

Internet Addiction on Students; A Case Study of EMU School of Computing and Technology

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ABSTRACT

This research work concentrates on investigating internet addiction on EMU school of computing students, for spring semester, 2016. It also, focuses on analyzing the impact of internet on their daily life activities. A mix method was adopted in this investigation, by utilizing questionnaire instruments and structured interview questions in collecting data for this study. 198 sampled participants were randomly selected from the field case of the study, and 25 students will be selected also for a purposive interview query. Results of this study reveal that there is slightly higher impact of internet addiction on the students' lives. It could also be seen that on the scale of the study, more than average of the students were faced with one sign of internet addiction item or the other which is a trace or prove of internet addiction.

Findings also shows that for the aggregate items on gender analysis, no significant differences was found regarding gender responses on the internet addiction on EMU school of computing students and its impact. Based on the findings on the student's responses according to age differences, it could be seen that from the aggregate items, there was no significant differences on the age difference responses on the internet addiction. As it signifies that all the students holds similar views according to age characteristics. Findings from the study also showed that on the aggregate item, it can be seen that no significant differences exist between class level characteristics of students of EMU school of computing. This means that all the students from different class levels all have similar responses regarding internet addiction and its impacts.

T-test Analysis was done on the score that were significantly affected based on gender, age and class level responses, such as academic performance suffering because of the internet addiction against gender characteristics

Keywords: Internet, Addiction, Technology.

ÖZ

Bu araştırmanın amacı 2016 Bahar Döneminde DAÜ de Bilgisayar öğrencileri üzerinde internet bağımlılığı ve internetin öğrenciler üzerindeki günlük yaşam aktivitelerini analiz etmektir. Veri toplama aracı olarak anket ve röportaj sorularından yararlanılmış ve nitel ve nicel yöntem ortal olarak kullanılmıştır. 198 katılımcı öğrenci çalışmaya rastgele seçilmiş ve amaca yönelik görüşme soruları için 25 öğrenci belirlenmiştir. Çalışmanın sonucunda, internet bağımlılığının etkilerinin yüksek olduğu gözler önüne serilmektedir. Aynı zamanda, çalışmaya katılan öğrencilerin yarısından fazlasının internetin bağımlılık yönüyle yüzleştiği ve geriye kalanın ise internet bağımlılığına neden olacak durumlar için iz ve kanıt buldukları görülmektedir.

Bulgular, çalışmaya katılan öğrencilerin cinsiyet ve yaş farklılıklarının internet bağımlılığı üzerinde önemli sonuçlarının olmadığını göstermiştir. Yaş aralıkları benzer olan öğrenciler, internet bağımlılığı üzerine ortak görüş belirtmişlerdir. Aynı zamanda da öğrencilerin sınıf seviyeleri arasındaki farklılıklarda internet bağımlılığı ve etkileri üzerindeki görüşlerini değiştirmemiştir.

Anahtar Kelimeler: İnternet, Bağımlılık, Teknoloji

DEDICATION

To My Family

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Chapter 1

INTRODUCTION

The internet was discovered in the early period of 1960s and turned out to be a major means of communication wheel (Moschovitis et al., 1999). From its invention, the growth has been an extraordinary in terms of its performance, capabilities, functions, and convenience. This outstanding development of the internet has encouraged many individuals to adopt it more often and it has turned out to be a prevailing application in our contemporary society. By 2010, about 28.7% of the total population of the globe adopted the services of the internet (Internet World Stats, 2010b). Without limiting the meaning of internet, it can be explained as a wired or unwired means of interaction whereby one can receive and send data which can be utilized by one or numerous operations. Adomi (2008), described internet as a free interconnection of computer networks joint around the globe via different networks backup. At the time when the computing period took greater rise around the 80's, the prevailing trend was only about programming languages and operating systems. The world was overwhelmed due the huge technology increase believing that this is the perfect need the whole world required to overcome the limitations of space and time, but as the case may be, they were not right. It did not take a while after the technology revolution that a storm of communication emerged. This communication technology now usually makes computer gadgets appear useless if they don't have it; linking all nooks and cranny of the webbed world even through the most isolated part of the globe is known as the internet (Abhimanyu, 2012). The internet has been embedded

into our daily lives because the usage has been explosively on the rise globally. Houses, institutions, reading rooms, cyber cafes are the venues where internet is been accessible these days. Carrying out academic works, online gaming, mailings, information search and real time chat participations are the usual activities done online. Based on the National Center of Education Statistics, background researches had displayed that large amount of youths with ages between 5 to 18 years have access to the internet and are opened and allowed to adopt internet at a very young age (Mythily et al., 2008).

Young (2006) explained that the internet is part of what affects the everyday activity of our lives due to the fact that many users of the internet most possible do spend their spare time in the cyber world. Based on Ministry of Information and Communication (2005), close to 95.2% of young adult adopts the internet and this level means that young adults might choose the cyber world as an actual world instead of a virtual world (cited in Young, 2006). The internet is known worldwide as a technology highly engaged by youths and most especially students that are mostly into utilizing the resources of the internet for interactions, fun and educational purposes (Salako and Tihamiyu, 2007). Many students are obsessed on mobile technology gadgets, social media and the internet, thereby displaying signs that are related to drugs and alcoholic addiction.

The healthy adoption of the internet is known as the utilization of the internet to achieve a targeted objective at a proper time frame without no educational or personality discomfort (Davis, 2001). Currently, the internet affects every part of our lives, academics, interactions, entertainments, socialization, and businesses and so

on. Numerous universities all over the globe are enlarging their venture in information technology most particularly the internet and they are vigorously supporting the usage of internet. For some students, the art of learning and adopting various educational tools online is multidimensional. It can require so many variables like previous experience of information technology, knowledge of usage, attitudes towards usage of information technology and computer literacy. As it is already established according to previous researches that the internet is one of the largest and current development in the globe of information technology and has turned into an important tool that has strengthened the structure of turning the whole world into a global village. Internet creates numerous potentials and possibilities in education. it is a tool for passing information and knowledge and a means for collective discussion amongst people and their technological gadgets without considering time, place and space limitation.

Numerous wealthy learning experiences are contained in the internet, and this wouldn't have been conceivable about a short period ago. The internet contains various kind of enablement that supports institutions to share information within or interact between different institutions (Wang, 2001). The internet creates numerous potentials for all commercial settings, academic settings, the unemployed and employed both old and young (Wang, 2001); it is a live continuously trending, with limitless speculation, potentially unending space for the creation and distribution of information. The internet can as well be described as a pool of knowledge and information, filled with texts that are not bounded in between library and book store walls and also the topic areas cut across every fields of knowledge. The internet may be used for numerous purposes and not just for sending emails.

A few people reduce their utilization of the internet on just the thing that they need, while others can't reduce their use. Unreasonable use of the internet, which can also be known as uncontrolled utilization of the internet, obsessive use of the internet, net enslavement or internet addiction, creates issues social existence and peoples work (Wang, 2001).

Internet addiction is usually described as large yearning for an unreasonable utilization of the internet, degrading of the duration of time used when not logged into the internet, high tension and violence when deprived from having the internet and a continuous decline of one's family and social life (Young, 1999; 2004). Numerous research outcomes have displayed that an uncontrolled adoption of the internet or addiction highly have an effect on one's academic performance, personal life, physical health etc. Educational challenges which are caused by internet addiction are decline in academic and study lifestyle, noticeable decline in grade, absents in classrooms, high chances of being put on probation in academics and low interlinks in extracurricular activities. Moreover, young students that are internet addict usually face challenges from harsh emotional stress, like feeling of self-effacement; been worried that life without internet will be extremely boring, unhappy, and empty; depression; nervousness; and also having the feeling of being alone and socially isolated (Davis, 2001). Users of the internet are not people of the same group. Mafe and Blass (2006) postulated that a majority of the profiles of dependent users of the internet are young elite.

The young ones that utilizes the internet who are within the age range of 19 to 24 are the more likely to become internet addicts more than the older users of the internet

(Soule et al., 2003; Thatcher and Gooloman, 2005). Young and Rogers (1998) recommended that college or university students are seen to have high possibility for internet addiction. The potential causes can be as a result of having spare time, lack parental guidance and most times the internet is seen as an escape route for difficult university academic schedules (Kandell, 1998). Even if many individuals agreed that the usefulness of internet has good and helpful activities, with the likes of the students meeting up with the advantage of surfing internet-sites, being part of chat-room, utilizing an amazing tool for research purpose and so forth (Young 1996b). Moreover, several students lag behind in their academics as a result of uncontrolled participation in online affiliations, usually known as internet addiction (Hansen, 2002).

Based on an investigation carried out in 2009 by American College Health Association-National College Health Assessment (ACHA-NCHA), university students had the highest level scale in the internet utilization in the health impediment to learning; 19.7% of the university students said that their daily adoption of internet brought about a negative influence on their past educational year results (ACHA-NCHA, 2009). Accordingly, students faced challenges in their academics, rest, and in finishing their home works also. These challenges may as well affect their educational life style and performance invariably.

There are other different impacts of internet addiction discovered by past researches. The adverse effects of Internet addiction incorporates, the effect on interpersonal relationship where the association of such individuals is becoming further from environment (Morahan-Martin, 2005). Most persons may experience attitudinal

challenges as a result of excessive adoption of the internet at points where they act abnormal from the normal attitude (Kubey et al., 2001). Most physical challenges happen as a result of over usage of the internet, some of these problems are disruption of sleeping pattern, headache or migraine etc (Jeon, 2005). Most of other problems are psychological challenges where a person is unable to curb his/her feelings and how they reason as a result of the excessive adoption of the internet; they fall victim of increasing the internet usage time and disrupting their set schedule. Additionally, the effect of internet addiction never only stops to affect a person only but may also affect the job performance of a person (Young, 2008).

The internet however, has a positive effect which includes information, convenience, resources, and fun filling. All these positive effect of the internet are however very harmful to addicts of internet. Kaye and Johnson (2004) quoted that those who adopts the internet are more likely to be actively inclusive and participating in utilizing the due to its interactivity. Papacharissi and Rubin (2000) adopted their internet utilizing scale and discovered five purposes of adopting the internet which are, pass time, knowledge seeking, fun, relaxation and interpersonal utility. Roy (2009) discovered that users of internet encountered self-improvement, broad spectrum of exposure, leisure and comfort and high exchange of knowledge and ideas.

Therefore the growing nature of online learning, e-learning and internet availability and information available on the internet is progressively on the rise, this has variably or invariably exposed students to constant search for knowledge, data, experiences, learning and research purpose on the internet on a daily academic basis.

With the rise of technology and internet facilities in the globe, the amount of students users are on the rise, and the students of the EMU school of computing are no exceptions to this growing trend. Their constant adoption of internet and its facilities for academic purposes has built an inevitable effect on their general life style and behavioral pattern as an individual. Hence, the aim of this research is to investigate internet addiction of EMU IT student.

1.1 Problem Statement

Internet addiction and related challenges amongst students of Cyprus have been mentioned in the articles and works of (Tsitsika et al., 2011). However, the dominance of internet addiction in Cyprus has not been properly documented and researched on as a result of the uncertainty and opaque view in the literature in relation to what makes up internet addiction and how to treat the challenges, coupled with the absence of a structured and systematic research on this issue. This absence creates a big gap that needs to be bridged in order to establish and develop a consensus and diagnostic criteria and approach for internet addicted students, and to also identify areas of internet addiction dominance in EMU IT student's behavioral, academic, social and psychological performance.

1.2 Aim of the Study

The aim of this thesis is to investigate internet addiction of students, using EMU school of computing as a case study. Also, for evaluating several impacts and effects of internet usage by students, by closely monitoring the factors that lead to its excessive usage and how it affects the academic performance of EMU IT students in their educational endeavor.

1.3 Research Question

This research study aims at answering the following questions:

- What is the internet addiction of School of Computing and Technology students?
- Is there any significant difference between some characteristics of students regarding internet addiction such as?
 - Gender
 - Age
 - Class level

1.4 Importance of the Study

Outcomes of this study have significance impact for the policy makers, most especially in education, student's health, and information and technology department of EMU. The outcome of this study will also assist in building new initiatives and ideas that the educational institution and individual families of students can undertake and implement to address the possibilities of the negative impact or effects of internet addiction.

1.5 Limitation

The research analyzed the nature of sampled individuals in the IT department of EMU. It may be very challenging and hard to generalize the researches outcome further than the department in which the study was carried out due to the fact that every department and institutions have their own demographic structure and setting that may affect the student's life style in relation to internet usage.

Chapter 2

LITERATURE REVIEW

This aspect of the thesis looks into the evaluation of researches and studies of authors that are published and are closely similar to the topic case of this research work. Summary of their quantitative and qualitative data will be reviewed and also this part of this research will define and explain some pertinent factors that affect the entire terms of the research title. This part will form the base and background of the whole investigation.

The massive increase of internet usage in the past years has impacted hugely on interpersonal attitude and communication as a whole. Researchers have tried to improve on the knowledge of this impact over these years (Tsitsika et al., 2011); internet initially was built to enhance interactions and activities regarding researches and investigations. Nonetheless, the drastic growth in the adoption of the internet in this current era has led to its addiction. There are several impacts of internet addiction which includes impediment on the functionality in academic, psych of individual well being and communication amongst members of the family and peers in general (Tsitsika et al., 2011). The addiction to internet is a novel issue which researchers are beginning to take note of and subsequently being ready to handle. Most researchers are not knowledgeable to this threat, thereby allowing internet seductive strength become so hard to assimilate. Most often the effect of internet

addiction on an individual's life is underrated since not all researchers know the extent of this disorder.

Internet addiction is a novel disorder that needs an experience and knowledgeable response from experts in addictions such as psychological therapists. As the usage of internet grows, attitude disorder that is associated to usage of the internet has also grown. Regardless of the little investigative study and less defined proposals on this issue, psychological therapists however, should handle and solve issues of internet addiction (Armstrong, Philips and Sailing, 2000).

2.1 The Internet

The Internet itself is an independent tool initially intended to encourage research among scholastic and military organizations. Nonetheless, how a few groups have come to utilize this means of interaction has produced some excitement amongst the psychological group by awesome talk of Internet dependency. Addictive utilization of the web is another and quickly developing issue. As per the Pew Research Center (2003), Internet utilization in the U.S.A. alone has developed from recently not as much as half of U.S.A. grown-ups in 2000 to around 59% of grown-ups toward the tail of 2002, and researches propose that about 6% of online operators experience the ill effects of Internet dependency (Greenfield, 1999). Novel zones of research recognize operators that got snared on online talk rooms, texting, intelligent gaming, and also eBay just to observe their daily living turn out to be progressively out of control due to the Internet (Morahan-Martin, 1997; Scherer, 1997; Young, 1996). Earlier investigation in the addiction area investigates the addictive traits managing medication and liquor addictions, obsessive betting, and even computer game dependence. In any case, looking at the comparative novelty of the dependency, little

exists that obviously traces the propensity framing structure of the Internet and its results.

Addiction of any sort is customarily connected with a wild desire, regularly joined by lost control, a distraction with use, and progressive use in spite of issues the attitude causes. Misuse is viewed as a lesser type of addiction that can likewise distract and make issues for the operator, yet the operator has much command over the conduct and is better ready to establish boundaries and direct usage. Both dependency and misuse of the Internet can bring about repercussions. For instance, a learner who fanatically chats with peers at school detracts from significant study time bringing about poor scholastic performance. On the other hand a worker who takes a gander at online erotic entertainment amid work hours detracts from general work efficiency and his or her activities can even prompt employment loss.

However, none of the examples exhibits a total absence of control normal for an addiction; both cases do quickly delineate how also broad examples of Internet misuse can prompt significant issues for the person. As the Internet pervades our daily living, this research work investigates how the Internet and its possibility for misuse can make conjugal, scholarly, and occupation related issues.

2.2 Definition of Internet Addiction

A literature evaluation on counseling opens up double foundational definitions regarding internet addiction problem; they were both gotten through the current Diagnostic and Statistical Manual of Mental Disorders (DSM) requirement for pathological gambling and reliance on substance. Goldberg portrayed the initial explanation on internet addiction; he defined it as an attitudinal habit which acts a

soothing option and lends from substance reliance requirement via DSM (Garrison and Long, 1995; Goldberg, 1996). This definition was further elaborated to contain six major components regarding internet addiction which are mood swing, forbearance, salience, withdrawal signs, conflict and relapse. Another researcher postulated that the main root of internet addiction may arise due to numerous ways and how the internet is utilized such as means of interaction, avenue for typing, absence of direct facial communication, content of the web (e.g., porn scenes), or social settings like chat settings, online gambling. Additionally, Kandell (1998) explained internet addiction to be any kind of activity which entails logging into the internet. Also, many individuals believe that internet addiction may have numerous sources.

Young displayed another meaning of internet addiction which he called it Problematic Internet Use (PIU), this is a different diagnostic phrase which has its background on DSM pre-requisite related with pathological betting (Young, 1996; Young and Rogers, 1998a). This explanation entails that the affected person must have met five out of the eight pre-requisite before he/she can be regarded as an internet addict. Pre-requisite to be termed Problematic Internet Use according to (Young, 1999):

1. Internet obsession.
2. Reason for long hours spent on the internet.
3. Several try to limit the usage of internet.
4. Alienating during the less usage of internet.
5. Problems with the management of time.
6. Distress within your surrounding (work, peers, relations, colleges).

7. Insincerity on the schedule of hours stayed online.
8. Swing of mood during the usage of internet.

In adopting pre-requisite related to the likes of pathological betting, Young states that PIU carries most closeness to impulse curbing issue than drug reliance.

Online freelance research Net addiction expressed internet addiction to be any web related, forceful attitude that interferes together with a normal way of life and creates extreme pressure on peers, relations, relationships and an individual's work place. This addiction has gotten several term which it is called such as internet dependency or internet compulsiveness. Whichever terminology it is called, its attitude is a compulsive because it takes over the life of the addicted individual. Such an affected person turns the web to be a top priority which will mostly be pertinent to him/her than family, job, and loved ones. The web turns the arranging structures of the life of the affected person. This internet addiction problem can simply be referred to as a challenging utilization of the web, inclusive of the different part of technology such as the web and other online electronic tool. In some cases, an addictive utilization of the web looks like so many other addiction processes which an individual is compelled to an attitude or action instead of drug substances. Individuals that has issues concerning utilization of the internet gradually begins by adopting the net on a non intimate basis which then grows to adopting numerous technologies in so many different dysfunctional patterns. Numerous authors believe that the larger space of time consumed on the internet is a major factor that leads to internet disorder. Moreover, the quantity of time itself is not pertinent as the pattern on how the individual's web usage is affecting their functionality everyday (Net addiction, 1995).

2.3 Students Internet Addiction

In as much as internet addiction problem is not formally known as a problem in the psychiatric society, the Diagnostic and Statistical Manual of Mental Disorder V (DSM-V) does not contain this addiction problem in this recently released volume published by American Psychiatric Association. A huge amount of individuals display a sign that proves to be an addiction to the technological world. Students mostly are susceptible to this challenge having cases showing students that their educational functionality drops when they consume most of their time on the internet. Most often some of the students face health issues as a result of lack of rest, due to their being awake in the night to respond to online chats, updating their online status or proceed to the next game phase.

So many occurrences that are damaging has occupied the news and raised awareness of the public regarding forceful utilization of the internet. A study portrayed that some students in China in a city called Chongqing played an online educative game for two days at a stretch without rest and ended up passing out on the track of a railway road and they were murdered by a passing train. In as much as one can easily fault the internet addiction for this tragedy, the said students that are involved might have suffered some other pathological problems that could have caused what happened that turned out negative; these issues usually bring to awareness the bad side of using the internet (Poli and Agrimi, 2012).

Placing aside for one minute the argument regarding if the challenges would be called the internet addiction disorder; investigation regarding this behavior has increased tremendously long during the 1990s, most especially as much issues

between students have been drawn to the awareness of the health experts in institutions. What is the dominance nature of internet addiction between students? Researches in various nations have gotten largely numerous estimates; such as an investigation in Italy for instance, discovered a very low case of 0.8% (Poli and Agrimi, 2012), while dominating rates as huge as 18% have been found in the United Kingdom (Niemz et al., 2005). A current evaluation of over 103 investigations of the challenges discovered that more than 12% of boy students and 5% of girl students in China displayed signals of internet addiction (Lau, 2011). Internet addiction is mostly known beyond colleges and institutions where computer laboratories are closely reached; it is mostly observed in middle aged school students and students in high schools. A high school in Hong Kong showed a high dominating level as huge as 26.7% during a longitudinal survey (Yu and Shek, 2013).

A noteworthy problem to our comprehension of these predominance rates is that there are various tools that are adopted to survey addictive conduct (Kuss et al., 2014). Most investigators started looking into Internet addiction utilizing clinical test methods that depend on self-report polls intended to recognize obsessive subjects from ordinary individuals. Early evaluations that were drawn on symptomatic condition for substance misuse, for example, that incorporates conditions such like, resistance, withdrawal indications, utilization of the substance in bigger sums over a more drawn out period than expected, continuous yearning for the substance, and negative results. Making an interpretation of these into conditions which might recognize internet addicts by replacing internet for substance, prompted to some degree of cumbersome portrayals; for instance, an initial endeavor characterized resistance as a "requirement for uniquely expanded measures of time on Internet to

accomplish satisfaction, and particularly lessened impact with proceeded utilization of the same measure of time on Internet" (Lau, 2001).

No longer is the internet a thing one can 'sign into' for specific terms of time, sitting before a desktop PC. A few studies likewise attempt to evaluate addiction essentially by utilizing the measure of time spent on the web, yet students are associated with the Internet for all intents and purposes always, either via Wi-Fi or their cell phone. Students additionally depend intensely on the Internet to learn, read updates, interact and have fun amongst them. They engage in numerous activities whenever they see soccer match or (tragically) go to class. Staring at the TV, they divide the screen into several parts and send tweet to their companions regarding the TV show they might be seeing in their various houses. With several internet based providers offering entertainments, students might be logged in online in several approaches. No more arguments that contemporary teenagers have gotten to be much more reliant on internet connection for learning, playing, interacting and meeting people. A brilliant spot for the developing assortment of exploration that depends on these distinctive evaluative tools is that the hidden measurements they accentuate and still have all the earmarks of being merging. In an investigation of fourteen, such tools discovered that the vast majority of them vigorously measure negative results and impulsive utilization a major components for recognizing Internet enslavement (Lortie and Guitton, 2013). This accentuation is less inclined to grant high marks to contemporary students that are logged in always and depend on online networking to keep up and grow their system of companionships. Rather, the enhanced overviews will distinguish individuals that encounter harmful impacts, or who need to get 'off the matrix' however can't manage them. The assembly in the measurements additionally

shows that there is developing assertion about the meaning of Internet addiction issue and a brighter comprehension of the major critical indications.

Nowadays, teenage students are the generations whom the difference between actual life communication and the virtual web interaction is basically not in existence (Leeman et al., 2013); for instance, Mysapce.com, which started as an interactive connecting site, but has currently become a nightclub that operates 24/7. This site gets daily users than Google itself, the site contains 40 million users globally, where each user adopts their own page to post pictures and blogs about themselves and email also. It is basically, the invention of the trademark that has turned to be sensation of teenagers. For so many student teenagers, the web is just like drug. The franticness of the Internet and of juvenile hormones can be a particularly powerful blend. A particular incident occurred involving an adolescent of age fourteen who came in contact with an opposite partner of age 18 on an online social interactive application. Their friendship grew stronger into a relationship and this was made possible via site. Immediately the parents of the female partner kicked against the relationship, and they tried cutting off her usual online meetings with him the parents were subsequently killed by the male counterpart. The Internet fills dream. One might turn out to become an online champion, an online enchantress. Children are utilizing these medium to carry on dream. Operating online, you are permitted the opportunity in becoming best. Plus, lonely, disliked or vexed young people get online and assume the parts they need to be. It doesn't make a difference in the event that anybody is really perusing their comments or not: it just feels great to give it out, and see it documented until the end of time (Kuss et al., 2014). Consider young students characteristic formative needs and desires, adventure, looking for fun, acquiring

novel data regarding their general surroundings, feeling comprehended, testing boundaries, interacting with companions, finding out themselves and what is critical to them, and so on. Therefore, it is very pertinent to think about the advantages of using the internet, which includes, according to Wallace (2001) stating that the internet provides information regarding all subjects, a simple approach to discover others, pleasure, support, a component of threat which could be investigated in relative security, social association, interactions and fun. The Internet was hand crafted for youths and students most especially. Just about all that they are searching for is helpfully bundled in an effectively available advanced digital structure. Even if they are in the house utilizing a PC or far from house utilizing a digital mobile, the web is not much above a click beyond. It is the opinion of the students to be always interlinked.

The Internet is a piece of our daily lives most importantly for students. It is anything but difficult to put forth the defense that, generally speaking, the remarkable access to data that is in place shows a constructive advancement for billions of individuals around the world (Wallace, 2001). Notwithstanding, as its applicable for any pleasing activity such as eating, working-out, television, alcoholic consumption, bet staking, sexual intercourse, there are a few people (students included) who get to be dependent on the Internet or fixated on PC applications likes music videos or games. Present evaluations of Internet dependency are entirely different; however most research works predicts that somewhere around 5 and 10 percent of users of the web might be dependent. Obviously, addiction to the internet isn't an authorized psychoanalysis but rather the term adopted to depict the phenomenon is truly not as

imperative as perceiving that from a few teenagers, too much Internet usage is a genuine issue that brings down the worth of their existence in this actual world.

2.4 Factors That Lead to Internet Addiction

The Internet has been advertized to be a debut instructive apparatus driving schools to coordinate Internet administrations among their classroom surroundings. Nonetheless, one study uncovers that 86% of reacting educators, bookkeepers, and PC facilitators trust that Internet use by youngsters does not enhance execution; they contended that information on the Internet is excessively confusing and random, making it impossible for students to assimilate properly in the class programs and can even serve as a diversion (Barber, 1997). Young (1998) discovered 58% of learners experienced negative academic performance, horrible scores, or dropout because of unreasonable Internet usage. Progressively, school managers discovered much cash have been spent in instructive equipment that can simply be mishandled. Schools are beginning to observe the possible effect of learners Internet usage. At Alfred University, Provost W. Richard Ott examined why typically fruitful admitted learners who had high rate of SATs score had as of late been sent off from college. Incredibly, his examination discovered that 43% of these learners were sent off from school because of huge lifestyle been logged-in in late hours to the college PC system (Brady, 1997). Authorities at the University of Texas–Austin started observing learners whose essential issue was a powerlessness to manage their Internet usage, and in one of the initial college research on learner Internet misuse, they discovered that of the 531 legitimate reactions, 14% met criteria for Internet dependence (Scherer, 1997).

Based on the fact that students have access to the internet on campuses made available via computer labs, mobile internet devices, wired dorms etc. at any given time, college counselors therefore argue that students are more liable to be at the risk-population with highest probability of developing an internet addiction. For example, an internet addiction support group was created I the University of Maryland in a bid to assist students who abused (Murphey, 1996), and over time these support groups are increasing across campuses.

With the easy access to the internet in all nooks and crannies, what are the factors that add to the abuse of the internet by students? According to Young (2004) he stated the following factors:

- **Free and unlimited Internet access.** As students are enrolled into the universities from day one, they are provided with necessary items such as ID card, meal ticket, and most important, a free personal e-mail account, most cases it does not come with a charge, no limitation to the time they can spend daily or for every time they are logged on, coupled with the computer lab being accessible for their use all day round. This is the dream of an internet user.
- **Huge blocks of unstructured time.** In most cases, the time table of students is structured for classes between 12 to 16 hours weekly. However, the rest of the time they have to themselves to do other things such as to going to the library, see movies, parties, participate in club meetings and activities, or try out new things in new environs outside the walls of their campuses. Despite

the availability of all these other extra-curricular activities, most of them concentrate only on the internet.

- **Newly experienced freedom from parental control.** In the absence of their parents watchful eyes and control, college students used to engage in activities such as talking to friends, pranking, sleeping over at boyfriends and girlfriends as well as eating and drinking as a way of exercising their freedom which they are quite aware of parents would not approve of. However, in today's world tides have changed as the time they have now is spent in chat rooms and instant messaging all night with no watchful eyes of the parents to caution them about their long hours on the computer.
- **No monitoring or censoring of what they say or do online.** There is virtually no monitoring of what the college students have access to. In fact, the computer lab assistants or volunteers are in most cases made available to assist anyone who needs assistance in understanding how to use the internet rather than telling them what or not to do with it. The side effect of this is obvious in the job world when their bosses appear to be suspicious peeking over their shoulders or even taking note of the time they spend online. This is so because during their college days no one cautioned them.
- **Full encouragement from faculty and administrators.** In order to have the use of internet justified, professors, lecturers, place necessary and important course contents solely on the internet and imbibe the students on the internet and hardly have a face to face or one on one contact with their students rather

they do this via email. As a result of this or having this as an excuse, students hardly see not using the internet as an option as they see the need to make use of the vast resources online needed to carry out their course work and provided and even more encouraged by their faculty administrators.

- **Social intimidation and alienation.** The amount of students during high school days is quite little when comparing with the number in the universities. Hence, students can easily get lost in the crowd of a school having as much as 30,000 students. These challenges include some feeling of not dressing right or good enough etc. and as a result of no recognition, they join the faceless community of the internet as solace and of course, it requires little or no effort at all and with this they can become known and make new friends throughout the school, country and globe. In a bid to run away from the feeling of fear, anxiety or depression or as a way of escape from the pressure of not being tops in class and fulfilling parental expectation and all sort, they rather turn to online companions.

- **A higher legal drinking age.** Due to the fact that 21 years is the required age in most cases allowed to take alcoholic substances such as beer, gin, etc undergraduate students cannot be found drinking openly or socialize even in bars. The next stop shop for them becomes the internet which does not require ID or closing hours like in the bars.

Students need to exercise self-control despite the fact there is little or no restriction in the use of internet. Without this, students risk dropping out of school, breakups in relationships, or even the wrath of their parents when

they discover their efforts being made on their child is being wasted due to all night internet sessions. They may face a form of withdrawal to themselves when they try to quit being addicted to staying online and might only be motivated by staying back in school due to the access they have to free internet. At this point, some students faced with this addiction may choose to look for help but many at times, college counselors have little or no knowledge about the ways of the internet talk more of its special allure for students.

2.5 Effect of Internet Addiction

There are quite a huge number of internet addictions that was discovered in precious studies. The negative impacts are such as; impact of interpersonal relationship whereby an individual is drawn away from his surrounding (Morahan-Martin, 2005). Due to high or over usage of the internet, individuals can react differently compared to a normal behavior and this is a behavioral problem (Kubey, Lavin & Barrows, 2001). Other physical issues that might arise due o the long use of the internet include headaches, migraine and a disrupt of sleeping patterns etc (Jeon, 2005; You 2007; and Tang & Tung, 2004).

Other problems associated to the long use of the internet can be psychological problems where an individual is unable to control his thinking faculty as a result of odd hours spent online. Additionally, the internet addiction does not limit to just affect the individual but work performance inclusive (K.S. Young, 2008). It becomes worrisome when this effect is having a toll on fellow colleagues are being caught up in the short comings of the affected individual whom they are working with or even the company at large.

Notwithstanding, the internet addiction has its own positive impacts as well which includes provision of access to necessary information which ultimately promotes research, connecting people worldwide and help working together despite being in different countries but yet working efficiently. In countries such as Taiwan, Pakistan and Italy, studies were carried out to ascertain the impact which internet addiction had had overtime on heavy users. Various theories were applied by researchers and theories also formulated to determine the positive and negative impact taking into consideration culture and environmental situation in the country.

K. S. Young's (1998) had his own version of internet addiction test (IAT) which was applied in the study of France and Italy, however, researchers in each country made amendments to some features to the test in order to conform with the respondents culture. For example, in the study carried out in Pakistan, Internet Effect Scale (IES) was introduced by researchers as a testing tool needed to test similar impacts on respondents. However, Internet Abuse was skipped in the investigation due to the fact that the questions being asked were considered too sensitive to the Malaysian culture.

There are six effects of internet addictions derived from the literature review and are discussed below:

- **Interpersonal Problem**

These are problems that are repeatedly challenging in connecting to others (Loke, 2005). It can be contended that interpersonal problems are the problems which makes different individuals exhibit different reactions towards a situation

compared people's expectations. Li and Chung (2006) indicated that compulsive use of internet is a familiar problem with those who use the internet for a long time for social function purposes, withdrawal from social activities, lack of time management, decrease of tolerance and health problems are other traits associated with this problems. Researchers also indicated that excessive internet users show more extreme Internet addictive traits. The enormity of the use of the internet decrease self-esteem and increases depression (Jeon, 2005; Young, 2006; Yang & Tung, 2004). Wellman and Gulia (1999) stated that in as much as online relationships can grow to be strong and in real world sense strengthen real world relationships it could later fade away. 75.5% of respondents opt to make use of the internet when feeling isolated; 50% claimed to have received complaints from family members due to their long hours online; while less than 50% opine that they have experienced more productivity being online than to when they were offline (shuhail & Bergees, 2006).

The relationship between interpersonal problems and excessive usage of the internet is on the rise rapidly. Li and Chung (2006) indicated the importance of knowing the way in which internet users create relationships with friends either online or normal social life. According to them it is also important to take note whether or not people are missing in their social engagement or not. In addition, complaints from family members based on the excessive usage of the internet can make it easy to identify the interpersonal problems. More so, isolation feelings that contribute to excessive usage of the internet can also be used to ascertain interpersonal problems (Wellman & Gulia, 1999; Shuhail & Bergees, 2006).

- **Behavioral Problem**

Bandura (1999) opines that “behavior” is based on certain in born traits or characteristics which can be cognitive, affective and biological occurrences and situations of the external environs which apparently affect one another bi-directionally. A study conducted by Brenner (1997) Scherer (1997) arrived at the conclusion that excessive internet usage is heavily associated with time mismanagement. Kubey et al., (2001) suggested that the heavy use of the internet for recreational activities among 572 college students was in correlation with more difficulties which includes; social isolation, late evening use, sleep disturbance and a downslide in academic excellence. Half of the respondents in the study carried out in Pakistan rescheduled their time table in order to fit in with online hours and in the time of being online, they skipped their meals (Shuhail & Bergees, 2006). Kubey et al., (2001) research investigated the behavioral problems and gathered the differences in the behavior of the respondents when comparing the usual behavior to when they act differently. The research examined if or not the respondents make a change in their schedule as a result of their internet usage on the high side. Other studies were also carried out by researchers on the amount of time spent on the internet in behavioral perspective (Brenner, 1997; Scherer, 1997).

- **Physical Problem**

It was discovered that those with a high level of internet usage were less likely to be seen getting involved in other activities most especially activities that promote health conditions such as eating healthy meals or diet, increasing physical activities or taking nutritional supplements. Instead, they

were more likely to be overweight with their Body mass Index (BMI >25), or experience hypersomnia (>10 h of sleep/day) which leads to an adverse effect on their academics (Lau, 2010). The results include of prolonged internet usage includes backaches, less sleep, migraine and headache (Shuhail & Bergess, 2006). Due to late night usage of the internet, there will be fatigue, a decline in academics or poor job performance and also have an effect on the immune system of the individual, leaving the addict an easy prey to disease. There is also a possibility of developing a carpal tunnel syndrome due to the long hours spent in front of a computer (Young, 2004).

Other previous researches have analyzed it that after several long hours on the internet, the users are faced with physical problems such as backaches, and other body aches (Young, 2004). Headaches show the adverse effect of excessive internet usage (Shuhail & Bergees, 2006).

- **Psychological Problem**

Rotter (1966) initially explained that the psychological construct of locus of control as an element of personality. Locus of control means extent to which an individual can take charge of his live. The research by Rotsztein (2003) opined that the greater the locus of control a student possess, the higher the likelihood that they would have complained about problems due to long internet usage. According to the study carried out by Ferraro et al. (2007) in Italy, he argued that any individual who spent a lot of hours on the internet is most probably an addict and will always feel the need to be back online.

Psychology is the science of mind and behavior (Young, 1998). As a result, and in order to determine the relationship with heavy internet usage, this

research has introduced questions to respondents such as whether or not they experience restlessness, anxiety, irritability, and low mood after they have spent long hours being online. The moods of the respondents are also taken into consideration such as if they feel they are actually experiencing pleasure or satisfaction when online. Another important factor evaluated in this research is how stress and associated psychological problems can be avoided (Rotter, 1996; Ferraro et al., 2007).

- **Work Problem**

Many employers have come to realize that the unrestricted access and use of the internet by employees rather than increase productivity and performance, it has a greater potential to reduce instead (Young, 2010). A study carried out by Landers and Lounsbury (2004) tested the personality traits and its correlation with the use of the internet and suggested that the time which users spend online could have been used for a more productive activity such as studying hard to get good grades but rather at the expense of important issues as such they choose to spend a lot of time on the internet. Employed internet users are more at risk of developing an addiction; Internet Addiction Disorder (IAD) than unemployed ones (Ferraro et al., 2007). Bakken, Wenzel, Gotestam, Johansson and Oren (2009) carried out a study on internet usage amongst Norwegian adults and discovered that the absence of financial satisfaction was a major factor could be attributed to the use of internet so often that it becomes an addiction.

The too much use of the internet will only cause set back and delay of works meant to be accomplished within a stipulated time (k. Young, 2010). As a result of this, some individuals may during work hour time be involved in surfing the internet for personal purposes during working hours, and with this, the worker might need to stay over time I order to finish the work for the day. With this, it is the aim of this research also aims to examine the work performers of workers due to their excessive internet usage (Landers &Lounbury, 2004; Bakken et al., 2009; Ferraro et al., 2007).

- **Positive Effect**

Despite the positive aspect of the internet such as the convenience, resourcefulness, and it being informative, once it becomes addictive, it becomes detrimental as too much of anything at all is no good. Some opinions exist on Internet addiction (Kim, 2008). A vast majority of respondents in the study carried out in Pakistan (84%) showed that the Internet is very useful for worldwide communication; 74% of them due to the use of the internet claimed to have experienced an improvement in their writing, reading and information processing skills (Shuhail & Bergees, 2006). Kaye and Johnson (2004) stated that due to the interactivity of the internet users become more involved and active. Papacharissi and Rubin (2000) made use of a scale and indicated five motivations whilst making use of the internet namely; pass time, interpersonal utility, information seeking, entertainment and convenience. Roy (2009) noted that internet users experienced a number of positivity such as self-development, relaxation, leisure, vast range of exposure, and

a more advanced worldwide exchange of views, opinions and information.

Aside that, the use of the internet had been very helpful to young working adults in their life (Roy, 2009). Basically, the internet has a lot of advantages most especially for the young working class adults. It is important to examine how the internet has been a helpful tool used to improve their job performance by improving their reading, writing and information processing skills.

Finally, this is necessary in order to ascertain to what extent the internet has made global communication possible and easy plus how it has also assisted the respondents in working situations as well (Kim, 2008; Shuhail & Bergees, 2006).

2.6 REVIEW OF RELATED LITERATURE

For example, in the study carried out by Young (1998), it was recorded that an average of 39hrs per week is spent online by dependent individuals; meanwhile non-dependents spend an average of 5hours. In other words, dependents are actually spending the equivalent time spent in a full time job on the internet and spend even 8 hours more than non-dependents.

Similarly, Chen and Chou (1999) indicated that there are two internet addiction groups “high-risk” and “non-high risk” group. They stated that the high risk group spent more time (an average of 20 hr per week) online than the non-high risk group (an average of 9 hr) online. The outcome also showed the result of the Chinese Internet Addiction scale was in correlation with their weekly internet hours. Similarly, Chou and Hsiao’ study (2000) contained similar results: about 54 (6%)

people who were internet addicts spent 20-25 hours in a week on the internet, which is almost triple the number of hours which 856 non-addicts spend online.

Apart from the internet causing internet addictions, other activities include chat rooms, online games etc. are also factors to be taking into consideration factors that determine internet addiction (Young's study (1998), dependents are more associated or majorly make use of the chat rooms and gaming (e.g, Multi-User Dungeons or Multi-User Dimensions, also known as MUDs), emails and newsgroups, while the non-dependents make use of the internet through the World Wide Web (WWW). With this, Young concluded that the internet in itself is not addictive but rather certain applications or tools appear to be the cause of addiction. His conclusion was in line with Kandell's observation that MUD games, chat rooms, and Internet relay chat (IRC), are part of the internet activities that lead to developing addictive behaviors.

In an Asian society setting, Chou et al. (1999) reported that some Taiwan college students who were considered "addicts" most of them every now and then made use of chatrooms and the World Wide Web, Newsgroups, games and email. In another study carried out later (Chou and Hsiao, 2000), it was discovered by the researchers that those who belonged to the addicted group spent more time on the internet while making use of their emails than the number of hours used by those who belonged to the non-addicted group. Similarly, more time is spent on the World Wide Web by the addicted group than the non-addicted group. This investigation reports that the long times spent online making use of the internet, or emails are the main factors that determine the internet addiction. The work of Young (1998), Chou et al. (1999), and

Chou and Hsiao (2000) affirmed that the two-way communication is a commonly used function amongst internet addicts than non-addicts.

In Brenner's study (1997), out of the 600 respondents 80% of them showed that at least five problems related to the over use of the internet such as failure to manage time, missed meals, missed sleep, etc. with suggestion that these patterns are the norms. A few other respondents gave reports about more serious issues due to the addicted use of the internet such as isolation from others except being found with internet friends or having problems with employers.

In Scherer's study (1997), 13% of the respondents gave account that the use of the internet affected their academic performance or social lives. Amongst them, 2% of them opined that there is an overall negative impact which the internet has on their lives. Similarly, in Young's study (1998), statistics from dependents showed that too much use of the internet caused certain problems in their families, occupation and personal life which is a lot similar to the challenges in other addictions. Supreme amongst these problems was time distortion. College students can possibly face tough difficulties such as having problems in their academics which eventually leads to poor results, probation or even expulsion from the school. In addition, the excessive use of the internet includes a number of other problems such as financial problems, disrupted marriages, and relationship problems.

Chou and Hsiao (2000) investigated student self-assessment in Taiwan, the impact of the internet on their lives. They discovered that those who appeared internet addicts gave more negative feedback about the consequences of the internet on their studies and daily live than the account of the non-addicts. There was however no difference

in their views on the impact of the internet on certain matters or context such as relationships with friends, schoolmates, parents and teachers. Interestingly, both groups also indicated that the internet had a high positive effect as well on these three kinds or relationships. Lin and Tsai (1999) also reported similar findings. In their study, the high school students had a positive influence by the internet on their peer relations and a slightly negative influence on other school factors like learning.

Therefore, the heavy use of the internet may eventually result into problems with time-management despite the fact that it avails users the opportunity to network and meet new people, and provide better communicating tools (Chou and Hsiao, 2000).

Out of these respondents, only three were female students out of a total of 900 student respondents in the Taiwan colleges. The regression analysis proved that male students were more likely to be internet addicts than the female students.

Scherer (1997) also reported that the proportion of dependents that used the internet had a higher proportion of men to women with a percentage of 71% men and 29% women while the non-dependents had an equal percentage of 50% men and 50% women. Morahan-Martin and Schumacker (2000) in their research showed that male were more likely to use the internet than females and females were also less likely to have symptoms than the males of behavioral pathology. Hence, the belief that males or college male students are more likely to be internet addicts has empirical backing. Also focusing on the internet and attention seeking, Lin and Tsai (2002) investigated about 750 Taiwan high school students of which 17% constituted the dependent users of the internet.

A study conducted by Chou and Hsiao focused on a larger-scale investigation into the gratification users derive from the use of the internet. The research had 910 respondents from 12 different colleges and universities from Taiwan and only 6% of this population was identified as addicts. The result showed that the internet was a form of entertainment and also interesting, enjoyable and interactive for this 6% that were addicts. Other notable findings include the powerful indicator of internet addiction being communication pleasure scores, BBSs use hours, gratification and gender.

With the use of several attitude scales and samples, Tsai and Lin (2001) carried out another research to study the relationship between network attitude and that of addiction amongst students in Taiwan high schools making use of a scale from Computer Network Attitude Inventory (Selwyn, 1997). The scale contained 18 questions in four sub scales: perceived usefulness, affective, behavior and perceived control. The outcome of the results showed that students felt they can determine to what extent they want to be controlled or influenced by the internet and those who highly value its usefulness opined they needed more time online in order to achieve their desired results.

Chapter 3

METHODOLOGY

This part of this investigative study will help in analyzing the methods chosen to carry out the investigation of this study. This chapter will focus on explaining the methods for sampling techniques, the design of the research, methods for data collection and data analysis.

3.1 Research Design

Qualitative study creates data about the collection of individuals in a relational gathering; it concentrates on having proper knowledge via a firsthand understanding, it aims to also assimilate the way participant members get knowledge from their surrounding and how this knowledge definition impacts on their general attitude as a person (Gay and Airasian, 2000). Qualitative study often uses inspection method as a means of collecting information from participants; it involves the gathering and harboring data of individual attitude in their separate environments. This is very relevant for creating insightful description of procedures, for obtaining information that might not be accessed (Creswell, 2003).

Observational method is majorly utilized in numerous areas of thought and direct method of observation leads to the decline of confusion between the observed sample and the observer in person. This can be created via questionnaire instrument (Creswell, 2003); this majorly occurs in an uncontrolled surrounding, it doesn't happen in a laboratory or a controlled setting. In the context of attitude as stated in

the title of the thesis is inclusive in the direct inspection or observation of the individual and their respective environments. This method can also be utilized in settings that the contexts are not expressed adequately like in cases of children or where some member participants are not willing to speak their minds to the interviewers. Qualitative approach will be utilized in the processes of investigation in this study; additionally, questionnaire will be utilized to elicit information from the sample participants that are the case study for this investigative study. The Qualitative Research Consultant Association described qualitative research style as a prepared pattern of research to reveal the participants stream of attitudes and ideas that compel it with relation to a specific procedures or events. The other approach used in this study is the quantitative method which is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. The method is used to quantify attitudes, opinions, behaviors and other defined variables and generalize results from a larger population. This method is used because it is more structured.

3.2 Sampling

Convenience selection strategy was chosen during sampling in obtaining data from the case study in this investigation, which are EMU IT students. This style encourages a natural and impartial representation of the sampled member when picking participating members for the study. This random method of sampling strategy is utilized in a distinct pattern in order to obtain an explanatory analysis through representing a sample (Gay et al., 1987). For the sake of this investigation, students were randomly selected during learning hours and within school environments so as to obtain necessary information for data purpose.

3.3 Participants

The sampled participants for this study are made up of 300 EMU School of Computing students; they were randomly picked from different class levels of study from the department in EMU. More so, 25 IT students were purposively selected for interview.

Table 1. Demographic information of participants

		Frequency	Percent
Gender	Male	135	68.2
	Female	63	31.8
	Total	198	100
Age	17-21	77	38.9
	22-24	91	46.0
	26 and older	30	15.2
	Total	198	100
Class level	1	29	14.6
	2	60	30.3
	3	62	31.3
	4 And Higher	47	23.7
	Total	198	100

Table 1, displays the respondents demography based on their various features. The evaluation outcomes display that. (135) 68.2% are male and (63) 31.8% are female participants. Based on their age differences, (77) 38.9% of the participants are between the ages of 17-21, while (91) 46.0% and (30) 15.2% are between the ages of 22-24 and 26 and above respectively. Finally, according to class level of the

participants (29) 14.6% of the student participants are in class level 1, (60) 30.3%, (62) 31.3%, and (47) 23.7% are in class 2, 3, and 4 and higher respectively.

3.4 Data Collection Tool and Techniques

Quantitative and qualitative style of investigation will be utilized in this research study so as to support obtaining of information from the sampled population of EMU school of computing students, Famagusta Cyprus by using a questionnaire.

3.4.1 Questionnaire

Total amount of questionnaire shared out were 380 copies but actual participants that filled and returned their questionnaire were 300, and the other 80 copies were never returned because of personal factors connected with the said participants. The questionnaire instrument for this research study was developed by Sally Pui Man Law and Man Kit Chang in their research work titled “Factor Structure for the Internet Addiction Test: A Confirmatory Approach” (Sally and Man, 2007). The questionnaire instrument was prepared into two parts, the first consists of demographic variables and the second segment are made up of 20 questions that covers the total areas of the subject matter to be investigated and the research question of the study. This maintained and supported the validity and reliability of the research and also to explore the pertinent issues that needs to be researched on throughout the investigation of this study.

Questionnaire for this study included a five scale level points for the second segment of the instrument which are Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. These are the Likert Measuring Scale that calculates the extent or level of responsiveness from the respondents of the questionnaires. Gathered information will be organized and filed into Statistical Package for the Social

Sciences (SPSS) database for further evaluation based on the explanatory statistical assessment. Thompson (2009) described that explanatory method of assessment is utilized when obtaining information to be compiled into a vital hypothetical statement for an easy understanding.

3.4.2 Interview Question

This is a process of collecting information required for a research study. Responses of such, supports explanatory and qualitative evaluation of findings in the study. Twelve (12) Interview questions instrument used for this study was carefully framed out of related survey researches similar to the topic of this study, were the interviewees gave their replies to cover the gaps of the questionnaire.

3.5 Data Analysis

In this study the probability value was considered ($p=0.05$), the confidence interval was placed at 95%. Mean, standard deviation, frequency, percentage and significant points were adopted in describing the data in a normal distribution of continuous data, ANOVA was used to describe data whose normal distribution were not described. SPSS software (version 22) was used for data analysis in the study.

3.6 Reliability and Validity

Validity of this study showed on the achieved findings from the analysis of gathered data and not on an extreme truth. It is established on the style of adopting the questionnaire instrument and the additional reuse of oral question which is the interview question to support the replies of the sampled participants that filled the questionnaires. The respondents to the interview questions were selected purposively in order to get purposive replies for a valid investigation throughout the study.

The reliability of this investigation was founded on the outcomes and findings of Persian version of the Young Diagnostic Questionnaire in the Isfahan university

students (Gay et al., 2000); and also on the internal consistency, test-retest reliability and bisection for Young's Internet Addiction Test in Iranian users (Truan., 2012). It is true that an investigation that lacks a repeated statistical correlation finding, such investigation study has not achieved the fundamentals of testability.

3.7 Reliability evaluation of the instrument items

Uma (2000) described a popular approach in examining the consistency and stability of a scale instrument of a research to be known as Cronbach's coefficient alpha. Cronbach coefficient alpha determines how accurately the items of the instrument are associated to on one another (Sekaran, 2003). In other to determine the internal consistency and steadiness of the instrument, the Cronbach function is also adopted. The result in table 2, have shown that all the item scales hold a Cronbach's alpha score bigger than the set point of 0.7 set up as the standard of the research study. This statistically means that item scales are reliable to our sample. Table 3, presents the Cronbach analysis below.

Table 2: Cronbach alpha analysis

	ITEMS	Cronbach's Alpha
1	I often find myself staying longer than i intend	.847
2	I often do neglect household chores to spend more time online	.849
3	I often do prefer the excitement of the internet to the intimacy or relationship with my academic works.	.888
4	I often do form new relationship with fellow online users	.849
5	The people in my life often do complain to me about the amount of time i spend online.	.843
6	My grade and school works often suffer because of the amount of time i spend online	.849
7	I often check my e-mail before i do something else that needs to be done	.847
8	My academic performance often suffers because of the Internet	.852
9	I often defensive and secretive when anyone asks me what i do online	.844
10	I often do block out disturbing thoughts about my life with soothing thoughts of the internet	.847
11	I often do find myself anticipating to go online again	.865

12	I often do fear that my life without internet would be boring, empty and joyless.	.845
13	I often do snap, yell or act annoyed when someone bothers me while i am online	.841
14	I often do loose sleep due to late night log-ins.	.840
15	I often do feel preoccupied with the internet whe offline, or fantasize about being online?	.842
16	I often do find myself saying "just a few more minutes" when online.	.842
17	I often do try to cut down the amount of time i spend online but usually fail.	.839
18	I often do try to hide how often i had been online.	.845
19	I often do choose to spend more time online over going out with others.	.843
20	I often do feel depressed, moody or nervous when i am offline, but it goes away once i am back online.	.838

Chapter 4

FINDINGS AND DISCUSSIONS

This chapter consists of the investigation which concentrates on examining and describing the data collected. Thus will further explain the impact of addiction on EMU school of computing students; also will evaluate numerous impacts and effects of internet adoption on students; and to determine the significance differences and relationships of such impacts and effects between and among the gender, age and class level characteristics of the students participants.

4.1 Descriptive examination of the scales

This part illustrates the descriptive statistical view point related to the scales.

Table 3: The statistical descriptive analysis of scale Items

ITEM		\bar{X}	S
1	I often do find myself staying online longer than I intend.	3.69	1.17
2	I often do neglect household chores to spend more time online.	2.86	1.04
3	I often do prefer the excitement of the internet to the intimacy or relationship with my academic works.	3.10	2.97
4	I often do form new relationship with fellow online users.	3.15	1.02
5	The people in my life often complain to me about the amount of time I spend online.	2.75	1.04
6	My grade and school works often suffer because of the amount of time I spend online.	2.35	1.04
7	I often check my e-mail before I do something else that needs to be done.	2.92	1.21
8	My academic performance often suffers because of the internet.	2.25	0.98
9	I often become defensive and secretive when anyone asks me what I do online.	2.61	1.00
10	I often do block out disturbing thoughts about my life with soothing	2.80	1.10

	thoughts of the internet.		
11	I often do find myself anticipating to go online again.	3.47	2.34
12	I often do fear that my life without the internet would be boring, empty and joyless.	3.17	1.20
13	I often do snap, yell or act annoyed when someone bothers me while I am online.	2.53	1.08
14	I often do lose sleep due to late night log-ins.	3.21	1.36
15	I often do feel preoccupied with the internet when offline, or fantasize about being online?	2.79	1.11
16	I often do find myself saying “just a few more minutes” when online.	3.47	1.21
17	I often do try to cut down the amount of time I spend online but usually fail.	3.16	1.14
18	I often do try to hide how often I have been online.	2.52	1.01
19	I often do choose to spend more time online over going out with other.	2.86	1.25
20	I often do feel depressed, moody or nervous when I am offline, but it goes away once I am back online.	2.76	1.35

Average =2.18. Average S =1.28

Table 2, displays the descriptive analysis regarding the impact of internet addiction on EMU school of Computing students based on each scaling item. This analysis do not show if the internet has either a negative or positive attitude towards EMU school of computing students. All items proves to have a mean score above the average mean in table 2, i.e. all the items scores are > 2.18, which is the average mean for the analysis description of each item. The items with the highest mean score far beyond the average mean such as items 1, 3, 4, 11, 12 and 14 highly signifies that huge impact the internet has on the students.

This statistically explains how intimate the students are with the internet, also how they find themselves staying longer online unconsciously, loosing sleeps due to late

night logins, and the numerous attempts to reduce internet usage but they fail. Other items have mean scores that are slightly above the average mean. The average mean score of 2.18 proves that on the scale the impact of internet on the student is on the average in the generally computed scale.

From the interview conducted during data gathering, student A verbally said that:

Most often than not, she usually sees herself spending more than required time online, than the time she spends during study hour.

Another student B stated that:

Her roommate in the hostel most of the times complains about the amount of time he spends online he further added that: the internet can take my whole day as well as my sleep unknowingly.

4.2 Analysis of internet addiction according to Gender characteristics

To carry out this investigation, an independent sample T-test was used to analyze mean scores of variables for two different groups, male groups and female group. At the end of this analysis, results will show if any significant differences exist on the mean score regarding the various group characteristics (Pallent, 2007).

Table 4: T-test analysis on the aggregate item

Independent Samples Test								
	Levene's Test for Equality of Variance s		t-test for Equality of Means					
	F	Sig .	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower

Aggregate Item	Equal variances assumed	.033	.857	-1.247	193	.214	-.13466	.10800	-.34767
	Equal variances not assumed			-1.255	118.00	.212	-.13466	.10732	-.34717

Sig < 0.05

Table 4, displays that no significant differences exist between gender groups, based on their general response on the total computed item scale. From the table above it can be observed that the significant score is greater than the significant point set for the study i.e. $P > 0.05$. Thus, this shows that no differences in the total responses of students regarding the general impact of internet based on their gender differences.

Table 5: T-test analysis based on individual items according to gender

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

1	Equal variances assumed	.287	.593	-1.537	194	.126	-27784	.18078	-.63439	.07871
	Equal variances not assumed			-1.518	112.478	.132	-.27784	.18306	-.64054	.08486
2	Equal variances assumed	7.461	.007	-.223	193	.824	-.03597	.16149	-.35449	.28255
	Equal variances not assumed			-.202	93.524	.840	-.03597	.17800	-.38942	.31749
3	Equal variances assumed	.401	.527	.231	194	.818	.10638	.46131	-.80345	1.01620
	Equal variances not assumed			.318	179.538	.751	.10638	.33431	-.55331	.76606
4	Equal variances assumed	1.355	.246	1.104	194	.271	.17304	.15672	-.13604	.48213
	Equal variances not assumed			1.063	106.026	.290	.17304	.16281	-.14975	.49583
5	Equal variances assumed	.000	.989	-.447	194	.655	-.07152	.15992	-.38693	.24388
	Equal variances not assumed			-.442	112.957	.659	-.07152	.16164	-.39177	.24872
6	Equal variances assumed	.191	.663	1.351	194	.178	.21651	.16025	-.09954	.53257
	Equal variances not assumed			1.343	114.149	.182	.21651	.16126	-.10294	.53597
7	Equal variances assumed	.025	.875	-.642	194	.522	-.12010	.18716	-.48923	.24904
	Equal variances not assumed			-.644	117.038	.521	-.12010	.18639	-.48923	.24904
8	Equal variances assumed	4.997	.027	2.238	194	.026	.33758	.15082	.04012	.63505
	Equal variances not assumed			2.347	130.206	.020	.33758	.14386	.05297	.62220

9	Equal variances assumed	3.349	.069	-1.762	194	.080	-	.15317	-.57204	.03215
							.26995			
	Equal variances not assumed			-1.846	129.8	.067	-	.14625	-.55929	.01940
					72		.26995			
10	Equal variances assumed	9.588	.002	-1.622	194	.107	-	.16902	-.60743	.05928
							.27407			
	Equal variances not assumed			-1.731	136.2	.086	-	.15836	-.58723	.03908
					63		.27407			
11	Equal variances assumed	1.041	.309	-.033	194	.974	-	.36350	-.72882	.70501
							.01190			
	Equal variances not assumed			-.044	190.6	.965	-	.27238	-.54917	.52537
					11		.01190			
12	Equal variances assumed	.396	.530	-2.045	194	.042	-	.18383	-.73852	-.01339
							.37596			
	Equal variances not assumed			-2.115	125.8	.036	-	.17772	-.72766	-.02426
					90		.37596			
13	Equal variances assumed	.308	.580	-.852	194	.395	-	.16791	-.47422	.18812
							.14305			
	Equal variances not assumed			-.862	119.2	.390	-	.16595	-.47163	.18554
					24		.14305			
14	Equal variances assumed	.374	.541	-1.614	194	.108	-	.21004	-.75318	.07534
							.33892			
	Equal variances not assumed			-1.576	109.5	.118	-	.21508	-.76518	.08734
					83		.33892			
15	Equal variances assumed	.288	.592	-1.045	194	.297	-	.17112	-.51636	.15862
							.17887			
	Equal variances not assumed			-1.038	113.9	.302	-	.17234	-.52027	.16253
					32		.17887			
16	Equal variances assumed	5.146	.024	-2.049	194	.042	-	.18369	-.73862	-.01403
							.37632			
	Equal variances not assumed			-2.146	129.9	.034	-	.17535	-.72322	-.02942
					66		.37632			

17	Equal variances assumed	.458	.500	-1.577	194	.116	-	.17333	-.61519	.06850
							.27335			
18	Equal variances not assumed			-1.660	131.501	.099	-	.16468	-.59912	.05243
							.23667			
19	Equal variances assumed	.954	.330	-1.517	194	.131	-	.15606	-.54447	.07112
							.23667			
20	Equal variances not assumed			-1.561	124.414	.121	-	.15159	-.53670	.06335
							.23667			
19	Equal variances assumed	2.401	.123	-1.079	194	.282	-	.19375	-.59111	.17314
							.20899			
20	Equal variances not assumed			-1.131	130.330	.260	-	.18474	-.57446	.15649
							.20899			
20	Equal variances assumed	.005	.944	-1.634	194	.104	-	.20850	-.75195	.07047
							.34074			
20	Equal variances not assumed			-1.624	114.226	.107	-	.20975	-.75625	.07477
							.34074			

Sig < 0.05

The outcome of the table above showed that in all the 20 item scales, 95% of the whole items proved that there is no significant differences between genders in all the items of the instrument. They all showed a significant score of $p > 0.05$. This goes to prove that male and female students hold similar view on the impact of internet to their daily activity. On the other hand, only one question item proves to hold a significant score point of $p < 0.05$. Q8 holds a significant score of 0.027 and also 0.026 and 0.020 in the subsequent sig (2tailed), proving that male and female students of EMU school of computing displays differences in their responses regarding the impact of internet to their academic performances. The result from their mean score shows that in Q8 male has mean score of 2.37 and female has a

mean score of 2.03. This statistically prove that the male students holds higher view that internet affects their academic performance than the female students.

Student C, etc. said:

That her school work and grades has been drastically affected as a result of the internet and her addiction to it.

A lot of male students also such a H, F, G etc. said in their interview response that “been addicted to the internet has helped in way to improve their research and study lives” also adding that:

A lot of information and knowledge is found online and spending more time in the internet makes you acquire such information which are helpful academic wise.

4.3 Analysis of internet addiction according to age characteristics

This part focuses on identifying the significant differences and associations between ANOVA variables and the items of the instrument of the study.

Table 6: ANOVA examination of internet addiction on age difference based on aggregate item

		Sum of Squares	df	Mean Square	F	Sig.
Aggregate Item	Between Groups	1.763	2	.881	1.774	.172
	Within Groups	96.415	194	.497		
	Total	98.178	196			

Sig < 0.05

Table 6, displays that no significant differences exist between age groups, based on their general responses on the total computed item scale. From the table above it can be observed that the significant score is greater than the significant point set for the

study i.e. $P > 0.05$. Thus, this shows that no differences in the total responses of students regarding the general impact of internet based on their age differences.

Numerous students of diverse age range such as student D, G, A, B, E, F, H, etc. states that:

Their discretion towards constant and continuous internet usage is not as a result of how old they appear, but highly dependent on the need for using it such as game, school work, social activity and so on.

Table 7: ANOVA analysis based on individual items according to age

		Sum of Squares	Df	Mean Square	F	Sig.
1	Between Groups	1.217	2	.609	.441	.644
	Within Groups	268.990	195	1.379		
	Total	270.207	197			
2	Between Groups	8.772	2	4.386	4.120	.018
	Within Groups	206.528	194	1.065		
	Total	215.299	196			
3	Between Groups	3.698	2	1.849	.208	.813
	Within Groups	1,737.075	195	8.908		
	Total	1,740.773	197			
4	Between Groups	.208	2	.104	.099	.906
	Within Groups	205.938	195	1.056		
	Total	206.146	197			
5	Between Groups	.232	2	.116	.105	.900
	Within Groups	214.642	195	1.101		
	Total	214.874	197			
6	Between Groups	2.388	2	1.194	1.104	.334
	Within Groups	210.864	195	1.081		
	Total	213.253	197			
7	Between Groups	17.678	2	8.839	6.332	.002
	Within Groups	272.186	195	1.396		

	Total	289.864	197			
8	Between Groups	5.123	2	2.561	2.675	.071
	Within Groups	186.741	195	.958		
	Total	191.864	197			
9	Between Groups	.091	2	.045	.045	.956
	Within Groups	196.965	195	1.010		
	Total	197.056	197			
10	Between Groups	.096	2	.048	.039	.962
	Within Groups	240.611	195	1.234		
	Total	240.707	197			
11	Between Groups	28.351	2	14.175	2.615	.076
	Within Groups	1,057.069	195	5.421		
	Total	1,085.419	197			
12	Between Groups	3.217	2	1.609	1.106	.333
	Within Groups	283.596	195	1.454		
	Total	286.813	197			
13	Between Groups	3.430	2	1.715	1.455	.236
	Within Groups	229.888	195	1.179		
	Total	233.318	197			
14	Between Groups	.038	2	.019	.010	.990
	Within Groups	365.053	195	1.872		
	Total	365.091	197			
15	Between Groups	.919	2	.460	.369	.692
	Within Groups	243.000	195	1.246		
	Total	243.919	197			
16	Between Groups	1.214	2	.607	.411	.664
	Within Groups	288.160	195	1.478		
	Total	289.374	197			
17	Between Groups	.185	2	.093	.070	.932

	Within Groups	257.315	195	1.320		
	Total	257.500	197			
18	Between Groups	1.611	2	.805	.778	.461
	Within Groups	201.808	195	1.035		
	Total	203.419	197			
19	Between Groups	9.144	2	4.572	2.938	.055
	Within Groups	303.442	195	1.556		
	Total	312.586	197			
20	Between Groups	5.989	2	2.995	1.632	.198
	Within Groups	357.854	195	1.835		
	Total	363.843	197			

Sig < 0.05

The results in table 7 shows that all the item scales have no significant difference score $p > 0.05$ except for item 2. This statistically means that all students have similar responses on the internet addiction contained in the various items of the instrument according to their age differences. On the other hand, item no 2, displayed a significant different score of $p < 0.05$. This shows to prove that based on the students age differences they had different responses regarding how often they neglect home chores and spend more time online. Their mean score shows that students between the ranges of 17-21 had 2.70; 22-26 had 2.84 while 26 and above had 3.34. It can be deduced that the older students the older students more often than not, adopts the habit of neglecting their home chores and spending more time online.

A younger student D that was interviewed in range of 17-21 stated that:

She is a major victim regarding the subject matter with significant difference in table 7; she said that she neglects and forgets household chores and duties because of the internet, which make things left undone.

4.4 Analysis of internet addiction according to class level characteristics

This part also focuses on determining the significant differences and relationships between and among ANOVA variables and the questionnaire items of the instrument of study.

Table 8: ANOVA analysis of internet addiction on class level characteristics based on aggregate item

		Sum of Squares	Df	Mean Square	F	Sig.
Aggregate Item	Between Groups	3.275	3	1.092	2.220	.087
	Within Groups	94.903	193	.492		
	Total	98.178	196			

Table 8, displays that no significant differences exist between class level groups, based on their general responses on the total calculated item scale. From the table above it can be seen that the significant score is greater than the significant point set for the study i.e. $P > 0.05$. Thus, this shows that no differences in the total responses of students regarding the general impact of internet based on their class level differences. Meaning that there is a strong relationship in students responses on the impact of internet based on class level characteristics

A level 4 Student I said:

Well I can't spot any difference in my usage of the internet from my younger level days and right now" he further states that it all depends on the amount of work that you get to do online that takes you into the online world, well for him he does not see himself as an addict.

Table 9: ANOVA analysis based on individual items according to class level

		Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	14.987	3	4.996	3.797	.011
	Within Groups	255.220	194	1.316		
	Total	270.207	197			

2	Between Groups	.872	3	.291	.262	.853
	Within Groups	214.427	193	1.111		
	Total	215.299	196			
3	Between Groups	20.218	3	6.739	.760	.518
	Within Groups	1,720.554	194	8.869		
	Total	1,740.773	197			
4	Between Groups	1.485	3	.495	.469	.704
	Within Groups	204.661	194	1.055		
	Total	206.146	197			
5	Between Groups	6.814	3	2.271	2.118	.099
	Within Groups	208.060	194	1.072		
	Total	214.874	197			
6	Between Groups	.803	3	.268	.244	.865
	Within Groups	212.450	194	1.095		
	Total	213.253	197			
7	Between Groups	8.675	3	2.892	1.995	.116
	Within Groups	281.189	194	1.449		
	Total	289.864	197			
8	Between Groups	2.187	3	.729	.746	.526
	Within Groups	189.676	194	.978		
	Total	191.864	197			
9	Between Groups	7.461	3	2.487	2.545	.057
	Within Groups	189.594	194	.977		
	Total	197.056	197			
10	Between Groups	3.560	3	1.187	.971	.408
	Within Groups	237.147	194	1.222		
	Total	240.707	197			
11	Between Groups	12.509	3	4.170	.754	.521
	Within Groups	1,072.910	194	5.530		
	Total	1,085.419	197			
12	Between Groups	14.114	3	4.705	3.347	.020
	Within Groups	272.699	194	1.406		
	Total	286.813	197			
13	Between Groups	2.932	3	.977	.823	.483
	Within Groups	230.387	194	1.188		

	Total	233.318	197			
14	Between Groups	11.847	3	3.949	2.169	.093
	Within Groups	353.244	194	1.821		
	Total	365.091	197			
15	Between Groups	8.447	3	2.816	2.320	.077
	Within Groups	235.472	194	1.214		
	Total	243.919	197			
16	Between Groups	13.628	3	4.543	3.196	.025
	Within Groups	275.746	194	1.421		
	Total	289.374	197			
17	Between Groups	3.870	3	1.290	.987	.400
	Within Groups	253.630	194	1.307		
	Total	257.500	197			
18	Between Groups	7.855	3	2.618	2.598	.054
	Within Groups	195.564	194	1.008		
	Total	203.419	197			
19	Between Groups	5.697	3	1.899	1.200	.311
	Within Groups	306.889	194	1.582		
	Total	312.586	197			
20	Between Groups	20.638	3	6.879	3.889	.010
	Within Groups	343.205	194	1.769		
	Total	363.843	197			

Based on the results of the examination in table 9 above, it can be observed that 84% of the total item has no significant difference score, showing p to be $> .05$. This proves to show that majority of the students responses have similar view regarding impact of internet addiction. On the other hand, item 1, 12, 16 and 20 shows that significant difference score exist between class level characteristics regarding impact of internet to the students, proving that students holds different views regarding via their responses on the impact of internet on their daily activities. Item 1 which states

that students often find themselves staying longer online than they intend tends to hold different mean score of class level 1 = 4.20, 2 = 3.36, 3 = 3.80 and 4 = 3.63. This shows that students in level 1 hold greater view on such impact of internet on their daily lives. Item 12 which states that the lives of the student will be boring, jobless and empty without internet holds different mean score of class level 1 = 3.55, 2 = 3.15, 3 = 2.83 and 4 = 3.42. This also shows that students in level 1 hold larger opinion on such impact of internet of internet to their daily lives. Item 16 which states that student find themselves saying just a few minutes when online hold different mean score of class level 1 = 4.03, 2 = 3.20, 3 = 3.46 and 4 = 3.48. It can be observed that class level 1 students hold greater opinion on such impact of internet on the students live. And finally, for item 20, which stated that students do feel depressed and nervous whenever they are offline and get to normal whenever they are back online holds a mean score of class level 1 = 3.51, 2 = 2.75, 3 = 2.58 and 4 = 2.55. This shows that the students in class 1 also have higher opinion regarding internet addiction to their daily lives.

Finally, this shows that to a great extent that majority of the students view regarding impact of internet or internet addiction is not dependent on the class level of the students, as it can be witnessed that a lot of the student's views are highly related and similar in responses. On the other hand, 16% of the students from various class levels hold diverse response regarding internet addiction and the students from the lower class holds higher response rate and proves more dissimilarity in opinion regarding internet addiction from other class level students.

Student J in level 2 states that:

I cannot operate a day without going online and she also stated that she has more online friends than her actual real friends.

Students H in level 1 states:

I have barley resumed here but she can really say that her amount of internet usage has drastically grown, which makes her always want to go online to do one academic work or the other; she further stated that, she has a fear of facing an increase in such usage when she gets to the next level of class and takes on more class activities.

Student B in level 3 states that:

Another world where he can find peace of mind and stay away from school depressing activities and annoying friends is the online world; he further states that he always unconsciously appear to be nervous and moody whenever he is offline and gets to normal whenever he logs in back on line.

CHAPTER 5

SUMMARY AND CONCLUSION

5.1 SUMMARY AND CONCLUSION

This research work was carried out to examine the internet addiction on students of EMU school of computing students and its impacts on their daily academic lives. The data used for this research work was obtained via a questionnaire instrument and a survey interview method, to help create a wider research on the topic of this study. This research work moves ahead to identify significant relationships and differences between data variables of the questionnaire items. 198 EMU school of computing students were used as the sample of this work, in other to get responses and data that are relevant for this study. 25 students were also selected during the interview stage to elicit purposive responses from the respondents. This gave more insight on the data collected for the study, as the student's characteristics and features were monitored and observed and taken into consideration during data analysis and evaluation.

The findings of this study displays that on the general descriptive scale, it could be observed that there is slightly higher impact of internet addiction on the students' lives. It could also be seen that on the scale of the study, more than average of the students were faced with one sign of internet addiction item or the other which is a trace or prove of internet addiction.

Findings also shows that for the aggregate items on gender analysis, no significant differences was found regarding gender responses on the internet addiction on EMU school of computing students and its impact. This means that male and female students have similar responses on the addiction of internet on students of EMU school of computing. Also, for the individual items, it was found out that 98% of the item has no significant differences existing between gender responses on internet addiction on students and its impact. But, one item holds significance different score, which states that male and female has different view on such item proving that the academic performances of students suffers as a result of their engagement on the internet. Students also confirmed this on their responses to the interview questions, proving that they spend more time on the internet than they spend on their academic works.

Based on the findings on the student's responses according to age differences, it could be seen that from the aggregate items, there was no significant differences on the age difference responses on the internet addiction. As it signifies that all the students holds similar views according to age characteristics. Also, based on the individual item, 98% of the items have a score that showed no significant difference exist between age differences but just one item. And this item shows to prove that students neglect their home chores due to their engagements online. From the findings it can seen that the older students more often than not gets carried away with home chores and tends to neglect household duties. Another differing view regarding this item is from a response from a younger students who states that she is a major victim when it comes to neglecting her jobs as a result of been addicted to the internet.

Furthermore, findings from the study also showed that on the aggregate item, it can be seen that no significant differences exist between class level characteristics of students of EMU school of computing. This means that all the students from different class levels all have similar responses regarding internet addiction and its impacts. According to the individual item analysis, it can be seen that 86% of the items have no significant difference score. This means that majority of the student's holds similar view regarding internet addiction and its impacts. Four items holds a significant value score on the individual analysis. This proves that the students from various class levels gave differing opinions regarding internet addiction on some signs of internet addictions on students. Such items state that, students staying longer online than intended, the fear of been boring and jobless due to lack of internet, find myself saying just a few more minutes when am logged in and also feeling depressed and nervous whenever am online; all have significant differences based on class differences. From the mean analysis it can be deduced that the students in lower class level have larger of their opinion affected based on their class level responses on internet addiction.

In conclusion, this research work concludes that EMU school of computing students are slightly faced with menace of internet addiction and it traces. As it can be deduced that there is a slight individual impacts of internet addiction on numerous students, as quite a lot of them have tendency of exhibiting a particular internet addiction signs during their daily lives and activities. As this is evident in the descriptive scale analysis, which shows high rating score in all the individual item.

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APPENDIX

Appendix A: Questionnaire

Dear Respondent,

My name is Mangud Dakud a master's student in the department of Information and Communication Technology in Teaching Education at Eastern Mediterranean University, Famagusta. The delimitation of this research aims at investigating internet addiction among students, using EMU School of computing and Technology as a case study. The information gotten through this instrument will structure a background for the scientific investigation and will never be adopted for any other reason across this research.

Demographic

Age:

17-21

22-26

26 and older

Gender:

Male

Female

Class:

1

2

3

4

s/n	Items	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I often do fine myself staying online longer than I intend					
2	I often do neglect household chores to spend more time online					
3	I often do prefer the excitement of the internet to intimacy or relationship with my academics works					
4	I often do form new relationship with fellow online users.					
5	The people in my life often complain to me about the amount of time I spend online					
6	My grade and school works often suffer because of the amount of time I spend online					
7	I often check my e-mail before I do something else that needs to be done					
8	My academic performance often suffer because of the internet					
9	I often become defensive and secretive when anyone asks me what I do online.					
10	I often do block out disturbing thoughts about my life with soothing thoughts of the internet					
11	I often do find myself anticipating to go online again					
12	I often do fear that my life without the internet would be boring, empty and joyless					

13	I often do snap, yell or act annoyed when someone bothers me while I am online					
14	I often do lose sleep due to late night log-ins					
15	I often do feel preoccupied with the internet when offline, or fantasize about being online?					
16	I often do find myself saying “just a few more minutes” when online					
17	I often do try to cut down the amount of time I spend online but usually fail					
18	I often do try to hide how often I have been online					
19	I often do choose to spend more time online over going out with others					
20	I often do feel depressed, moody or nervous when I am offline, but it goes away once I am back online					