RELATIONSHIP OF INTERNET ADDICTION WITH EMOTIONAL INTELLIGENCE AMONG YOUTHS

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Abstract

Emergence and prevalence of Internet addiction in young students could be a serious crisis which is creating a challenge in personal life, family relationships, social behavior and academic status. Studies show that there is a negative relationship between internet addiction and emotional intelligence. Emotional intelligence includes understanding, reasoning and handling our emotion. This survey was conducted on 120 students who were randomly selected in Darbhanga. The survey instrument were Young's Internet Addiction Test (IAT), which contains 20 questions about symptoms of Internet addiction graded by Likert scale score of 1 (never) to grade 5 (always) and Rooqan Emotional Intelligence Test by Roqiya Zainuddin and Anjum Ahmed. According to findings of this study 13.33% were had below average level of Internet addiction, 59.16% had average level, 25.00% had above average and 2.5% were strongly affected by internet addiction. There was an inverse (negative) relationship between the Internet addiction and emotional intelligence of students in almost cases however this negative relationship was not significant any level of significance. But in case of below average internet addiction level it was positively correlated with emotional intelligence.

Keywords: Internet addiction, Emotional intelligence, college student.

Introduction

Internet has been defined as a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. Internet is playing a vital role in every field of human life. Internet is playing a significant role in our lives as means of communication, information exchange, entertainment, and social interaction regardless of time and place limitations. It is simple, available, and affordable to all ages and socio-economical levels. Now Internet is being considered as blood in the Information sharing society. The most important services that the internet presents to the students or youths are the email, chatting, discussion group, social entertainment (games, songs, videos, animations), shopping, and search for kind of information (Chou & Hasio, 1999). Lin & Tsai (2001) stated that internet has turned to be a place of comfort for teenagers, a way to relieve their depression, and means of getting rid of bad mood and stress or to play and exchange funny messages and jokes.

Internet addiction is a broad concept. As far there is neither a conclusive nor a consistent and widely accepted definition for this disorder. Despite efforts made to reach one uniform definition, and inclusion in the Diagnostic and Statistical Manual 5 (DSM5), the authoritative guidebook for the diagnoses of psychiatric disorders by the American Psychiatric Association, difficulty establishing a coherent picture for this disorder is often encountered by researchers and clinicians (Block, 2008). Young (1996) defined internet addiction as an impulse-control disorder like pathological disorders that does not involve an intoxicant. Shapira (as cited in Bastani, 2008) stated that this may be another form of obsessive-compulsive disorder. Despite these inconsistencies, most researchers believe that the definition can be explained by online behaviors such excessive use to certain applications online, unregulated/ pathological/problematic hours online (Frangos, Frangos, & Sotiropoulos, 2011). According to Young et al., Internet addiction is a broad term covering a wide variety of behaviors and impulse control behaviors. The five subtypes of Internet addiction are

cyber sexual addiction, cyber-relational addiction, net compulsions, information overload and computer addiction. As the definition of Internet addiction is still under debate, there is currently no listing for the disorder in the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV; American Psychiatric Association, 1995).

Emotional intelligence is the ability to recognize one's own emotions and of others. It also includes emotion regulation in social situations (Kezwara &Boloke: 2009) that tries to explain and interpret the position of emotions in human capabilities so that individuals are reached to self-awareness-based self-control (Kahef Elahi and Doostar, 2003). Emotional intelligence also refers to true understanding of the self-motivation, environment, recognition and controlling of one's own feeling & those of others (Salovey and Mayer).

Internet addiction (IA) is the one of the concerning matters today. Sitting in front of the screen and browsing internet for a long time creating some disorder and health issue. The internet is a recent technology (Alavi S, etal. 2010). The cause of the fast speed of internet, its ease of access and the ability to remain has unknown on the internet every day more people are interested in it (Underwood H. 2005; Peluso PR, 2007; Ahmadi K, 2012). Cause of expanded usage of internet in communication, commercials, science and recreational it has become a necessity among human's life especially university students today, that students use it for both educational and recreational purposes. So that internet affected human's personal and social life effectively (LaRose R, 2001; Brodie M, 2007; Ko C-H, 2008). The number of internet users is drastically increasing, as in 2011 it was reported 2 million users worldwide (Zarei J etal., 2012).

A number of studies have been done which investigate the negative use of the Internet. While many believed the term addiction should be applied only to cases involving the ingestion of a drug (Rachlin, 1990; Walker, 1989), defining addiction has moved beyond this to include a number of behaviors such as compulsive gambling (Griffiths, 1990), video game playing (Keepers, 1990), overeating (Lesuire & Bloome, 1993), exercise (Morgan, 1979), love relationships (Peele and Brody, 1975) and television viewing (Winn, 1983). As a result of these studies, the term 'Internet Addiction' has emerged.

In a study regarding the factors that cause internet addiction among university students, Henderson, Hinisi and Martin (2006) came to this conclusion that factors such as masculinity, low social support and neurotic personality trait can be the predictors of internet addiction.

In their study concerning the relationship between 5 personality traits and internet addiction, Landers and Lansbury (2006) found that internet addiction has an effect on personality and social traits such as conscientiousness, extraversion, optimism, occupation and violence.

In a study done on 332 students at schools in California regarding the relationship between impulsiveness, personality traits and addiction by Merkerk, Ajenden and Franken (2010) showed that internet addiction can be one of the predictors of impulsivity and anxiety. The results of the study has showed that there is a significant relationship between the internet addiction and mental health.

In a review regarding the relationship between internet addiction with emotional intelligence over 209 adolescents, age 13-15 years old and 458 youths age 16-18 years, by Parker, Taylor and Laura Wed (2008) concluded that emotional intelligence in each age can be a good prediction of the rate of internet addiction. Emotional intelligence can predict internet addiction of 76% and 56% at the age range of 16-18 years. In a study by Henderson, Hinisi and Martin (2006) regarding the factors that may cause internet addiction among various university students, reckoned that factors such as low social support, masculinity and neurotic personality trait can be the predictors for internet addiction.

Gender differences also play a vital role in Internet addiction. The preponderance of internet addiction in male students is more than female students (Jalalinejad, 2012). Internet addiction also effects social relation. It makes people more introvert and away from family and society (Cardak, 2009). Social networking can be potentially harmful to the people (Evgeny, 2009).

In a study that James, Parker et al on 909 adolescents 13 to 15 years old and 458 teenagers between 16 and 18 years old were found that emotional intelligence is a strong predictor for addictive behaviors such as addiction to Internet games subsidized in both groups).

In another study that Fatehizadeh and parsley in Isfahan University students took on a significant negative correlation between Internet addiction and emotional intelligence reported.

In a study by Lan et al on 592 students were results show that people are addicted to the Internet, significantly low emotional intelligence than other tested between have and gender in the prevalence of Internet addiction influential.

In their review on the effects of internet and mobile phone on emotional intelligence, Brenly, Aubrist and Karbonel (2009) found that improper use of internet and mobile phones cause the intransigence in emotional intelligence. In addition, more psychiatric disorders was observed among the people who are affected to internet and mobile phone addiction.

No doubt that the spread of internet technology and the great demand for its uses on one hand, and the negative effects of internet addiction on the individual's psychological, physical and social health on the other hand, indicate the necessity of exploring the level of Jordanian students addiction and exploring the relationship between internet addiction and psychosocial adaptation.

Studies show that individuals addicted to the Internet experience high levels of stress and anxiety. Thus it is obvious that stress and Internet addiction are correlated. It is a psychological and physical response of the body that occurs whenever we must adapt to changing conditions, whether those conditions be real or perceived, positive or negative.

Paucity of the local and regional studies which investigate the negative effects of internet addiction on emotional intelligence on college students in the Indian social system especially under the absence of the direct control of the family and educators in general, this creates a strong motive and justification to explore this relationship. The aim of the study emphasis on exploring the relationship of the Internet addiction and emotional intelligence among students of Darbhanga City. The study will also investigate the level of Internet addiction on the basis of some certain factor and also emotional intelligence.

1.1 Objectives of the Study
• To study the emotional intelligence of college students on the basis of gender and stream.
• To study the different level of internet addiction of college students.
• To study the relationship of internet addiction and emotional intelligence of college going students.

1.2 Hypotheses
1. There will be no significant differences in emotional intelligence of college students on the basis of gender.
2. There will be no significant difference in internet addiction of college students on the basis of gender.
3. There will be no significant difference in emotional intelligence of college students of different level of internet addiction.
4. There will be no significant relationship between internet addiction and emotional intelligence of male college students.
5. There will be no significant relationship between internet addiction and emotional intelligence of female college students.
6. There will be no significant relationship between internet addiction and emotional intelligence of PG students.
7. There will be no significant relationship between internet addiction and emotional intelligence of graduate students overall.
8. There will be no significant relationship between Internet addiction and emotional intelligence of Graduate students of different streams.
9. There will be no significant relationship between Internet addiction and emotional intelligence of different groups having different level of addiction.

2. Materials and Method

2.1 Research Method

In the execution of the present study, descriptive survey method of research is employed. This method has been the most popular and the most widely used research method in social sciences.

2.2 Population & Sample

In this study all secondary school students of Darbhanga city constitutes as population. A stratified random sample was drawn from this population, which consisted of 120 secondary school students giving equal representation on the basis of gender, stream and level of study.

2.3 Instruments Used

Internet Addiction Test: This scale was developed by Dr. Kimberley S. Young. It consist 20 items related to Internet usage. Each of the item has five alternate answers (multiple choice) graded on five point scale on the usage dimension. All the items of this Internet addiction test are matter of Internet-behavior in daily life.

Rooqan Emotional Intelligence Test: This test was developed by Roqiya Zainuddin and Anjum Ahmed. This Emotional Intelligence Test (This test consists 30 items in five dimensions — self-awareness, self-regulation, motivation, empathy, social skill. It is standardized on 300 subject age of 21-25 years.)

Personal Information Blank- It was used to get demographic information of the students like age, class, location of school, name, gender, father's name, name of the school etc.

3. Result and Discussions

The main objective of the study is to find out the level of Internet addiction and emotional intelligence of college students, and to know how internet addiction influences on their emotional intelligence. This study is planned and carried out to test the assumptions and tentative well defined hypotheses which may be accepted or rejected. The analyses has been done in three phases:

1) Internet addiction's level of college students.
2) Emotional intelligence of college students.
3) Impact of Internet addiction on emotional intelligence of college students.

Table 1 Emotional Intelligence of Male and female students (whole sample)
Table 1 clearly shows that there is no significant difference between emotional intelligence of male

Variables	Groups	N	M	S.D.	t	Level of significance
Emotional Intelligence	Female	51	63.35	9.66	0.874	NS
	Male	69	64.78			

and female students but mean value of scores of Male is high in comparison to female students. So on the basis of result it can be said that gender does not playing any role in emotional intelligence. Hence hypothesis 1 "There will be no significant differences in emotional intelligence of college students on the basis of gender" stands accepted.

Variables	Groups	N	M	S.D.	t	Level of significance

| Internet | Female | 51 | 39.12 | 17.74 | 0.374 | NS |
| Addiction | Male | 69 | 40.25 | - | | |

Table 2 Internet Addiction of Male and female students (whole sample)

By observation of Table 2 mean values of Internet addiction score of male and female students are 39.12 and 40.25 respectively. Value of difference (t value) is 0.374 which is not significant at any level. So it can be said that male and female students are having almost same internet addiction. Therefore, hypothesis 2 "There will be no significant difference in internet addiction of college students on the basis of gender" stands accepted.

Table 3 Difference between Emotional intelligence of Students having different level of Internet addiction

Group	N	Mean	t	Significance
Below average &	16	67.26	2.007	NS
Strongly affected	03	57.33	-	
Below average &	16	67.26	1.472	NS
Above average	30	62.18	-	
Below average &	16	67.26	0.178	NS
Average	71	66.87	-	
Average &	71	66.87	2.311	NS
Above average	30	62.18	-	
Average &	71	66.87	0.050	NS
Strongly affected	03	57.33	-	
Above average &	30	62.18	0.638	NS
Strongly affected	03	57.33	-	

Table 3 is showing the emotional intelligence scores of difference of students having different level of Internet addiction. These group were below average, above average, average and strongly affected. None group has significant differences in the scores of Internet addiction.

Hence, hypothesis 3 "There will be no significant difference in emotional intelligence of college students of different level of internet addiction" stands accepted.

Table 4 showing relationship between Internet addiction and emotional intelligence of Male students

Variable	N	Mean	r	significance

Variable	N	Mean	r	significance
Internet addiction	69	40.24	-0.218	NS
Emotional Intelligence	69	64.78		

 Glimpses of Table 4 is showing the relationship between Internet addiction and emotional intelligence of male students. The mean values for both variable are 40.24 and 67.78 for Internet addiction and emotional intelligence respectively. Obtained r value is negative but non-significant. It can be said that addiction of Internet is negatively affecting the emotional intelligence of students. Hence hypothesis 4 "There will be no significant relationship between internet addiction and emotional intelligence of male college students" stands accepted.

Table 5 showing relationship between Internet addiction and emotional intelligence of Female students

Variable	N	Mean	r	significance
Internet addiction	51	39.11	-0.223	NS
Emotional Intelligence	51	66.35		

Table 5 explains the scores of internet addiction and emotional intelligence of female students. Mean value of internet addiction and emotional intelligence are 39.11 and 66.35 respectively. Obtained r value is negative but non-significant. It can be concluded that female students has negative relationship between internet addiction and emotional intelligence, it means more use of internet is responsible for poor emotional intelligence. Hence on the basis of above explanation hypothesis 5 "There will be no significant relationship between internet addiction and emotional intelligence of female college students" stands accepted.

Table 6 showing relationship between Internet addiction and emotional intelligence of PG students

Variable	N	Mean	r	significance
Internet addiction	64	42.18	-0.232	NS
Emotional Intelligence	64	63.60		

Table 6 is illustrating the scores of internet addiction and emotional intelligence of Post Graduate students. Mean scores of both variable are 42.18 and 63.30 respectively. Obtained t value is not significant and negative. It can be said that Internet addiction of Post Graduate student are negatively related to their emotional intelligence. On the basis of data hypothesis 6 "There will be no significant relationship between internet addiction and emotional intelligence of PG students" stands accepted.

Table 7 showing relationship between Internet addiction and emotional intelligence of Graduate students

Variable	N	Mean	r	significance
Internet addiction	56	37.00	-0.086	NS
Emotional Intelligence	56	67.55		

Glimpses of Table 7 is showing a negative and non-significant relationship between internet addiction and emotional intelligence of Graduate students. On the basis of data pre-formulated hypothesis 7 "There will be no significant relationship between internet addiction and emotional intelligence of graduate students overall" stands accepted.

Table 8 showing relationship between Internet addiction and emotional intelligence of Graduate students of different streams

Group	Variable	N	Mean	r	significance
Art Stream	Internet addiction	30	41.00	-0.204	NS
	Emotional Intelligence	30	62.20		
Science Stream	Internet Addiction	30	34.60	-0.272	NS
	Emotional Intelligence	30	63.86		
Commerce Steam	Internet Addiction	30	43.20	-0.482	Significant
	Emotional Intelligence	30	68.63		
Education Stream	Internet Addiction	30	40.26	-0.137	NS
	Emotional Intelligence	30	67.10		

Table 8 shows detail picture of relationship of internet addiction and emotional intelligence of students studying in different streams i.e. Art, Science, Commerce and Education. Students of all streams showing non-significant negative relationship between internet addiction and emotional intelligence except Commerce stream. Hence in case of Art, Science and Education stream hypothesis 8 "There will be no significant relationship between Internet addiction and emotional intelligence of Graduate students of different streams" stands accepted but in case of Commerce stream it is stands rejected.

Table 9 showing relationship between Internet addiction and emotional intelligence of different groups having different level of addiction

Group	Variable	N	Mean	r	significance
Below average	Internet addiction	16	12.00	0.295	NS
	Emotional Intelligence	16	66.56		
Average	Internet Addiction	71	36.83	-0.077	NS
	Emotional Intelligence	71	67.02		
Above average	Internet Addiction	30	58.70	0.041	NS
	Emotional Intelligence	30	61.76		
Strongly Affected	Internet Addiction	03	90.66	0.992	NS
	Emotional Intelligence	03	50.33		

Study of Table 9 is explaining that in almost category of internet addicted students, Internet addiction is positively related with emotional intelligence but in one category i.e. average it is associated negatively. However each relationship is not significant at any level. Hence hypothesis 9 "There will be no significant relationship between Internet addiction and emotional intelligence of different groups having different level of addiction" stands accepted.

4. Conclusions and Recommendations

This study gives a helicopter view of internet addiction and emotional intelligence of secondary school students. Internet addiction has varied levels among students of Darbhanga. Due to hand held devices i.e. mobile, tablet etc. students are using Internet for their needs. Emotional intelligence found high in male students, one reason may behind this because they have more opportunities to interact with persona outside the family. Maximum students are having average and above average level of Internet addiction. Research of Tsai et al, (2009) supports this research finding that most of the youth and students are using Internet for their different needs.

In almost cased Internet addiction is negatively correlated with emotional intelligence but this relationship was non-significant. Several researches like Parker et al, 2008, Engelberg & Sjöberg, 2004, D. Ng & Wiemer-Hastings, 2005), li et al, 2010 etc. are consistent with the findings of present research. The majority of the internet users tend to be isolated have different values and attitudes towards peoples and their own life. They also gets victim of lack communication and emotional skills related to the emotional intelligence. Emotional intelligence consists of a broad range of skills, among which social skills and impulsivity control are the most basic and prominent ones.

Due to the excessive and irrational use of internet in daily life students develops so many psychological and sometime physiological disorders. Due to objectionable content available on Internet often students attracts towards some wrong practices, later on these practices turns in to unsocial behavior. It is a matter of discussion for policy makers, stakeholder, teachers, managers, parents etc. on the rational use of internet by students.

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