesis and conclude that there is a strong relationship between ‘reason for using smartphone’ and health problems.

The correlation between ‘number of hours using smartphone’ and health problems reveals a negative coefficient of -0.095 which is not significant at 1 per cent level hence we accept the null hypothesis and conclude that there is no strong relationship between ‘number of hours using smartphone’ and health problems. The correlation between ‘smartphone ownership’ and health problems reveals a negative coefficient of 0.072 which is not significant at 1 per cent level hence we accept the null hypothesis and conclude that there is no strong relationship between ‘smartphone ownership’ and health problems.

**Reason for using smartphone and Ownership**

**Descriptives whyuseMpho**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
I own	81	2.09	1.015	.113	1.86	2.31	1	4
From Father	67	2.22	.599	.073	2.08	2.37	1	3
From Mother	90	2.91	1.158	.122	2.67	3.15	1	4
Others	34	2.24	.890	.153	1.92	2.55	1	4
Total	272	2.41	1.027	.062	2.29	2.53	1	4

**ANOVA**

whyuseMpho

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	34.439	3	11.480	12.236	.000
Within Groups	251.443	268	.938		
Total	285.882	271			

To find out the differences among the groups among smartphone ownership and reason for using smartphone, one way ANOVA is conducted. The ANOVA table reveals that there is a statistically significant difference noted between the groups means with p value of 0.000, DF of 3 and mean squares of 11.480 indicating that there is a difference among the ownership groups 'I own', 'From Father', 'From mother' and 'Others' with regards to reason for using smartphone.

**Reason for using smartphone and Age****Descriptives**

whyuseMpho

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
11-12 yrs	27	2.37	.926	.178	2.00	2.74	1	4
13-14 yrs	79	2.01	.954	.107	1.80	2.23	1	4
15-16 yrs	84	2.44	1.079	.118	2.21	2.67	1	4
17-18 yrs	82	2.78	.943	.104	2.57	2.99	1	4
Total	272	2.41	1.027	.062	2.29	2.53	1	4

**ANOVA**

whyuseMpho

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23.848	3	7.949	8.130	.000
Within Groups	262.035	268	.978		
Total	285.882	271			

To find out the differences among the age groups and reason for using smartphone, one way ANOVA is conducted. The ANOVA table reveals that there is a statistically significant difference noted between the group means with p value of 0.000, DF of 3 and mean squares of 7.949 indicating that there is a difference among age groups with regards to reason for using smartphone.

**Reason for using smartphone and gender****Descriptives**

whyuseMpho

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	174	2.18	.944	.072	2.04	2.33	1	4
Female	98	2.82	1.049	.106	2.61	3.03	1	4
Total	272	2.41	1.027	.062	2.29	2.53	1	4

**ANOVA**

whyuseMpho

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.074	1	25.074	25.957	.000
Within Groups	260.809	270	.966		
Total	285.882	271			

To find out the differences among the gender groups and reason for using smartphone, one way ANOVA is conducted. The ANOVA table reveals that there is a statistically significant difference noted between the group means with p value of 0.000, DF of 1 and mean squares of 25.074 indicating that there is a difference among the gender groups male and female with regards to reason for using smartphone.

**Regression**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 <sup>a</sup>	.559	.529	1.166

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	436.755	17	25.691	18.907	.000 <sup>b</sup>
	Residual	345.153	254	1.359		
	Total	781.908	271			

- a. Dependent Variable: health prblms
- b. Predictors: (Constant), pfrStayalone, upsetphonbrk, fellstressed, distracmesstone, dayswithoutphone, Mponehelpeduca, FeelLonley, useMPnotneed, donthvefrind, stopusingPhon, chk5mtshabit, whyuseMpho, chkforMcallwakeup, spentmoneyforMP, warnedinschol, sleptlate, Messgsent

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.329	.769		3.028	.003
	whyuseMpho	.368	.103	.222	3.557	.000
	FeelLonley	.258	.116	.114	2.222	.027
	Messgsent	-.397	.137	-.286	-2.896	.004
	Sleptlate	.193	.088	.180	2.200	.029
	spentmoneyforMP	.243	.084	.199	2.907	.004
	useMPnotneed	-.294	.131	-.146	-2.252	.025
	distracmesstone	-.162	.068	-.125	-2.381	.018
	chkforMcallwakeup	-.162	.079	-.122	-2.038	.043
	fellstressed	.241	.096	.153	2.521	.012
	stopusingPhon	.506	.203	.143	2.487	.014
	dayswithoutphone	-.257	.099	-.145	-2.593	.010
pfrStayalone	.268	.133	.196	2.019	.045	

a. Dependent Variable: healthprblms

To study the impact of prevailing daily mobile phone usage activity on health problems observed, multiple regression analysis is conducted to check that the model is significant for the dependent variable 'health problems' observed. The model is tested at p value of 0.05 to determine the importance of

independent variables.  $R^2$  measures the variance between the independent and dependent variables. The  $R^2$  for 'health problems' observed was found to be significant at 5% level with p value of 0.000, DF of 17 and mean square of 25.691. The observed  $R^2$  was about 0.56 which indicates that the independent variables explain the dependent variable for about 56%.

The regression coefficient for health problems shows that there is a positive relationship between reason for using smartphone and health problems with a coefficient of 0.368 and p value of 0.000 indicating that an increase in purpose of using smartphone would increase health problems. For the factor 'feeling lonely', the regression coefficient of 0.258 with p value of 0.027 is observed which indicates that an increase in the percentage of feeling 'loneliness' would increase the chances of using smartphone and risk of getting health problems. Factor 'Slept late using smartphone', the regression coefficient of 0.193 with p value of 0.029 shows a positive relationship with health problems indicating that an increase in usage of smartphone overnight would lead to risk of getting health problems. Also, factor 'spent more money of smartphone' indicate a positive relationship between health problems and 'money spent on smartphone' with a coefficient of 0.243 and p value of 0.004 indicating that an increase in spending money poses threat to health problems as spending money influences more smartphone usage. Factor 'Feel stressed' indicates a positive relationship between health problems and 'feel stressed' with a coefficient of 0.241 and p value of 0.012 which indicates that when the stress levels increase health problems also gets increased. Factor 'Stop using phone' indicates a positive relationship between 'stop using phone' and health problems with a coefficient of 0.506 and p value of 0.14 indicating that sudden withdraw of using smartphone increases the risk of health problems. Factor 'prefer to stay alone' indicates a positive relationship between 'prefer to stay alone' and health problems with a coefficient of 0.268 and p value of 0.045 indicating that tendency to stay alone increases, health problems also increases due to higher probability of using smartphone when alone. It is concluded that factors 'reason for using smartphone', 'feeling lonely', 'Slept late using smartphone', 'spent more money of smarphone', 'Feel stressed', 'Stop using phone' and 'prefer to stay alone' influence health problems.

### **Research GAP**

Many studies were conducted on internet addiction rather than smartphone addiction. The adolescents are using Smartphones even without internet and this study has brought out how adolescents are addicted to smartphone and how their health is affected physically, socially and psychologically.

### **Scope for Further Research**

This study reveals how adolescents are addicted to smartphone depending on their everyday smartphone usage and its impact on their health. More focus can be given on any particular physical health impact say eye defects, hand pain, insomnia or psychological behavior like aggressiveness which can be the scope for further research.

### **Findings**

#### **Through Correlation analysis, the following findings have been identified**

There is a strong correlation between Gender and health problems, age and health problems, 'reason for using smartphone' and health problems.

#### **Through Anova, the following findings have been identified**

There is a statistically significant a difference among the ownership groups 'I own', 'From Father', 'From mother' and 'Others' with regards to reason for using smartphone.

There is a difference among the gender groups male and female with regards to reason for using smartphone. There is a difference among age groups with regards to the reasons for using smartphone.

### **Through Regression, the following findings are identified**

The factors say 'reason for using smartphone', 'feeling lonely', 'Slept late using smartphone', 'spent more money of smarphone', 'Feel stressed', 'Stop using phone' and 'prefer to stay alone' influence health problems among adolescents.

### **Suggestions**

- According to the study conducted, The best method of preventing the health risks due to Smartphone among adolescents is by focusing more on outdoor games and activities. The parents can also motivate their children to even spend time with pets rather than using the smartphone.
- Prevention of health risks among adolescents is by switching their smartphone off frequently. There are no radiations when the phone is switched off.
- Using an EMF (electromagnetic field) shielding device can reduce the radio waves and block the radiation
- Consume foods which will support the nervous system as it is the first system of the body which will be affected by EMFs. Pomegranate seeds, broccoli, prunes, walnuts, spirulina, omega-3 fatty acids are certain few beneficial suggestions which can be incorporated in the daily routine.

### **Conclusion**

The study on a whole reveals that the smartphone addiction among adolescents can be significantly reduced with the support from the schools and parents. Parents have to spend more time with their children as loneliness is one of the major factors which has made the child use smartphone. Schools have to take more strict measures in banning of the smartphone inside the campus rather than having free wi-fi access. Schools must also provide physical training classes or yoga which can help the students improve their memory.

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## PARENTING AND MENTORING IN THE ERA OF DIGITISATION – NECESSITY AND INTERVENTIONS

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### Abstract

*The use of computers became an ingredient in society from around 1995 the rampant use of digital devices became a reality from 2005. But since the popularization of social digital media platforms after 2012, a major portion of the time that is spent even by children is on such platforms. It has become an addiction for many. The use of digital devices has made learning easier. It is also a fact that social media has enabled the children to have a connect with their schoolmates, college mates and others who were not accessible for many years. At the same time the social media that emerged from digitisation poses a very major risk of getting connected with unknown individuals and groups who can mislead the children who are mostly in the adolescent stages of their life. It is noted that the children who are not subject to a very careful parenting, those who do not have very strong bonds in the family, those who are not subject to an ethical religious mentoring and those who are indifferent fall in this vulnerable segment. There are many instances of children getting mesmerised and misled by suggestions given through various groups like the dreaded 'Blue Whale' and have even lost their lives. It is noted that, in some cases, children who pursue uncommon interests also good get attracted to certain clandestine groups and lose direction because of addiction to a trait. There are cults which are even capable of misleading children close to adulthood. There are many clandestine groups which catch people when they are young and brainwash them to channelise their thoughts to towards the direction of their perverted philosophy. Digitisation and digital media have certainly enabled the world around us to become small. It has also enabled the children to improve their exposure and facilitated its use for productive purposes. But at the same time a new world has been created for 'Children in psycho-social isolation'. They become part of an unknown global community with perverted thoughts. This is a major risk not only for them but also for their family and the world at large. It is here that the parents, teachers and mentors who are to inculcate ethics and safe realistic living have a major role now. This paper also attempts to present certain illustrations for parents and the influence groups to debate on the Do's and Don'ts this era of digitisation, social media and beyond, to prevent child harassment and mould a safer society for tomorrow.*

**Keywords:** *Psycho-social isolation, Parenting, Mentoring, Socialisation, Digital era, Molestation, Seduction, Protection of Children from Sexual Offences Act (POCSO), Safe Society*

### Introduction

The use of computers became an ingredient in society from around 1995 the rampant use of digital devices became a reality from 2005. But since the popularisation of social digital media platforms after 2012, a major portion of the time that is spent even by children is on such platforms. It has become an addiction for many. The use of digital devices has made learning very easy. It is also a fact that social media has enabled the children to have a connect with their schoolmates, college mates and others who were not accessible for many years. This paper attempts to present certain cases for parents and the influence groups to debate on the Do's and Don'ts this era of digitisation, social media and beyond, to mould a safer society for tomorrow.

### **Objectives of the Study**

1. To understand the perspectives on how addictive behaviour in usage of mobile phones and social media affect girls in adolescent stage adversely.
2. A short recital of seven kinds of traps cases pertaining to molestation of adolescent girls using social media are given to understand the ways in which traps are laid by the delinquents.
3. Understand the psychological changes in adolescent girls consequent to molestation that would serve as early warning signals to parents and teachers from academic works
4. To suggest the actions to be taken by parents and teachers for safe progression of adolescent girls during the early transition phase of their life.

### **Research Design**

The approach followed for developing this paper has been the following.

1. Understand the scope of mobile gadgets and social media from a constructive perspective and otherwise.
2. Review of general media reports on abuse of girl children using so coal media.  
Literature review on how such behaviour from the opposite sex adversely affects the psycho-social behaviour of adolescent girls.
3. Study of cases under investigation by Police with involvement of the quasi-judicial Child Welfare Committee.
4. Review of Literature on successful parenting of adolescent girl Children.

### **Sampling**

An exhaustive review of Crime related reports of nearly 30 cases registered pertaining to use of Social media for sexual abuse of adolescent girls was conducted to understand the broad nature of traps laid by the miscreants. The geographical area is Palakkad district in Kerala There were constraints to test the psycho-social parameters of the victims and the offenders as the cases were under investigation. This area offers scope for further research after the investigation and trial is completed.

### **Academic Perspectives**

Hyeokoo Eric Kwon, Et al. (2016) had attempted to investigate whether addiction to mobile social apps should be viewed as a rational behaviour rather than an uncontrollable, irrational disorder. The pertinent question is whether addiction-related problems should be addressed through users' self-regulation or government regulation. This study attempted to examine the addictive nature of digital IT artefacts that are non-physical, social, and highly accessible. The findings state that Users who are older and more educated and those who are younger and less educated are both less-forward-looking in their consumption of digital social apps. Bianchi andPhillips (2005) revealed that extraversion and low self-esteem are significant psychological predictors of heavy mobile phone use. The nature oriented standpoint of addictionas explained by a type of "disease model," in which compulsive and irrational behaviours originate from neurological, genetic, and biological causes that can be cured only by lifelong self-restraint, has been challenged by Becker and Murphy (1988) who broke new ground in the study of human behaviour. People who suffer from depression are at risk for social isolation and sometimes turn to risky Internet sites and blogs for 'help' that may promote substance abuse, sexual practices, aggressive and self-destructive behaviours. Social media promotes superficial connections that can end up causing long-term emotional and psychological problems. Social media also fosters false intimacy both intentionally false and unintentionally false. Without acknowledging these negative personal impacts of social media, the harms, both psychological and emotional will continue to grow.

According to Weimann, terrorists started using the Internet almost 16 years ago. Ever since then, monitoring the use of the Internet and online platforms use by terrorist groups has skyrocketed from 12 to over 9,800 terrorist websites. Sandy K Wurtle (1993) had pointed out that Child sexual abuse is a widespread social problem that negatively affects victims, families, communities, and society. As outlined in an article by the Centers for Disease Control and Prevention states that Emotional/Social Changes in children belonging to the age group 15-17 years might have more interest in romantic relationships and sexuality, go through less conflicts with parents, show more independence from parents, have a deeper capacity for caring and sharing and for developing more intimate relationships, spend less time with parents and more time with friends and feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, sex and other problems.

Carolina A. Klein (2014) has observed that a variety of sexual behaviours occur online, including those that are highly unusual or even plainly illicit. There is a growing body of literature pertaining to sexual abuse of minors that occurs or may be promoted online, The Internet has become an ever-expanding source of information and opportunities in every domain of life, particularly for younger generations. Along with the benefits come certain risks and potentially negative influences. For example, the web provides an avenue for sexual exploration for special populations such as mentally impaired individuals, it provides forums where people recovering from sexual pathologies may find support and guidance, and it provides ease of access and anonymity for adolescents seeking information or advice surrounding topics of sexuality. This anonymity and ease of access, however, may delay the identification or management of risky behaviours. Online sexual activity begs attention because of its magnitude and potential ramifications. Questions arise within the realm of legal regulation, particularly as we move deeper into the era of cloud computing. Jurisdiction is one consideration as these matters often cross international boundaries. Localization of criminal evidence may be increasingly difficult in the era of cloud storage. Copies of illegal material may not be stored in a personal hard drive and can be deleted in the Internet within seconds. It may also not be clear what level of privacy a user may expect in cloud storage and whether government agencies may access cloud accounts.

Awareness of the risks, and an ability to articulate them, does not necessarily translate into behaviour change that enables children to navigate risks safely (Third et al, 2014). The challenge outlined by them is to support users to minimise the risks without limiting their digital participation and their capacity to derive the full benefits of connectivity. Cyber safety needs to be considered against a transforming backdrop of technology trends, products and practices. While the rise of social media has tended to dominate recent debate and developments in cyber safety, particularly in relation to young people, a range of other trends is also shaping how users engage online, the risks they potentially face in the new media landscape, and the strategies used to address them. This paper attempts to present certain cases that illustrate how the cyber space was used by certain miscreants to woo adolescent girls to achieve their ulterior motive of child abuse and molestation.

### **Instances of Harassment of Adolescent Girls using Digital Platforms**

#### **Case Type - 1: Trap Lay Sensing Poor Parenting and Family Issues**

An adolescent girl in North India engages in a Friendship with a boy from South India through Digital Media. After stating domestic problems, she asks the boy to take her to his home town. He agrees and subjects to molestation in various places for more than a month. When they reach the boy's home town Police arrests the boy and charges under Protection of Children from Sexual Offences Act (POCSO). This is a case which started from poor parenting and family issues. The girl sought refuge under an unknown "friend" from the digital world and succumbed to his pressures.

**Case Type - 2: Trap Laid by Familiarity, Love Affair and Promises on Marriage**

An adolescent boy and girl engaged in a love affair while in High School. The boy promised to marry her and took photographs and videos of pornographic nature and threatened to put it in Digital Media if she did not oblige further frequently. However, the parents of the girl noticed this from digital messages in the girl's mobile phone. The boy was arrested and charged under POCSO. Here familiarity, love affair and promises on marriage, molestation of the girl and threatening of use through Digital Media led to this crime.

**Case Type –3: Trap laid by Arousal of Sexual Desire Through Digital Media**

An adolescent girl gets familiarised with a boy in a professional games training session. They engage in a friendship and the boy registers a digital media account for her. He slowly seduces her by sharing messages of pornographic nature shared by others to make her interested in such activities. Later they too share their private images. When she did not oblige for physical contacts, the boy threatened her of publishing the photographs thus taken in Social media. The educated girl sensing the trap complaints to her parents and the boy is arrested. Here the boy conspired to develop sexual desire in the girl and commits her to his wishes. But perhaps because of the family and educational background, the girl managed to come out of further traps laid down by the accused. The boy was charged under POCSO.

**Case Type –4: Trap laid by Friendship Leading to Immoral Activities as a Group**

This is a case of a molestation by a friendship through social media. A boy from a distant district in a South Indian State gets familiarised with an adolescent girl through digital media. They meet many times and shares the experiences through Chats. At times they engage in quarrels. The girl left her house to reach the boy's house. He arranges accommodation for her in his friend's house and continue his physical contacts. A friend of the girl is also seduced to join them. While travelling together they get detained by the Police and the boy is charged under POCSO. This is a case of friendship leading to immoral activities, sharing of experiences to make another girl to join their company and deterrent action by the Police. The boy is charged under POCSO. Perhaps this is a case of an emerging sex racket getting busted.

**Case Type –5: Trap for Sexual Abuse and Extortion**

A lorry driver gets him introduced to a school girl. He purchases a mobile phone for her and they continue to be in contact most of the time. Sensing this, the girl's parent snatch the mobile phone and warns her. But the lorry driver continues further "investment" in mobile phones and maintains regular contact with the adolescent girl. He seduces her to share his bed many times in his house and takes pornographic photos and videos. Then he started threatening to post it in social media and demanded money and jewellery from her. The girl lodges a complaint and the lorry driver are charged under POCSO. This is a case of friendship, seduction, molestation, threatening to use Digital media and extortion.

**Case Type –6: Trap due to Immorality of Parents**

An adolescent girl gets sexually tortured by many on a number of occasions. The girl absconded from her house and was later detained by the Police. She stated that her mother had various contacts through the social media and that her mother had "sold" her to the former's friends. Many of them were detained under POCSO. This is a case of immorality of parents costing a child dearly.

**Case Type –7: Trap laid during Foster Care**

A family took an adolescent girl on Foster Care. The girl complained of an old man in the family seducing her while seeking medical attention. Pornographic photos in mobile phones were reportedly used. The old man was detained under POCSO

The underlying factors of all above deviations and cases have been poor parenting, family issues, round the clock familiarity, love affair, promises for marriage, threatening with pornographic photos and videos, physical contacts, immoral activities of parents, extortion and unsafe circumstances during foster care.

The above illustrations stress the need for very careful child rearing, especially during the adolescent stage. Though it is a mammoth task to sensitise parents and teachers on the risks and warning signals from an individual child centric psycho-social perspective, it needs to be undertaken comprehensively by professionals in this domain. Avenues for legal redressal will have to be popularised.

### **Warning Signals for Parents**

The complaints originated when behavioural changes were noticed in the victims. Patty Odenko in the article on "Tips for Child Sex Abuse Prevention" had stated about the signs because of sex abuse in children, it ranges from regressive behaviour (acting much younger than they are), increased dependency on non-abusing adults, withdrawal and isolation from others, increased aggressiveness or hostility, sudden fear of the dark, frequent nightmares and changes in sleep (either insomnia or increased sleeping).

### **Conclusion**

#### **Risks**

The use of digital devices has made communication easier. It is also a fact that social media has enabled the children to have a connect with their schoolmates, college mates and others who were not accessible for many years. At the same time the social media that emerged from digitization poses a very major risk of getting connected with unknown individuals and groups who can mislead the children who are mostly in the adolescent stages of their life. It is noted that the children who are not subject to a very careful parenting, those who do not have very strong bonds in the family, those who are not subject to an ethical religious mentoring and those who are indifferent fall in this vulnerable segment. There are many instances of children getting mesmerised and misled by suggestions given through groups like the dreaded 'Blue Whale' and have even lost their lives. It is noted that, in some cases, children who pursue uncommon interests get attracted to certain clandestine groups and lose direction because of addiction to a trait. There are cults which are even capable of misleading children close to adulthood. There are many clandestine groups which catch people when they are young and brainwash them to channelize their thoughts towards the direction of their perverted philosophy. Digitisation and digital media have certainly enabled the world around us to become small. It has also enabled the children to improve their exposure and facilitated its use for productive purposes. But at the same time a new world has been created for 'Children in psycho-social isolation'. They become part of an unknown global community with perverted thoughts. This is a major risk not only for them but also for their family and the world at large. Adolescent children belonging to low income groups and those from broken families are at more risk.

### **Role of Parents and Teachers in Risk Mitigation**

The parents, teachers and mentors who are to inculcate ethics and safe realistic living have a major role now. Parents can prepare themselves and their children for a smoother transition and greater success in achieving the tasks of adolescent development. They can be equipped to provide a stable, safe and loving home environment, creating an atmosphere of honesty, mutual trust, and respect, creating a culture of open communication times, allowing age appropriate independence and assertiveness,

developing a relationship that encourages your child to speak openly, teaching responsibility for their belongings, teaching the importance of accepting limits and by teaching the importance of thinking before acting.

Parents need to talk to their children in the adolescent stage about his/her concerns and pay attention to any changes in their behaviour. They need to ask them whether they had suicidal thoughts, particularly if they see as sad or depressed. Asking about suicidal thoughts will not cause them to have these thoughts, but it will let them know that the parents care about how their children feel. Professional help may also be sought help if necessary. The parents should show interest in their children's school and extracurricular interests and activities and encourage them to become involved in activities such as sports, music, theatre, and art and compliment them for their achievements. The parents should encourage children to volunteer and become involved in civic activities in her community. The parents should encourage their children to develop solutions to problems or conflicts and help them to make good decisions. The parents should discuss about what is to be done can do if their children are in vulnerable groups while respecting the child's need for privacy. A high degree of continued sensitisation is required for children and parents especially belonging to weaker sections economically and socially. While the real fruits of technology can be got we can also ensure a safer society.

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**A STUDY ON INTERNET ADDICTION AMONG SCHOOL GOING ADOLESCENTS**

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### **Abstract**

*The internet was originally developed by the United States of America's military in the 1960's as a means of ensuring a workable communication system in the event of a strike by enemy missiles or force. At present, it is making substantial inroads in research, patient care, education and dissemination of healthcare information. Moreover, the development of the internet as a vehicle for world-wide communication and the emergence of the World Wide Web have made instantaneous access to much of the entire body of educational information an exciting tool. It is now one of the most important sources of information for students of institutions throughout the world by providing access to education materials. Internet addiction is a typical use of the internet that causes the psychological, social, educational, or occupational problems for the people. Students need the internet more than other people due to their educational or research needs. The rate and type of the internet use may affect their information seeking behavior too. This study aims to investigate the effect of the internet addiction on the school going adolescents studying in Govt. Hr. Sec. School, Samayanallur, Madurai district. The total sample for the study comprised of 50 adolescent girls and boys studying in this school selected from the universe of 367. Purposive sampling method was adopted in the present study. An interview schedule and the Internet Addiction Test (IAT) developed by Dr. Kimberly Young (2009) were administered in this study to collect data. The findings of this research will be discussed in the main paper. This research it is evident that more research has to be done to further analyse the factors contributing to this core research area among adolescents.*

**Keywords:** Internet addiction, School students, Adolescents and IAT

### **Introduction**

Internet is recognized as medium for information exchange in various fields such as in academic research, entertainment, communication and commerce. Compulsive Internet use can interfere with daily life, work, and relationships. When you feel more comfortable with your online friends than your real ones, or you can't stop yourself from playing games, gambling, or compulsively checking your tablet, or other mobile device, then you may be using the internet too much. 21<sup>st</sup> century youth have become far more dependent upon connectivity for studying, playing, communicating and socializing. Adolescents' internet addiction participants compulsively use the internet, to such an extent that it is given priority over all other responsibilities which also affect time and attention to school work, and domestic responsibilities at home, and even adolescents interaction and relationships. Some also suffer health consequences from loss of sleep back strain and eye strain as they stay up later to chat online, check for social network status updates or to reach the next game levels. This is a sign of internet addiction Internet provides a constant, ever-changing source of information and entertainment, and can be accessed from smart phones as well as tablets, laptops, and desktop computers. Spending a lot of time online only becomes a problem when it absorbs too much of one's time, causing to neglect relationships, home work, school work, or other important things in life.

### **Definition of Internet Addiction**

Addictive use of the internet is a new phenomenon that many practitioners are unaware of and consequently unprepared to treat. Some practitioners are unfamiliar with the Internet, making its

seductive powers difficult to understand. Sometimes its impact on the afflicted person's life is underestimated as many practitioners do not recognize the legitimacy of the disorder. Hence, this paper starts with a review of the diagnostic criteria of internet addiction to help prepare clinicians for this issue.

### **Signs of Internet Addiction**

Signs of Internet addiction vary from person to person. For example, there are no set hours per day or number of messages sent that indicate Internet addiction. But here are some general warning signs that your Internet use may have become a problem which includes, Losing track of time online, Having trouble completing tasks at school work or home work, Isolation from family and friends, Feeling guilty or defensive about your Internet use and Feeling a sense of euphoria while involved in Internet activities. This is a sign of internet addiction

### **Reasons for Internet Addictions**

When you have a bad day and are looking for a way to escape your problems or to quickly relieve stress or self-soothe, the Internet can be an easily accessible outlet. Losing yourself online can temporarily make feelings such as loneliness, stress, anxiety, depression, and boredom evaporate into thin air. Use of internet may provide comfort, but it's important to remember that there are more effective ways to keep difficult feelings in check. These may include exercising, meditating, and practicing simple relaxation techniques.

### **Effects of Internet Addiction**

In many ways, internet addiction can be compared to an addiction to drugs or alcohol in that, internet addiction causes a desire to use the internet more and more in order to produce a satisfactory effect. This is similar to the way an alcoholic may need to drink more alcohol in order to feel the benefits of the substance or the way that a drug addict may use more drugs in an effort to produce the same "high." Internet addicts become dependent on the use of cyberspace in order to feel normal. Internet addicts struggle to control their behaviours and often experience great despair over their consistent failure to escape their addictive behaviours. A loss of self-esteem and a burning desire to escape can lead the addict further into their addiction sending them into a whirlwind of social anguish, relationship failure and emotional pain. Finally it may cause a sense of powerlessness for the addict.

### **Review of Literature**

M. Yilmaz and Feza Orhana (2010) studied 921 secondary school students and Learning Process Questionnaire (LPQ) was used. According to the data obtained, the researchers examined that the ratios of the Internet usage for educational purposes for deep learning and by the students who are given assignments by the Internet are higher when compared to the surface learners. Camilla Brändström (2011) studied data from five upper secondary school teachers through face-to-face interview, where the researcher found that the teachers think that the Internet is a valuable teaching tool which can increase the motivation of the students, make teaching more enjoyable, and allow variation in teaching. The drawbacks of the Internet usage are students' cheating, unreliable information, technical problems, and students' extracurricular activities during lessons. The Internet can affect a student's academic performance in both positive and negative way so that we need to control Internet usage which can have positive influence on student's academic performance.

Sedigh (1996) studied the network was linked to some other networks while continuing its work and considering its high efficiency, the scientists and research institutions were soon attracted to that. The rudimentary network was abandoned by the American government but this developed form of

network is now transmitting so much diverse and expanded information all over the world to millions of users.

Sati and Khalid, (2002) found that the Internet has emerged as the most visible component of the dynamic developments of information and communication technologies. It has also affected the field of education at all levels. The worldwide web is one of the important innovations of human beings so far. To emphasize its importance, some of the theoreticians mentioned the effects of this giant information highway as the effects of printing invention on the lives of human beings.

Vandana and Rishu, (2011) described that our global economy now relies on brainpower and innovation rather than manual labour and raw material as a generator of wealth and good education has become the key part in shaping the success of the countries. Over the last decade, the IT revolution has brought in advancement that shows increasingly visible effects on the education.

Commission of the European Communities (2009) explains the growth of the Internet is an on-going process: only twenty-five years ago it was connecting about a thousand hosts and has grown ever since to link billions people through computers and mobile devices. One major next step in this development is to progressively evolve from a network of interconnected computers to a network of interconnected objects, from books to cars, from electrical appliances to food, and thus create an 'Internet of things'.

Coocha, (2001) found that the Internet is transmitting millions of messages that influence on values, attitudes, cultural identity of the users in minor scales, and cultural-political systems in major scales. The network is being examined from different scientific, cultural, economic, and political aspects. In terms of cultural aspect, the network is the first step in appropriate planning to manage cultural changes and preventing discordant changes in social systems by emphasizing on the study of political values as part of political culture especially when it is done with scientific methods. Technology is one of the factors of social change that lead to some changes in personality system of the individuals in individual level and political systems in larger levels through the relationship with different components inside the social systems of different communities especially by cultural sub-systems.

## **Methodology**

The researcher has attempted to study the level of internet addiction among school going adolescents in Madurai district. The objectives of study were to observe the various aspects of internet addiction and adolescent life and to assess the extent of internet addiction among adolescent school going as per their socio-economic characteristics. The researcher had adopted descriptive research design for the present study in order to describe the level of internet addiction among school going adolescents in Madurai district. The universe of the study comprises of adolescent girls and boys' studying in Govt. Hr. Sec. School, Samayanallur in Madurai district and the total strength is 367. The population of the study is being a finite one. The lists of the students were obtained from the respective schools which served as the sampling frame. The simple random sampling method was applied. The researcher has used standardized tool for collecting the data for the present study the first part of the questionnaire included the questions pertaining to personal and academic related matters. The internet addiction of adolescents was collected by using Internet Addiction Test (IAT) developed by Dr. Kimberly Young (2009) which has 20 items. The scores obtained were subject to statistical treatment using proper statistical techniques. The results obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

## **Results and Discussion**

A sizeable number of the respondents (36%) are in the age of 15 years. More than half of the respondents (54 %) are female. Majority of the respondents (64%) have one sibling. Majority of the

respondents (74%) are from nuclear family. Great majority of the respondents (88%) are living with their parents. Majority of the respondents (64%) have basic education in English medium. Vast majority of the respondents (88%) reported that their family monthly income falls between Rs. 15,001 to Rs. 30,000. We can understand from the study that, little more than half of the respondents (52%) reported that they are studying 10<sup>th</sup> standard. Majority of the respondents (70%) have reported that they do not have any health issues. It is also found that there is no significant difference among the respondent's family monthly income and class study with internet addiction. There is no significant difference between type of family, gender and domicile with internet addiction. There is no significant relationship between age, birth order and no. of siblings and internet addiction.

#### **Distribution of Respondents by their Perceived Levels of Internet Addiction**

<b>Variables</b>	<b>Frequency (n=50)</b>	<b>Percentage</b>
Low	12	24.0
Moderate	22	44.0
High	16	32.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

It is evident from the above table that, less than half of the respondents (44%) have moderate level of internet addiction.

#### **Suggestions**

In today's society where the use of the internet is present in schools, at home and on the go, children and teens are subjected to a whole new potential for internet addiction that was not necessarily present for adults until recently. Preventing internet addiction in children and teens can be more difficult that we may think. As a parent, there is a fine line between the level of internet usage that is acceptable and what is not for a child or teen. There are many steps that you can take to reduce impulsive behaviors and get our children's internet usage under control. Many of the ways that we can get help for internet addiction can actually be taken on by us individually without the need for treatment. These are the tips to prevent internet addiction in children and teens:

- Limit internet usage to include minimal use for social interaction.
- Internet use should focus on the need to use the internet for school assignments and research.
- Limit internet gaming
- Monitor internet use and set boundaries
- Keep internet usage restricted to specific areas of the home
- Talking to our children about anxiety, depression, school, and other potential triggers that may be causing additional internet use
- Seek help form a doctor, friend or professional if your child seems to be spending too much time online

#### **Conclusion**

Research related to Internet use need to be an ongoing endeavor because computer technology advances rapidly and usage habits change accordingly. A myriad of Internet applications have been developed in recent years for different purposes. Applications that are developed for non-academic purposes are more inclined towards socialization and entertainment. Higher secondary students in different fields of study need to be aware of this so that the amount time spent browsing Internet can be utilized wisely and profitably. This study indicates that there is no significant difference among the respondent's family monthly income and class study with internet addiction. There is no significant difference between type of family, gender and domicile with internet addiction. There is no significant relationship between age, birth order and no. of siblings and internet addiction. Besides that, the Internet

should be a medium for students to communicate with their teachers and friends. The need to access Internet for academic purposes is important. Many researchers have found evidences showing that that accessing the Internet, especially for academic projects, contributes significantly to higher academic performance.

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## INFLUENCE OF FACEBOOK AND WHATSAPP USAGE ON ADOLESCENT GIRLS

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### Abstract

*With the advancement in technology, communication has grown. It is now easier and cheap to communicate and connect with people across the world. Because of the Internet advancements, the issue of distance is no longer an excuse for lack of communication. Social networking sites play an important role for such communication. Social networking has been considered a positive factor for many as it helps people stay connected with family and friends. Although Social networking is indeed a positive thing, it can become an addiction and affect the daily lives of many people. Social media addiction is real. It is a real psychological problem. Facebook and WhatsApp are such Social networking sites which is more popular nowadays. The study has undertaken with the objective to find the extent of addiction towards Facebook and WhatsApp usage among the adolescent girls. Totally 60 school and college girls were selected as the sample. The findings of the study show the extent of addiction towards Facebook and WhatsApp and also its effects on the academic performance of the girls along with the stress faced by the girls during the usage of Facebook and WhatsApp.*

**Keywords:** Communication, Social networking, Addiction, Facebook, WhatsApp.

### Introduction

The use of digital technology, including computers, cell phones, computer games, and so on most recently, on-the-go for recreational purposes, has increased among our youth over the past 15 years. Children and adolescent between the ages of 8 to 18 years spend an average of 5-6 hours per day using information and communication technologies. It is a useful progress because of the increase of internet usage which is unlimited, uncontrolled and uninhibited. This state can cause to some important negative results too. The computer games, the internet explore is gradually affecting social life of children and adolescent. With this background the present study was undertaken with the following objectives .To

- Find out the Socio economic background of Adolescent girls using facebook and WhatsApp
- Study the extent of addiction of adolescent girls towards facebook and WhatsApp
- Analyse the effect of WhatsApp and facebook on academic performance of adolescent girls and
- Study the stress faced by adolescent girls in using Facebook and WhatsApp.

### Review of Literature

A recent study conducted by Ms. Anshu Bhatt and Dr. Mohd. Arshad (2016) on the topic "Impact of WhatsApp on youth: A Sociological Study", among the youth at Agra region revealed that WhatsApp is much quicker and more convenient way to interact with people which enhances the effective flow of messages and ideas among youth. Indeed intensity of WhatsApp is very high among youth because it reduces calling and SMS costs. The study concluded that every invention has its pros and cons. So WhatsApp also has the greater drawback for its highly addictive nature. There is a very narrow line between the favorite pass time and the addiction of WhatsApp on youth. They delete WhatsApp but after couple of days, they again launch it. It is the major reason for having negative impact on youth's psychology. Most of the time, youth seems stuck with their cell-phones for knowing each and every

moment of other person's personal life. They also involve others in their small decisions or forcing their ideas on other decision which can be proved dangerous and hazardous for personal liberty.

According to a report by Jacob Poushter (2015) on the title "Internet Seen as Positive Influence on Education but Negative on Morality in Emerging and Developing Nations Internet Usage, More Common Among the Young, Well-Educated and English Speakers" expressed that technology use in 32 emerging and developing nations, has high internet access rates, and cell phone and smart phone ownership. It also examines internet and mobile activities, as well as public opinion regarding the internet's impact on society. It explored the internet usage, including what groups are more likely to have internet access, as well as computer, landline and cell phone ownership rates. It found out the activities that internet users engage in online, including social, informational, commercial, and educational tasks, as well as social networking rates. It also examined the effect of the internet on various aspects of people's lives, including on education, politics, and morality.

A study entitled "Social networking addiction: are the youth of India and United States addicted?" conducted by Shivani arora and Daniel Okunbor (2015) concluded that Facebook has become an integral part of respondents' life. It justifies being a global phenomenon since the opinion/usage pattern all fall within the same range. The gen-next seems to be bordering on the symptoms of Facebook Addiction (using it for more than an hour or probably more, accessing it more than 3 times a day, first thing in the morning , last thing at night), having a lot of online and less offline friends. The respondents from US seem to be using it more for professional purpose as opposed to Indian users, who are using it for entertainment.

According to the research conducted by Johnson Yeboah &Georg Dominic Ewur Takoradi Polytechnic,Ghana (2014) on the topic "Impact of WhatsApp (application of social networking) messenger on academic performance of youth", found out that WhatsApp has negative impact on the study of youth. It engendered procrastination related problem, error of spellings and grammatical construction of sentences. Therefore it is difficult to balance simultaneously the online activities and academic performance with whatsapp.

In a study conducted by Shivani Arora (2014) on the topic "Social Networking-A Study of Indian Youth", the author discusses about the impact of social networking among Indian youth. It was concluded that Social networking sways towards some symptoms of addiction. So, those that have been traced like checking Social Networking websites before going to sleep and then staying glued to the same for hours causing mental and physical health deterioration, should be considered. The students should be informed of the perils associated with using Social Networking websites and should be advised to use them cautiously. The wisdom of the youth is also depicted in the fact that in the wake of some circumstances, they are ready to be monitored but feel that the Government should do it within limits.

The study conducted by Y.A. Modi & I.S. Gandhi (2014) on the topic "Internet sociology: Impact of Facebook addiction on the lifestyle and other recreational activities of the Indian youth" reveals that academics and social interaction are most affected due to the excessive usage of Facebook. It was also found that while assessing the relationship between Facebook usage and academic performance the Facebook users were seen to spend less time studying than the other students.

## **Research Methodology**

### **Research Design**

The research design adopted by the researcher is exploratory in nature. It is an investigation with adequate interpretation.

### Universe of the study

The universe of this study includes the adolescent girls using Facebook and WhatsApp in Coimbatore.

### Sampling

Sampling is a technique of choosing respondents for the study from the total number or simply the universe. The researcher used the purposive sampling technique for collecting data. The researcher selected adolescent girls from schools and colleges. The data was collected from 60 adolescent girls.

### Tools Used for Data Collection

The researcher used interview schedule to collect data from the students. The interview schedule contained questions about Socio economic status, extent of using the facebook and WhatsApp applications, stress faced while using these applications and the academic performance of the students using these applications.

### Analysis and Interpretation of the Data

The data thus collected were consolidated, tabulated and analysed with the appropriate statistical tools such as frequency and percentage

### Frequency and simple percentage

- To calculate the simple percentage method, the following formula used.
- Simple percentage = (Number of samples/Total number of samples) x 100

### Tabulation

**Socio – Economic Profile**

Particulars	Respondents	(%)
Age group		
12 – 14	6	10
15 – 16	19	32
17 - 19	35	58
Father's Education		
II Literate	1	2
Primary Education	13	22
Higher Secondary Education	23	38
College/University	23	38
Mother's Education		
II Literate	3	5
Primary Education	13	22
Higher Secondary Education	25	41
College/University	19	32
Monthly income		
Less than 10,000	3	5
11,000-20,000	16	27
21,000-30,000	7	12
31,000-40,000	9	15
41,000-50,000	8	13
More than 50,000	17	28

**Frequency of Usage**

Applications	Frequency	Respondents	(%)
Facebook	Less than 5 times	34	57
	5-10 times	13	22
	More than 10 times	3	5
Whats App	Nil	10	16
	Less than 5 times	18	30
	5-10 times	20	33
	More than 10 times	22	37
	Nil	0	0

## Extent of Addiction

Extent of Addiction	No of Respondents = 60							
	Always		Rarely		Sometimes		Never	
	No of girls	%	No of girls	%	No of girls	%	No of girls	%
Stuck with these applications	22	37	13	21	19	32	6	10
Satisfaction while usage	12	20	14	23	23	39	11	18
Bored without usage	18	30	18	30	16	27	8	13
Efforts to control the usage	16	27	20	33	17	28	7	12
Hidden usage from family and friends	38	63	9	15	11	18	2	4
Accepting unknown friend requests	37	62	14	23	6	10	3	5
Posting achievements and issues	27	45	15	25	12	20	6	10
Control during Examination	7	12	7	12	19	31	27	45
Eating while using it	35	59	10	16	11	19	4	6
Class groups	25	42	6	10	20	33	9	15

## Stress Faced while using Facebook and WhatsApp

Stress Factors	No of Respondents = 60							
	Always		Rarely		Sometimes		Never	
	No of girls	%	No of girls	%	No of girls	%	No of girls	%
Physical Discomfort	21	35	22	37	16	27	1	1
Depression	31	51	17	28	7	13	5	8
Sleeplessness	20	33	17	28	14	24	9	15
Usage of smart phones under the pillow	17	28	7	13	13	22	23	37
Disturbances from unknown contacts	6	10	21	35	15	25	18	30
Yelling at parents	25	42	20	33	10	17	5	8
Irritation	28	47	13	21	10	17	9	15

## Academic Performance

Academic Performances	No of Respondents = 60							
	Always		Rarely		Sometimes		Never	
	No of girls	%	No of girls	%	No of girls	%	No of girls	%
Difficulty to Concentrate during exams	34	57	9	15	12	20	5	8
Grammar and Vocabulary affected	22	37	19	32	11	18	8	13
Studies Affected	30	50	16	27	11	18	3	5
Reduction in marks	35	58	7	12	0	0	18	30
Sharing notes through the application	31	5	8	20	15	25	2	3
Reduction of Extra curricular activities	23	39	8	13	17	28	12	20

## **Findings, Suggestions and Conclusion**

### **Findings Related to Socio-Economic Status**

- Among 60 respondents, majority of the girls (58%) are in the age group of 17-19 years.
- Out of 60 respondents, it was found that very negligible per cent of fathers are illiterate (2%). It was also found that maximum of the fathers (38%) have completed their college and equally (38%) have completed their higher secondary education.
- It was also found that only 5% of the mothers are illiterate and maximum mothers (41%) have completed their higher secondary education.
- 28% of the respondents' family income is more than 250,000 and 27% of the respondents' family income is in the range 211,000-220,000 which leads to the conclusion that both middle class and upper middle class girls are equally using the mobiles and internet. So we can conclude that presently all the adolescent girls are accessing internet.

### **Findings Related to Frequency of usage of Facebook and WhatsApp**

- It is encouraging to note that 57% of the girls use Facebook only less than 5 times per day and only 5% of the girls are using 10 times per day.
- It is also found that 10 girls were not using Facebook regularly as they are not having personal computers and some of them hadn't downloaded the Facebook application in their mobile phones.
- On the contrary 37% of the girls are using WhatsApp more than 10 times a day and 22% of them are using 5-10 times a day.
- This reveals that girls are frequently using WhatsApp than Facebook . We can also expect this percentage to increase in a higher level as the WhatsApp and Facebook applications are being updated regularly for the benefits of the users.

### **Findings Related to Extent of Addiction to Facebook and WhatsApp**

- It is seen that 37% of the girls are always stuck with the Facebook and WhatsApp and this shows that the addiction factor is more among the adolescent girls.
- It is also found that 30% of the girls are always feeling bored without using these applications. So this shows that boredom without using these applications is present among the girls and it is a negative phenomenon that these applications begins to interfere with their lives.
- It is shocking to know that 63% of the girls are always hiding their online activities from their family members and only 4% of the girls never hide their online activities from their family members. So this shows that most of the girls are feeling insecure to reveal their online activities to their family members and it is a disappointing factor.
- It is also found out that 62% of the girls always accept unknown friend requests and only 4% of the girls never accept friend requests from unknown contacts. Though this shows that socialising characteristics of the girls have increased it is also important to note that this may also lead to relationship crisis. Because currently we can observe most of the relationship issues are due to these social media.
- Another important factor is using these applications while eating and 59% of the girls are always doing so. It is an unhealthy practise and it also disrupts the family bonding. • It is also seen that 42% of the girls are always involved in class group formations using these applications. So this is a positive indication that the girls are socially active and possess social consciousness and slowly going to addiction to these applications.

### **Findings Related to Stress Faced while using Facebook and WhatsApp**

- It is revealed that 35% of the girls always face physical discomfort while using these applications. The physical discomforts include eye pain, head ache and numbness of fingers due to prolonged usage. It is important to note that when the girls continue to follow these activities they might get serious physical illness.
- It is also sad to see that 51% of the girls always undergo depression when they are controlled from using these applications and this is a serious problem for the adolescents in present age.
- It is heartening to see that most of the girls (37%) are never hiding their usage of smart phones under the pillow but on a lesser difference, 28% of the girls always hide their usage. So it is the responsibility of the parents to watch the girls and take care of them.
- 30% of the girls never get disturbances from unknown contacts and only 10% of the girls always gets such disturbances and while asked about the solutions the girls said that they used to block the contacts whom they feel unsafe.
- It is visible that 42% of the girls always yell at their parents when they restrict their internet usage and this is negative factor as they are getting angry when someone is controlling their usage and this yelling leads to anxiety and depression.
- 47% of the girls are always feeling irritated without using these applications and only 15% of the girls never feel irritated without using these applications. This irritation may lead to serious psychosomatic illness in the future.

### **Findings Related to Academic Performance while using Facebook and WhatsApp**

- Academic performance is much affected because 57% of the girls always find it difficult to concentrate during their examination and 20% of the girls sometimes find it difficult to concentrate during examination. These applications have become a distraction.
- It is visible that the girls face problems in grammatical construction of sentences and spelling as 37% of the girls say their grammar and vocabulary is always affected.
- It is shocking that 50% of the girls feel that their studies are always affected and only 5% feel that their studies are not affected. As studies are affected it also impacts on their marks and it is visible that 58% of the students feel that their marks are always affected. This clearly reveals that their academic performance has gone to a lower level.
- It is good to note that 52% of the girls use these applications to share their study related notes.
- It is obvious that the extra-curricular activities would reduce if the girls indulge in internet and it can be seen that 39% of the girls always feel in the same way.

### **Suggestions**

- It is important for Adolescent girls to update knowledge about the upcoming technology but it is not necessary to get addicted to the same.
- Adolescence is the crucial period for every girl, so they should try to develop themselves intellectually than wasting more time on internet and social media.
- It is also important for parents to keenly observe their children on the kinds of websites they are investing their time, so they can avoid unnecessary problems in future
- Parents should also try to spend more time with their children and connect emotionally so that girls can connect more with family than with mobiles and computers
- Awareness should be created among School and college girls regarding the pros and cons of the social media so that they can use it effectively.

## **Conclusion**

Adolescence means "To grow into maturity". It is a bio-social transition between childhood and adulthood. Adolescence refers to the behavioural characteristics of this period that are influenced by culture and physical change. The innocence, boisterousness and transparent naivety of childhood seem to be vanishing like dew before sun. Very few adolescent girls have passed through this stage of turbulence with poise and precision but most get shaken and weakened due to the enormous convulsive changes of physiological, sociological and psychological dimensions. They tend to suffer from swinging moods and emotional instability. As an adolescent they crave for companionship. They need someone to confide their secrets. This is now more possible through internet and social networking. Thus the findings of the present study also reveal that the Adolescent girls are addicted to Facebook and WhatsApp and they undergo physical discomfort and their academic performance is also affected. Although most of them are aware that they get distracted they undergo an inner urge to use it regularly. This is a serious issue which should be noted in the current scenario. As foreign countries are planning to list internet addictions under mental disorders, we should be careful enough to uproot this problem as much as we can. There should be a limit in using the Social networking sites and use it in a proper way. Technology should only improve the standards of people without disrupting their lives. So it is in the hands of the Social networking users to take care of the physical, psychological and psychosomatic health in a better way.

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## BUILDING CHILD HOOD LIVES THROUGH SELF-AWARENESS

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### Introduction

In the present era the introduction of modern technological gadgets has captured the attention of global population. The dependency of people on these technological gadgets and services provided by these has reached at such level that, without these, they can't think a step forward in the direction of their growth. The degree of dependency is leading to addiction of the tech-devices and services. Children and youth are the most vulnerable group among the population to be addicted to technology. Over the years, children's learning and entertainment has transformed significantly, with children today being more likely to use the Internet frequently than adults. As newer generations are born into a world where technology is so intricately woven throughout our lives, and the behaviors of children have indicated that youngsters are living in a "digital childhood" and therefore increasingly likely to become addicted to technology and its impact has extended into the territory of health care of the children extensively.

Addiction is not merely related to using chemical compositions such as alcohol, nicotine, cocaine and heroin; it also states that anything that stimulates human being and make them feel energetic can be addictive; therefore, addiction is not limited to drugs. Whenever a habit becomes a compulsion, like gambling, drugs, alcohol, or even playing computer games, chatting, surfing the net all can be considered as an addiction. Behavioral addictions should not be ignored because of the lack of "material". The fourth and the last edition of Diagnostic and Statistical Manual of Mental Disorders, (DSM-IV-TR) introduced the Internet addiction as a set of "impulse control disorders not specified as another kind".

### Internet Addiction Symptoms

Each and every one of us will use the Internet in our own way for different purposes and for varying amounts of time. Some individuals who use the Internet for work purposes may choose not to dedicate much of their leisure time to web browsing. Others will use occasionally, for instance for a once weekly food shop, others will use weekly perhaps for reading their favourite online paper or blog, and others will use social networking sights daily for keeping in touch with friends and family.

Internet usage only becomes a problems when it begins to take up too much of your time, to the point where you start to neglect what's going on in real-life. Consistent with an addictions orientation, Internet addicted people demonstrate "dependence" criteria such as those outlined by Rasmussen (2000): failure to fulfill major role obligations at work, school or home; longer use with less enjoyment; restlessness, irritability, and anxiety when not using; extended use with unsuccessful attempts to cut down, control, or stop use; and continued use despite knowledge of physical, psychological, and social problems associated with excessive use.

The various symptoms of Internet addiction, and each individual is likely to experience a different set. However, below are some key indicators to be aware of:

- Losing track of time - Many Internet addicts find that they lose themselves when they are online and as a result consistently spend longer online than initially intended.
- Social isolation - Cracks in your real-life relationships may indicate that you are spending so much time focussing on Internet relationships and activities that you are neglecting the current real-life relationships you have with family and friends. Some individuals may also find that they feel their online friends 'understand' them in a way that no one in real-life can.
- Temporary high - As with any addiction, individuals keep returning for their next 'fix' because it gives them the feeling of euphoria and excitement. If you tend to rely heavily on the Internet for stress relief purposes as a pick-me-up or for sexual gratification then it could be a sign of a deeper underlying issue.
- Feelings of guilt and defensiveness - If you are feeling guilty and constantly trying to justify the amount of time spent on the Internet, or if you are lying about or trying to hide what you do online then this could be an indicator of Internet addiction.
- Physical symptoms - Aside from the emotional aspects, excessive computer addiction also causes some physical side effects and discomfort including strained vision, back ache, neck ache, headaches, sleep difficulties, carpal tunnel syndrome and weight gain or loss.

More support service with guidance and reinforcement will enhance self-realization and self-aware for the positive self-growth in the present technology overwhelmed unavoidable era.

### **Methods & Materials**

The research design used in this study was case study. In this study the researcher has taken two cases. Individual counselling were guided to the parents and the concerned students habituated to the technology addiction.

### **Objectives of the Study**

1. To analyze the causative factors for the technology addiction
2. To remediate the situation leading to devastate the childhood years.
3. To explore the transition from compulsion to self-correcting approaches.

### **Case 1**

**Master X** is a 14-year-old boy having oval shaped face; whitish coloured boy with dark lips and round eyes with thick eye lashes studying in 7<sup>th</sup> standard began using the internet when he was a fifth grader after his parents bought him a tablet for his birthday. He was brought to notice to the counsellor when he refused to go to school and want to stay at home and started attending the school during the scheduled test dates. These procedures were carried for three months, and his father managed the school he studies. For the convenience purpose father used to take him when he goes to school and naturally this was cultivated into habit of avoiding general assembly and first subject period in the school constantly. During these hours he used to browse Internet and slowly developed a pattern before going to school, that he has to spend few hours in Internet games. He started developing late –night long –ins which disrupts his sleeping patterns in turn he stated experienced negative effects on health and he slowly avoided his breakfast and dinner timings.

### Effects of Internet Gaming Usage

**Master. X** displays signs of irritation, hardly eats, has lost weight and displays no interest in the outside world. He does not find it easy to get along with other peer group and it has become difficult for him to join in. He started withdrawing from social involvements, stopped performing household chores like buying milk from milk booth in order to spend more time online, and reported feeling depressed, fainted quiet often at school anxious and irritable when he was not online.

### Therapy to address teen's Internet use:

**Master. X** came to therapy along with his parents through referral by his class teacher. At first he resists as the therapists attempts to draw him out while his parents informed that he sits in front of computer always and express no interest in the academic performance. He displayed signs of irritation, and the therapist asked his parents to step out of the room. Though still resistant remains, **Master. X** began to open up slightly in the absence of his parents. The therapist asks him about his life: school, friends, and relationships with family members. After some time, **Master. X** admits that he had been having a difficult time at school.

The therapist normalizes **Master. X's** desire to spend time, virtual or otherwise, with people who understand what he is going through, but helps him to understand it may not be healthy for him to spend quite so much time online. Attempts were drawn to work out a balance between his time online and his time engaging in activities necessary for his life: homework, regular meals, sleep, and other forms of self-care. During the therapy session, **Master.X** also begins to address his feelings of isolation and loneliness, and after several weeks, his mood begins to improve, and he finds that he is able to spend time talking to his friends without his Internet time affecting his life. With the help of his parents, he also begins to schedule quality timing like cycling and skating and spending time "in the real world" with the friends and thus works towards a goal to achieve an award in another positive way to persuade behavioural change.

### Case 2

**Ms. Y** was quiet excited when she received apple laptop from her parents for the high score in the 10<sup>th</sup> board examinations. From then she began using the Internet and started creating web pages in social media. Both her parents were working in the private sector and come home late and this began to isolate herself in her room to join chat group with other teenagers. She felt that these contacts were more genuine than those of even her closest high school friends, because she could feel "really free" to say what she deeply felt without fear of loneliness. Soon, she began spending most of her available free time with her online friends, than preferring her time with school friends. Her online time escalated at the expense not only of her friends, but also of her schoolwork as well. After she began failing in three subjects, her mother threatened to get rid of the laptop. **Ms. Y** convinced her mother, that she would "just die" if she could not connect with her online friends and promised to improve. **Ms.Y's** mother began concentrating in her work by arranging individualized coaching for her daughter and found it convenient to rationalize her focused on profession. **Ms. Y's** time online increased to the point that she began faking illness so that she could remain at home and avoid school, in spite of her birthday's resolutions to quit. **Ms.Y** continued her internet use. Months passed crisis came into light when the School Principal informed her mother that she was in danger of not graduating with her class. At this point mother voluntarily seeks for counseling with the school counselor.

## The Presenting Problems

Complaints of social withdrawal, decreased sleep, missing classes, inability to decrease her time on the internet despite its negative impact on her academic performances, significant increase in her irritability with the parents and decreased interest in going out

## Therapy to Address Teen's Internet Use

Therapists first drawn out the true factors like the way in which the Internet is used and the affect it has on client's life. Through an individual sessions therapist observed some conditional beliefs articulated by the client - Thinks that if she cannot reduce her Internet behavior, she will flunk out of school. She thinks that if she fails in school she has failed in life and her life will become a miserable. If that happens, she thinks she might take her life. She worries that if she asks for help, it will be apparent to everyone that she is weak and incompetent.

Therapist's goals: Decrease self-criticism; promote individual identity separate from her father; teach basic cognitive tools; decrease time on Internet; do problem solving around studying, papers, tests; decrease personal isolation and increase self-efficacy related to social relationships

The treatment modalities adopted was Cognitive Behavioural Therapy twice every week at the earlier stage and gradually once a week with each session lasting 30- 60 minutes for two months.

## Behavioural Activation Process



## Steps Structured in Cognitive Behavioural Therapy

- **The situation.** Briefly described the situation that led to unpleasant feelings. This helped the client to the current state of her functioning in academics, social and family life.
- **Initial thought.** Questions were raised like what thought first crossed in the client's mind? A subconscious or automatic thought that the client had been was noted down.
- **Negative thinking.** Identification of the negative thinking behind the initial thought were listed and made the client to choose to work on that.
- **Source of negative belief.** Helped the client to trace the negative thinking related to a situation or person. Identification of a deep belief or fear driving the thinking was obtained from the client.
- **Challenge your actions / thinking.** Worked at the evidence both for and against the negative thought and actions. Introspection questions were asked have you been in a similar situation before? What did you learn from it? What strengths do you bring to this situation? What weakness do you bring to the worst situations?
- **Consider the consequences.** Worked on the short-term and long-term consequences if the client continues to act or think like this? Glanced at the physical, psychological, professional, and emotional consequences.
- **Alternative actions / thinking.** Alternatives steps were to understand the thinking and lower the defenses. Facts were planned and with the consent from the client listed down the healthier way of actions and thoughts.

- **Positive belief and affirmation.** Statement that reflects the healthier beliefs and actions were recommended and asked the client to repeat periodically in his activities routinely.
- **Action plan.** Action plans were listed down to support your new actions and thinking like improving grades, avoid disappointing her parents; wean herself off the internet to the point that it enhances her life rather than controls her life
- **Improvement.** The talking therapy helped the client to manage the problems by changing the way you think and behave and become more optimistic. This step reinforced the idea that if a person changes their thinking and action, there will be changes in mood and gradually over time, thinking and life will begin to improve.

### Reports on Parent Counselling

Parents need to play a protective role in providing some measure of technology safety for their children. Parents will not be able to completely shield their children from negative influences and they need to proactively educate and prepare their children for the inevitable situations that they would face. Few recommendations were specified to reduce the child's screen time during the counselling sessions to the parents.

- **Be the Parent and set an example:** Encourage healthy behaviors and limit unhealthy ones and always explaining why the decisions are made will help the children to follow through and they will choose some day. Children will always gravitate toward the modeled behaviors of the parents and be a model in how as a parents use technology in their life
- **Set Limited Viewing Times:** It is much easier to limit the viewing habit and the children can understand that they can only watch one show during the day. Set and agree on appropriate time and duration for internet use.
- **Encourage Other Activities:** Provide the necessary resources like books to read, board games, art supplies, and/or sporting equipment so that the child can have more than one things to do.
- **Playing with the Children:** Spend more time with the children; who are found to be lonely are more likely to look for a sort of companionship in gadgets. It takes intentionality and selfless love when they are younger. But when they grow up, parents will be glad that they did.
- **Be Involved in Their Lives:** For many parents, it is just easier to turn on the television than to actually be involved in the lives of their children. But those intimate life details are required for successful parenting. So observe, listen, ask, and parent.
- **Creating Tech free zones at home:** Place computers in living areas – not in private areas of the home. Limiting the child's screen time may seem like an impossible chore or it may seem like a battle that is too difficult to fight. But it is worth fighting.

### Conclusion

Technology addiction has become a global problem. While total abstinence is advocated in the treatment of many addictions, including those involving alcohol and drugs, the National Institute of Health reports there is now a general consensus that completely abstaining from Internet usage should not be the ultimate goal of treatment. Instead, it is preferable to abstain from applications that have proven to be problematic for the user and work toward achieving an Internet usage level that strikes a healthy balance. The case study of the research participants demonstrates that recovery from technology addiction is based on the individual's unique needs and strengths, his goals and preferences. Without self-awareness, these values are not easily available and it is a life skill any recovering addict must have.

The World Health Organization's Department of Mental Health has identified self-awareness as one of the basic life skills relevant across cultures that are required to deal with the demands and challenges of everyday life and thus would be important in any addiction recovery process.

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**TIME FOR DIGITAL DETOX: MISUSE OF MOBILE TECHNOLOGY AND PHUBBING**

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### **Abstract**

*With the expansion of the technology, people –especially the students- have a vast array of e-communication tools at their fingertips and feel as appertained to them. Current researches have estimated that 100% of university students have their own mobile phones and all of them bring their devices to the courses. Minority of the students use their smart phones to enhance learning, such as to look up pertaining information about the lesson, take pictures of information on the blackboard; however majority of them use smart phones for personal affairs during courses. Keeping in touch during lesson hinders students' learning experience and, it also occurs during examinations, although it is illegal. The purpose of this study is to explore some of the challenges associated with mobile phones in college classrooms. A sample of students from different departments was surveyed to assess the extent to which the technology is considered a serious source of distraction in the classroom and also during the exams. We examined and enlightened several social aspects of this multi-faceted larger societal theoretical concept of technological connectivity; namely phubbing, cheating during courses and students' opinions towards cell phone regulations and instructor behaviors. According to the results, the pattern of percentages within genders reveals the intention of students. Male students seem calmer, whereas female participants appear more sensitive about disturbing their classmates. The size of the classroom also has a big impact. As the class becomes larger, students behave more uninhibited and phub without being noticed. Majority of the students are distracted by their classmates and also confess that they can cheat with the help of their phones.*

**Keywords:** Abuse of mobile phones; misuse of mobile phones; mobile phone use in class; phubbing

### **Introduction**

Described as portable computers and the Swiss army knife of technologies, mobile phones alternately referred to as cell phones have become one of the fastest-growing communication technologies ever, with subscriptions reaching went from almost none to a half billion through the 1990s (ITU, 2002), over two billion in 2005 (Wireless Intelligence, 2005) and now nearly 7,5 billion (GSMA Intelligence, 2014) worldwide. Considering the practically and popularity of this communication tool, it is surprising that appropriate and polite use of mobile phone is still unclear as there is no definitive set of rules for its usage (Elgan, 2010; Rosenfeld & O'Connor-Petruso, 2010).

In this context, although the urbane use of mobile phones is not identified, the impolite behaviors are well known. Phubbing is a brand new expression and stands for "phone snubbing", describes the act of snubbing someone in a social setting by looking at your phone instead of paying attention. This word is born as part of a campaign by Macquarie Dictionary. In May 2012, the advertising agency behind the campaign - McCann Melbourne - invited a number of lexicographers, authors, and poets to produce a new word to describe the behavior. The term has appeared in media around the world, and was popularized by the Stop Phubbing campaign created by McCann. By means of this very meaningful word, the disrespect of the students, don't paying attention to the teacher during courses, found a name. Nowadays, this rudeness is rifle throughout the world in all walks of life.

The abuse of smart phones has placed people at the risk of impaired social interactions. When it comes to smartphones, tablets and other mobile delights, many of the adults have the unfortunate

tendency to behave like children: prodding and poking their shiny toy to the exclusion of anyone and anything else. People would rather communicate via text instead of talking face-to-face. As an increasingly pressing issue, phubbing has raised global attention and stirred widespread discussion. Almost in all kinds of social settings one can find phubbers.

Nevertheless the problem of phubbing becomes much trickier when it comes to the field of education. Traditionally expected, while the learning environment should be quite and pleasant, portable device use has become increasingly common in the classroom with 98% of college students owned a mobile phone (Diamanduros, Jenkins, and Downs, 2007) and 62% of students reporting the use of electronic media for non-academic purposes while in class, studying, or doing homework (Jacobsen & Forste, 2011).

End, Worthman, Mathews, and Wetterau (2010) claimed that ringing mobile phone impairs student performance during the lesson. However, mobile phone ringing is distracting, students typically do not converse with the caller during lectures (Barks, Searight, & Ratwik, 2011). Although, silent cellular phone text messaging permits extensive conversational exchanges during classes that may not be as obviously disruptive (Young, 2006), a significant proportion of surveyed believe that texting creates a distraction to those sitting nearby (Tindell & Bohlender, 2010). Considering that the classroom discipline is one of the most important aspects in teaching and learning, it become not easy for teachers to struggle with mobile phones' negative impacts on students while keeping them focused on learning. In addition to all this negativity, some students have found ways to use mobile phone by accessing information online during an exam, taking and disturbing photos of exam, and text-messaging answers to exam questions (Katz, 2005).

As seen from another frame, it is important to recognize that not all mobile phone use in educational contexts is objectionable. For example, Katz (2005) reported on uses of the technology for tutoring, accessing Internet resources, and connecting students, instructors, and parents in efforts to coordinate school-related activities. Others have noted the potential of the technology to support anytime, anywhere learning (Mifsud, 2003), new forms of collaboration in distance education (Milrad, 2003), distributed intelligence (Fischer & Konomi, 2005), and knowledge communities through "m-learning/' the mobile evolution of Internet-based e-learning (Nyiri, 2002).

Gilroy (2004) argued that the opinions of faculty regarding the use of cell phones in the classroom are quite diverse, with some faculty members wishing to ban them and others feeling that even guidelines on cell phone use are overly restrictive and unnecessary. Some institutes have certain guidelines for restricting the students for carrying and using mobile phones in the class rooms, whereas some institutes are not much restrictive (Shrivastava Shrivastava, 2014). A study, conducted by National Education Association (NEA), shows that 85% of a sample of higher education instructors in the U.S. agreed that professors include policies regarding the in-class use of mobile phones on their syllabi.

It makes no matter that they are used for academic purposes or not, mobile phone ownership estimations indicate that, for the first time in the human history, every student might own a mobile phone that is truly individual-based for their learning at school in the foreseeable future, just like their personal pens and textbooks. This necessitates and challenges mobile phone regulation at school, given that mobile phones are becoming the most ubiquitous technology with claimed features of 4E, everywhere, every time, everything, and everyone (Yan, Chen, & Yu, 2013).

### **Literature Review and Hypotheses**

The modern era of the university classroom began with two instructional items: the chalkboard and the overhead projector. Since those early days, classrooms are equipped with new technology products.

Today's university classroom may contain computer projection, large screens and/or whiteboards, and all of the devices necessary to enhance education. All of the technology in the classroom had one thing in common: it was controlled or utilized by the instructor. Perhaps the most interesting, challenging, and controversial technology to be introduced does not come from the instructor, but rather the student that brings the electronic devices students are bringing into the classroom (Bayless, Clipson & Wison, 2013).

When cell phones first began to appear in the classroom, an annoying ringing phone would announce its presence and students would look around wondering who it belonged to. This distractor made it difficult for the instructor to keep the attention of the class. Later the rings changed to notes of a song, then to vibrations, which could bounce a phone across a metal desk, and finally to text messages. Every call or message is a distraction to someone. Now smartphones have access to the internet allowing students to browse on Facebook or any other website, as well as check email and send text messages.

Many recent studies have been conducted to clarify the usage of mobile phones in class, but the literature is insufficient about the new expression, phubbing. No study to date has surveyed students' mobile phone using habits under the frame of phubbing. As phubbing means snubbing someone by looking at your phone instead of paying attention, we consider that, being busy with mobile phones during courses is an act of phubbing. Tindell and Bohlander (2012) surveyed 269 university students and argued that the use of the cell phone is a distraction and that "if students are spending time texting, they are not paying attention in class". McCoy (2013) asked 777 university students from six U.S. universities to describe their behavior and perceptions regarding classroom use of digital devices for non-class purposes. He stated that the average respondent used a digital device for non-class purposes 10.93 times during a typical school day for activities including texting, social networking, and emailing. Most respondents did so to fight boredom, entertain themselves, and stay connected to the outside world. More than 80% of the respondents indicated such behavior caused them to pay less attention in the classroom and miss instruction.

A pilot study conducted by Burns and Lohenry (2010) surveyed faculty and students in the health sciences to determine the perception of cell phone use during class. About 40% of the students indicated that they used their phones during class, and this activity caused a distraction for about 85% of the students. It seems clear that students are using their phones during class, and that this behavior is potentially disruptive. They also found the majority of students and faculty believed that cell phones were distracting during class. These personal behaviors in the context of teaching and learning often annoy professors (Jenkins, 2011). This is not the case for all professors of course.

Campbell (2006) conducted a study to explore some of the challenges associated with mobile phones in university classrooms. Participants including students and teachers reported that ringing is a serious source of irritation and distraction for both students and faculty members and supported for formal policies restricting the technology during class time. Rosen et al. (2011) investigated the effect of texting during instruction. Results indicated that academic performance decreased when students texted during class. Similarly, educators worry about the influence of textese, the abbreviations and slang associated with texting, on written language skills. Clayson and Haley (2012) found students received and sent texts during class time. Students believed they could listen to lectures and text at the same time. This was not so and they earned lower grades.

Massimini and Peterson (2009) found students' use of smartphones resulted in tardiness. Tardiness results in negative consequences on the learning experience for the late students and the students interrupted by this behavior. Dzubak (2012) found interruptions during the learning process inhibit knowledge acquisition. Another study found students who experienced a ringing smartphone during a

video presentation performed poorly compared to students in a control group who did not experience ringing phones (End, Worthman, Mathews, & Wetterau, 2010).

Synnott (2013) surveyed 129 students at a mid-sized public university in New England. The study's focus was on students' use of smartphones during class time and their perceptions with regard to their classmates' use of smartphones concerning: texting, surfing the Web, visiting social sites, and leaving the classroom to take calls. He found all students do engage in these activities during class time to some degree. He also found that students misperceive that their peers use their phones more than they do themselves. These misperceptions may result in students increasing their use of smartphones during class time to be like their peers.

Another, perhaps even greater, concern relates to academic dishonesty. Cheating with the use of a mobile phone is more sophisticated than traditional means of cheating and can often go undetected (Campbell, 2005). Studies (Pickett & Thomas, 2006; St. Gerard, 2006; Tindell & Bohlander, 2012; O'Bannon & Thomas, 2014; O'Bannon & Thomas, 2015) confirm that students use their mobile phones to cheat. For example, at Prairie View A&M University, 11 nursing students admitted to cheating on a comprehensive exam by texting students who had already completed the test (Tolson 2008). The technology available through cell phones allows an individual to send answers to multiple-choice questions to other test takers or send pictures of test questions to friends (outside the test), who send back the response. With web-browsing phones, it is even possible to look up answers to questions directly (Tindell & Bohlander, 2012). There have always been issues with students' passing of notes in class and cheating on exams. As pointed out by Orbinger & Coffey (2007), "Many students are extremely rapid and proficient at text messaging and could share answers on both multiple choice and essay type items". Another important issue is noted by Kiedrowski et al. (2009) who discussed the issues of privacy violations. They wrote that "Using the video features of a cell phone, students can record other students to denigrate peers or teachers by posting these rogue videos in public forums such as YouTube to simply try to 'provoke a teacher into losing their temper'" (Shrivastava & Shrivastava, 2014).

Coe and Oakhill (2011) examined the effect of student texting/textese and literacy and reported a positive relationship, whereas Drouin and Driver (2012) identified that texting negatively affects students' literacy. In classroom settings, Wei, Wang and Klausner (2012) found texting during class partially affected a students' ability to self-regulate their attention to classroom learning. Wei and Wang (2010) noted university students' ability to text and perform other tasks simultaneously during class might become a habit over time. Such habits may be defined as automatic behaviors triggered by minimum consciousness. Findings such as these may not be surprising given other research involving human behavior and the use of digital technology. Ophir et al. (2009) noted society's increasingly saturated media environment means more people are consuming more than one content stream at the same time. It is also stated that the human mind is not really built for processing multiple streams of information. Also, Foerde et al. (2006) found people had a harder time learning new things when their brains were distracted by another activity. Yet, research on this issue is still mixed.

Based on the available literature, it is concluded that students are heavily using mobile phones, distracting the teaching and learning. Students are also misusing their mobile phones for creating disturbances. On the other hand phubbing is a brand new perspective and the research on phubbing is limited. Therefore, the focus of this paper is to conduct a survey among college students in Turkey to verify their views about mobile phone usages, research in this area needs frequent updating because the proliferation of new technology is growing at an exponential rate. Also the survey addresses the frequency and intensity of non-class related digital distractions in the classroom and aims to reveal students' phubbing habits. Within the study, students were asked to report on their own use of cell

phones in class, as well as their observations of others. Specifically, students were asked to report about the use of phones before and during class, as well as during exams. They were also asked questions regarding how distracting they felt that text messaging were to themselves and other students, and whether there were characteristics of the classroom or instructor that made it easier to text in class. Additionally, students were asked what they believed an effective policy for cell phones would be. This study was conducted in order to gain a better understanding of the use and abuse of cell phones in a college classroom setting, and to potentially aid in policy-making decisions.

## **Methodology**

### **Research Goal**

The purpose of this study is to examine some of the challenges associated with mobile phones in college classrooms. We examined and enlightened several social aspects of this multi-faceted larger societal theoretical concept of technological connectivity; namely phubbing, cheating during courses and students' opinions towards cell phone regulations and instructor behaviors.

### **Sample and Data Collection**

Students from a state university in Turkey, Sakarya participated in this study. Students were invited to participate in the survey by one of their instructors, when they were waiting for the course to begin. The selection process produced a stratified sample with respect to academic major, with 6 different majors, representing the business school at the university.

We prefer to choose stratified random sampling over other types of sampling, because we want to examine if the trends vary between subgroups within the population. Stratified sampling is appropriate for this because it ensures the presence of key subgroups within the sample. Also stratified random sampling allows us to observe relationships between subgroups. With this type of sampling, we are guaranteed subjects from each subgroup are included in the final sample, whereas simple random sampling does not ensure that subgroups are represented equally or proportionately within the sample.

Another fact for using stratified sampling is our interest in rare extremes of the business school population, such as department of management information systems or international trade which have less population; by that way we can representatively sample even the smallest and most inaccessible subgroups of the college population. Simple random sampling does not allow this. Stratified random samples generally require smaller sample sizes, which in turn can save a lot of time and effort for us. This is because this type of sampling technique has a high statistical precision compared to simple random sampling due to the fact that the variability within the subgroups is lower compare to the variations of dealing with an entire population (Babbie, 2001).

We use proportionate stratified random sample in this research to represent the business school truly. In proportional stratified random sampling, the size of each strata is proportionate to the population size of the strata when looked at across the entire population. This means that each stratum has the same sampling fraction. We have six strata with population sizes of 760, 1530, 70, 90, 900 and 140. We chose a sampling fraction of 1/10, this means we randomly sample 76, 153, 7, 9, 90 and 14 students from each stratum respectively. The same sampling fraction is used for each stratum regardless of the differences in population size of the strata. In order to conduct this quantitative analysis, totally 349 students from six departments participated the survey.

### **Analyses and Results**

Because the participants could choose to omit questions if they desired, the sample could vary by question, but all of them are answered. The sample size didn't differ from the total of 349.

All participants (100%) said they had a mobile phone that could be used for text messaging and almost all of them (99%) indicated they are texting during the day. The vast majority (99,1%) said they always bring their phone to class. It is clear that college students are using their cell phones in the classroom. Almost all (98%) admitted to sending or receiving text messages while waiting for class to begin. About 95% admitted that they phub in class at least once or twice, and 32% do this every day. The participants also notice the phubbing done by others in the classroom, 98% of students indicate they have noticed this at least once or twice and 41% says that they witness this every day. There is statistically significant difference between the phubbing frequencies of grades ( $p=0,003$ ) and couples ( $p=0,036$ ). First grades seem more likely to phub and students who has a girl/boy-friend spend more time with their phones during courses. If we consider being busy with the mobile phones during courses as phubbing, this means at least 95% of the students take a part in this rude behavior.

The students indicated that while in class their phones were either set to vibrate (51,6%) or silent mode (44,4%). Only 2,3% of the respondents stated they turn off their mobile phones and 1,7% of them said their phones stay at loud mode. In general (83%) students think that phones must be set to vibrate and should be free to use without distracting others. Actually it's hard to draw lines of distraction. When asked to choose how much of a distraction was caused by their own use of mobile phones during class for non-classroom activities, the top response was "A little distraction" at 51%. It was followed by "More than a little distraction" at 23.1%, and "Big distraction" at 7 percent. 60% of the participants state that phone sounds (clicks, beeps, button sounds etc.) distract them and 54% says that they got distracted before by a ringing phone at least once. Also, the distraction phenomenon differs statistically between genders ( $p=0,011$ ). Female students are more likely to get distracted by audio activities and they are more careful about silence of their phones. 37% of the students confess that their phone has rung at least once before, but females' mean is statistically different from males ( $p=0,013$ ) Also first grade students behave more free about ringing phones according to bigger classes ( $p=0,024$ ), they are more likely to forget to set their phones to silent or vibrate. The students feel like they don't disturb their classmates, but the research results reveals even the presence of phones annoys a large number of students. Generally, women and men make different decisions and they have different manners. According to descriptive statistics, 54% of female students prefer to use their phones in silent mode where this percentage is just 26,5 for male. Majority of female students (54%) set their phones to silent mode. Most of the male students (48,9%) set their phones to vibration mode. Because the sample size is not so big, it's hard to comment on some results. Only 6 students indicated they set their mobile phones to loud mode during courses. Whereas one of them is female, 5 respondents is male. The pattern of percentages within genders reveals the intention of students. Male students seem calmer, whereas female participants appear more sensitive about disturbing their classmates. Accordingly, chi-square is conducted for sound profile to analyze if there is a difference between the two gender groups. Statistically significant ( $p=0,000$ ) results of chi-square imply that sound profile preference differs through genders. Phubbing can occur by texting, surfing the web, checking time, answering a call etc. The multiple choice question about the usage purpose of mobile phones during class revealed that majority of the students (77,8%) use their phones to check time or date and 54,5% use as a calculator. Although these purposes show students so innocent, 56,9% of them indicated they check whatsapp, 41% send messages, 32,9% surf the web, 22% use facebook during courses. This results show that checking time or date forms the greatest portion of phubbing. However, students do not feel that instructors are aware of their phubbing habits. Almost half of the respondents indicated that it is easy to text in class without the instructor being aware. Another third of the respondents said that the difficulty depends on the class, with it being easy in some and more difficult in others. Students who have girl/boy-friends statistically differ according to their texting

performance ( $p=0,022$ ). Couples text more frequent and it's easier for them to continue texting without the instructor being aware. It seems that texting ability is parallel with experience. Characteristics of instructors also affect phone usage and phubbing habits of students. Majority of the students (64,3%) confess that it is easier to spend time with phones if the instructor prefer to sit during the course; on the other hand it's hard to phub petulant instructors. When asked to complete the following statement, "If college instructors only knew about text messaging in the classroom, they would be shocked," students most commonly responded (84%) that instructors would be shocked if they knew how much texting goes on. So, students are consistent in their views that instructors are unaware of the extent to which texting occurs. Students apparently do not want to risk a confrontation with the professor, and so are less likely to text in class if the instructor has a set policy and seems to care whether the students are texting. The participants also claim that 92% of the instructors, who care about phubbing and have a set of rules during courses, is male. The size of the classroom also has a big impact on how easy it is to phub without being noticed. The vast majority (83, 7%) of participants believed they could text without the instructor being aware in a classroom that had more than 50 students, and about half felt they could go undetected in a class with fewer than 25 students. This percentage decreased to only 20% if the class had less than 10 students. Consistent with this finding, when asked to specify what classroom characteristics make it easier to text, participants most frequently referred to the size of the classroom, indicating that it is easier in large classrooms, with more students. This seems to be particularly true when the room is crowded and there is an obstructed view from the instructor to the phubbing student. With the apparent widespread use of cell phones in class, students were questioned about the reasons which make the students to phub during courses. About 13% of the students surveyed indicated that they prefer to phub because they wanted to be online. Another 13% claimed that they do it just for fun. The greatest portion with 60% said they start phubbing because they get bored during courses, only 14% indicated they get busy with their mobile phones in an emergency. Although the students continue phubbing, they are aware of its disadvantages. Nearly 80% of the participants indicated that they become distracted and miss the course because of phubbing. Also 21% of them confess that phubbing during courses affect their academic performance negatively.

Students were asked if their instructors have a policy regarding the use of mobile phones in their classrooms. "Yes, some of them have rules" was chosen by 60, 2% of the respondents. Additionally, when asked if there should be a policy on digital distractions in the classroom, 46, 8% of the respondents said "yes, this rudeness must be punished every time", followed by "no warning no punishment" at 19, 3%. These percentages statistically differs between genders ( $p=0,003$ ), females seem more disciplined and think that punishing is a good way to prevent phubbing. Also, students were asked what they believed an effective policy for cell phones would be, if someone is caught phone in hand and distracting others. 49% of the students prefer the instructor to warn whole students without declaring who the phubber is, so no one knows who the warning addressed but the phubber gets insulted.

Being busy with the phones during courses refers to phubbing, but texting during an exam relates to academic dishonesty, namely cheating. The percentage of cheaters is not as much as phubbers, but features of the brand new mobile phones enables to access unlimited resources and cheat easier during exams. Although 81, 9% of the students expressed that they have never admitted to cheating on an exam, 7, 4% confessed that they texted but the messages was not about the exam. Also the frequency of being busy with the phones during exams differs statistically between grades ( $p=0,02$ ). Parallel to their phubbing habits, first grades seem more likely to cheat via their mobile phones. The cheaters also claim that it's definitely easier to read messages instead of sending.

## Conclusion

When college students multi-task with mobile phones in classrooms, research indicates it may hamper their ability to pay attention. This behavior, research suggests, has become more habitual, automatic, and distracting. This study of college students further defined the dynamic relationship between mobile phone use that promotes, and mobile phone use that distracts from classroom learning. It found most students favor policies that may better define and limit learning distractions caused by mobile phones in classrooms (McCoy, 2013). Distractions of this nature were previously identified by Froese (2012), Campbell (2006), McCoy (2013) and Wei, Wang and Klausner (2012). This study attempted to further quantify the frequency with which students used mobile phones for non-class activities while in the classroom. This study's results expanded on previous findings by identifying non-classroom purposes a large majority of college student respondents use mobile phones for during class. Based on student responses to the present research, it appears that students are not willing to simply give up their mobile phones in class and would continue to try to phub even if classroom policies banned their possession or use. When students understand the need to have a mobile phone policy and can help to set that policy for a class, they may be more likely to comply. It appears that many of the offending students may not be aware that their behavior is causing a distraction for their classmates, or that phubbing could be a problem for the instructor. Given the additional information, the students may be more likely to comply with an existing policy or help negotiate an alternative policy they would be willing to follow.

Having a cell phone policy in place is not enough, however. Faculty must enforce the policy for it to be effective. Individual instructors must monitor the use of cell phones, making it clear that phubbing will not be tolerated. Clearly the use of mobile phones in the college classroom is an issue that academic institutions cannot ignore, and it demands action by faculty to ensure an effective learning environment for all students.

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## TECHNOLOGY ADDICTION AMONG YOUNGSTERS–A REVIEW STUDY

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### **Abstract**

*Today's market is considered to be a more profitable segment as people have ample money to spend on. Most of their decisions are influenced mainly by the social environment in which they exist. Smartphone and gadgets play a very important role in communicating the products to others. Among population, youngsters constitute as a vulnerable group who is very much addicted to technology. The main aim of this paper is reviewing the issues and challenges of the addiction towards smartphone and gadgets among youngsters. The required data are collected from journals, articles, internet and magazines. This study would help in formulating necessary strategies to save the youngsters before they succumb to its issues.*

**Keywords:** *Technology, Addiction, Youngsters, Smartphone & Gadgets, Challenges.*

### **Introduction**

The term technology comes from the Greek word “techne”, which means the art or skill used in order to solve a problem, improve a pre-existing solutions to a problem, achieve a goal, handle an applied input/ output relation or perform a specific function; techniques and method of organization.

Worldwide, technology and its changes play a major role in each individual's life. The current trend of the society is to adopt every change in the field of communication technology. The smartphone are boon of this century. In real sense, smartphone is a mobile phone with advanced features and functionality beyond traditional functionalities like making calls and sending messages. ‘SIMON’ was the first smartphone. Smartphone's with their mini keyboards are not just phones, but have computer functions as email, multimedia phone features such as camera, video, etc., Smartphone customized with new software or variety of these programs is increasing. It is a platform for social communication like facebook, twitter, wts app, etc., 95% of youngsters had using smartphone.

According to Telecom Regulatory Authority of India, there are about 929.37 million mobile phone subscribers in India making it the world's second-largest cell phone using country in the month of May, 2012. Smartphone helps to keep in touch with family and friends at any time. But, due to technology development, world become addicted to the technology Youngsters are more addicted to the technology than the others. Thus, the growth and consumption of smartphone are also increasing automatically due to preferences. India is in 3<sup>rd</sup> position in growth of smartphone on the basis of users. All people get addicted soon due to development of features offered by the different companies like Samsung, Nokia, Lenovo, etc., Due to this addiction, it affects not only their health but also they become very lazy to their works. They are addicted to the smartphone and its application. Mainly, school and college students are affected with the problems like memory loss, low concentration power, etc. Thus, technology has both positive and negative impacts and it has to be used very smartly.

## Methodology

The methodology used in this study is review study. It is descriptive paper. Data used in this paper is fully secondary data. Data is collected from journals and articles.

## Reviews

### Academic Performance

Technology tools make integration of these foundations feasible and technology offers new ways to contribute positively to character education. Because, the education system is profoundly affected by new technologies, structural changes must be made to teach or process skills as well as content knowledge to address the needs of the whole child. The following are the reviews of some of the authors are, Tessa Jolly (2008)<sup>1</sup> described that students do not active by participating in classes. Development of technologies is most likely to impact children's development.

S.Ashwini Veronica, Dr.A.Umesh Samuel(2011)<sup>2</sup> stated that using social media (facebook) will affect the academic performance as they spend more time in using facebook and they fail to do their study work properly. They are interested only in posting photo, chatting with their friends, etc.,

Yong shu qin(2011)<sup>3</sup> stated that nowadays each and every school has computer lab with internet facilities. Hence, the students have not developed thinking ability as they often use internet to collect information. Professor Steven Higgins(2012)<sup>4</sup> stated that digital technology studies in schools take more time for begins and miss out important stuff. However, cannot everyone afford to buy electronics like laptop, smartphones, etc., because of high cost. It is also found that there is lack of face-to-face interaction with teachers.

Nael hirzallah(2013)<sup>5</sup> stated that students become addicted to games easily. Therefore, they are not regular in completing their work which will drop the grades of their academic performance.

Lusekelo Kibona and Gervas Mgaya(2015)<sup>6</sup> describes that smartphone abuse to addiction is becoming more problematic. Most of the students are addicted to applications found on smartphones like wts app, twitter, facebook, etc., and thus education performance of students are becoming low.

Ali Murat kiri, et.al(2015)<sup>7</sup> strongly stated that using social network in smartphone often reduces the academic performance badly. They cannot do their work properly on the particular time. Concentration level of the students become very low due to social medias.

Hafidha Sulaiman AlBarashdi, et.al(2016)<sup>8</sup> highlighted the fact that using of smartphone often by the students will affect the studies as they get low marks, less concentration,etc.

Walt Mueller(2016)<sup>9</sup> stated that usage of electronic products like gadgets, video games, etc affect the school performance due to continuous use.

Dr. Yodida Bhutia and Miss. Amanda Tariang (2016)<sup>10</sup> stated that the youth are the most susceptible to developing mobile phone addiction because they are considered to be the heaviest users. Increased usage of smartphone throughout the day by youth will affect the academic performance.

### Mental Issues

Many uses of the Internet and its charm in recent years have led to the emergence of a phenomenon known as "Internet addiction ". Internet itself is a harmless tool but incorrect usage of net may lead to the risk of addiction which consequently might result in disruptions in mental health like stress, depression, low concentration, even sometimes they become insane. The following are the reviews of some of the authors are Michael J.L.Kirby, et.al (2004)<sup>11</sup> stated that addiction to technology leads to mental health and illness. Mental illness includes changes in mood, anxiety, personal and habits

Mary O'Hagan (2011)<sup>12</sup> stated that using of mobile phones often cause changes in mental health. It causes depression, stress, etc.,

Ramezan Jahanian and Zeinab Seifury. (2013)<sup>13</sup> stated that internet addiction among students affect the mental health seriously. They often get easily depressed, tensed, impatient as they always think about the messages received.

Jyoti Ranjan Muduli (2013)<sup>14</sup> approached that mental health is not just the absence of mental illness. Mental illness refers to kind of general mental health problems. More stress, depression, etc. are due to technology addiction.

Mr. Warin Rujataronjai (2014)<sup>15</sup> stated that video game addiction creates depression, anxiety and stress among adolescents. They often play the video games without doing any work which would create lack of concentration.

Scott becker (2015)<sup>16</sup> stated that using technology could cause mental disorders, stress, depression, etc., which affect the mind so badly.

Vandana Goswami and Dr.Divya Rani Singh (2016)<sup>17</sup> stated that using of mobile phones often by adolescents cause mental health effect. These may cause accidents and some other problems also.

Mariano Choliz and Enriquire Echeburua (2017)<sup>18</sup> stated that using of screening tools cause mental health issues. Due to over time of using the screening tools, especially youth are getting affected by mental health issues.

Cris Rowan (2017)<sup>19</sup> stated that using technologies for a longer period in variety of serious diseases and disorders. It will impact the mental health seriously.

### **Family Relationship**

Technology addiction spoils not only the relationship between youth and family members but also spoils the friends circle. Due to usage of technologies like smartphone, social medias, etc. They were separated from the parents. Hence, the parents must aware of their children. The reviews collected and their behaviors. Some reviews are

MJ Cilliers and MB Parker (2008)<sup>20</sup> argued that it encourages the development of independence and individuality. Due to use of mobiles by teenagers, they maintain distance from their parents.

Kimberly Young (2009)<sup>21</sup> stated that an addiction to online games can cause a tremendous amount of consequences to the gamer. Gaming addicts them to play for long period of time before to exit. Hence they do not interact with their families.

S.Ashwini Veronica and Dr.A.Umesh Samuel (2011)<sup>22</sup> stated that children spend more time on the internet, especially on social networking sites like facebook rather than spending time with their parents. Thus, there is no direct relationship with their parents.

Nael hirzallah (2013)<sup>23</sup> stated that the youngsters have no ability to stop playing and they neglect their family. They not talk to their parents.

Ashish Kapahi, et.al (2013)<sup>24</sup> stated that due to addiction of internet, they cannot interact with the family members directly and they communicate their parents only through e-mail, text messages, etc.,

### **Information Breach**

Due to advanced technologies, it is not safe to provide personal information in the net though social medias, games, etc. Because the hackers may hack the information from the id so it is difficult to protect information even from the privacy options. The information provided may be misused by others. Some of the reviews framed by reading some of the articles are as follows

S.Ashwini Veronica and Dr.A.Umesh Samuel (2011)<sup>25</sup> stated that prolonged hours in front of the computer, excessive usage of media and related applications can prove hazardous to children. Children are exposed to unwanted friendship and entertainment beyond their age which spoils the young minds. Children everyday view unwanted posts, read unwanted blogs and view unwanted sites, that in turn, lead to the breach of information.

Monika Sharma (2012)<sup>26</sup> stated that using privacy in application is not true. Nothing is private in online and mainly in social networks which create serious problem. Hackers can hack the private details in the social networks.

Joseph B. Stontz(2015)<sup>27</sup> stated that students are presented with the option of presenting a false reality of themselves to the world. Additionally, students can further mask their addictions by presenting a spotless image on their facebook page, instagram uploads and tweets.

### Health Issues

Addiction of technologies cause many health issues. Using of technologies late night without light cause brain cancer, eye and ear damages, etc. Mostly youngsters are affected by the health issues due to technology addiction. The reviews are as follows

Kimberly Young(2009)<sup>28</sup> stated that addiction of gaming spoils the eyes, muscles, neck, etc. A child should take a brief eye-focusing break every 20 minutes to prevent eyestrain. Using of technologies leads to cancer also.

Shanthi Vaidyanathan Ravichandran (2009)<sup>29</sup> stated that using mobile phone often affects the health. Use of either an analogue or digital phone on the same side of the head cause increased risk of brain cancer.

Kristina E.Hatch(2011)<sup>30</sup> stated that due to availability of electronic entertainment for the youngsters there is rising fear among parents that children are facing more health issues like obesity and developmental challenges.

Nael hirzallah(2013)<sup>31</sup> stated that playing of games for 2 or 3 hours before bed cause sleepless and memory problems.

Ali Murat kiri, et.al(2015)<sup>32</sup> stated that social networking is one of the main indicators of the technology era which attracts all types of people. Using of social network often will affect the health like restless, depression, body pain, etc. Without using social networks they cannot live for even a minute.

S.Gowthami and S.VenkataKrishnaKumar(2016)<sup>33</sup> stated that using of mobile phone for long hours daily might lead to serious health issues like increase in stress level, cancer, neck pain, etc.,

Leonid miakotko(2017)<sup>34</sup> stated that using of smartphone often affect the human brain due to electromagnetic waves. It not only affects the brain but also causes pain in neck, eye,etc.

### Loneliness

Loneliness is a complex and usually unpleasant emotional response to isolation. It includes anxious feelings about a lack of connection or communication with other beings. Loneliness has been linked with depression and also many health issues. The reviews of few articles are

Bian Mengwei Casey (2012)<sup>35</sup> stated that loneliness is common to see and especially severe during adolescence. If they are addicted to smartphone they will always be alone.

Cetin tan,et.al(2013)<sup>36</sup> stated that addiction of mobile phones cause loneliness. Loneliness is a negative emotion that comes about through a discrepancy between desired and achieved levels of social contact.

Halley M.Pontes, et.al (2014)<sup>37</sup> stated that using of internet by children and adolescents cause loneliness. They get easily addicted to internet and if there is no net, they feel lonely.

Joseph B. Stontz(2015)<sup>38</sup> stated that networked lives actually lead to us hide from one another. They feel lonely when they do not have their mobile in their hands.

### **Lack of Face to Face Interaction**

Due to development of technologies there is no direct meeting between each other. All of them are addicted to the technologies and hence there is lack of face to face conversation. One thinks that he or she is connected effectively with others, but it will end badly because of falter relationship. But there is no direct meeting after usage of technologies. Some of the reviews are

Erin gemmill and Michael Peterson(2006)<sup>40</sup> stated that using of cell phones and internet are widely used by college students to obtain social support. Using social medias they communicate with family and friends which leads to lack of face to face communication.

Katerina flora(2013)<sup>41</sup> stated that young people are more and more attached to the internet as means of communicating, learning and seeking new challenges, while at the same time they are becoming more introverted and suspicious of face-to-face communication which they consider to be unnecessary.

Tessa jones(2014)<sup>42</sup> stated that using of cell phones affect the personal, face to face connections. They use cell phones from their place itself and thus they lack the direct interaction.

Ali Murat kiri, et.al(2015)<sup>43</sup> stated that many of the social activities are performed in virtual spaces that are created through social media. This virtuality cause a move away from the face-to-face interaction in real-life and real places. All kinds of content presented in virtual environment, that had appeal for people's imagination, attracts them over time.

### **Other Issues**

There are some more issues to be addressed apart from academic, mental, spoil of family relationship, information breach, health and loneliness. Other issues like self-esteem, social and cultural values, pathological, lessened ability to multitask, shyness, present absence, life style, lot of accident and cyber bullying. Some of the articles reviewed are:

Takeshi sato(2006)<sup>44</sup> stated that using of internet by students lead to addiction which will cause prevalence and psychological problems.

Louis Leung(2007)<sup>45</sup> stated that addiction of using mobile phones causes self esteem. It is a part of the unwillingness to communicate syndrome because individuals who have low self-esteem expect others to react negatively because they have an unfavorable concept of self.

Kimberly Young(2009)<sup>46</sup> stated that they are playing for more time. Because it is difficult to exit the games, using of social medias, etc.,

S.Ashwini Veronica and Dr.A.Umesh Samuel(2011)<sup>47</sup> stated that social networking is the easiest way to connect to people across the globe. One can easily make friends in anywhere. One needs to have a good updated and friendly profile to attract friends. It will create issues without knowing the person making friends.

Kristina E. Hatch(2011)<sup>48</sup> stated that due to technology, users believe they have become more able to handle multitasking, Scientific studies have shown that the effects of using technology may be opposite of these conceptions.

Bian Mengwei Casey(2012)<sup>49</sup> state that smartphone not only have the functions and feature like texting but also have other applications which provide functions of social networking. These functions let

people not to communicate with others. So it create shyness among people while in public and indulge in a virtual private.

Bian Mengwei Casey(2012)<sup>50</sup> stated that physical presence is known as people apparently present in a given place are actually only half-present. They are present in body but absence in mind. They ignore someone they are physically with in order to interact with someone sing the smartphone.

Jyoti Ranjan Muduli(2013)<sup>51</sup> states that Life style is nothing but the way of life of an individual or a group of individuals or the society as a whole. All the aspects of life style may not be voluntary in nature because one is associated with the society and that surrounding plays an important role in shaping the choices of an individual's life style. Technologies development changes the life style of the human beings. Its only decide the status of the people.

S.Gowthami, S.Venkatakrishnakumar(2016)<sup>52</sup> state that using of mobile phones iin road lead to a lot of accidents. A lot of people do their daily work, drive while taking on phones. It cause high risk of accident it will cause damage not only for the particular person. So it is risk whole public.

Lutfiye can, Nihat kaya(2016)<sup>53</sup> state that using of social networking often cause addiction. It will change the attitude, characters of the people.

Dr Prabhat Kumar Vishwakarma(2017)<sup>54</sup> approaches that use of social media also becomes the reason for emotional distress from receiving threatening, harassing, or humailiating communication from another teen, called cyber bullying. It has also been connected to cases of youth suicide.

### **Suggestion for Future**

Technology among youngsters cause damage all ways. It mainly affects the physical health, mental health, etc. To address these problems, parents plays a vital role. They can avoid using the mobile phones and other gadgets often. They can advice their wards to restrict its usage. They should not allow them to be idle at home and may help them to engaging themselves in activities like sports, music, arts, etc by identifying their talents.

### **Conclusion**

In the sense that we are living in a world of knowledge and technology Changes in the scientific world are fast. Keeping ones speed along with the change is definitely challenging task. Hence, one must learn how to exercise control and to know what is important and what is not important at a specified time. All groups of people are addicted to the technologies. Without technology they cannot live. Hence, continuous sequential solution is not found for technology addiction. Issues can be solved by focusing on various attitudes. There are some of the reasons behind the addiction to the technologies among the youngsters if parents and teachers identify the reasons they can avoid the addiction. If they cannot identify it means there are some symptoms like not eating well, restless, sleepless, cause more anger, academic performance become poor, etc., these are the some of the issues happened while getting addicted. Solution for this is there are some treatments to avoid using technologies in negative ways.

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## A STUDY ON MENTAL HEALTH STATUS OF USERS AND NON-USERS OF SOCIAL MEDIA AMONG COLLEGE GIRLS IN VARSHINI HOSTEL AT TRICHY

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### Abstract

Generally speaking, 'Mental Health' refers to our state of mind and our ability to cope with the everyday events that happen around us. Someone with 'good' mental health usually feels capable of dealing with the normal, everyday situations that we all experience. The objectives of the study are to study the socio-demographic profile of the respondents, to find out the social media users and non-users, to assess the mental health of the respondents. The research study was conducted among college students at Varshini hostel, near Malaikottai, Trichy. Descriptive design was adopted in the present study. The researcher studied all the respondents in the universe (77 respondents) by adopting census method. The researcher used interview schedule to collect the personal data from the respondents and used Mental Health Inventory a standardized tool developed by V.D. Augustine (1978) to assess mental health of the respondents. Majority (72.7 per cent) of respondents were in the age group of 16-20 years, more than half (51.9 per cent) of the respondents were from rural areas. Vast Majority of (98.1 per cent) of respondents were started using social media at the age of 15 -20 years, majority of (77.9 per cent) of respondents were in Under Graduation. Nearly half (49.3 per cent and 49.3 per cent) of respondents possessed moderate & high level of mental health respectively.

**Keywords:** Mental Health, Social Media, Social Networking, Parents, Caretakers.

### Introduction

Presently, in India, 28.4 per cent of the population (375 million) is using internet, out of which 10.3 per cent are active on social media (136 million). Five years ago, 2.5 per cent of the population was active on Facebook. This number is expected to increase to 15 per cent by the end of 2016, with Facebook proactively targeting emerging economies with Facebook site for slow internet speed in these regions. As per the Yral report, increased mobile web penetration is also seen as a key contributor to increased growth in active social media usage. Statistic presents the social network penetration in India. As of the fourth quarter of 2016, the most popular social network was YouTube and Facebook with 33 percent penetration rate each. WhatsApp was ranked third with 28 percent reach. India ranks second among countries with the most Facebook users, accounting for 11 percent of global Facebook audiences in April 2017. January 2017 data puts the active social networking penetration in India at only 14 percent of the population - one of the lowest rates worldwide.

Social networking sites (SNSs) are Web-based platforms on which individuals connect with other users to generate and maintain social connections. Considerable disagreement exists as to associations that SNS use may have with depression and anxiety. On the one hand, SNSs may protect from mental illness, as they support and enable social interaction and connection and allow users to reflect aspects of their identity and express emotion that may be relevant to their lived experience. On the other hand, there

are many opportunities for miscommunications and mismanaged expectations, and maladaptive tendencies can be exaggerated, leaving individuals feeling a greater sense of isolation. As a whole, the SNS environment may be just as complex as face-to-face interactions. As SNS membership continues to rise, it is becoming increasingly important to address the possible benefits and detriments the use of SNSs may have on mental health. Affective disorders such as depression and anxiety have been shown to have bidirectional interactions with the social environment that influence the path of illness onset and maintenance. Depression and anxiety have an approximate prevalence of 4.7% and 7.3%, respectively, in the global population. These disorders have high levels of comorbidity and impact the quality of social relationships. Depression and anxiety may be implicated in determining the size and structure of an individual's social network, the quality of interactions within these networks, and how effectively social capital may be leveraged or developed to provide an individual with social support.

### Review of literature

**AncaDobrea (2016)** In his study concluded cyberbullying victimization served as a full mediator in the relationship between the use of online social networking sites and psychological distress/suicide attempts and acted as a partial mediator in the relationship between the use of online social networking sites and suicidal ideation, **Helou et al., (2014)** in his study revealed most of the students felt that the Social Networking Sites have more positive impact on their academic performance especially among the undergraduate students.

**Salvation and Azharuddin (2014)**.In their study concluded that more students prefer the use of facebook and twitter in academic related discussions in complementing conventional classroom teaching and learning process.

**Shahzad et al., (2014)** the analysis revealed that there is no direct relationship between the social media usage and the academic grades unless the usage does not become excessive. Average use of social media by students exceeding 13 hours a week and 2 hours a day has negative effect on their academic grades.

**Tayseer et al., (2014)** in their study revealed that students use social networks for social purposes more than the academics. Students consider social media as entertainment networks and it reduces stress and makes them forget about academics.

### Significance of the Study

During the past decade, online social networking has caused profound changes in the way people communicate and interact. It is unclear, however, whether some of these changes may affect certain normal aspects of human behavior and cause psychiatric disorders. Several studies have indicated that the prolonged use of social networking sites (SNS), such as Facebook, may be related to signs and symptoms of depression. In addition, some authors have indicated that certain SNS activities might be associated with low self-esteem, especially in children and adolescents. Other studies have presented opposite results in terms of positive impact of social networking on self-esteem. The relationship between SNS use and mental problems to this day remains controversial, and research on this issue is faced with numerous challenges. This concise review focuses on the recent findings regarding the suggested connection between SNS and mental health issues such as depressive symptoms, changes in self-esteem, and Internet addiction (Igor Pantic, 2014).So the researcher was interested to study mental health of users of social media.

## Objectives

- To study the socio-demographic profile of the respondents.
- To find out the impact of social media on the respondents
- To study on mental health status of the respondents
- To suggest measures to improve the mental health status of respondents.

Based on the above objectives following few research hypotheses have been formulated.

## Research Hypotheses

- There is a significant relationship between the age and mental health status of respondents
- There is a significant difference between nature of education and mental health status of the respondents.
- There is a significant relationship between the nature of education and mental health status of respondents.
- There is a significant relationship between the native place and mental health status of respondents.
- There is a significant relationship between the father's income and mental health status of respondents.
- There is a significant difference between respondents type of family and mental health status of respondents.
- There is a significant difference between respondents size of family and mental health status of respondents.
- There is a significant difference between the respondents spend time in social media sites and mental health status of respondents.
- There is a significant difference between respondents members of social media and mental health status of respondents.

## Materials and Methods

The descriptive research design is scientific method which involves observing and describing the behavior of the subject without influencing them in any way. The researcher collected information about the respondents which includes age, educational status, domicile, type of family, size of family, use of social media, time spent in social media and level of mental health. Descriptive Research design was adopted in the present study. The researcher studied all the respondent in the universe by adopting census method. The Sample size was 77 in number. The research study was conducted among college students at Varshini hostel, near Malaikottai, Trichy. The researcher used interview schedule to collect the personal data from the respondents and used Mental Health Inventory a standardized tool developed by V.D. Augustine(1978) to assess mental health of the respondents.

## Analysis and Interpretation

**Table No 1 Distribution of the Respondents by Their Age**

Age (In Years)	No.of Respondents N=77	%
16-20	56	72.7
21-25	20	25.9
26 and A bove	1	1.2

The above table shows that the more than half (72.7 per cent) of the respondents belonged to the age group of 16-20 years while over one fourth (25.9 per cent) of the respondents belonged to the age of 21-25 years and very few (1.2 per cent) of the respondents belonged to the age group 26 years and above.

**Table No 2 Distribution of the Respondents by their Educational Status**

Degree	No. of Respondents N=77	%
UG	60	77.9
PG and Mphil	17	22.1

The above table shows that majority of (77.9 per cent) of respondents were in Under Graduation while less than one fourth (22.1 per cent) of respondents were in Post Graduation and were pursuing their M.Phil degree.

**Table No 3 Distribution of the Respondents by their Domicile**

Domicile	No. of Respondents N=77	%
Rural	40	51.9
Urban	37	48.1

The above table shows that more than half (51.9 per cent) of the respondents were from rural area while nearly half (48.1 per cent) of the respondents belonged to urban area.

**Table No 4 Distribution of the Respondents by Their Type of Family**

Type of Family	No. of Respondents N=77	%
Nuclear Family	65	84.5
Joint Family	12	15.5

The above table shows that majority (84.5 per cent) of respondents were from nuclear families while less than one fifth (15.5 per cent) of the respondents' family were joint families.

**Table No 5 Distribution of the Respondents by Size of the Family**

Size of Family	No. of Respondents N=69	%
Small(2 -5)	52	75.3
Big(6-9)	17	24.6

The above table shows that majority (75.3 per cent) of respondents' families were small in size while one fourth (24.6 per cent) of respondents' families were big in size.

**Table No 6 Distribution of the Respondents by their Use of Social Media**

Use of Social Media	No. of Respondents N=77	%
Yes	55	71.4
No	22	28.5

The above table reveals that majority (71.4 per cent) of respondents were using social media while more than one fourth (28.5 per cent) of respondents are not using it.

**Table No 7 Distribution of the respondents by their age at started using social Media**

Age (in years)	No. of Respondents N=55	%
15-20	54	98.1
21 and above	1	1.9

The above table reveals that vast majority (98.1 per cent) of the respondents started using social media from 15-20 years while very few (1.9 per cent) of the respondents used social media at the age of 21 years and above. From the above table it is clear that the

respondents started using social media very young age.

**Table No 8 Distribution of the Respondents by their Time Spent in Social Media**

Time Spent (in Hours)	No. of Respondents N=55	%
1-2	24	43.6
3-4	25	45.4
5-6	6	10.9

The above table reveals about the time spent per day in social media by the respondents. Less than half (45.4 per cent) and 43.6 per cent) of the respondents spent 3-4 hours and 1-2 hours per day respectively in social media while few (10.9 per cent) respondents are spending 5-6 hours

per day in social media. From the above table it could be inferred that the respondents who are using social media are becoming almost addicted to electronic gadgets since they use it every day wasting their most precious time without studying.

**Table No 9 Distribution of the Respondents by the Level of Mental Health**

Mental health	No. of Respondents N=77	%
Low	1	1.2
Moderate	38	49.3
High	38	49.3

The above table shows that nearly half (49.3 per cent and 49.3 per cent) of respondents' mental health status was moderate and high level respectively while very few (per cent) of respondents' had low level of mental health.

**Table No 10 'T' Test for Users and Non Users of Social Media and Mental Health Status of the Respondents**

Member of social media	Mean	SD	Statistical Inference
Yes (n=55)	38.64	6.285	T=-1.110 -1.144<0.05 Not significant
No (n=22)	40.36	5.860	

There is no significant difference between respondents using social media and mental health status of respondents. Hence null hypothesis was accepted. From the above table it could be inferred that use of social media didn't influence the mental

health status of the respondents.

**Table No 11 Karl Pearson's Co-Efficient Correlation between Age of using Social Media and Mental Health Status**

Variables	Correlation Value	Result
Age of using social media and mental health status	.283	P< 0.05 Significant

There is a significant relationship between the age and mental health status of respondents. Hence research hypothesis was accepted and null hypothesis was rejected.

From the above table it could be inferred that as the age of the respondents increased the mental health status of the respondents also increased.

**Table No 12 T' Test for Nature of Education and Mental Health Status of the Respondents**

Nature of Education	Mean	SD	Statistical Inference
Arts (N=31)	39.48	7.496	T=.411 .383<0.05 Significant
Science (N=46)	38.89	5.182	

There is a significant difference between the discipline and mental health status of respondents. Hence research hypothesis was accepted and null hypothesis was rejected. From the above table it could be inferred that arts students had good mental

health status than the science students.

**Table No13 Karl Pearson's Co-Efficient Correlation Between Father's Income and Mental Health Status**

Variables	Correlation value	Result
Father's income & mental health status	.359	P< 0.05 Significant

There is a significant relationship between the father's income and mental health status of respondents. Hence research hypothesis was accepted and null hypothesis was rejected. From

the above table it could be inferred that as the father's income of the respondents increased the mental health status of the respondents also increased.

**Table No14 T' Test for Type of Family and Mental Health Status of the Respondents**

Type of family	Mean	SD	Statistical Inference
Nuclear (n=65)	38.95	6.109	T=-.579 -.541<0.05 Not significant
Joint (n=12)	40.08	6.735	

There is no significant difference between respondents' family type and mental health status of respondents. Hence null hypothesis was accepted. From

the above table it could be inferred that family type didn't influence the mental health status of the respondents.

**Table No 15 't' Test for Size of the Family and Mental Health Status of the Respondents**

Size of the Family	Mean	SD	Statistical Inference
Small n=52	39.15	5.682	T=-908 -847<0.05 Not significant
Big n=17	40.65	6.499	

There is no significant difference between respondents' family size and mental health status of respondents. Hence null hypothesis was accepted. From the above table it could be inferred that size of family didn't influence the mental health status of the respondents.

**Table No 16 Karl Pearson's Co-Efficient Correlation between Time Spent by the Respondents in Social Media Sites and Mental Health Status**

Variables	Correlation Value	Result
Respondents time spend in social media sites and mental health status	.485	P< 0.05 Significant

There is a significant relationship between the time spent by the respondents and mental health status of respondents. Hence research hypothesis was accepted and null hypothesis was rejected. From the above table it could be inferred that

time spent in social media influenced the mental health status of the respondents positively.

### Major Findings

- Majority (72.7 per cent) of respondents were in the age group of 16-20years.
- Majority (77.9 per cent) of respondents were under graduates.
- More than half (59.8 per cent) of respondents were from science stream of education.
- More than half (51.9 per cent) of the respondents were from rural area.
- Less than half (41.5 per cent) of respondents' fathers were educated up to high school.
- Less than half (44.1 per cent) of respondents' mothers were educated upto high school.
- Vast majority (84.5 per cent) of respondents' families were nuclear.
- Majority (75.3 per cent) of respondents' families were small in size.
- Vast Majority (90.9per cent) of respondent were using social media for 1-4 years.
- Less than half (45.4per cent) of respondents were using social media 3-4 hours.
- More than half (50.9 per cent) of respondents were victim of online bullying.
- Nearly half (49.3 per cent) of respondents of users of social media had moderate and high level of mental health status.

### Suggestions

- Parents and the caretakers have to alert themselves regarding negative impact of social media.
- Family discussions are also one of the recommendations which will help youngsters avoid using internet.
- Parents should be concerned about the online protection and sharing of individual information and photos.
- Students may be exposed to bad posture, eye strain, physical and mental stress. Too much use of technology for accessing social media by students is harmful and there must be a limit.
- Students must be oriented on positive & negative impacts of social media by parents as well as teachers.

### **Social Work Intervention**

From this research, researcher understood that use of whatsapp and facebook is maximum and 47 per cent of respondents were using two social media sites. The inevitability of the communication technology development was drowsing the youth. Their aim or goal in life is being crushed, smashed and swapped by social media. To solve this issue many youth hinder academic part particularly teenaged or college students are almost having an addiction towards social media. . This is the age for them to set up a positive focus , set a goal for life rather than time being eaten by social media. Individual counseling and group counseling can be given to reduce the negative impact of social media.

### **Conclusion**

Since Social Networking Sites can provide all the ways and means to develop personal and social aspects, the young people have to explore the potentialities of these sites. Even though it creates a few negative impacts on youth, we cannot think of a world without these sites today. So, corrective and preventive measures should be taken towards these negative effects and the young people should be well educated and must have proper awareness regarding such problems of Social media. Social Networking Sites influence the lifestyle of youth so that the brands and companies can exploit the space of Social Networking Sites to create loyalty among youth. If the Social Networking Sites promote a healthy life style through its posts, videos and messages, that will help to develop a healthy young generation.

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## RELATIONSHIP BETWEEN EXTENT OF INTERNET ADDICTION WITH LONELINESS AND SELF-ESTEEM AMONG COLLEGE STUDENTS

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### Abstract

**Background:** Internet Addiction is one of the most prevalent issues in the world. College students are in great need of the internet mostly for academic purposes which prove to be a positive activity; however, the current trend has changed the ideology and rapid change in communication of online interactions. Despite the current trend, the issue often goes unnoticed which can negatively impact the psychosocial wellbeing of an individual. **Objective:** The aim of the study is to study the relationship between extent of internet addiction with loneliness and self-esteem among college students. **Methodology:** The current study has been conducted among 25 male and 25 female college students pursuing post-graduation from Deanery of Humanities and Social Sciences of Christ University, Bengaluru. The tools employed to collect data were semi-structured questionnaire, Internet Addiction Test (IAT), Rosenberg Self-Esteem Scale and UCLA Loneliness Scale. **Results:** The mean age of the participants was 22 years and the study revealed that 14% of the study population were internet abusers and 86% were non-internet abusers. Both loneliness and self-esteem were in relationship with internet addiction to some extent where loneliness was positively correlated and self-esteem was negatively correlated. **Conclusion:** Internet addiction is harmful to college students; however, further systematic studies can be conducted to test the feasibility of psychosocial intervention that prevents vulnerability of students with internet addiction.

**Keywords:** Internet Addiction, Loneliness, Self-esteem, and College Students

### Introduction

The internet is a worldwide network which provides an assortment of data and communication, comprising of interconnected systems. Around three billion people round the world use internet. There are many advantages of internet such as: we can send and receive information, virtual online activities, online purchases, social media applications, apply jobs online, and listen to music or watch a video. However, there are disadvantages of internet usage as well, such as: internet is not free of cost, no physical touch during online social media interactions, poor internet connection can lead to restlessness, or social networking, emailing, chatting, online shopping can utilize majority of our time.

As humans, we have the intellect to make smart choices in life. Yet, we allow internet to distract or disturb our minds. Using internet on a regular basis has created a revolution over the globe in the field of exchange of ideas and information. Daily use of internet can lead to addiction which may affect the psychological well-being of a person. The internet plays a crucial role in the lives of college students as it helps them during assignments and study related work, however, working or utilizing the internet for a significant number of hours can be harmful and stressful to young minds.

Problematic computer use is a growing social issue which is being debated worldwide. Internet Addiction Disorder (IAD) ruins lives by causing neurological complications, psychological disturbances,

and social problems (Cash, Rae, Steel, & Winkler, 2012). Students who go through high internet use are vulnerable to experience physiological symptoms as often especially in social situations that require public speech, self introduction, meeting with strangers, presentations and other activities. Self-esteem is the confidence in one's own worth and abilities. It reflects a person's overall subjective emotional evaluation of their own worth, for example, "I am worthy" "I am competent" It can contribute greatly as a risk factor which is a social psychological construct because it influences happiness, satisfaction in relationships, criminal behavior or among peer groups. The relationship between Internet addiction and self-esteem has been investigated in several studies. The study titled "Internet Addiction among Adolescents: The Role of Self-Esteem" explores the use of social networking sites and its association with self-esteem of adolescents'. This study has shown that college students with low self-esteem tend to spend more time on social networking sites than those with higher self-esteem.

Loneliness is a feeling of sadness and isolation from social surroundings. It includes anxious feelings or a lack of communication with other individuals. It has often been described as "social pain". It can be a symptom of a social or psychological issue, such as chronic depression. Loneliness is a characteristic of our time and basically describes the situation in which one lives either alone, or without communication with those around him (Karapetsas et al., 2015). Research has shown that loneliness has been prevalent in the society including people in relationships, families and even with successful careers. However, it is known that loneliness has a direct impact on internet addiction.

The study may help to draw insight on the incidence or the prevalence of internet addiction among the students within the sample population. Based on the literature review, it has been observed that studies done in this particular area are found to be scarce in Indian context, especially in South Indian context, however quite a huge number of studies have been done in the Western context. Despite its wide prevalence and impairing effects on students, internet addiction often goes unnoticed or uncared both among individuals and colleges. The current study may help to bring about awareness on this particular issue among people who work with students, especially the teachers, educationalists, and psychiatric social workers and encourage them to find appropriate ways to deal with the issue.

## **Materials and Methods**

### **Sample, Procedure and Participants**

A sample comprising of 10 students from post-graduate program was selected from 5 classes each with the help of random sampling from Deanery of Humanities and Social Sciences, Christ University, Bengaluru. The sample comprised 25 male and 25 female college students. Ages varied from 20 years (minimum) to 24 (maximum) years ( $Mean_{age} = 22$  years).

### **Young's Internet Addiction Test (IAT)**

The IAT has 20 items which are associated with internet use used in most researches for diagnosis of internet addiction. The test scores range from 0 to 100 and the higher score indicates the greater Internet dependency and more severe problems which have been made for individuals as it is used excessively.

### **Rosenberg's Self-Esteem Scale**

The Rosenberg's Self-Esteem scale has 10 items which measure the self-worth by measuring both positive and negative feelings about the self. Self-esteem relates to sum scores of all 10 items where 1 indicates no self-esteem and 5 indicate high self-esteem. The lower the scores, the lower self-esteem a student has.

### UCLA Loneliness Scale

The 20 item Loneliness Scale (University of California, Los Angeles) is a reliable and valid tool for assessing emotional and social loneliness among college students. The sum of scores indicate the level of loneliness where 0 means no loneliness and 4 means severe loneliness, however, items 1, 5, 6, 9, 10, 15, 16, 19, 20 are reverse scored.

### Statistical Analysis

Statistical analysis comprised (i) general descriptive analyses, (ii) independent sample test for mean comparison, and (iii) Man Whitney U test for mean comparison using *IBM SPSS Statistics Version 20*. All statistical tests adopted a significance level of .05.

### Results

#### Descriptive Statistics

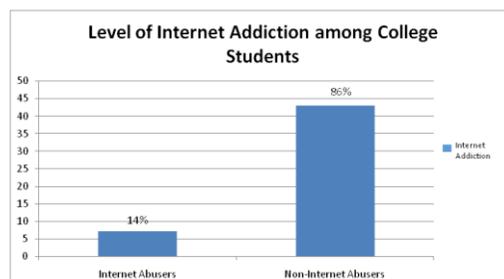
Among the college students, it was found that the mean age of students who started using internet was 14 years. The mean years students have been using internet for was 8.18 years. On average, students use 48.88 hours per week, wherein, the mean hours of academic activities was 18.12 hours and non-academic activities was 30.38 hours. The mean difference between internet use in non-academic activities and academic activities was 12.26 hours. The table below represents the nature and pattern of internet use.

**Table 1 represents Nature and Pattern of Internet Use among College Students**

Nature	Mean	SD
Started Using Internet at the age of	14	2.20
Years of Internet use	8.18	2.45
Average Internet hours per week	48.88	34.47
Average Internet use for academic activities	18.12	18.99
Average Internet use for non-academic activities	30.38	21.23

#### Level of Internet Addiction among College Students

The bar chart below illustrates the prevalence of internet addiction among the college students using IAT. The bar chart illustrates the prevalence of internet addiction among the college students. Based on the scores of internet addiction test, the students are found to be with either one of the two categories Internet Abusers and Internet Non-Abusers. Students who have scored < 49 are found to be non-addicted internet users, and those who have scored > 49 are found to be addicted internet users. Among the sample population, male n = 25 and female n = 25, N=50. The results showed that among the participants, students were found to be internet abusers 14% and non-internet abusers 86%. From the results, it could be observed that majority of the students within the sample population were found to be non-internet abusers. Nevertheless, there were a significant percentage of students who come under internet abusers.



**Bar Chart 1 illustrates Level of Internet Addiction among College Students**

**Relationship between extent of Internet Addiction with Loneliness and Self-Esteem among College Students**

According to the means comparison tests for Independent test and Man Whitney U test, it was found that there was significant difference between loneliness and self-esteem with the extent of Internet addiction. Loneliness showed to be high ( $r = 64.74$ ) and self-esteem relatively low ( $r = 15.65$ ) among internet abusers.

**Table 2 Represents Relationship between Internet Addiction with Loneliness and Self-Esteem**

	Internet Non-Abusers		Internet Abusers		<i>p-value</i>
	Mean	SD	Mean	SD	
<b>Loneliness</b>	61.43	14.27	64.74	11.62	0.51
<b>Self-Esteem</b>	16.29	2.69	15.65	1.90	0.44

**Discussion**

The study observed the relationship between extent of internet addiction with loneliness and self-esteem among the college students. Based on the scores, internet addiction has been categorized into internet abusers and internet non-abusers. The results reveal that 14% of the study population was internet abusers and 86% were non-internet abusers. It could be inferred that there was significant difference between loneliness and self-esteem with internet addiction.

The study has been done against the context that very little is known about the prevalence of internet addiction among college students in Indian context, especially the southern part of India, since there seems to be very less research literature existing on internet addiction among college students in Indian context. However, the earlier studies done by Chhabra & Anand, (2013), Goel, Subramanyam, & Kamath, (2013), Sharma, Sahu, Kasar, & Sharma, (2014), Lakshmi & Pujam, (2015), Krishnamurthy & Chetlapalli, (2015), and Jain, Sharma, Keerti, & Sharma, (2016) on internet addiction among college students provide deep sights on the same in Indian context. The current study shows the prevalence of internet addiction is high 58% among the study population.

In the earlier study, Sharma, Sahu, Kasar, & Sharma, (2014), the level of internet addiction is normal among the sample population as majority. In the study Goel, Subramanyam, & Kamath, (2013), there was no significant relationship between self-esteem and internet addiction. Some of the findings of the current study agree with the findings of earlier studies, however, there seems to be significant variations too. The results of the study Lakshmi & Pujam, (2015) show the prevalence of internet addiction and depression however, it does not specify the causes that may affect the relationship.

The study makes recommendations taking the college environment in Indian context into serious consideration. Most often in colleges, especially in the Indian context, internet addiction goes unnoticed. At times, students who are found to be extremely occupied with internet habits replace academic stress. Internet is essential for students to work on assignments and projects as part of their syllabus, however, the current trend in rise of social media have influenced non-academic activities to a great extent. For this, the college authorities need to have enough knowledge about the common issue which students go through. Education for students would certainly empower them to work more effectively that will create awareness on the use of internet addiction. Teachers also can work in collaboration with the college or impart knowledge on the same. Psychiatric social workers can take appropriate measures to work with the risks associated with internet addiction. Future studies can be conducted to test the feasibility of psychosocial intervention that prevents vulnerability of students with internet addiction. An

interventional study would provide deeper insights and highlight strategies for well-being of college students with internet addiction.

The field of social work has long been identified as a profession that emphasizes personal, client-centered relationships, and social workers have been relatively resistant to the advent of technology-based tools used for therapeutic purposes (Parker-Oliver & Demiris, 2006; Parrott & Madoc-Jones, 2008). There has been growing evidence that internet addiction contributes greatly towards technological advancement. Social work is a holistic profession that emphasizes the interconnectedness of various dimensions around clients (Bunnell, 2001). Mental health social workers can make efforts to work towards restoring the psychological well-being of individuals and provide intervention strategies to cope with problematic internet use.

The current study has a very small sample population and limited to only one college in South India as compared to other studies. Hence, the results of the study cannot be generalised or extended to the whole population. The study had not attempted to assess the relationship among peers that may influence the level of problematic internet use. Also, the study does not provide any intervention strategies in the college to assess the maximum level of internet use and students to cope with the same.

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## RELATIONSHIP BETWEEN INTERNET ADDICTION AND PSYCHOLOGICAL WELL-BEING AMONG SOFTWARE PERSONNEL

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### Abstract

*Well-being is about making a life where we can contribute to a greater society. Where, we can have a more fulfilling existence with meaningful and supportive relationships. Well-being gives us a way to discover and explore our strengths. Well being helps us live life to our full potential. Internet addiction results in personal, family, academic, financial, occupational problems and lead to clinical problems of depression and anxiety. This study attempts to investigate the relationship between internet addiction and psychological well-being among software personnel. Sample size of 50 were chosen using convenient sampling method and assessed for their internet addiction using The Internet Addiction Test (Kimberlay S. Young, 2010) and Psychological well-being using The Psychological General Well-Being Index (Olivier Chassany et al, 2004) Results showed negative correlation between internet addiction and psychological well-being. Gender difference was also analyzed.*

### Introduction

Globally internet is recognized as medium for information exchange, in various fields such as in academic research, entertainment, communication and commerce. Nowadays controversial issues eschewed from internet use and its outcomes. Despite people are sickly addicted to it despite its importance and usefulness among modern men. Internet addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling. Some internet users may develop an emotional attachment to on-line friends and activities they create on their computer screens. Internet users may enjoy aspects of the internet that allow that allow them to meet, socialize, and exchange ideas through the use of chat rooms, social networking websites, or “virtual communities”. Other internet users spend endless hours researching topics of internet online or “blogging”. Similar to other addictions, those sufferings from internet addiction use the virtual fantasy world to connect with real people through the internet, as a substitution for real-life human connection, which they are unable to achieve normally.

### Warning Signs of Internet Addiction

- Preoccupation with the internet.
- Use of the Internet in increasing amounts of time in order to achieve satisfaction.
- Repeated, unsuccessful efforts to control, cut back or stop internet use.
- Feelings of restlessness, moodiness, depression, or irritability when attempting to cut down use of the Internet
- On-line longer than originally intended
- Jeopardized or risked loss of significant relationships, job, educational or career opportunities because of Internet use.
- Lies to family members, therapists, or others to conceal the extent of involvement with the internet.
- Use of the internet is a way to escape problems or to retrieve a dysphoric mood

### **Effects of Internet Addiction**

Internet addiction results in personal, family, academic, financial, and occupational problems that are characterized of other addictions. Impairments of real relationships are disrupted as a result of excessive use of the Internet. Individuals suffering from internet addiction spend more time in solitary seclusion, spend less time with real people in their lives, and are often viewed as socially awkward. Arguments may result due to the volume of time spent on-line. Those suffering from Internet addiction may attempt to conceal the amount of time spent on-line, which results in distrust and the disturbance of quality in once stable relationships. Some sufferings from Internet addiction may create on-line personals or profiles where they are able to alter their identities and pretend to be someone other than himself or herself. Those at highest risk for creation of a secret life are those who suffer from low self-esteem feelings of inadequacy, and fear of approval. Such negative self concepts lead to clinical problems of depression and anxiety. Bing addicted to the internet can also cause physical discomfort or medical problem such as: Carpel Tunnel, Syndrome, dry eyes, back aches, severe headaches, eating irregularities (such as skipping meals), failure to attend personal hygiene, and sleep disturbance.

### **Psychological Well-being**

Mental health experts advocate well being as a way of improvising our lives. Well being helps us to stay resilient, build social support and self-efficacy, and cope with adversity. In positive psychology, well being is a heightened state that's beyond just feeling happy or having good health. It's a condition of flourishing where we thrive in many aspects of our lives. Well being isn't as straightforward as just being happy. Well being looks a lots of different elements that make us complete humans tick. It considers how we

1. Cultivate meaning and good relationships
2. Use our strength
3. Contribute to a greater cause
4. Find pleasure in losing ourselves in things we find challenging and enjoyable.

Well being also explores the deep satisfaction we find in our social connections and in accomplishing things. Humans inherently want meaning and purpose in life. One way to achieve meaning and purpose is being a part of something greater than yourself. A strong sense of well being contributes to good mental health. It also helps to protect us from feelings of hopelessness and depression, acting as a 'guardian' of our mental health. Mental health is not merely the absence of mental illness rather it's a state of overall well being. The World Health Organisation defines mental health as a state of well being in which every individual realizes his or her own potential, can cope with normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community. Well-being is about making a life where we can contribute to a greater society. Where we can have a more fulfilling existence with meaningful and supportive relationships Well-being gives us a way to discover and explore our strengths. Well being helps us live life to our full potential.

### **Literature Review**

**Quing Xu et.al** (2011) conducted a study on "Internet usage and Teens Psychological well-being in china" This study found increased internet use in higher grade students was associated with decreased psychological well being.

**AfusatOlanikeBusari**(2016) conducted a study on "Academic stress and internet addiction among adolescents: Solution focused social interest programme as treatment option." The findings indicated that there was a significant interaction effect of gender on participant's academic stress and internet addiction.

**AasimehRehman, HumeraShafi, Touseef Rizvi** (2016) conducted a study on “Internet Addiction and Psychological well-being among youth of Kashmir”. Results of a study revealed a significant negative correlation between internet addiction and psychological well being among youth of Kashmir.

### Objectives

1. To find the level of psychological well being among the software personal
2. To find the level of internet addiction among the software personal
3. To find the relationship between Internet addiction and psychological well being
4. To find the gender differences in relationship between Internet addiction and psychological well being.

### Sample

50 software personals were chosen using a method of convenience sampling. Among the sample 24 were females and 26 were males.

### Tool

The Psychological General Well-Being Index (Olivier Chassany et al, 2004) was developed for the evaluation of perceived well-being and distress. It includes six dimensions: Anxiety, Depressed Mood, Positive Well-Being, Self Control, General Health, and Vitality. As the subscales are internally consistent, the 22 items have been frequently used to form an overall Index (Total Score) for general well-being, giving a maximal score of 110. Questionnaire completion and review will usually require up to 20 or 30 minutes. There are no incorrect answers and only one answer has to be given to each Question. The Internet Addiction Test (Kimberlay S. Young, 2010) is the first validated and reliable measures of addictive use of internet. The IAT is a 20 item questionnaire that measures mild moderate and severe level of Internet addiction. IAT has a six point rating scale. 20 - 49 points indicates mild or average level. 50 -79 points indicates moderate level of Internet addiction and 80 -100 points indicates severe level of addiction.

### Procedure

In order to find the relationship between internet addiction and psychological well being among software personnel; a sample size of 50 were chosen using convenience sampling method. The sample were administered with The Psychological General well-being (Olivier Chassany et al, 2004), and Internet Addiction Test (Kimberlay S. Young, 2010) (The data thus obtained was subjected to statistical analysis.

### Analysis

In order to ascertain the relationship between internet addiction and psychological well being, the datas from both the assessment were subjected to correlation.

### Results and Discussion

**Table No 1 Shows Level of Psychological well-being and Internet Addiction in the Sample**

Variables	Score of the Sample	Interpretation
Psychological well being	63.52	High
Internet Addiction	55.46	Moderate

From table 1, The level of psychological well being in the sample (63.52) indicating that level of psychological well-being of the sample is high and level of internet addiction in the sample (55.46) indicating that the sample were moderate in their level of internet addiction.

**Table No 2 Shows the Relationship between Internet Addiction and Psychological well-being in the Sample**

<b>Relationship between Internet addiction and Psychological well-being</b>	<b>Correlation Coefficient (r)</b>
For the entire sample	-0.4
For Females	-0.5
For Males	-0.3

From table 2, The correlation coefficient pertaining to internet addiction and psychological well-being for the entire sample (-0.4), for females (-0.5), for males (-0.3) indicating negative correlation between internet addiction

and and psychological well-being. Hence when internet addiction is low, psychological well being is high. The negative correlation in males seem higher in males compared to females in the sample.

### **Conclusion**

- Level of psychological well-being of the sample is high.
- Level of internet addiction is moderate in the sample.
- Internet addiction and psychological well-being are negatively correlated.
- Males show higher negative correlation between internet addiction and psychological well-being when compared with females.

### **Limitations**

- Only software personnel were studied for their internet addiction and its relationship with psychological well-being was understood.
- Sample size was restricted to 50.
- Relationship between internet addiction and individual dimensions of psychological well-being (like anxiety , well-being etc) was not studied.
- Variations in internet addiction was not considered.

### **Suggestions for Future Research**

- Study can be elaborated to include other professional vulnerable to internet addiction.
- Considering children as well as adolescent's proneness to internet addiction, its associated impact on their psychological well-being can included in future studies.
- Sample size can be increased to hundred or more including the same variables.
- Various dimensions of psychological well-being like resilience capacity and ability for self-control can considered into the scope of future studies.
- Variations in internet addiction and its varying impact on psychological well-being can be studied.

### **Recommendations**

- Judicious use of internet must be cultivated.
- Individually, periodic checking in terms of self-control in internet usage is mandatory.
- Utility orientation of internet must be the prioritized.
- System of family must follow specific rule for internet usage.
- Children and adolescents must be educated properly on internet utility.
- Society must standardize ethics for internet usage.

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## INTERNET ADDICTION AMONG HIGHER SECONDARY STUDENTS AND THE ROLE OF SCHOOL COUNSELLORS

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### **Abstract**

*The introduction of computers and the Internet has led to a series of dramatic changes and developments in the ways of generating, storing and sharing knowledge. In the other side Overuse of computers and the Internet create physical, mental and social problems. Internet addiction is defined as experiencing physical, mental and social problems because of Internet and computer overuse. Internet addiction is an important public health problem in adolescents and young people. In the changing scenario school counselors has to perform a vital role in dealing with such issues. The prime objective of the proposed descriptive study is to examine the perception of school counselors regarding their role in dealing with internet addicted students in this digital age. Suitable suggestions were also made.*

**Keywords:** *Digital age, School counseling, Internet addiction.*

### **Introduction**

The introduction of computers and the Internet has led to a series of dramatic changes and developments in the ways of generating, storing and sharing knowledge. In the other side Overuse of computers and the Internet create physical, mental and social problems. Although it is not recognized as a standard definition, Internet addiction is defined as experiencing physical, mental and social problems because of Internet and computer overuse. Internet addiction has a negative impact on workplace relations, interaction with friends, academic life, and family life. Chatting, discussion forums and online games. In a sense, we can say that Internet addicts move their social lives into a virtual environment. Today, problematic Internet use and Internet addiction among students appear to be social issues that should be addressed without delay.

### **Significance of the Study**

Internet is considered as an important tool of communication in the recent past. It has a great influence on our day to day life. The present day situation students are espoused with internet in their daily life. The internet has become a basic tool for trading, entertainment, communication, as well as education in contemporary world. Both national and international studies suggest that internet addiction is an important public health problem in adolescents and young people. In the changing scenario school counselors has to perform a vital role in dealing with such issues. A qualitative research method using case study design was used because it aligned well with an examination of perceptions of school counselors as educational leaders.

### **Review of literature**

Several research studies have been previously undertaken by various authors in the area of internet and social networking (Wellman and Haythornthwaite, 2002). It has been identified that adolescents

who are addicted to internet show symptoms similar to addictions from other harmful substances. However, unlike other addictions, it is nearly impossible to fully force people out of it because of its significance in today's leisure and popular culture (Kuss& Griffiths, 2011)

Excessive use of the internet has been linked with some problems for the user. Studies conducted on the students show that internet addiction has been accompanied by major problems such as the educational drop, reduced the curriculum study, anxiety, reduced interpersonal relationships, reduced physical activities, irregularity, and nutritional diseases (Sepehrian F, Jokar L, 2011)

According to the study conducted by Dusunen Adam (2011) results, among high school students, the likelihood of internet addiction is higher in males. Level of depression and the time spent on internet were found to be possible risk factors that affect internet addiction. (Dusunen Adam, 2011)

### **Objectives of the study**

The prime objective of the study is to examine the perception of school counselors regarding their role in dealing with internet addicted students. It also suggests suitable suggestions to deal with such students. In this study, the respondents identified by the researchers are school counselors working in higher secondary schools and who already deal with technology addicted students.

### **Methodology**

The researcher adopted the case study method in which two cases were examined. In-depth interviews were directly conducted by the researcher with the use of semi-structured interview schedule. The cases were restricted to school counselors. For the purpose of the study, the respondents are selected from Cochin City of the state of Kerala, India.

### **Case study 1**

Participant A was a school counselor working in a government higher secondary school in Cochin. She has 10 years of professional experience in her field. The present school was 3rd workplace. In her professional experience she dealt with internet addicted students very frequently. She said that, "Some of her clients are seriously addicted to internet". She used behaviour modification techniques to solve the problem.

### **Case Study 2**

Participant B is thirty one year old and working in leading private school in Cochin. She has 3.5 years of professional experience in counselling. She has a master's degree in social work along with a PG diploma in guidance and counselling. She is working on contract basis.

### **Case analysis and discussion**

Data analysis included the coding of the qualitative data through a case study method into common typologies using analytical techniques to include explanation building and pattern matching. The goal was to gain insight on internet addition among higher secondary school students by utilizing school counselors in their role as educational leaders to aid the schools in dealing with technology addicted students. Both Respondents indicated that they were aware of internet addition issues in higher secondary school students. Both the cases were dealt with such clients in recent past. They stated that the prevalence of internet addition was an on-going issue, and when addressing this issue, school counselors utilized their professional training and leadership skills to positively impact school climate. Both samples state that a good number of their clients were addicted to Smartphone through smart phones they were accessing the internet. Social networking sites such and Facebook and whatsapp are the commonly used

sites. Participant A indicates that many of her clients are addicted to video games and the Participant B endorses the same. According to Participant B, with active social networking site usage, some students have developed a practice of rescheduling activities like the play or religious rituals to the weekends. There was a time in the past when the students engaged themselves in such activities after school hours during weekdays. They feel this time could be saved for engaging themselves on the internet. The respondents also think that technology addicted students take more time than usual to complete everyday tasks because of the fact that they parallel use their mobile devices. Participant B shared her experience with one of her client, the girl was cutting vegetables along her mother. She was so much engrossed on Facebook, that she couldn't finish the work when the mother wanted the vegetables for cooking. There was a quarrel between the mother and daughter on that. The counselors feel that technology addicted students become less organized at home. For example, their personal room is rarely cleaned and arranged even for days at a stretch.

Both the cases shared that many of their clients have felt tension and restlessness after posting status updates or photographs on social networking sites. They are often worried about the nature of responses to these posts. This causes a lot of anxiety and disturbs them even during sleep. Another aspect identified by the school counselors is the amount of stress they experience while reading the sensitive news or posts on social media. Participant A reported that many of clients have regular mood swings due to technology addiction. According to Participant B, most of her clients consider technology especially social networking sites as a relief for their loneliness.

The respondents in this study shared an observation regarding the preferences of the students. They hardly watch television with their family. Most of the time, they prefer sitting elsewhere and keeping themselves engaged in Smart Phones. Even when they go out for a movie or dinner, the clients don't detach themselves from their mobile devices. They check for updates and notifications even while having food and posts photographs during the movie intervals. Another important aspect observed by the school counselors is related to the interaction with their siblings and relatives. Most often, they fail to join their siblings or other relatives in the family in their games or leisure activities as they struggle to limit their technology addiction.

Both A and B agreed that counselors have great role in identifying and treating internet addiction among the school children. According to participant A, creating self-awareness among the clients on the current status of their addition is the primary responsibility of a counselor. After that stage A will assist her client to have a critical evaluation of the ill effects of internet addition by analyzing the present and past situation scientifically. In the final stage, the client will be able to take a firm decision on the eloquent use of the internet. Participant B use both environment modification and behavior modification techniques while dealing with internet addicted students. Few cases were referred by participant B to some other therapists /psychologist for better treatment of the problem.

## **Conclusion**

This paper was an attempt to showcase the professional school counselor's role in the digital age in dealing with internet addicted students with the help of case studies. Many common characteristics of higher secondary students from digital age are found by conducting this research. The research findings can be an extra knowledge for the various stakeholders, especially for the school counselors.

Based on the findings following recommendations were made:

1. The government should appoint qualified counselors in all the schools in Kerala.
2. On the job training and capacity building, progrmmes should organize for the school counselors to equip them to deal with issues like internet addiction

3. More parental awareness sessions should organize in higher secondary schools.

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## **INFLUENCE OF SOCIAL NETWORKING SITES ON COLLEGE STUDENTS**

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### **Introduction**

World is a global village today. Everyone is connected to one another in this vast network generated by internet. It illuminates the lives of thousands of people by spreading knowledge internationally thereby making us global citizens. The new world of social networking allows free sharing of thoughts. On line social networks are created by websites such as face book, whatsapp which have emerged as a grand in the social world. So how do these networks affect our education? How do they influence the lives of students? The answer should be known. In order to find out answers to these questions, the research had been undertaken.

### **Social Networking Sites**

#### **Meaning**

According to Oxford English Dictionary, the meaning of Social Networking is referred as, the development of social and professional contacts in order to sharing the information and services among people with a common interest. But in the case of computers, the use of web sites or other online technologies to communicate with people and share information, resources, etc., is named as social networking sites.

#### **History**

The first social networking site was launched in the name of classmate.com in 1995 focusing on ties with former school mates. Later, Six Degrees.com came in 1997. It allowed users to create profiles, list their friends and surf the friends lists. From 1999 onwards, two different models of social networking that came in 1999 were trust based developed by Epinions.com and Friendship based developed by Jonathan Bishop and used on some regional United Kingdom sites between 1999 and 2001. Orkut was quietly launched on January 22, 2004 by Google, the search engine company which is now quite popular in Brazil, USA and India. By 2005, one social networking service called My space was launched and was reportedly getting more page views than Google. In 2007, Facebook began allowing externally developed add-on applications and some application enabled the graphing of a users own social network to others. Various social networking sites have sprung up, catering to different languages and countries. It is estimated that there are now over 200 social networking sites existing and emerging more social networking models.

#### **Types**

##### **1. Friendship Social Networking**

Friends or Friendship Social Networking is the most popular Social Networking. People love to make friends online from all around the globe and these sites facilitate that. These networks use a variety

of methods to sustain the interest of the member by providing online features like flirting, teasing, poking, photo sharing and most of the things which make up a friendship in real life. Example: Friendster, Myspace, Friends reunited, Hi5.com, Joomla social network, Facebook.

## 2. Dating Social Networking

Dating Social Networking is the new mantra in the online world. This type of networking is one of the hottest types of Networking based on attraction towards the opposite sex. These sites facilitate dating especially for those who don't have the skill to propose a date in the real world. Example: Date.com, Passions network, Date hookup, Chemistry.com.

## 3. Business Social Networking

Business Social Networking is a tool for social network marketing. It is also referred as Corporate Social Networking or Professional Social Networks. These Networks help a person to advance within his or her career or industry. Generally Business Companies or Corporate have their own online community where in employees can interact with each other. They can also answer questions or queries posted by customers, which can give a person a chance to impress his or her employer. Example: Canon, Professional Photographer Community, LinkedIn, Business Network, SixApart, LPN (Latino Professional Network), and Professional Blogging Community.

## 4. Hobbies Social Networking

People on the Internet are involved in various activities related to their favourite hobby or pass time. Such people use the internet to conduct research on their favourite projects or topics of interest related to personal hobbies. Such likeminded people either publish their own Website or join existing websites related to their hobbies and interact with people from around the world who share the same passion or interest. Example: Automotive Forums, Garden Web, Music Social Network, Sports Pundit, Spout Film Lovers Community, YouTube Video sharing, Flickr.com.

## 5. Informational Social Networking

Informational Social Networking Sites are those website which provide answers to people on various topics. For example, if someone is looking for starting a business, one needs to have information which involves a web search and it leads to the discovery of countless blogs, websites, and forums filled with people who are looking for the same kind of information. These websites offer possible answers and also offer to post a question. Informational communities are often liked to, from businesses like banks, retailers, and other companies that are using social networks as a way to interact with customers. In these social networks there is a lot of 'How-To' style information and advice columns written by professionals. **Example:** Do-It-Yourself Community, EHow "How-To" Information, HGTV Discussion Forums, Investopedia.

## 6. Educational Social Networking

Educational Social Networks are mostly meant for students, though anyone can use them. Students collaborate with other students on academic projects, research or to interact with professors and teachers via blogs and class room forums. Educational social networks are becoming extremely popular within the educational system today. Most of the colleges and universities have their personal websites wherein only the students of respective institutes can join. Some Alumni also have their own respective websites. **Example:** EPALS - connects school students from around the world to promote world peace. Go IIT -

Community for students preparing for their school & Board Exams. IIT Bombay Alumni – IIT Bombay Alumni can connect and network with each other online.

## 7. News Social Networking

These are large content websites where members publish news, stories, commentary. These are involved in the dissemination of community content which if left unmonitored turns into a promotional gimmick filled with advertisements and self-promotion. Example: Yahoo! Voices (earlier known as associated content), Helium, Now Public, Suite 101, and Triond.

### Effects of Social Networking Sites among College Students

“Every coin has two sides and same is true of social networking as well”.

#### Negative effects

The negative effects of these social networking sites outweigh that positive ones. These sites have caused some potential harm to society. The students become victims of social networks more often than anyone else. This is because of the reason that when they are studying or searching their course material online, they get attracted to these sites to kill the boredom in their study time, diverting their attention from their work. Other negative side effects of social networking websites include the following.

- **Reduced Learning and Research Capabilities:** Students have started relying more on the information accessible easily on these social networking sites and the web. This reduces their learning and research capabilities.
- **Multitasking:** Students who get involved in activities on social media sites while studying result in reduction in their focus of attention. This causes reduction in their academic performance, and concentration to study well.
- **Reduction in Real Human Contact:** The more time students spend on these social media sites, the less time they will spend socializing in person with others (face to face). This reduces their communication skills. They will not be able to communicate and socialize effectively in person with others.
- **Reduces command over Language usage and creative writing skills:** Students mostly use slang words or shortened forms of words on social networking sites. They start relying on the computer grammar and spelling check features. This reduced their command over the language and their creative writing skills.
- **Time Wastage:** Students, while searching and studying online, get attracted to using social media sites and sometimes they forget why they are using internet. This wastes their time and sometimes students are not able to deliver their work in the specified time frame.
- **Low Grades:** Students get low grades in school due to lack of the desired information and writing skills. Thus results lower academic performance of a student.
- **Loss of Motivation in Students:** The student's motivational level reduces due to the use of these social networking sites. They rely on the virtual environment instead of gaining practical knowledge from the real world.
- **Effect on Health:** The excessive use of these sites affects the mental as well as physical health. Students do not take their meals on time and take proper rest. They take excessive amount of coffee or tea to remain active and focused which effects negatively on their health.

### Positive Effects

Social Networking gives youth the opportunity to express themselves freely and share their identity with the world. Websites like Facebook, Myspace, and Twitter promotes this freedom of expression by allowing its users to customize their personal pages, associate themselves with what they are interested in, and post things such as messages or media that they like. No longer do youth or people in general have to hide themselves from the public, but instead, they can finally express their true identity and be comfortable with it. Some of the common positive effects occur through using SNS's among college students as follows:

- **Communication and Creativity:** It affects youth simple because it gives them ability to communicate with friends and family when they are not physically together. Thus the social Networking Sites are creating very positive community for youth to express themselves. Moreover it develops the creativity in the younger mind which is an extremely valuable skill to have.
- **Sociability:** Social Networking Sites are make the youth to communicate others freely without any kind of partiality. This seems to be a one of the most essential social skill that requires in the society.
- **Social Awareness:** Using the Social Networking Sites the youth can get the information regarding social happenings around the world with the help of their contacts or through general reference. Then it provides an awareness to the youth about the society functioning. By using the Social Networking Sites the students are proud of feeling or getting recognized in the society as they can share their emotions to others. Using these sites the possibility of get in to common activity in which they be recognized by the community.

### Review of Literature

Anand Nitika (2012, April) in her study on “Impact of Social Networking Sites in the Changing Mindset of Youth on Social Issues-A Study of Delhi-NCR Youth” pointed out that majority of the youth that is 68 percent are actively participating in social activities and social issues through social networking sites and posting comments on the issues.

The article entitled “Use of Social Networking in a Linguistically and Culturally rich India” by Mahajan Preeti (2012) tried to look at the impact of social networking sites on Indian Society through linguistic and cultural perspectives. Study says a social networking site enables us to stay connected despite the hindrances of distance and time. That is why their popularity and utilization has increased manifold and will continue to increase in future. Some people make good and worthy use of it while others misuse it. Hence, its impact on the country's social and cultural values is debatable as some Indians feel it a threat while others feel it is not.

Manjunatha (2013), the researcher attempted to understand the usage of social networking sites among the Indian College Students with the help of empirical data. The topic was entitled “The Usage of Social Networking Sites among the College Students in India”. The important findings of this project are 80 percent of the Indian students spend significant amount of time on using Social Networking Sties regularly, 8.8 percent of the student using social networking sites for the purpose of maintain existing friends/contacts, 19.5 percent for find new friends, 7.4 percent for business networking, 4.9 percent for to get active partners and 3.7 percent for dating.

### Research Methodology

#### Title of the Study:

“Influence of Social Networking Sites on College Students”

### **Objectives of the Study**

- To find out the Personal Profile of the Respondents.
- To know the purpose of using social networking sites by the respondents
- To study the impact of social networking sites among college students

### **Research Design**

Research design is a detailed outline of how an investigation will take place. In this study Descriptive Research Design was used. Descriptive research design is concerned with describing the characteristics of particular individual or group. The present study is also describing the socio demographic details, purpose of using social networking sites and its impact among the respondents.

### **Sampling Procedure**

#### **Universe**

The study was conducted in five Arts and Science College (Aided) at Chennai. The researcher divided the Chennai into five major clusters based on geographical area as 1) Central Chennai (18 Colleges), 2) North Chennai (10 Colleges), 3) South Chennai (19 Colleges), 4) West Chennai (18 Colleges), and 5) Suburban Chennai (13 Colleges). From the clusters the researcher had chosen five colleges one from each cluster using simple random lottery method. Totally, 1997 male students were studying in the final year comprise the universe.

#### **Sample size**

Using power analysis, the researcher defines the sample size as 150 in numbers. With the help of determined sample size (150) the researcher has taken thirty (30) respondents from each college adopting disproportionate sampling procedure using simple random compute technique.

### **Tools of Data Collection**

The researcher has constructed a Semi Structured Questionnaire for the purpose of data collection.

### **Methods of Data Collection**

**Primary Data:** Primary Data's were collected from the respondents through interview schedule.

**Secondary Data:** Secondary Data's were collected from books, magazines. Journals and internet.

#### **Analysis of Data**

The researcher used Statistical package for social sciences (SPSS) to compute the collected data. Simple table, two way tables, Median, Quartiles, Chi-square, T-Test, and ANOVAs were used to analyse the data.

### **Findings**

#### **Personal Profile of the Respondents**

- Half of the respondents (51.3%) were in the age group of 19-20 years
- Nearly half of the respondents (42.0%) were studying in science courses.
- More than half of the respondents (53.3%) family monthly income was between Rs. 6876 – 25000.

#### **Social Networking Sites Usage among the Respondents**

- Majority of the respondents (75.3%) were started to use the social networking sites in the age of above 15 years.

- More than one fourth of the respondents (36.0%) were using the social networking sites for the purpose of being touch with their old friends.
- Nearly sixty percent of the respondents (58%) were having only one social networking profile.
- More than half of the respondents (54.7%) were stated that facebook as their favourite social networking site among other sites.
- Just more than one fourth of the respondents (28.7%) were replied the reason for favourite social networking site is that it helps to maintain existing contacts among family members and friends.
- Nearly half of the respondents (41.3%) were spending between 30 minutes to 1 hour on social networking sites.
- More than one fourth of the respondents (37.3%) were making relationship in social networking sites based on their personal likeness.

#### **Impact of Social Networking Sites among the respondents**

- Nearly half of the respondents (44.0%) were having medium level of physical impact on social networking sites.
- 42.7 percent were having medium level of psychological impact on social networking sites.
- Just more than half of the respondents (52.7%) were having medium level of social impact on social networking sites.
- About sixty percent of the respondents (59.3%) were having medium level of general impact on social networking sites.
- Nearly half of the respondents (46.7%) were having medium level of overall impact on social networking sites (physical, psychological, social and general).

#### **Influence of Social Networking Sites**

- There is no association between age and purpose, impact of physical, psychological, general and overall of social networking sites.
- There is an association between age and social impact of social networking sites.
- There is no association between course of studying and impact of social networking sites.
- There is no association between impact of social networking sites and purpose of using social networking sites, age of joining in the social networking sites and number of social networking sites used.

#### **Suggestion**

- The study reveals that around 20 percentages of the respondents were had a high physical impact. Physical exercise to improve their physical health must be essential.
- Counseling should be provided to recover from the psychological problems due to using of social networking sites.
- Some of the ethical responsibility must be followed by the youth who are using social networking sites. They are:
- Person using the social networking sites should be aware about their rights and moral responsibilities.
- Respect the authentication and privacy of those members that are using social networking sites.
- One should follow the ethics of online identity.
- Create culture of disclosure.

## **Conclusion**

The social networking sites and social media has revolutionized the world by bringing us closer than ever before and making the life easier than it ever was. We can exploit this and use it for a better life, a better tomorrow. It should be used to connect, stay in touch easily, share views and not to waste time on it. The growth of social networking sites shows a significant change in the social and personal behavior of internet users and also become an essential medium of communication and entertainment tool among the young adults. Though it has started to affect the daily activities of normal human beings, the popularity of social networking sites is not going to reduce in near future.

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## INTERNET ADDICTION AMONG PROFESSIONAL COLLEGE STUDENTS

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### **Abstract**

*The use of internet in the society particularly among the college students has increased tremendously in recent years. The academic use of internet is primarily intended for learning and research but now it has been used by the college students mainly for non-academic purposes like computer gaming, social networking, chatting etc. The one hand use of internet is becoming a compulsion in their daily life taking the shape of addiction slowly. The cases of over involvement with the internet have been observed on different campuses in Kerala. This study is an attempt to find out the level of internet addiction among the professional college students located in Cochin, one of the major cities in Kerala. There are 9 professional colleges in the city and for this study 30 students in 3 professional colleges in the city have been selected by using convenience sampling method. Required data have been collected using questionnaires. The level of internet addiction among the students was tested using Internet Addiction Test (IAT) developed by Dr.KimberlyYoung. The main finding of this study reveals that the professional college students are having an average level of internet addiction.*

**Keywords:** *Internet Addiction and IAT test.*

### **Introduction**

Internet is a convenient option for communication, education and governance. It provides remote access to other people and offers abundant information in different areas of interest through World Wide Web. Use of internet in an acceptable level is not creating any negative consequences but excessive use of internet for the activities such as reading, playing computer games, watching internet videos or movies, social networking, chatting etc., are all troubling only to the extent that these activities interfere with the daily life.

### **Internet Addiction**

Internet addiction is defined as any online-related, compulsive behavior which interferes with normal living and causes severe stress on family, friends, loved ones, and one's work environment. Internet addiction has been called Internet dependency and Internet compulsivity. By any name, it is a compulsive behavior that completely dominates the addict's life. Internet addicts make the Internet a priority more important than family, friends, and work. The Internet becomes the organizing principle of addicts' lives.

Internet addiction could be considered as an Impulse control disorder. It is accompanied by changes in mood, preoccupation with the Internet and digital media, the inability to control the amount of time spent interfacing with digital technology, the need for more time or a new game to achieve a desired mood, withdrawal symptoms when not engaged, and a continuation of the behavior despite family conflict, a diminishing social life and adverse work or academic consequences Certain people are predisposed to having a computer or internet addiction. Those who are lacking emotional support, who

are stressed or unhappy in life or who have some other addictions like addictions to drugs, sex, and gambling can contribute greatly to the development of internet addiction

### **Types of Internet Addiction**

There are several ways of internet addiction. The following are the most commonly observed types of internet addiction.

- Information overload. Too much online surfing leads to decreased productivity at work and fewer interactions with family members.
- Compulsions. Excessive time spent in online activities such as gaming, trading of stocks, gambling and even auctions often leads to overspending and problems at work.
- Cybersex addiction. Too much surfing of porn sites often affects real-life relationships.
- Cyber-relationship addiction. Excessive use of social networking sites to create relationships rather than spending time with family or friends may destroy real-life relationships.

### **Need and Significance of the Study**

The latest edition of the Diagnostic and Statistical Manual of mental disorder (DSM-V) includes internet or computer addiction as a disorder that needs further study and research. Many research studies showed that internet addiction is quite common among young people and this group mainly consisting of the college students. Over use of internet and wasting time on online chatting or computer gaming is very common among the college students. It adversely affects their studies, interpersonal relationship, mental and physical health and creates a problematic situation in their life. So the present study has greater need and importance.

Internet affects individuals in varying levels not only in their occupational and academic matters but their interpersonal, financial and physical health also. The rate of internet addiction is rapidly increasing among the students particularly among the college students. The increasing rate of use of internet for purposes other than their research and learning may lead them to such a stage that internet becomes a compulsion in their daily life taking the shape of addiction slowly. It affects their mental and physical health negatively.

### **Objectives of the Study**

The following objectives were framed by the investigator:

1. To know prevalence of internet addiction and patterns of internet use among the professional college students in Cochin city, Kerala .
2. To test the level of internet addiction among the professional college students

### **Sampling Design**

3 colleges from 9 engineering colleges in Cochin city, Kerala State were selected and collected data from 30 students. A modified form of the questionnaire developed by Dr Kimberly Young was used for data collection.

### **Sampling Method**

In this study researcher used convenience sampling method

### **Tools Used**

The criteria used by Dr Kimberly Young in her Internet Addiction Test (IAT) was used for measuring the level of addiction. Internet Addiction Test (IAT) developed by Young is a reliable and

valid measure of addictive use of Internet. It consists of 20 items that measures mild, moderate and severe level of Internet Addiction. A scale consisting of the value points ranging from 0 to 5 is used. The level of internet addiction depends on the total score. The higher the score, the greater level of addiction is. Percentages and averages are the other tools used for analyzing the objectives

### Literature Review

Nitu (2017) conducted a study to know the prevalence of internet addiction among the college students and also to find out the level of internet addiction among them. She observed that prevalence of Internet addiction among undergraduate students was 33.3% and the gender does not affect internet addiction behavior.

Dr.SureshPrabu (2016) examined the level of internet addiction among Arts and Science College students and he found that they are having an average level of internet addiction and the addiction level is higher among Male students than their counterpart. The internet addiction level of urban students' is higher than their counterpart and addiction level is higher among private college students than regular college students. Internet addiction among science students is higher than arts students

Teena Sarao & DrPoonamSharma (2017) investigated the relationship between problem internet use and locus control among college students. Effects indicate that large proportion of students reported feelings of dissociations and symptoms of tolerance, withdrawal and escape. While men reported more internet related problems, women were more likely to attempt to cut back or stop their internet use.

Sharmitha & SatishKumar (2015) conducted a cross-sectional study to estimate prevalence, understand patterns, and evaluate risk factors for Internet addiction among college students in the city of Bengaluru, India. The results highlight the vulnerability of college students to Internet addiction. The findings provide explanations on the addictive behavior of the internet users, support the inclusion of "Internet Addiction" in the DSM-VI, and open up new paths for further research.

### Analysis and Interpretation

Collected data were classified on the basis of demographic variables such as Gender and Age.

Table 1

#### Gender Wise Classification

Gender	No of students	%
Male	17	56.7
Female	13	43.3
<b>Total</b>	<b>30</b>	<b>100</b>

Figure 1  
Gender

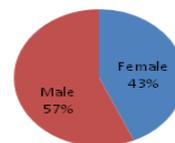
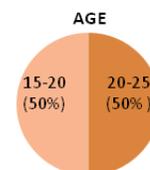


Table 2

#### Age Wise Distribution

Age	No of Students	%
15-20	15	50
20-25	15	50
<b>Total</b>	<b>30</b>	<b>100</b>

Figure 2



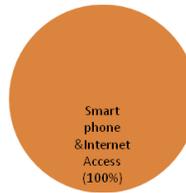
The above tables and figures show that out of the total respondents 43% are Males and 57% are Females and the percentage of two different age group is same (50%).

**Smart Phone and Internet Accessibility**

**Table 3**

Smart Phone & Internet Access	No of Students	%
Yes	30	100
<b>Total</b>	<b>30</b>	<b>100</b>

**Figure 3**



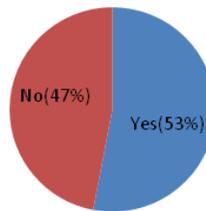
The above representation says that all students have smart phones and internet accessibility on their phone.

**Survival Without Smart Phone**

**Table 4**

Survival Without Phone	No of students	%
Yes	16	53
No	14	47
<b>Total</b>	<b>30</b>	<b>100</b>

**Figure 4**

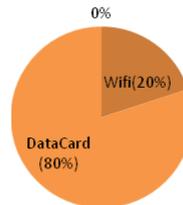


**Source of Internet**

**Table 5**

Source	No of Students	%
Wifi	6	20
DataCard	24	80
<b>Total</b>	<b>30</b>	<b>100</b>

**Figure 5**



The Table 5 and Figure 5 depict that out of the total respondents 80% are using DataCard for internet connection and the remaining 20% only are depending on Wifi connection for their internet use.

**Time Spent on Internet**

**Table 6**

Time Used(Hrs)	No of Students	%
Never	0	-
1-2	5	16.7
2-5	18	60
>5	3	10
Always	4	13.3
<b>Total</b>	<b>30</b>	<b>100</b>

**Figure 6**

**Time used on internet**

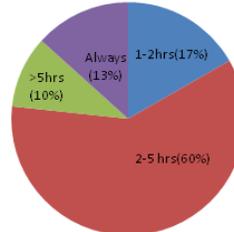


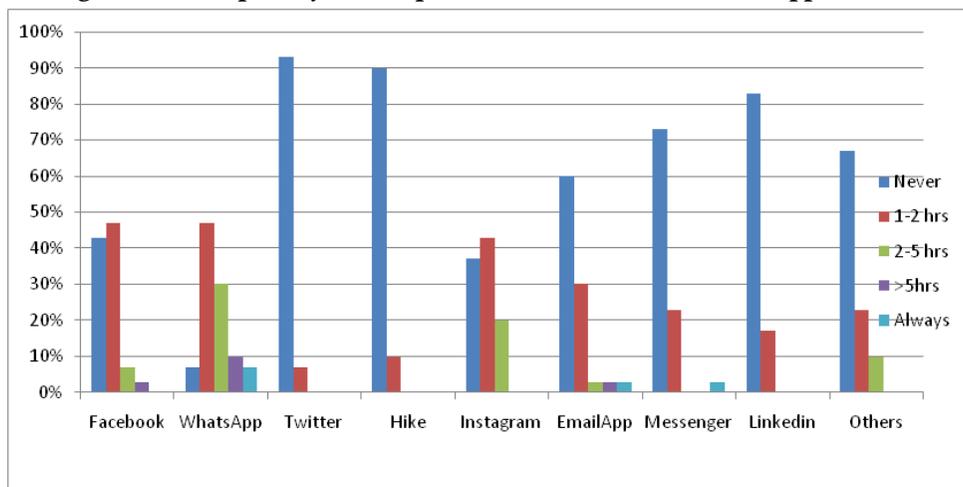
Table 6 & Figure 6 Convey that majority of them (60%) are using internet for 2-5 hrs and some students (13.33%) are using it every time.

## Time Spent on Mobile Applications

Table 7 Number of Students on the basis of Time Spent on Different Mobile Applications (In Numbers and %)

	Never	1-2 hrs	2-5 hrs	>5hrs	Always
Facebook	13 (43%)	14 (47%)	2 (7%)	1 (3%)	0
WhatsApp	2(7%)	14(46%)	9 (30%)	3 (10%)	2 (7%)
Twitter	28 (93%)	2 (7%)	0	0	0
Hike	27 (90%)	3 (10%)	0	0	0
Instagram	11 (37%)	13 (43%)	6 (20%)	0	0
EmailApp	18 (60%)	9 (30%)	1 (3%)	1 (3%)	1 (3%)
Messenger	22 (73%)	7 (23%)	0	0	1 (3%)
Linkedin	25 (83%)	5 (17%)	0	0	0
Others	20 (67%)	7 (23%)	3 (10%)	0	0

Figure 7 Time Spent by the Respondents on Different Mobile Applications



The following results were observed regarding the time spent on different mobile applications

- **Facebook:** It is observed that 43% are not spending their time on this application and 47% are using 1-2hrs daily. Out of the total samples only one student(3%) is spending more than 5 hrs.
- **WhatsApp:** This App is used by 93% of the students, out of this 46% spend between 1-2 hrs and 30% between 2-5 hrs .Only 10% are using WhatsApp for more than 5hrs and usage rate is very high among 7% (2 students)
- **Twitter & Hike:** Majority of the students are not using this App. Only less than 10% are using it and the average time spent on it is 1-2 hrs
- **Instagram:** 43% spend 1-2 hrs and 20% spend 2-5hrs
- **Email App:** 60% are not spending anytime for this App. Among the users 30% spend 1-2 hrs daily and 3% spend for more than 5hrs. Another 3% are using it everytime.
- **Messenger:** 73% of the respondents are not using it and 23% spend 1-2hrs, 3% always.
- **LinkedIn:** 83% are nonusers and the remaining 17% are spending only 1-2hrs daily.
- **Others:** 23% of the respondents use other applications, out of this 23% are spending 1-2hrs and 10% between 2-5hrs

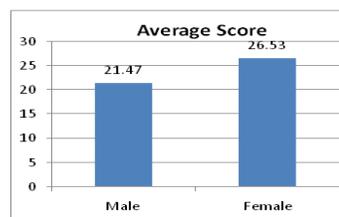
**Internet Addiction Behaviour of the Respondents**

**Table 8 Table Showing the Number of Respondents in Each Category**

	Questions	Never	Almost Never	Sometimes	Often	Very often	Total
1	You are obsessed with your phone	8	6	12	1	3	30
2	You feel stressed on not being able to use your phone	10	7	10	1	2	30
3	You have ever tried hard and failed to control your addiction to your phone	17	4	6	2	1	30
4	You have used your phone longer than intended	2	5	11	7	5	30
5	Have you ever regretted using your mobile phone for long?	4	1	16	5	4	30
6	You feel comfortable in the virtual world than the real world	15	5	8	2	0	30
7	Have you missed a meal because of over engagement with mobile applications.	19	6	3	1	1	30
8	Have you ever experienced sleep deprivation because of these application?	10	6	8	4	2	30
9	You use mobile applications to pass time?	3	2	14	8	3	30
10	You ignore the people you are with in order to use your mobile phone	15	9	4	1	1	30
11	You neglect important activities at work/study place because of overuse of mobile applications	13	8	5	3	1	30
12	Do you anticipate about the next online session or rethink about previous online activity often	12	8	5	3	2	30

**Table 9 Average IAT Score of the Sample Figure 9**

Gender	Averages
Male	21.47
Female	26.53
Total Sample	23.67



From the TABLE 7 & 8 it is clear that the average score of the total sample is 23.67 and the score of the Male is 21.4 and that of the Female is 26.53.

**Table 9 Score Wise Distribution of the Respondents (In Nos & %)**

Score	Male	Female	Total
0-19	8 (27%)	3 (10%)	11 (37%)
20-49	8 (27%)	10(33%)	18 (60%)
50-80	1 (3%)	0	1 (3%)
80-100	0	0	0
	17 (57%)	13 (43%)	30 (100%)

As per the IAT criteria if the total score lies between 20-49 points he/she is an average online user. From this study the average score obtained is 23.67 for the total sample. It shows that internet addiction is on an average level among professional college students. 18 students (60%) are coming under this category out of which 27% are Male and 33% are Female. 3% are using internet

above average level and they may experience occasional or frequent problems because of the Internet. High level of addiction could not be observed among the sample group.

### Conclusion

The rate of internet addiction is rapidly increasing among the students particularly among the college students. The increasing use of internet affects the mental and physical health of the students negatively. This study is an attempt to know the prevalence of internet addiction among the professional college students and also to find out the level of internet addiction. The present study reveals that the professional college students are having an average level of internet addiction and the addiction level among female is higher than their counterpart.

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## A STUDY ON THE IMPACT OF TECHNOLOGY ADDICTION AMONG THE YOUNGSTERS

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### Abstract

There are lot of changes in the society due to the evolution of technology. It has simplified the life. With so many advantages, technology is being used imprudently resulting in complications among the human beings. It poses serious health problems. Digital technology has made the youngsters with no physical activity. The way we use technology determines whether there is positive or negative impact. This study mainly focuses on examine the time spent by the respondents in using tech devices. Identify which health issue may usually cause while using tech devices. Hypothesis includes  $H_{01}$ : There is no significant difference between the age and time spent with the parents,  $H_{02}$ : There is no significant difference between the age and time spent with the devices,  $H_{03}$ : There is no significant difference between the education qualification and type of devices,  $H_{04}$ : There is no significant difference between family income and the type of devices. For the purpose of analysis, tools like Percentage analysis, Simple Ranking method and Chi Square Test is used. To carry out the study, fifty samples are taken from the population using convenience sampling method. Primary data has been collected from the sample respondents using questionnaire method.

**Keywords:** Digital Technology, addiction and demographic profile.

### Introduction

Youngsters outstare at their smartphones ,tablets etc. and keep their eyes affixed to a tablet laptops rather than catching out the world around them .It is a common thing that two youngsters seated together in a bus ,they were doing chatting on their smartphones or putting earphones on their ears instead of talking with one another . The reason behind this is that they are more addicted on technology, but it may not good for them. A person who may more dependent on technology can considerably impact on his/her life. The use of technology is necessary to subsist in the modern world. But it's over usage can leads to distressing severe problems to users .Most of the people especially youngsters, they are so much dependent on technology on because of social medias like Facebook, Whatsapp, for entertainment, and for computer games also .So It may sometimes cause negative impact on youth .While technology is not at all bad, but it's over usage can cause certain problems especially to youngsters. The present study is carried out to analyse the impact of technology among the youngsters.

### Objectives of the Study

1. To examine the time spent by the respondents in using tech devices.
2. To identify which health issue may usually cause while using tech devices.

### Hypothesis

$H_{01}$ : There is no significant difference between the age and time spent with the parents.

$H_{02}$ : There is no significant difference between the age and time spent with the devices.

$H_{03}$ : There is no significant difference between the education qualification and type of devices.

$H_{04}$ : There is no significant difference between family income and the type of devices.

### Sample Design:

Sample of fifty respondents are taken from Bharathiar University Coimbatore.

### Sampling Method

Convenience sampling technique which is a nonprobability sampling technique was used to collect the data.

### Methodology

Primary data were collected by using structured questionnaires .Secondary data collected from journals, articles, web search and works of similar nature.

### Tools for Analysis

Percentage Analysis, Chi square test, Simple ranking Method is to be used to analyse the collected data.

### Review of Literature

Amin et.al (2014) conducted a study on internet addiction and its impact on academic performance of university students .In their study they found that internet addiction negatively act upon life of students ,parental relationship ,and also it generates severe psychological problems ,health issues ,feeling asleep among the students. Lynette Armstrong et.al (2000) conducted a study on potential determinants of heavier internet usage among fifty participants .They found that poorer self-esteem people have more problems related with internet usage. Gaun et.al (2009) conducted a study on youth internet use, risks and opportunities.They found that internet also have positive and negative aspects. Wang (2001) conducted a study on internet dependency and psychological maturity among college students .In his study he found that internet usage were correlated with that of psychosocial maturity benefits such as social, physical development and also can be used to deliver information.

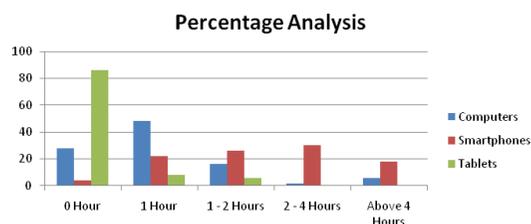
### Analysis and Interpretation

**Table 1 To Examine the Time Spent by the Youth in using Tech Devices**

Technological Devices	Time Spent	Number of Respondents	(%)
Computers	0 Hour	14	28
	1 Hour	24	48
	1 – 2 Hours	8	16
	2 – 4 Hour	1	2
	Above 4 Hours	3	6
Smartphones	0 Hour	2	4
	1 Hour	11	22
	1 – 2 Hours	13	26
	2 – 4 Hour	15	30
	Above 4 Hours	9	18
Tablets	0 Hour	43	86
	1 Hour	4	8
	1 – 2 Hours	3	6
	2 – 4 Hour	-	-
	Above 4 Hours	-	-

Source from Primary Data

Table 1 shows the percentages of time spent by the respondents using tech devices. Here out of fifty respondents 48% of them are using computers in an hour.30% of the respondents uses smartphones on 2 – 4 hours.26% of respondents are using smartphones on 1 – 2 hours.86% of the respondents are not using tablets. Time spent for smartphone is high compared to other devices.



**Figure 1**

To identify which health issue may usually cause while using tech devices.

**Table 2 Simple Ranking Method**

SL No.	Particulars	No .of Respondents	Rank
1.	More usage of headsets leads to ear problems	2	7
2.	More Usage of the devices leads to headache problems	6	4
3.	More Usage of devices leads to sleep deprivation	20	1
4.	More usage of technology leads to afraid of public speaking	3	6
5.	Do you feel depressed when you are going offline	8	2
6.	Over usage of tech devices leads to eye problems	7	3
7.	While using tech devices you feel pain in your neck and having shoulder pain	4	5

Source from Primary Data

Table 2 shows most of the respondents are feeling asleep while doing the tech devices. And some of them are feeling depression when they are going offline.

**Hypothesis Testing using chi square test:**

**H<sub>01</sub> There is no significant difference between the age and time spent with the parents.**

**Table 3 Application of Chi square Test**

Observed Frequencies(O)	Expected Frequencies(E)	(O – E)	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> / E
3	2	1	1	.5
7	6	1	1	.167
6	9	-3	9	1
4	3	1	1	.333
1	2	-1	1	.5
8	9	1	1	.111
17	14	3	9	.642
4	5	-1	1	.2
				$\sum (O - E)^2 / E$ = 3.453

Source from Primary Data

$V = (R-1)*(C-1) = (4-1)*(2-1) = 3*1 = 3$ , For V =3 Table value at 5% = 7.81

Table 3 shows that Calculatedvalue (3.453) is less than the Table value (7.81), so accept the null hypothesis thatthere is no significant difference between the age and time spent with the parents.

**H<sub>02</sub> There is no Significant Difference between the Age and Time Spent with Devices**

**Table 4 Application of Chi square Test**

Observed Frequencies(O)	Expected Frequencies(E)	(O – E)	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> / E
2	2	0	0	0
18	2	16	256	128
0	0	0	0	0

2	18	-16	256	14.22
28	28	0	0	0
0	0	0	0	0
				$\sum (O - E)^2 / E = 142.22$

Source from Primary Data

$V = (R-1)*(C-1) = (3-1)*(2-1) = 2*1=2$ , For  $V = 2$  Table value at 5% = 5.99. Table 4 shows that Calculated value (2.475) is less than the Table value (5.99), so accept the null hypothesis that there is no significant difference between the age and time spent with the parents.

**H<sub>03</sub> There is no Significant Difference between Education Qualification and Type of Devices**

**Table 5 Application of Chi square Test**

Observed Frequencies(O)	Expected Frequencies(E)	(O - E)	(O - E) <sup>2</sup>	(O - E) <sup>2</sup> / E
8	8	0	0	0
5	7	2	4	.571
6	4	2	4	1
12	12	0	0	0
14	12	2	4	.333
5	7	2	4	.571
				$\sum (O - E)^2 / E = 142.22$

Source from Primary data

$V = (R-1)*(C-1) = (3-1)*(2-1) = 2*1=2$ , For  $V = 2$  Table value at 5% = 5.99. Table 5 shows that Calculated value (142.22) is more than the Table value (5.99), so reject the null hypothesis that there is no significant difference between education qualification and type of devices. And accepting the alternative hypothesis that, there is significant difference between education qualification and type of devices

**H<sub>04</sub> There is no Significant Difference between the Family Income and type of Devices**

**Table 6 Application of Chi square Test**

Observed Frequencies(O)	Expected Frequencies(E)	(O - E)	(O - E) <sup>2</sup>	(O - E) <sup>2</sup> / E
3	2	1	1	.5
23	.8	22.2	492.8	616
0	1	-1	1	1
0	24	-24	576	24
10	9.2	.8	.64	.069
0	13	-13	169	13
1	0	1	1	0
13	0	13	169	0
0	0	0	0	0
				$\sum (O - E)^2 / E = 654.56$

Source from Primary Data

$V = (R-1)*(C-1) = (3-1)*(3-1) = 2*2=4$ , For  $V = 4$  Table value at 5% = 9.49.

Table 6 shows that Calculated value (654.56) is more than the Table value (9.49), so reject the null hypothesis that there is no significant difference between family income and type of devices. And, accepting the alternative hypothesis that, there is significant difference between family income and type of devices.

## **Findings**

- Table 1 shows the percentages of time spent by the respondents using tech devices. Here out of fifty respondents 48% of them are using computers in an hour. 30% of the respondents use smartphones on 2 – 4 hours. 26% of respondents are using smartphones on 1 – 2 hours. 86% of the respondents are not using tablets. Time spent for smartphone is high compared to other devices.
- Table 2 shows most of the respondents are feeling asleep while doing the tech devices. And some of them are feeling depression when they are going offline.
- Table 3 shows that Calculated value (3.453) is less than the table value (7.81), so accept the null hypothesis that there is no significant difference between the age and time spent with the parents.
- Table 4 shows that Calculated value (2.475) is less than the Table value (5.99), so accept the null hypothesis that there is no significant difference between the age and time spent with the parents.
- Table 5 shows that calculated value (142.22) is more than the Table value (5.99), so reject the null hypothesis that there is no significant difference between education qualification and type of devices. And accepting the alternative hypothesis that, there is significant difference between education qualification and type of devices.
- Table 6 shows that calculated value (654.56) is more than the Table value (9.49), so reject the null hypothesis that there is no significant difference between family income and type of devices. And, accepting the alternative hypothesis that, there is significant difference between family income and type of devices

## **Suggestions**

Respondents should limit the usage of tech devices and engage in other allied activities for example Physical games, Reading books etc.

## **Conclusion**

Technology is a mean to escape from the problems that are faced by mainly teenagers and youngsters. It impacts the pleasure systems of physical health and mental health. Computer games, social media, smartphones, computers etc. are the major sources that leads to more addiction to technology. This study helps to analyse the impact of technology among youngsters. The study analyses the time spent by the youth in using tech devices, and also Time spent with the parents, time spent with the tech devices, family income, education qualification of the respondents are analysed based on the technology usage of the respondents. From this study it helps to understand that the respondents who are youngsters, and have minimum family income of 30,000 per month, they are more addicted with tech devices.

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## **THE IMPACT OF SMART PHONE ADDICTION AMONG ADOLESCENT'S LIFE**

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### **Introduction**

"Mobile phone addiction" "issues of mobile phone utilization" have all been utilized to depict pretty much a similar wonder, that is, people engaged in their Smartphone, disregard different zones of life. The most generally utilized terms to portray this sort of addiction are "mobile phone addiction" and, as of late, "Smartphone addiction".

Mobile phone utilization is so unequivocally incorporated into youngsters' conduct that leads to side effects such as behavioral addiction, for example, cell phone use intruding on their day – to-day exercises. Primary point of this paper explored a few parts of the rising effects of Smart phone Addiction among immature's life. In addition, the reader of the article would comprehend about estimating the PDA addiction among Adolescents, discovering the Emotional and physical issues of Adolescents for utilizing smart mobile phone and estimating the impedance of teenagers for utilizing smart phone. Individuals are progressively utilizing mobile phones as opposed to the landline telephones. The mobile phone today is a life saver for some. It is assessed that around 4.5 billion individuals utilize the mobile phone around the world. Furthermore, it shocks no one that a tremendous lump of this amount comprises of the adolescent. The mobile phone is all the more a need for them than an extravagance.

### **Adolescence**

Adolescence (from Latin *adolescere*, signifying "to grow up") is a transitional phase of physical and mental improvement that by and large happens amid the period from pubescence to legitimate adulthood (age of majority). Adolescence, transitional period of development and advancement amongst youth and adulthood. The World Health Organization (WHO) characterizes a juvenile as any individual between ages 10 and 19. Teenagers and offspring of today are the individuals who encounter more of this circumstance, were conceived in the time of innovation and interchanges virtual and are consequently alluded to as "computerized locals". Primary point of this paper researches a few parts of the developing on the effect of Smart phone Addiction among juvenile's life.

### **Smartphone**

While a Smartphone, tablet, or PC can be a colossally profitable device, impulsive utilization of these gadgets can meddle with your day by day life, work, and connections. When you invest more

energy in web-based social networking or playing diversions than you do associating with genuine individuals, or you can't prevent yourself from over and over checking writings, messages, news encourages, sites, or applications notwithstanding when it has negative results throughout your life it might be an ideal opportunity to reassess your innovation utilize. By finding out about the signs and indications of Smartphone and Internet addiction and the approaches to bring an end to free of the propensity, you can better adjust your life, on the web and off.

### **Signs and Symptoms of Smartphone Addiction**

Some real signs and manifestations of Smartphone addiction include: Tolerance, Withdrawal, Failed endeavors to reduce Smartphone utilize, Loses track of time when utilizing mobile phone, Uses cell phone keeping in mind the end goal to manage undesirable feelings, Text neck, Digital eye strain.

Among our mechanical contraptions advanced mobile phones assume the most imperative part, new age gadgets offer different capacities past calling (web accessibility, PC games, music player, camera capacities and so forth.) In everyday's can be encountered that adolescent invest increasingly energy with their cell phone and regardless of the reality of this issue there are no investigations on the over Smartphone utilization in Hungary and we can discover just a couple of universal examinations.

Smartphone are well known technological gadgets, equipped for handling more data than other mobile phones and having numerous properties including web access, interactive media and navigation in addition to use for communication . The quantity of evaluated Smartphone clients on the planet was more than 1.08 billion in mid 2012, and the utilization of advanced mobile phones has expanded quickly. The utilization of advanced cells may bring about Smartphone addiction which is like numerous parts of web and phone addiction. It has been accounted for that the rate of Smartphone addiction is 8.40%.

### **The Impact of Smart Phone Addiction**

#### **1. Impacts in the Physical Health**

There is some proof supporting the claim that exorbitant mobile phone utilize can cause or exacerbate medical issues. Germs are all over, and considering the circumstances individuals cooperate with their phone under various conditions and places, germs are probably going to exchange starting with one place then onto the next. Research from the London School of Hygiene and Tropical Medicine at Queen Mary in 2011 showed that one out of six mobile phones is debased with fecal issue. Under further examination, a portion of the phones with the fecal issue were additionally harboring deadly microscopic organisms, for example, E. coli, which can bring about fever, heaving, and the runs.

#### **2. Impacts in the Psychological Health**

There are worries that some mobile phone clients bring about extensive obligation, and that mobile phones are being utilized to damage protection and pester others. Specifically, there is expanding proof that mobile phones are being utilized as an apparatus by youngsters to spook other kids. There is a lot of research on mobile phone utilization and its positive and negative effect on the human's mental personality and social correspondence. Alluding to the conceivable negative results of mobile phone utilization, clients may experience pressure, rest unsettling influences and side effects of sadness, particularly in youthful grown-ups.

- **Increasing forlornness and sadness:**

While it might appear that losing yourself online will briefly make emotions, for example, forlornness, melancholy, and fatigue vanish immediately and inexplicably, it can really aggravate you feel even. A recent report found a relationship between's high online networking utilization and

dependency and nervousness. Clients, particularly youngsters, tend to contrast themselves horribly and their companions via web-based networking media, advancing sentiments of forlornness and dejection.

- **Feeling tension:**

One analyst found that the insignificant nearness of a phone in a work put tends to make individuals more on edge and perform inadequately on given undertakings. The heavier the phone client, the more noteworthy the nervousness experienced.

- **Increasing stress:**

Utilizing a Smartphone for work frequently implies work seeps into your home and individual life. You feel the strain to dependably be on, never distant from work. This need to ceaselessly browse and react to email can add to higher feelings of anxiety and even burnout. Worsening attention deficit disorders.

- **Disturbing your rest:**

Unreasonable Smartphone utilization can disturb your rest, which can seriously affect your general emotional wellness. It can affect your memory, influence your capacity to think unmistakably, and decrease your psychological and learning aptitudes.

- **Encouraging self-ingestion:**

A UK contemplate found that individuals who invest a considerable measure of energy in online networking will probably show adverse identity characteristics, for example, narcissism. Snapping interminable selfies, posting every one of your considerations or insights about your life can make an unfortunate conceit, removing you from genuine connections and making it harder to adapt to pressure.

### **3. Impacts in the Social Health:**

There is a huge effect of the mobile phone on contemporary society from a social logical point of view. Clinical psychologist Lisa Merlo says, "A few patients put on a show to chat on the phone or tinker with applications to maintain a strategic distance from eye to eye connection or different associations at a gathering." In a study made by Gazelle, "Over 25% of respondents detailed that they 'quite often's utilization their Smartphone while in a social setting, for example, amid a feast or amid a gathering. Moreover, 58% said they utilization it 'as a rule' or 'at times' amid these settings." Furthermore,

- 70% check their phones toward the beginning of the day inside only one hour of getting up
- 56% check their phones previously going to bed
- 48% look at their phones throughout the end of the week
- 51% continually check their phones amid excursion
- 44% detailed they would feel exceptionally on edge and touchy in the event that they didn't associate with their phones inside seven days. This change on the discussion style from up close and personal to content based discussion has additionally been seen by Sherry Turkle. Her work refers to connectivity as an imperative trigger of social conduct change in regards to communication.

- **Diminishing your capacity to focus and think profoundly or imaginatively:**

The persevering buzz, ping or beep of your Smartphone can occupy you from critical errands, moderate your work, and interfere with those peaceful minutes that are so vital to imagination and critical thinking. Rather than regularly being separated from everyone else with our considerations, we're currently constantly on the web and associated.

### **Review of Literature**

**Sheopuri (2014)** watched that degree of addictive conduct towards the use of mobile phones and the connection between the clients of the mobiles and the mental conduct among young people in Bhopal,

India. They demonstrated that cell phone use is so emphatically coordinated in to youngsters' conduct that side effects of behavioral addiction, for example, cell phone use interfering with their everyday exercises.

**Acharya, et al. (2013)** inspected that the wellbeing impacts of cell phone use among understudies seeking after expert courses in schools. College students of both genders in the age gather 17-23 years from urban and provincial foundations were chosen at random (those utilizing mobile phones). Result demonstrated that cerebral pain was to be the commonest manifestations took after by fractiousness/outrage. Other basic mental manifestations included absence of focus and poor scholastic execution, a sleeping disorder, nervousness and so on. Among physical indications body throbs, eye strain, computerized thumb were observed to be habitually in both genders.

**Turel et al. (2011)** Technology addiction can be characterized as an emotional wellness condition portrayed by a maladaptive reliance on the utilization of innovation

### **Research Methodology**

#### **Research Objectives:**

- To examine the individual profile of the respondents.
- To measure the Smart phone addiction among Adolescents.
- To Find out the Emotional and physical issues of youths for utilizing phones.
- To measure the obstruction of youths for utilizing phones.

#### **Research Design**

The research design used in this study is descriptive research design.

#### **Universe:**

Every one of the things under thought in any field of enquiry constitute a universe or populace. The universe of the examination comprises of all the school pre-adult young ladies who fall under the age of 10-19 years and who are studying in the High School and Higher Secondary Schools and College at Chavadi, Coimbatore.

#### **Inspecting:**

Convenient sampling method was used and the researcher selected 60 respondents as sample size.

#### **Strategy for Data Collection:**

Interview schedule was used for the purpose of study.

#### **Limitations of the Study:**

- Time of the investigation was exceptionally restricted.
- Some of the respondents not give appropriate points of interest amid the information accumulation period.
- Generalization can't be made since the investigation concentrated just on a specific area of the universe.
- The reactions given by the respondents might be one-sided.

### **Operational Definitions**

**Adolescence:** Adolescence (from Latin *adolescere*, signifying "to grow up") is a transitional phase of physical and mental improvement that for the most part happens amid the period from pubescence to legitimate adulthood (age of majority).

**Nomophobia:** Smartphone addiction, in some cases informally known as "Nomophobia" (Nomophobia is the nonsensical dread of being without your mobile phone or being not able to use your phone for reasons unknown, for example, the nonattendance of a flag or coming up short on minutes or battery control. A phobia is by definition a silly fear.), is frequently filled by an Internet abuse issue or Internet addiction issue.

### **Findings**

- More than half (53.3%) of the respondents are Female
- Majority (70%) of the respondents are from Nuclear family
- More than 33% (38.3%) of the respondents are doing contemplates in the school
- More than 33% (33.3%) of the respondents are utilizing mobile phone from 1 to 2 years
- There is a relationship between that Gender and smart phone addiction
- There is a relationship between that Type of Family and smart phone addiction
- There is a relationship between that Smart Phone Usage and its addiction
- There is a relationship between the Age and Emotional and Physical Problem.
- There is a relationship between the Gender and Emotional and Physical Problem.
- There is a relationship between that Education and Emotional and Physical Problem.
- There is a noteworthy connection between that Duration of Smart phone utilization and Smart Phone Addiction.
- There is a noteworthy connection between the age and emotional and physical issue.
- There is a noteworthy connection between the training and Smart Phone Addiction
- There is a noteworthy connection between that kind of family and Smart Phone expansion
- There is a noteworthy connection between that Smart Phone Addiction and Emotional and physical issues

### **Recommendations**

- The significance, preferences and hindrances of mobile phones/smartphone could be taught in the hearts of the young people.
- Training programs/workshops/visitor address may be organized on the best way to adapt to enthusiastic and physical issues looked by young people in light of the fact that the use of mobile phones/advanced cells.
- Various powerful apparatuses, for example, music, culture, sports and so on could be utilized to occupy the youths from utilizing the mobile phones.
- Many people assemble to make a Society. In this way, an introduction session could be orchestrated to the teenagers and the significance of the general public. With the goal that the youths might be engaged to the development and advancement of the general public.

### **Conclusion**

Each new bit of innovation can possibly be both a help and a revile. Mobile phones, while they have brought individuals nearer and have empowered even the most remote individual to get to the web and

to participate in instructive, recreational and social exercises; unhindered utilization can possibly cause dependence. Individuals with indications of dependence on or addiction to mobile phones show a variety of Physical Health, Mental Health and Social Health issues. They hint at bargained working either within the sight of or because of the nonappearance of the mobile gadgets – a reasonable pointer that the innovation is being mishandled. As clinicians and alert citizens, it turns into our errand to guarantee that we don't enable ourselves to end up plainly reliant on mobile phones; and also to enable those as of now hinting at addiction and dependence to divert from the yolk of the gadget, and rather saddle it to satisfy one's potential. The specialist after the investigation has given a couple of recommendations for the teenagers how to adapt to the effect of mobile phone addiction\smart phone addiction among in their life.

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