

Adolescents' Internet Addiction and Its Relationship to Psychosocial Maladjustment among Secondary School Students in Al-Nasiriya City

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ABSTRACT

Background: The overuse of the internet has prompted scientists to investigate the psychological and social characteristics of internet users, with isolation, social anxiety, psychological distress, self-exposure, and other psychosocial adaptation issues being among the most prominent of these characteristics.

الخلاصة:

خلفية البحث: دفع الاستخدام المفرط للإنترنت العلماء إلى التحقيق في الخصائص النفسية والاجتماعية لمستخدمي الإنترنت، مع كون العزلة والقلق الاجتماعي والضيق النفسي والتعرض الذاتي وغير ذلك من مشكلات التكيف النفسي والاجتماعي من بين أبرز هذه الخصائص.

الهدف: تقييم مستوى إدمان الإنترنت والتكيف النفسي الاجتماعي بين طلاب المدارس الثانوية، والتحقق في العلاقة بين إدمان الإنترنت والتكيف النفسي والاجتماعي، ومعرفة ما إذا كانت هناك فروق ذات دلالة إحصائية بين التكيف النفسي الاجتماعي فيما يتعلق بجنس الطالب وصفه.

المنهجية: تم إجراء دراسة ذات تصميم وصفي ارتباطي لتقييم إدمان المراهقين للإنترنت وخلل التوافق النفسي والاجتماعي لدى طلاب المرحلة الثانوية في مدينة الناصرية ومعرفة العلاقة بين المتغيرين. عينة غير احتمالية (ملائمة) من 300 طالب، تم جمع البيانات من خلال استخدام الاستبيان وعملية الإبلاغ الذاتي كوسيلة لجمع البيانات في الفترة من 16 / ايلول / 2020 الى 19 / اذار / 2021. يتكون الاستبيان من جزأين: الجزء الأول يهتم بالخصائص الديموغرافية للطلاب والتي تضمنت (العمر، والجنس، والصف، والمستوى التعليمي للوالدين، ومكان الإقامة، والدخل الشهري)، والثاني يتكون من مقياس إدمان الإنترنت وسوء التكيف النفسي الاجتماعي.

النتائج: تشير النتائج إلى وجود ارتباط ذي دلالة إحصائية بين مقياس إدمان الإنترنت ومقياس التكيف النفسي الاجتماعي لطلاب المدارس الثانوية عند استخدام اختبارات Chi-Square لتقييم العينة في (P 0.05) والمدرسة المتوسطة أكثر تأثراً من المدرسة الإعدادية.

الاستنتاجات: تم استنتاج ان للإنترنت تأثير سلبي أكثر من الإيجابي، حيث تم اكتشاف أن الطلاب الذين يستخدمون الإنترنت لفترات طويلة من الزمن يتأثرون عقلياً ونفسياً واجتماعياً، وقد يعانون من التكيف النفسي والاجتماعي نتيجة لذلك.

التوصيات: أوصت الدراسة بإخضاع المراهقين للرقابة الأبوية وإجبارهم على استخدام الإنترنت بشكل معتدل وأوقات محددة.

الكلمات المفتاحية: إدمان الإنترنت، سوء التوافق النفسي والاجتماعي، طلاب المرحلة الثانوية.

Objective: assess the level of internet addiction and psychosocial adjustment among secondary school student; investigate the relationship between internet addiction and psychosocial adjustment, find-out if there are significant differences between psychosocial adjustment with regard to student's gender and grade.

Methodology: A correlational descriptive design study was conducted to assess adolescents' internet addiction and psychosocial maladjustment among secondary school students in Al-Nasiriya city and

find out the relationship between the two variables. A non-probability (convenience) sample of 300 students, data were collected from September, 16th 2020 to March, 19th 2021 through the use of the questionnaire and the process of self-reported as a means for data collection. The questionnaire consisted of two parts: the first part is concern with demographic characteristics of the students that included (age, gender, grade, parent's educational level, place of residence, and monthly income), and the second consists of internet addiction and psychosocial maladjustment scale.

Results: The findings indicate there is statistically significance association between internet addiction scale and psychosocial adjustment scale of

INTRODUCTION

Before defining Internet addiction, it must be noted that this term has many similar terms to it, such as: technological addiction, dependence on the Internet, misuse of the Internet, dependence on the computer, computer addiction, and excessive use of the Internet (1). The term Internet addiction and Internet addiction disorder first appeared in 1995 when O'Neill published an article entitled: The magic and addiction of life on the Internet, "which was published in the New York Times, followed by the "Ivan Goldberg" proposal in 1995 that the internet addiction is already disturbing, and this concept did not gain immediate acceptance by journalists, academics and mental health professionals, until the American Psychologist Kimberly Young in the following year, presented the results of her study in the paper entitled: Internet addiction: the emergence of a new clinical disorder at the annual meeting of the American Psychological Association (2).

Kimberly Young defines Internet addiction as a disorder of impulse control in Internet use, which does not include drunkenness or loss of consciousness, as Young and Rod Gers defined it as a disorder or a disorder in the ability to leave excessive use of the Internet and is characterized by

secondary school students when Chi-Square Tests are used to evaluate sample at (P 0.05) ,and intermediate school being more affected than preparatory school.

Conclusion: The internet has a more negative than positive impact, as it has been discovered that students who use the internet for long periods of time are affected mentally, psychologically, and socially, and their psychosocial transition suffers as a result.

Recommendation: Advocated that subjecting adolescents to parental oversight and requiring them to use the internet cautiously and for certain hours.

Keyword: Internet Addiction, Psychosocial Maladjustment, Secondary School Students.

withdrawal symptoms and psychological, academic, professional and social problems (3). And approved the American Psychiatric Association APA to place addiction to the Internet among the other elements of addiction, and defined it as a disorder that shows a psychological need as a result of the lack of satisfaction from the use of the Internet and the person with this disorder suffers from many symptoms (4).

Internet abuse is on the rise, especially among Asian youth (5). Practitioners, parents, students, and the general public have voiced concerns about internet addiction. The news media has been suspended in many countries, and a large number of users have been re-adjusted, because it presents a threat to people's psychosocial well-being all over the world (6, 7). The focus of case studies has been on the challenges that people with disabilities face when adapting to new circumstances. Internet addicts are people who are addicted to the internet (8, 9). Loneliness, social anxiety, psychological distress, personality disorder, and other psychosocial adaptation problems are among the most common psychological and social traits of internet users as a result of their excessive use of the internet, according

to scientists ⁽¹⁰⁾. Back pain, dark circles under his eyes, obesity, wrist pain, inadequate sleep hours, fatigue and depression, which result in failure to go to work or school, neglect of social life and personal and professional responsibilities, and neglect of his diet so that he is heard (most internet addicts eat their food in front of the computer screen, in addition to spending exorbitant amounts of money). In addition, the internet addict is characterized by a lack of movement and physical activity, as well as investing excessive sums of money on the internet through monthly or annual subscriptions and various electronic and technical devices ⁽¹¹⁾.

If humans are to live happy lives, they must achieve the best adaptation to various aspects of life. Scientists will be very interested in researching adaptation as a branch of basic science since it is related to mental health ⁽¹²⁾. Over the last two decades, there has been a clear correlation between lifestyle and online addiction ⁽¹³⁾. A 600-student study in the United States discovered a connection between internet addiction and the onset of depression, anxiety, and stress ⁽¹⁴⁾. Internet addiction refers to the maladaptive use of the internet that has pathological physical and emotional effects ⁽¹⁵⁾.

AIMS OF THE STUDY

Assess the level of internet addiction and psychosocial adjustment among secondary school student; investigate the relationship between internet addiction and psychosocial adjustment, find-out if there are significant differences between psychosocial adjustment with regard to student's gender and grade.

METHODOLOGY

- **Design of the study:** A correlational descriptive research design was carried out in order to achieve the earlier stated objectives of the study; the present

RESULTS

study was established from September, 16th, 2020 to March, 19th, 2021. To assess adolescents' internet addiction and psychosocial maladjustment among secondary school students in Al-Nasiriya city as a main objective in the study.

- **Settings of the Study:** The research was carried out on secondary school students in Nasiriyah. There are a total of 18 campuses. From these schools, eight schools from Nasiriyah / Thi-Qar Governorate were chosen at random (a simple random sample).

SAMPLE OF THE STUDY:

The participants were chosen using convenience sampling, as a method of non-probability sampling. The study population consists of all secondary school students in Nasiriyah District, with a total of 10068 students, according to the city's Directorate of Education Statistics. With a confidence level of 0.95 and a tolerance value of 0.025, the minimum sample size was determined to be 300. At least 300 students (male and female from the ages 13-20) were expected to participate in the study, with 38 students from each school, regardless of age or gender, having the opportunity to do so.

INSTRUMENT OF THE STUDY:

A questionnaire is developed for the purpose of the report after a review of relevant literature and consultation with a panel of experts and related studies. It composed of (Demographic Characteristics, Internet Addiction Scale, and Psychosocial Adjustment Scale).

STATISTICAL ANALYSIS:

The SPSS version of the Statistical Package for Social Sciences (SPSS) was used to analyze the data in this report (25.0). To analyze data and assess the study's outcomes, the following statistical data analysis methods were used. To draw their conclusions, the researchers used descriptive and inferential data analysis.

Table (1): Distribution of the (300) Students According to Factors Related to Internet Addiction

Basic Information	Groups	Frequency	Percent
You are using	A (mobile) smartphone	207	69.0
	A tablet / I Pad	28	9.3
	A computer	12	4.0
	More than one	53	17.7
	Total	300	100.0
The Number of Smart Devices You Use	One	215	71.7
	Two	69	23.0
	Three or more	16	5.3
	Total	300	100.0
You Use Social Media Applications	Never	16	5.3
	Sometimes	146	48.7
	Always	138	46.0
	Total	300	100.0
The Number of Social Media Applications You Use	None	14	4.7
	One	55	18.3
	Two or more	231	77.0
	Total	300	100.0
For What Purpose do You Use the Internet?	Education and science	46	15.3
	Communication with family and friends	20	6.7
	Entertainment and Entertainment	24	8.0
	All	210	70.0
	Total	300	100.0
How Many Hours do You Spend Using the Internet?	1-3 hours	84	28.0
	4 - 6 hours	73	24.3
	7 - 9 hours	25	8.3
	10-12 hours	31	10.3
	Unspecified	87	29.0
	Total	300	100.0
Since How Much do You Use the Internet:	Less than a year	31	10.3
	A Year ago	29	9.7
	Two Years ago	35	11.7
	Three years ago	47	15.7
	Four Years ago	39	13.0
	Five Years ago	32	10.7
	Six Years ago	29	9.7
	Six years and more	58	19.3
Total	300	100.0	

Freq. =Frequencies, %=Percentages, \bar{x} ±S.D =Arithmetic Mean and Std. Dev. (S.D.)

Table (1) has been shown that cell phones play an important role in daily life. Communication between people has become quicker, simpler, and less costly thanks to the mobile phone.

Table (2): Association between Internet addiction and Psychosocial Adjustment for Study Sample

Mean= Arithmetic Mean, SD = Standard Deviation, χ^2 = Chi-square, No. = Number of frequencies, P-value= Probability value, Sig=significance. S=Significant, NS =Non-Significance.

Scales	No	Statistics				
		Mean \pm S.D.	DF	χ^2	P. value	Sig
Internet addiction	300	1.89 \pm 0.270	299	2008.809a	0.000	S
Psychosocial Adjustment	300	2.00 \pm 0.398				

According to table (2) association between internet addiction and psychosocial adjustment for study sample the result shows there is a statistically high significance association between internet addiction scale and psychosocial adjustment scale of secondary school students.

Table (3): Distribution and Association between Students Age, father and mother level of education, monthly income, residency and Psychosocial Adjustment of Study Sample.

Psychological Adjustment Variables	Statistics					
	No	Mean \pm S.D.	χ^2	DF.	P. value	Sig
Student's Age	300	16.3 \pm 2.109	640.415a	299	0.804	NS
Student' Father Level of Education	300	4.26 \pm 1.690	615.626a	299	0.208	NS
Student' Mother Level of Education	300	3.43 \pm 1.742	597.186a	299	0.387	NS
Family monthly income	300	1.96 \pm 0.461	169.958a	299	0.443	NS
Student' Residency	300	1.82 \pm 0.655	154.751a	299	0.760	NS

Mean= Arithmetic Mean, SD = Standard Deviation, χ^2 = Chi-square, No. = Number of frequencies, DF. = degree of freedom, P-value= Probability value, Sig=significance. S=Significant, NS =Non-Significance.

Show there is no statistically significance differences between students age, father and mother level of education, monthly income, residency and psychosocial Adjustment of Study Sample at (p value > 0.05), when analyzed by Chi-Square Tests.

DISCUSSION

Table (1) has been shown that cell phones play an important role in daily life. Communication between people has become quicker, simpler, and less costly thanks to the mobile phone. Significant activities, such as meetings and debates, can be held via mobile phone for educational purposes. According to this report, the majority of students choose to use cell phones (69.0 percent) over tablets and I Pads, and a growing number of them only have one mobile device (71.7 percent) ⁽¹⁶⁾, Mobile phones, according to the researcher, are even more mobile than any,

tablet, I Pad, or device. Since it is low in weight and easy to transport, these results supported by (Srivastava & Tiwari, 2013), who showed that more than 75% of adolescents have cell phones.

Regarding the using of social media application, the result shows that (48.7%) ⁽¹⁷⁾ Of students are sometimes using application. And the numbers of application they used, 77.0% of them are using two or more of these applications. These results supported by (Gok, 2016), who revealed that the 85% of students use social networking sites.

Concerning purpose of internet using, the finding indicates that 70.0% or more than half of students are using all applications. De Oliveira et al., (2017) ⁽¹⁸⁾ in their study (Use of Internet and Electronic Games by Adolescents at High Social Risk) found that 57% of adolescents using games. Although it has uses in many areas including information, research, correspondence, education, and communication, it may lead to certain psychosocial problems when used in an unregulated manner particularly during the adolescence period, Kaur and Sharma, (2019) who assess the internet Addiction and its impact on psychosocial health among adolescents ⁽¹⁹⁾.

Regarding the number of hours spent using the internet, the findings reveal that 29.0% are unspecified hours using. Neverkovich et al., (2018) who studied the Students' internet addiction: study and prevention that found teenagers spend unspecified time on the internet ⁽²⁰⁾. Gupta (2018) who studied internet addiction and quality of life among young adults: An Exploratory Study found that adolescents spent <4 h a day on the Internet and as time they spent on the Internet increased, their Internet addiction scores increased ⁽²¹⁾.

Kılıç (2018) in this study the students use the internet between 2-4 hours a day, 28.3% of them use between 4-6 hours, and 18.7% of them use the internet 6 hours and above ⁽²²⁾.

According to the duration of internet using, the results show that 19.3% of them are using internet more than six years. These results support by (Secades-Villa, 2014) (Duration of internet use and adverse psychosocial effects among European adolescents), showed that 12.9% of adolescents used Internet more than 20 hours per week ⁽²³⁾.

According to table (2) association between internet addiction and psychosocial adjustment for study sample the result shows there is a statistically high significance association between internet addiction scale and psychosocial adjustment scale of secondary school students for Sample at (P. value=0.000), (Mean \pm S.D. for internet addiction

scale is 1.89 ± 0.270), and (Mean \pm S.D. for psychosocial adjustment scale is 2.00 ± 0.398) when analyzed by Chi-Square Tests. This finding is supported by (Atoum & Al-Hattab, 2015) who studied internet addiction and its relation to psychosocial adaptation among Jordanian high basic stage students ⁽¹⁰⁾, its results reveal statistically significant differences among the psychosocial adaptation scores means for internet addicts and non-addicts where the differences were in favor of the non-addicts. The psychosocial adoption mean of internet non-addicted students was (3.72) while the psychosocial adaptation mean of internet addicted students was (2.99) and P. value to this study is (0.00).

These results show there is no statistically significant differences between students age, father and mother level of education, monthly income, residency and psychosocial Adjustment of Study Sample at (p. value > 0.05), when analyzed by Chi-Square Tests. Reporting adolescents not involved a general better psychosocial adjustment; they had higher levels of self-esteem and satisfaction with life, The researcher explains these results that the highest percentage is located in age group of ⁽¹⁸⁾ which is 19.7% present late adolescent those have positive characteristics that provide it with the possibility of optimal use of the internet by determining the times of how the user uses and organizes his times and not to multiply this matter, which makes them enjoy a degree of psychological and social adjustments. As for what monthly household income level, father and mother educational level, social status and area of residence it plays a role in the level of psychological adjustment of the adolescents, as the high level of the monthly income of the family allows it to save everything the requirements and needs of the teenager, which helps to improve his ability to adapt, and the teenager's family housing in cities allows the teenager contact and interaction with multiple social groups and ethnicities, as well as openness to information resources and knowledge technology more than the people of the villages, which is

reflected in the high levels of compatibility with the people of the villages.

Also the high standard Parental education positively affects the teenager ability to cope. Where parents with higher education can communicate with their teenager are better, and thus the chances of understanding with adolescents increase, as well as improving the methods of parents in dealing with them, as well that the adolescent lives in a family in which both parents participate in the process of socialization greatly contributes to raising children who enjoy an acceptable level of psychological health and psychological and social adjustment.

CONCLUSION

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The internet has a more negative than positive impact, as it has been discovered that students who use the internet for long periods of time are affected mentally, psychologically, and socially, and their psychosocial transition suffers as a result.

RECOMMENDATIONS

1. Subjecting adolescents to parental control and forcing them to use the Internet moderately and for specific times.
2. Create educational extension programs in secondary schools, as well as therapeutic and educational support for students, especially females.
3. Since this research was performed in only a few secondary schools, the results are limited.

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