Impact of Internet Addiction On Self Confidence of Senior Secondary School Students

Pardeep Bhandari, Associate Professor
Doaba College, Jalandhar
bhandaridcj@gmail.com

ABSTRACT

Proper and right confidence would help students in taking up meaningful ways in their process of learning, leading to the fullest assimilation of the information that is learnt. Internet provides work speed, work efficiency, work power and removal of errors from work activities. Students attitude towards internet constitute a determinant factor for both participation and subsequent achievement in information technology activities. It is also influencing the self-confidence of its users. Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. In this paper a study has been conducted to bring out the relationship between internet addiction and level of self-confidence of senior secondary school students.

INTRODUCTION

"INTERNET" is perhaps the most popular term. Today the internet has brought us together regardless of geographical boundaries. From time to time, man has invented new communication technologies for better individuals as well as mass communication. First, through the invention of printing technology the mass communication began its history. Then came the invention of wireless communication. Later, the invention of television has made an immense impact all over the world. And, recently, Internet or world Wide Web has been perhaps the outstanding innovation in the field of communication in the history of mankind. The rapid expansion of internet has changed the whole scene. It has brought the world into a single room. Right from the news across the corners of the world, wealth of shopping knowledge, a huge scope for job information, lots of options to find life partner and information available about any sort of things available. But now days some mental health professionals have noted that a percentage of people using the web do so in a compulsive and out of control manner. Today internet offers a wide variety of communication and interaction tools. Billions of people use facilities like search engines, web pages, e-mails, e-books, e-journals, internet banking, internet telephoning, conferencing, social networking etc.

Self confidence

Self confidence is a personality trait. Self confidence has been defined as confidence in one's own abilities and judgments and also describes as the trait or qualities as cumulative results of life experiences, where positive experiences build confidence and negative make us worry to reflect them often. Self confidence is as much as inherent, inborn traits as it is acquired or cultivated endowment carefully musical and nurtured. A self confident person perceived himself to be socially component, emotionally mature, intellectually adequate, successful, optimistic, independent, self-reliant, self assured, forward moving. Fairly assertive and having leadership qualities. Self confidence is one of the main personality traits. According to goods Dictionary of Education" self-confidence means to develop courage and to reliance on one's self. The self is composite of person's thoughts, feelings, striving, what he has been, what he might become and his attitude pertaining to his worth. Person with low self-confidence are jealous and negative minded. They continually criticize others but they cannot bear even constructive criticism. They shirk responsibility and fail to take decision on their own. They lack initiative and always follow the herd. They look for approval from others even in small matters.

They do not have courage of conviction. Negative thoughts reinforce low self-confidence. Some parents and teachers are responsible for the low self-confidence which many children develop in early age. Many parents call their children among donkeys and monkeys affectionately or angrily. They ridicule them for simple mistakes. Similarly, teachers humiliate and punish a child for low academic performance or preach of so called discipline which is often arbitrary or dictatorial. They demand respect and obedience, if it is not forth coming they use rod. All these hunt the child and lower the self-confidence. Teachers often make unfair comparison in the class and create unnecessary jealous and hostilities.

Internet addiction

Internet addiction disorder(IAD) is not a one-dimensional but a multi-dimensional construct. Various facets of internet use must be differentiated because of their differential predictions, mechanism and consequences. Online activities which, if done in person would normally be considered troublesome, such as compulsive gambling or shopping are sometimes called compulsions. Other habits such as reading, playing computer games, or watching a staggering amount of interest videos or movies are all troubling only to the extent that these activities interfere with normal life. Supporters of IAD classification often divide IAD into subtypes by activity such as: - excessive, overwhelming, or inappropriate pornography use, gaming, online social networking, blogging, email, or internet shopping over the past decade, the concept of internet addiction has grown in terms of acceptance as a legitimate clinical disorder often requiring treatment. Internet addiction disorder (IAD) or more broadly internet overuse, problematic computer users or pathological computer use is excessive computer use that interferes with daily life.

Literature Review

Work on internet addiction with regard to various variables has been done by different researchers. The study given Yadav (2013) on Internet Addiction and its correlation among high school students shows strong positive correlation between Internet Addiction and depression, anxiety and stress. Copeland (2011) reflected a positive and negative effect of social networking sites on adolescents. Anand(2012) observed that excessive internet use affects the user's behaviours and ability to function. Strategies should be developed and implemented to address pathological internet usage. A significant effect of ssintelligence, personality and parental care have been found on self-confidence of adolescents by Thakural (2006) Hamelata (2008) and Mascroop (2010). Sahin(2011) The aim of the study was to determine internet addiction levels of internet users from all age groups. His study reflects the positive relation between age and level of internet addiction among male and female users. Schohn (2001) and Praachi (1971) reported a positive relationship of high self-confidence with social, emotional, educational, home and others areas of adjustment.

Researchers studied in this context which bring out clearly the relationship between internet addiction and level of self-confidence among senior secondary school students are very few and hence we have made attempt to take up this study. All these studies have helped us to frame theoretical concepts related to the problem undertaken for study.

Objectives

To study and compare Internet Addiction among male and female senior secondary school students.

- To study and compare self-confidence among male and female senior secondary school students.

- To find out the relationship between Internet Addiction and self-confidence among male and female senior secondary school students.

Hypotheses

- There are no differences in internet addiction between male and female senior secondary school students.
- There is no significant difference in the self-confidence between male and female senior secondary school students.
- There is difference in the level of self-confidence among senior secondary school students.
- There is significant relationship between internet addiction and self-confidence among male and female senior secondary school students.

Delimitation of the study

The study was limited to senior secondary school students of Jalandhar district only 200 students were taken out of them 100 were male and 100 were female students.

Design of the Study

For the present study, descriptive survey method has been adopted because only this method was appropriate for the present problem of research.

Sample of the study

The sample of the study was selected from district Jalandhar. A sample of 200 students was taken in which 100 were male and 100 were female. The sample was raised through random sampling technique. 10+2 class students were taken as a sample and in each case 100 students were taken from boy's school and 100 were taken from girl's school respectively.

Description of the tools
1. Agnihotri's Self Confidence Inventory (ASCI) by Dr. Rekha Gupta (1987).
2. Internet Addiction Test (IAT) by Dr. Kimberly Young (2007).

Agnihotri's Self Confidence Inventory (ASCI): This inventory was developed by Dr. Rekha Agnihotri (1987). This consists of 56 items with two response alternatives viz. 'Yes' or 'No'. ASCI are designed in Hindi to assess the level of self-confidence among adolescents and adults. The abbreviation name ASCI have been used so that the respondent may not decipher the real purpose of test and fake good. The validity coefficient of the tool is-82 and reliability is 95.

Internet Addiction Test (IAT): This test was developed by Dr. Kimberly Young (2007). This consists of 20 items with 6 responses respectively 0,1,2,3,4 and 5 given as not applicable, Rarely, Occasionally, Frequently, Often and always. It measures mild, moderate and severe level of Internet Addiction. The abbreviation IAT is used so that the respondent may not decipher the real purpose of test and fake good. IAT is reliable and valid measure of addictive use of internet.

Procedure for data collection

The investigator personally went to the selected schools in order to collect data. Prior permission of the principal was taken then the self-confidence inventory and internet addiction tests were

administered to students of 10+2 class. Proper instructions were given about both questionnaires. They were told that there are 56 statements with answers in the form of "yes" or "no" in self-confidence inventory. They were asked to read each statement carefully and give the response. There was no time limit to complete the inventory but they were asked to respond as quickly as possible. After the completion the inventory was collected. Than the instructions about internet addiction test was given to the students. They were told that there are 20 statements with 6 responses 0-5 respectively and they have to choose any one according to their internet usage habits. Than those sheets were selected in this way data was collected. The scorings of inventory and test was done in accordance with the directions given in the manuals respectively. At last, available data was tabulated and analyzed in accordance with framed objectives.Proper statistical techniques were used and their interpretations were made which are presented in this chapter.

The analysis was done with the help of two methods:

1. **Descriptive analysis**

2. **Inferential analysis**

1. Descriptive analysis

a. Analysis of data on self-confidence

To find out the self-confidence among students, Agnihotri's Self Confidence Inventory was distributed to 200 students and instructions were given to them. Data was collected, tabulated and analyzed.

Table 1: showing Mean score and SD of scores on self-confidence of boys and girls:-

Gender	N	Mean	SD
Girls	100	23.5	8.4
Boys	100	25.9	8.2
Total	200	24.7	8.30

Table 1 is showing the description of Mean scores and Standard deviation of scores of self-confidence of male and female. The Mean score and Standard deviation of self-confidence of girls is 23.5 and 8.4 respectively. The Mean score and Standard deviation of self-confidence of boys is 25.9 and 8.2 respectively. The total Mean and Standard deviation of both boys and girls are 24.7 and 8.30 as shown in the above table.

The description of Mean score and Standard deviation of scores of self-confidence of male and female students are shown in the graph as follows:-
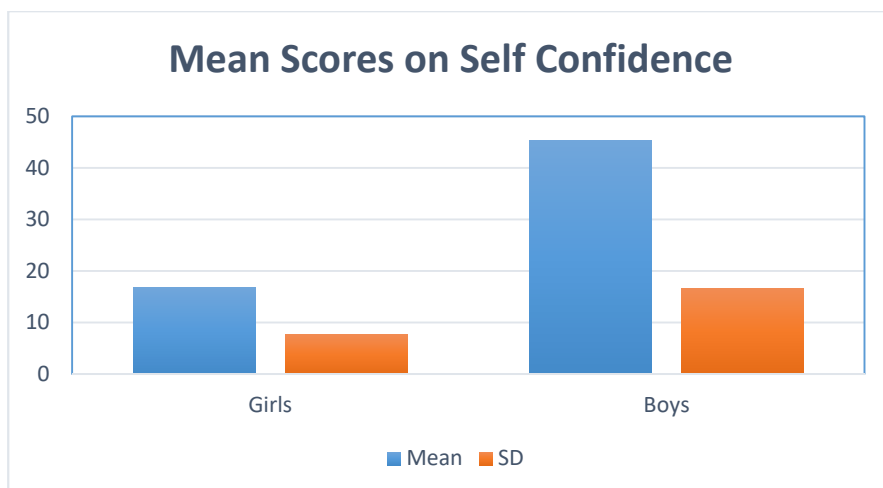
Figure 1 Mean scores of boys and girls on self-confidence

Figure 1 is showing the description of Mean scores and Standard deviation of scores of self-confidences of male and female. Data was collected from boys and girls. The instructions were given to them. Data was collected, tabulated and analyzed. The Mean score and Standard deviation of self-confidence of girls is 23.5 and 8.4 respectively. The Mean score and Standard deviation of self-confidence of boys is 25.9 and 8.2 respectively. Thus, this figure explains that the Mean score of self-confidence of girls are less than boys and Standard deviation of score of girls on self-confidence are more than boys.

Analysis of data on Internet Addiction
(Descriptive Analysis)

Table 2: showing Mean score and SD of scores on internet addiction of boys and girls:-

Gender	N	Mean	S.D.
Girls	100	16.8	7.8
Boys	100	45.4	16.7
Total	200	31.1	13.03

Table 2 is showing the description of Mean scores and Standard deviation of scores of internet addiction of male and female. The Mean and SD of internet addiction of boys is 45.4 and 16.7 respectively. The Mean and SD of internet addiction of boys is 45.4 and 16.7 respectively. The total Mean and Standard deviation of both boys and girls are 31.1 and 13.03 as shown in the above table.

The description of Mean score and Standard deviation of scores of internet addiction of male and female students are shown in the graph as follows:-
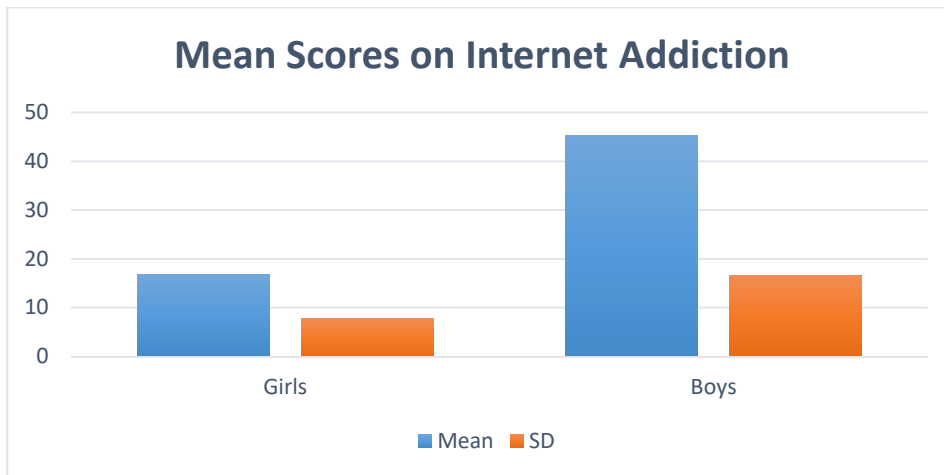
Figure 2 Mean scores of boys and girls on Internet Addiction

Figure 2 is showing the description of Mean scores and Standard deviation of scores of internet addiction of male and female. Data was collected from boys and girls. The instructions were given to them. Data was collected, tabulated and analyzed. The mean score and standard deviation of internet addiction of girls is 16.8 and 7.8 respectively. The Mean score and Standard deviation of internet addiction of boys is 45.4 and 16.7 respectively. Thus, this figure explains that the Mean score of internet addiction and Standard deviation of score of boys are more than girls.

2. INFERENTIAL ANALYSIS

Analysis of data on self-confidence

The present study was undertaken to find out the level of self-confidence and level of internet addiction among male and female senior secondary school students. The data was collected using *Agnihotri Self Confidence Inventory*. The data was collected on the basis of gender. Young's internet addiction test was used to find the level of internet addiction among male and female students. Mean, SD, Standard Error of difference of means and T ratio were calculated and computed values are shown in following table.

Table 3 showing Mean score, SD, and Standard Error of difference of means and t-ratio on self-confidence among male and female senior secondary students:-

Self Confidence	Gender	N	Mean	SD	SE.D.	T
	Girls	100	23.5	8.4	1.13	2.65
	Boys	100	25.9	8.2		

Table 4.3 is showing that the mean score of self-confidence of boys is 25.9. The mean score of girls is respectively is 23.5. The T value of self-confidence of students is 2.65. It means there is significant difference in self-confidence among male and female senior secondary school students. Further mean score of self-confidence of boys is more than the girls. It means girls are more self-confident than boys. Which are significant at 0.01 levels and 0.05 levels. So, there is significant between self-confidence level of male and female senior secondary school students. In the light of hypothesis, "There will be no significant difference between self-confidence of male and female school students" is rejected. Further mean of self-confidence of boys is less than the girls. It means girls are more self-confident than boys.

Analysis of data on Internet Addiction

Table 4 showing Mean score, SD, and Standard Error of difference of means and t-ratio on internet addiction among male and female senior secondary students:-

	Gender	N	Mean	SD	SE.d	T
Internet Addiction	**Girls**	100	16.8	7.8		
	Boys	100	45.4	16.7	1.87	15.05

Table 4 is showing that the mean score of internet addiction of boys is 45.4. The mean score of girls is respectively is 16.8. The T value of self-confidence of students is 15.05 which are not significant at any level. It means there is no significant difference in the level of internet addiction among male and female senior secondary students. In the light of null hypotheses that there is no significant difference on level of internet addiction among male and female senior secondary students is accepted. Further mean score of internet addiction of boys is more than the girls. It means girls are less internet addicted then boys.

Analysis of data on basis of correlation.

Data was collected to find out correlation between self-confidence and internet addiction. The computed values are shown in the table given below. The correlation between self-confidence and internet addiction of male is 0.27 and the correlation between self-confidence and internet addiction of female is 0.66 as shown in the table below:-

Table 5 showing the correlation between the male and female students

VARIABLES	CORRELATION
MALE	0.27
FEMALE	0.66

Table 5 is showing that the correlation between self-confidence and internet addiction of male is 0.27 and the correlation between self-confidence and internet addiction of female is 0.66.

The correlation between self-confidence and internet addiction of male is 0.27 which is not significant. It means that there is no significant correlation between self-confidence and internet addiction among male students. The correlation between self-confidence and internet addiction of female is 0.66 which is not significant. It means that there is no significant correlation between self-confidence and internet addiction among female students. The same results are supported by Copeland, Anand and Yadav that there are no significant correlation betweenself-confidence and internet addiction.

2. Statistical analysis

Statistical design provides an indispensable tool for collecting, Organizing, Analyzing and Interpreting data expressed in numerical terms. Various tables of the data were prepared in a manner necessary for the interpretation of data. Tabulated data have no meaning unless analyzed and interpreted by some sophistical statistical techniques in order to arrive at scientific conclusions. The purpose of analysis is to reduce data to intelligible and interpretable from so that relation of research problem can be studied and stated. So, it needs the application of statistical techniques in order to

determine the internet factor or meaning lying against collected data. After the collection of data, the following statistical techniques have been employed to analyze the obtained data.

Result and conclusion

Data was collected to find out correlation between self-confidence and internet addiction. The computed values are shown in the table given below. The correlation between self-confidenceand internet addiction of male is 0.27 and the correlation between self-confidence and internet addiction of female is 0.66 as shown in the table below: -

Table 6 showing the correlation between self-confidence and internet addiction among male and female students

Variables	Correlation
Male	0.27
Female	0.66

Table 6 is showing that the correlation between self-confidence and internet addiction of male is 0.27 and the correlation between self-confidence and internet addiction of female is 0.66.

1. It was found that self-confidence of girls was more than boys.

2. There is a significant difference in level of self-confidence of senior secondary school students.

3. The girls are significantly more confident than boys.

4. It was found that internet addiction of boys was more than girls.

5. Here is a significant difference in level of self-confidence of senior secondary school students.

6. The boys are significantly more internet addicted than girls.

7. There is a significant relationship between internet addiction and self-confidence among male and female senior secondary school is rejected.

8. The study found that girls are more self- confident and less internet addicted and boys are less self-confident and more internets addicted.

9. The study found that 76% girls lie in the average self-confidence level.

10. The 65% of boys lies in average self-confidence level.

11. The study found that 33% of girls and 10% of boys lies at normal range of internet addiction.

12. 40% of boys lie at moderate range of internet addiction.

13. The study found that maximum students neglect household chores to spend more time on internet.

Suggestions for further research

● The study can be extended beyond Jalandhar district.

- The study can be conducted on higher level.
- Larger sample can be taken for the study.
- The experimental study can be conducted on the graduate and professional courses students.
- The study can also be conducted to judge the impact of internet addiction on human relationships.

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