

Research Article

Internet addiction and its relationship to academic achievement motivation towards middle school

AFKAR FADHIL KAREEM¹, FARHAN .L. AAIZ², LUAY ABDULWAHID SHIHAB³^{1,2,3}Department of Basic Medical Science, Nursing college - Basra University - basra – Iraq

Email ID: afkar.kareem @uobasrah.edu.iq, Farhan.aaiz@uobasrah.edu.iq, Luay.abdulwahid@uobasrah.edu.iq

Received: 10.10.20, Revised: 10.11.20, Accepted: 10.12.20

ABSTRACT

The aim of this study was to check the level of Internet addiction among middle school students and to determine the level of Internet addiction according to different variables. The study was designed using a survey form. Participants in the study were 300 middle school students who were randomly chosen from different social and economic areas during the 2019-2020 academic year. Data were obtained through an Internet addiction measure. Descriptive statistics were used using the Mann Whitney and Kruskal -Wallis H tests for data analysis. The results revealed low levels of internet addiction for middle school students along with the potential risks of internet addiction. Moreover, differences between the level of Internet addiction, class level, level of maternal education, smart phone ownership and mobile Internet access were found to be statistically significant.

Keywords: Internet addiction , problematic internet use , middle school**INTRODUCTION**

The Internet era began in the whole world and linking countries together in 1991 and it was the first time that the term web appeared in the world, but now everything in daily life has become communications, education, business and health, as its benefits are numerous, but it is accompanied by Internet issues and problems.

One of the negative consequences of improper use of the Internet and internet games is its effect on mental health. Mental health refers to successful mental performance, which leads to the socialization of constructive activities, enhanced learning abilities and self-confidence. Many people around the world spend a long time on the Internet, whether for work, shopping, or even entertainment, and sometimes the Internet user loses a sense of time, but when daily use turns into Internet addiction is the urgent need for the user to spend long hours browsing the Internet without taking into account the time; This is called addiction. This is of great importance for adolescents, because the use of effective social interactions is essential for behavioral and emotional conditioning and successful functioning. The socialization capacity of children and adolescents improves their communication skills and makes them more receptive to social influence, and they grow better with good communication skills. Effective communication makes individuals thrive and improves the quality of their relationships.

The Internet seems to influence quality of life through individuals' social, consumer, leisure,

economic, and community well-being. The Internet's influence stems from the ease and convenience it provides to access many benefits in the context of [1]. The internet has become an integral part of children and young people's lives. The findings revealed low levels of Internet addiction for high school students along with the potential risk of Internet addiction. Furthermore, the differences between internet addiction level and grade level, mother's education level, smart phone ownership and mobile internet access were found to be statistically significant [2] .The science of medical informatics is closely related to the evolution of information technology- the most advanced and rapidly evolving human sciences-affecting the lives of individuals, peoples and communities- and we are aware of the tremendous advances in technology worldwide [3].

The use of the Internet has become a priority for humans and for all ages, now in our society most people use the Internet in terms of social Communication, games, education and business implementation, so we need sufficient knowledge about students addicted to the Internet, and studying its impact at the academic level. Given the low interest in this project in our country, Iraq, we have been given an interest in researching the problem and analyzing factors that increase the risk of internet addiction .

Internet addiction and its relationship to motivation towards academic achievement in middle schools in Basra .

LITERATURE REVIEW

Internet risks for adolescents Unethical porn sites abound in the internet that try to attract children Teenagers whose behavior is not normal This exposure leads to the circulation of incorrect information About sex, which can lead to nodules in terms of sexual puberty Exposure to abnormal sexual relations among adolescents is one of the most common risks Teenagers, The increased time spent online is prompting questions about whether they are in control of their internet usage. Concerns have been expressed that too much time on the internet can negatively influence several aspects of young people's lives, perhaps leading to: declining school [4]. family income level, maternal education status, paternal education status, maternal employment status, paternal employment status, residence, presence of chronic diseases and disability status), access .The Internet seems to influence quality of life through individuals' social, consumer, leisure, economic, and community well-being The Internet's influence stems from the ease and convenience it provides to access many benefits in the context of [5]. descriptive study examining the relationships among internet addiction, academic motivation, academic procrastination and school attachment levels [6]. family income level, maternal education status, paternal education status, maternal employment status, paternal employment status, residence, presence of chronic diseases and disability status), access the internet anywhere, the frequency of the use of the internet, time spent on the Internet in one day), Young's Internet Addiction Scale and the Beck Depression Inventory [7] . Data were obtained through Internet Addiction Scale. Descriptive statistics utilizing Mann-Whitney and Kruskal-Wallis H tests were used for data analysis. The findings revealed low levels of Internet addiction for high school students along with the potential risk of Internet addiction. Furthermore, the differences between internet addiction level and grade level, mother's education level, smart phone ownership and mobile internet access were found to be statistically significant [8] .The internet is used by some to facilitate research, to seek information, for inter personal communication, and for business transactions. On the other hand, it can be used by some to indulge in pornography, excessive gaming, chatting for long hours [9] . Internet addiction can be compared to other types of addictions regarding risks and consequences [10] .

The aim of the study was

1. Learn the numbers of Internet addiction among middle school students in Basra.

2. Determine the effect of internet addiction on academic achievement.

3. Defining the relationship between internet addiction and some variables in demographic data (age, gender, school level).

METHODOLOGY

Through the study conducted on the level of Internet addiction among middle school students and determine the level of Internet addiction according to different variables. The study was designed using the survey form. The participants in the study were 300 students in the intermediate stage who were randomly chosen from different schools and social and economic fields and in different regions during the academic year 2019-2020. The questionnaire was conducted on the students randomly, where 100 students and 200 female students were randomly assigned. male where students use the Internet eighty-five students are more than six hours out of a hundred students, and female students use the Internet more than six hours eighty-six out of a total of two hundred students, so it turns out that most students use the Internet for chatting and games, not for education.

Design of the study: descriptive, cross sectional study.

Setting of the study: the study carried out at nursing college / university of Basra - in Al-Basra city from October - 1th – 2019 through April 1st-2020 .

Sample of the study: Random sample of 300 students chosen from different schools were collected.

Instrument of the study: Instrument of this study was questionnaire consist

Demographic data: Consist of variables include (Age, Gender, stage,). We applied Young's IADQ (1998) to assess symptoms consist of 22 questions scored on a two-point scale [no (0) and yes (1). And Sometimes (2). Among these 19 items (1) "Do you use the Internet as a method of study?" (2) "Do you have time to study away from the internet use ?" (3) "Do you feel busy with the Internet?" (4) "Do you feel that using the Internet for long periods of time causes you physical and health problems such as sleep deprivation, lack of physical activity and poor eyesight?" (5) "Do you feel that you are using the internet when you are studying, working, or spending time with your family ?" (6) Do your family members complain about your frequent use of your internet? (7) "When you turn off the Internet, do you find a strong desire to return to it?" (8) "Does the prolonged use of the Internet cause you depression, anxiety, school failure and social isolation?" (9) "Does the use of the

Internet cause you severe nervousness and aggressive behavior when depriving or interrupting the Internet?" (10) Do you feel bored after spending a long time on the Internet? (11) Is that the prolonged use of the internet has changed your lifestyle, such as your concern about your family and your social and behavioral habits? (12) Did you review your educational level while using the Internet? (13) Do you have favorite websites that you visit on the Internet? (14) When you wake up from your sleep or return home, is the first thing you do is your access to the Internet (15) Is your psychological state affected if you do not use the Internet during the day (16) Does the use of the Internet add you skills and earn you a positive effect on the ground? (17) Do you feel that the excessive use of the Internet was the cause of the deterioration and the gradual frustration in your educational level and the social and family performance (18) When you are online, do you find it difficult to stop using it even if you get tired or drowsy? (19) Will life without the Internet be empty and boring ? As for there are three questions about the hours of sitting on the Internet (1) How much time do you spend studying during the day? (2) How many hours do you spend the day chatting or messaging ? (3) How much time do you spend playing electronic games during the day ?

Method of data collection

The data collected by obtaining formal approval from the Students to answer about the questionnaire through direct interview.

Statistical data analysis: The data were analyzed by admitted to the Statistical program (SPSS) Program, version 16 for interpretation of result. Through the application of the descriptive data analysis

RESULTS

The study was designed using a survey form. Participants in the study were 300 middle school students who were randomly chosen from different social and economic areas during the 2019-2020 academic year. Data were obtained through an Internet addiction measure. Descriptive statistics were used using the Mann Whitney and Kruskal -Wallis H tests for data analysis. The results revealed low levels of internet addiction for Through discussion of the results, it became clear that the samples, which number 300 students, and after sorting the samples by 200 students, showed that 66 of the students use chat at an average of six hours a day and 20 use games at an average of six hours, while the rest use the Internet with fewer hours, so the total has become 86 students who are addicted. On the Internet, but for students, which had a total of 100 samples, it turned out that 47 of the students were using games at an average of six hours a day and 38 were using chat at an average of six hours. As shown in Table (1) ,(2) , (3), below

Table 1: Demographic characteristics of the participants

<i>Characteristic of participants</i>	<i>Categories /grouping</i>	<i>Frequency N(%)</i>	<i>=</i>
<i>Gender</i>	Male	100(33.333%)	
	Female	200 (66.666%)	
<i>Age in year</i>	12-14	42(14%)	
	15-17	205(68.33%)	
	18-20	53(17.66%)	
<i>Stage of study</i>	The first is average	6(2%)	
	The second is average	27(9%)	
	The third is average	267(89%)	

Table 2: Table showing the percentages of male answers

Item	Yes n(%)	No n(%)	May be n(%)
1-Do you use the internet as way to study?	33(33%)	13(13%)	54(54%)
2-Do you devote time to study away from internet use?	44(44%)	23(23%)	33(33%)
3- Do you feel busy with the Internet?	66(66%)	13(13%)	21(21%)
4- Do you feel that the use of the Internet for long periods of time is a cause of your physical and health problems such as sleep deprivation and lack of physical activity and poor eyesight?	64(64%)	18(18%)	18(18%)

5- Do you use the internet while you work, study, or spend time with your family?	54(54%)	18(18%)	28(28%)
6- Do family members complain about your frequent use of your internet?	66(66%)	23(23%)	11(11%)
7- When you shut down the Internet, do you find a strong desire to return to it?	67(67%)	19(19%)	14(14%)
8- Does prolonged use of the Internet cause you depression, anxiety, school failure and social isolation?	47(47%)	33(33%)	20(20%)
9- Does using the Internet cause you extreme nervousness and aggressive behavior when depriving or interrupting the Internet?	44(44%)	34(34%)	22(22%)
10- Do you feel bored after spending a long time on the Internet?	58(58%)	25(25%)	17(17%)
11- Is using the Internet for long periods of time changing your lifestyle, such as your concern about your family and your social and behavioral habits?	46(46%)	28(28%)	26(26%)
12- Did you review your school level while using the Internet?	52(52%)	28(28%)	20(20%)
13- Do you have favorite websites that you visit online?	72(72%)	14(14%)	14(14%)
14- When you wake up from your sleep or return home, is the first thing you do is your access to the Internet?	62(62%)	17(17%)	21(21%)
15- Is your psychological state affected if you do not use the Internet during the day?	59(59%)	20(20%)	21(21%)
16- Does using the Internet add you skills and gain a positive impact on the ground?	57(57%)	23(23%)	20(20%)
17- Do you feel that the excessive use of the Internet was the reason for the deterioration and gradual frustration in your educational level and social and family performance?	57(57%)	28(28%)	15(15%)
18- When you are on the Internet, do you find it difficult to stop using it even if you get tired or drowsy?	47(47%)	29(29%)	24(24%)
19- Will life without the internet be boring and empty?	65(65%)	20(20%)	15(15%)
Total	1060* (55.8%)	426 (22.4%)	414 (21.8%)

* $p \leq 0.005$

Test Statistics	
	VAR00001
Chi-Square	23.120 ^a
Df	2
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.	

VAR00001			
	Observed N	Expected N	Residual
1	56	33.3	22.7
2	22	33.3	-11.3-
3	22	33.3	-11.3-
Total	100		

Test Statistics	
	VAR00001
Chi-Square	23.120 ^a
Df	2
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.	

Item	(1-2) hours n(%)	(2-3) hours n(%)	(3-4) hours n(%)	> hours during the day n(%)
20-How much time do you spend studying during the day	51(51%)	15(15%)	14(14%)	20(20%)
21-How many hours do you spend the day chatting (messaging)	44(44%)	11(11%)	7(7%)	38(38%)
22-How much time do you spend playing electronic games during the day	40(40%)	4(4%)	9(9%)	47(47%)
Total	135* (45%)	30 (10%)	30 (10%)	105* (35%)

* p ≤ 0.005

VAR00001			
	Observed N	Expected N	Residual
1	45	25.0	20.0
2	10	25.0	-15.0-
3	10	25.0	-15.0-
4	35	25.0	10.0
Total	100		

Test Statistics	
	VAR00001
Chi-Square	38.000 ^a
df	3
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.	

Table 3: (Female) A table showing the percentages of female answers

Item	Yes n(%)	No n(%)	May be n(%)
1-Do you use the internet as way to study?	89(44.5%)	5(2.5%)	106(53%)
2-Do you devote time to study away from internet use?	109(54.5%)	24(12%)	67(33.5%)
3- Do you feel busy with the Internet?	129(64.5%)	24(12%)	47(23.5%)
4- Do you feel that the use of the Internet for long periods of time is a cause of your physical and health problems such as sleep deprivation and lack of physical activity and poor eyesight?	129(64.5%)	30(15%)	41(20.5%)
5- Do you use the internet while you work, study, or spend time with your family?	112(51%)	19(9.5%)	69(34.5%)
6- Do family members complain about your frequent use of your internet?	90(45%)	51(25.5%)	59(29.5%)
7- When you shut down the Internet, do you find a strong desire to return to it?	127(63.5%)	81(9%)	55(27.5%)
8- Does prolonged use of the Internet cause you depression, anxiety, school failure and social isolation?	95(47.5%)	62(31%)	43(21.5%)
9- Does using the Internet cause you extreme nervousness and aggressive behavior when depriving or interrupting the Internet?	69(34.5%)	89(44.5%)	42(21%)
10- Do you feel bored after spending a long time on the Internet?	109(54.5%)	54(27%)	37(18.5%)
11- Is using the Internet for long periods of time changing your lifestyle, such as your concern about your family and your social and behavioral habits?	94(47%)	60(30%)	46(23%)
12- Did you review your school level while using the Internet?	107(53%)	42(21%)	52(26%)
13- Do you have favorite websites that you visit online?	153(12.5%)	25(12.5%)	22(11%)

14- When you wake up from your sleep or return home, is the first thing you do is your access to the Internet?	125(62.5%)	31(15.5%)	44(22)
15- Is your psychological state affected if you do not use the Internet during the day?	97(48.5%)	61(30.5%)	42(21%)
16- Does using the Internet add you skills and gain a positive impact on the ground?	122(61%)	41(20.5%)	37(18.5%)
17- Do you feel that the excessive use of the Internet was the reason for the deterioration and gradual frustration in your educational level and social and family performance?	81(40.5%)	68(34%)	51(25.5%)
18- When you are on the Internet, do you find it difficult to stop using it even if you get tired or drowsy?	102(51%)	62(31%)	36(18%)
19- Will life without the internet be boring and empty?	130(66%)	18(9%)	50(25%)
Total	2069* (54.4%)	847 (22.3%)	946 (23.9%)

* p ≤ 0.005

VAR00001			
	Observed N	Expected N	Residual
1	54	33.3	20.7
2	22	33.3	-11.3-
3	24	33.3	-9.3-
Total	100		

Test Statistics	
	VAR00001
Chi-Square	19.280 ^a
Df	2
Asymp. Sig.	.000
. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.a	

Item	(1-2) hours n(%)	(2-3) Hours n(%)	(3-4) Hours n(%)	> hours during the day n(%)
20-How much time do you spend studying during the day	48(24%)	34(17%)	41(20.5%)	77(38.5%)
21-How many hours do you spend the day chatting (messaging)	92(46%)	23(11.5%)	18(9.5%)	66(33%)
22-How much time do you spend playing electronic games during the day	157(78.5%)	10(5%)	10(5%)	20(10%)
Total	297* (49.5%)	68 (11.3%)	69 (11.5%)	163 (27.2%)

* p ≤ 0.005

VAR00001			
	Observed N	Expected N	Residual
1	50	25.0	25.0
2	11	25.0	-14.0-
3	12	25.0	-13.0-
4	27	25.0	2.0
Total	100		

Test Statistics	
	VAR00001
Chi-Square	39.760 ^a
df	3
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.	

DISCUSSION

The current study investigates the internet addiction levels of MIDDLE SCHOOLS. By searching No. (2) showed significant differences for internet addiction (sig. 0.05). Of the sample,

boys were found to be more addicted (M=46.06) than girls (M= 38.12). By searching No. (7) Of the students comprising the study group, 1850 (53.7%) were female and 1592 (46.3%) were male. Their were 17 years old, and 53.0% had

graduated from a non-specific high school. The number of students from a nuclear-type family was 3021(87.8%). By searching No. (8) that 3% of the adolescents were addicted to the internet, 26.3% were at risk, and 70.7% were not addicted. Although there are studies in the existing literature that suggest different addiction scores, there are also several studies reporting low levels of internet addiction .

The Through discussion of the results, it became clear that the samples, which number 300 students, and after sorting the samples by 200 students, showed that 66 of the students use chat at an average of six hours a day and 20 use games at an average of six hours, while the rest use the Internet with fewer hours, so the total has become 86 students who are addicted the Internet, but for students, which had a total of 100 samples, it turned out that 47 of the students were using games at an average of six hours a day and 38 were using chat at an average of six hours.

The most important results:

- 1- The family should follow their children and arrange for them a family program.
- 2- The presence of some families who are not interested in their children in terms of not following them inside the house.
- 3- Middle schools should develop awareness and educational programs for students.

CONCLUSION

The person should set strict and strict rules to reduce the amount of time spent on communication sites, It is useful to set time intervals in which the person is absent from all media and communication, creating periods of "fasting" They must find what they occupy themselves and their lives, and this is a very important element in the treatment, One should give priority to real life as a commitment to friends with wonderful relationships, and it will not happen without spending time with them. The place of work is not like the beach, and the sleep time is not like the time of sport and recover. Remove people who do not care about your health. Be sure this is a great opportunity to learn about other useful sites, there are open learning sites. You must exercise until you get rid of using the equipment

Recommendations:

1. The person should set strict and strict rules to reduce the amount of time spent on communication sites,
2. It is useful to set time intervals in which the person is absent from all media and communication, creating periods of "fasting

3. They must find what they occupy themselves and their lives, and this is a very important element in the treatment,

4. You should give priority to real life as a commitment to friends with wonderful relationships, and it will not happen without spending time with them. The place of work is not like the beach, and the sleep time is not like the time of sport and recovery.

5. Remove people who do not care about your health

REFERENCES

1. David B. Falk , Effects of Internet Use on Academic Achievement and Behavioral Adjustment among South Korean Adolescents: Mediating and Moderating Roles of Parental Factors , Copyright 2011 Soohyun Kim, M.A. Drexel University, 2003. http://surface.syr.edu/cfs_etd.
2. Deniz Mertkan GEZGİN*, Gök Nur KAPLAN AKILLI**, Investigation of High School Students' Internet Addiction in The Light of Various Variables , Mersin Üniversitesi Eğitim Fakültesi Dergisi, 2016; 12(3): 917-931 . DOI: <http://dx.doi.org/10.17860/mersinefd.282390> .
3. Luayy Abdulwahid shihab, ISRAA HUSSIN ABD, Zeinab Faisal Abd, Zahia Abdel-Hussein Masatar, Evaluation of the nurses' knowledge about the internet, Journal of Network Computing and Applications (2018) 3: 1-7 , Clausius Scientific Press, Canada. <https://clausiuspress.com/article/179>. DOI: 10.23977/jnca.2018.31001 .
4. Luay Abdulwahid Shihab, Saja kareem Jasim, Ahmed Ali and Ali Mohammed ,Internet addiction and its effect on family relationships among Nursing College students of Basrah University, Iraq , BIOSCIENCE RESEARCH, 2019 16(3): 2439-2449. <https://www.isisn.org/BR-16-3-2019.htm> .
5. Imam Ariffudin I , Mulawarman2 & Muhammad Japar3, Problematic Internet Use, Problem Solving Skills and Emotional Regulation Among Junior High School Students , Jurnal Bimbingan Konseling , 7 (2) (2018) : 113 – 119. <https://journal.unnes.ac.id/sju/index.php/jubk/article/view/25615> .
6. Mohammad Q Abdullah , The Relationship between Internet Addiction and Temperament among Children and Adolescents, Psychol Behav Sci Int J 5(5): PBSIJ.MS.ID.555674 (2017). DOI: 10.19080/PBSIJ.2017.05.555674.
7. Ozgul Orsala *, Ozlem Orsalb, Alaettin Unsalc, S. Sinan Ozalpd , Evaluation of Internet Addiction and Depression Among University Students , Procedia - Social and Behavioral Sciences 82 (2013) 445 – 454. www.sciencedirect.com.

8. Shaymaa Abdul Lateef Alfadhul, Huda Ghazi , Salam Jasim, Internet Addiction Disorder among Medical Students in University of Kufa: A Cross Sectional Study, Journal of General Practice, Alfadhul et al., J Gen Pract 2018.
9. Shahinaz Bouabdallah. Mohammed Khader Uses of the Internet and its impact on teenage students University - Biskra. 2016. http://surface.syr.edu/cfs_etd.
10. Yasin DEMİR1, Mustafa KUTLU2, Relationships among Internet Addiction, Academic Motivation, Academic Procrastination and School Attachment in Adolescents, International Online Journal of Educational Sciences, 2018, 10 (5), 315-332. DOI: <https://doi.org/10.15345/iojes.2018.05.020>.