

Internet Addiction and its Implications on Emotional Stability and Academic Success among Technical Students in Ogun State

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Abstract

The proliferation of internet-enabled devices has led to growing concerns about problematic usage patterns, particularly among students in technical education who require significant focus for both theoretical learning and practical skill acquisition. Against this backdrop, the study investigated the impacts of internet addiction on emotional and academic success of technical students in Ogun State. Multi stage sampling techniques was adopted, simple random sampling techniques was used to select 70 students from each of technical colleges that were selected from each of the three senatorial districts in Ogun state. A constructed questionnaire “Internet addiction on Students’ Emotion and Performance Scale” ($r = .75$), was used to collect data which were analysed using percentage, t-test and ANOVA at 0.05 level of significance. The findings of the study showed that there was significant effect of internet addiction on academic success of technical students in Ogun State with ($M 15.861 P = .000$). In conclusion this study identified that Internet addiction poses a substantial threat to the emotional well-being and academic achievement of technical students in Ogun State. It was recommended that stakeholders in education sector should legislate against the use of phone in schools and parents should monitor their wards excessive use of internet.

Keywords: Internet Addiction, Emotional Stability, Academic Success, Technical Students, Ogun State

Introduction

The advent of the internet has fundamentally transformed the landscape of education, offering unprecedented access to information and learning resources. For students, the internet is an invaluable tool for research and skill development, yet its pervasive availability presents a significant risk of overuse and dependency. This phenomenon, broadly termed internet addiction, has emerged as a growing universal concern, mainly among adolescents and young adults who are digital natives. It is defined as an impulse control disorder which is characterised by an individual's inability to manage their internet use, leading to distress and functional impairment, internet addiction manifests in different forms such as obsessive social media use, gaming, and information browsing.

In Nigeria, the rapid expansion of reasonably priced smartphones and data services has led to a surge in internet penetration, particularly among the youth. Ogun State, with its nearness to the economic nerve centre of Lagos and a rich concentration of educational institutions, is no exemption. Within this context, technical students occupy a unique and critical position. Technical education, by its very nature, demands a high degree of practical engagement, sustained concentration, and hands-on skill acquisition in workshops and laboratories. The curriculum is designed to produce a workforce equipped with specific, applied skills. However, the allure of the internet can easily divert from these demanding tasks, pulling students away from the precision-focused environment of technical training into the unlimited, often unstructured, realm of World Wide Web.

Though the internet brings the world so close together today by its numerous advantages such as conducting research, performing business transactions and communications, accessing library journals, and communicating with social relations. However, the internet is being misused by some adolescents. Some students get so obsessed as a result of been exposed and familiarised with the internet attractive features, social networking especially with the invention of gadgets like smart-phones and tablets. The internet with its newer gadgets had led students to be addicted (Bickham, 2021). The capacity of the internet for socialisation is one of the reasons for the excessive amount of time adolescents spend having real-time interactions using e-mail, discussion forums, chat rooms, and online games. Students see it as an avenue to make friends, socialize and connect with the global world. The internet is an interactive medium of mass media, and can be described as a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communications protocols. It connects millions of computers together globally forming a

network in which any other computer is part as long as they are both connected to the internet (Kurose & Ross, 2021).

Internet addiction is commonly referred to as an individual's inability to control his or her use of the internet which eventually led to marked distress and functional impairment in daily life. It is the over use of Internet to such an extent that our everyday life is affected, at the end it leads to complete breakdown of our personal, social connections, job and sleep routine as well as our mood and mental capability, it is over involvement in the use of internet (Bickham, 2021). Addiction is defined as any on-line-related, compulsive behaviour which interferes with normal living and causes severe stress on family, friends, loved ones, and one's work environment Griffiths, (2021). According to Shaw and Black (2021), internet addiction is defined as an individual's inability to control his or her use of the internet, which eventually causes psychological, social, school, and/or work difficulties in a person's life. There is no universally accepted definition for the captioned condition, but investigators seem to agree that it involves problematic computer usage that is time-consuming and causes distress or impairs functioning in important life domains (Rau, Zheng & Gou, 2021).

Heavier recreational internet use has been identified with poorer academic performance (Cheng, Cheung & Cheung, 2021). This could be as a result of limited supervision as a result of students being away from their parents, easy access to the internet and need to conduct most of their learning online. Despite the positive influence of internet use, there are negative effects of its excessive use. Academic problems caused by internet addiction include decline in study habits, significant drop in grades, missing classes, increased risk of being placed on academic probation, and poor integration in extracurricular activities (Kuss & Lopez-Fernandez, 2021). Also, adolescent internet addicts often suffer from severe psychological distress, such as depression; anxiety; compulsivity; feeling of self-effacement; fear that life without internet would be boring, empty, joyless; as well as feeling of loneliness and social isolation (Li, Zuo, & Chen, 2021).

Statement of the Problem

The educational system has evolved and the use of technology is on the increase. Students are exposed and encouraged to be familiar with some of these technologies at much younger age. Even secondary school students are not left out as students are given assignments that required internet. Any form of idea on any topic under the sun can be found on the internet. The academic purpose of the internet is originally meant for literacy and research. The internet has become an important part of students' life.

Its usage and impacts on education in a positive way by increasing communication with classmates and teachers, increasing access to libraries and educational databases, improving study hours and study habits. In recent years, the internet has become the most important academic and recreational tool for adolescents and adults. Many schools have now brought internet use in their curriculum, as it provides access to information across a wide variety of educational subjects or topics, enhancing communication and educational relationship with teachers and classmates.

As the internet increasingly becomes part of lives, internet addiction is on the increase. Students believed that the internet and computers are necessities when going through high school. Students need internet and computers to do research, projects work and assignments. Students believe if they do not have computer or smart- phones they will get behind in this information age therefore, students' device various methods to ensure they have access to the internet. The most worrisome part of it is that most students under the pretense of doing assignments engage in some unwholesome activities on the internet like playing games, internet gambling, watching pornography, viewing movies, downloading, watching videos, online shopping, searching for non-important information or charting for a very long time instead of using the internet for academic purposes, thereby get addicted to internet.

The researchers set out to investigate impact of internet addiction on students of Technical Schools in Ogun State. The investigators want to determine the degree or extent to which internet addiction is prevalent among technical students in Ogun State so that it can be controlled to ensure good academic performance of technical college students and save technical colleges students from hazards of internet addiction disorder.

Objectives

1. To study the effect of internet addiction on academic success of technical Students in Ogun State
2. To examine the effects of internet addiction on emotion of technical students in Ogun State.
3. To evaluate the extent of internet addiction among technical students in Ogun State.
4. To compare the internet addiction on technical students in Ogun State on gender bases.

Hypotheses

1. There is no significant effect of internet addiction on academic success of technical Students in Ogun State

2. There is no significant effect of internet addiction on emotion of technical Students in Ogun State
3. There is no significant difference in internet addiction among students of technical schools in Ogun State on gender basis.
4. There is no significant difference in the emotion of technical students in Ogun State on gender basis.

Methodology

This study adopted a descriptive survey research design which allowed the systematic collection of data from a sample of the population to be used to describe the current status of variables (internet addiction, emotion, academic success) and to examine the effects between them without manipulating any of the variables. The target population comprised all technical students enrolled in government-approved technical colleges in Ogun State. The sample for this investigation consists of 210 randomly selected students of technical colleges in Ogun State. There are three senatorial districts in Ogun State with seven technical colleges (GTC) and one Government Technical and Vocational College (GVTC). Multi stage sampling techniques was adopted. Purposive sampling techniques was used to select one technical college from each of the senatorial district on the basis of accessibility and the availability of a full complement of technical programmes while simple random sampling techniques was used to select seventy students (70) from the various department from each of the technical college that was selected so as to ensure representation across different disciplines.

A 17 item self- developed and validated questionnaire was used as instrument for data collection. The questionnaire had an introductory Section A which focused on the age, gender, departments, senatorial district (demographic characteristics) of the respondents and section B which was used to collect information about the variables under study. A structured questionnaire on Internet addiction on Students' Emotion and Performance Scale (ISEPS) was used to collect data. The three key variables considered are Internet addiction, Students' emotion and Students' performance

To ensure that the instrument measured what it purported to measure, it was given to experts in the departments of Counselling Psychology, Technical Education and Measurement and Evaluation in a federal university for both face and content validity. The corrections were amended before the final instrument was produced and administered to the respondents.

This was done through a pilot study that was conducted among forty (40) technical students from a technical college in a neighbouring state that was not included in the main study. The data obtained from the pilot test were analysed using Cronbach’s Alpha co-efficient and the instrument had a reliability coefficient of .75 which confirmed that the instrument was reliable for use in the main study as it exceeded the acceptable threshold of .70.

Results

Hypothesis 1: There is no significant effect of internet addiction on academic performance of Technical Students in Ogun State.

Table 1

Have your grades in school gone down due to internet use?

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	31.723	2	15.861	18.773	.000
Within Groups	174.892	207	.845		
Total	206.614	209			

The table above shows that there is significant effect of internet addiction on academic success of technical students in Ogun State with (M 15.861 P= .000). The result implies that internet addiction affects grades of students in school. Therefore, the hypothesis is rejected. The finding of this study is consistent with the work of Owolabi, Alabi, and Adewale (2022) who established that there is significant effect of internet addiction on students ’performance and mental health. They concluded that internet addiction was found to have detrimental effect on the academic success and mental health of students that are heavy user of internet than the students who use the internet moderately.

Hypothesis 2: There is no significant effect of internet addiction on emotion of Technical Students in Ogun State.

Table 2: Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means
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	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
You feel stressed on Equal variances not been assumed	88.447	.000	8.986	208	.000	1.38650	.15430	1.08232	1.69069	
able to use your phone Equal variances not assumed			16.763	162.000	.000	1.38650	.08271	1.22317	1.54984	

An independent test was conducted on the effect of internet addiction on the emotion of students in technical colleges in Ogun state. The result ($M= 1.38, SD= .15$), $T(208) = 8.98, P=0.000$ shows that there is a significant difference on the effect of emotion of students in technical colleges in Ogun State. Further analysis done using pie chart shows that the emotion of students is affected with internet addiction. This result correlates with the study by Akinsola, Nwakanma and Ogundele (2021) who found out that psychological issues ranging from mood swings to altered behaviour, withdrawn attitude and loneliness are part of the consequences of internet addiction. Also in a related study conducted by Ching, Yee and Ramli (2021) to explore and identify the impact of internet addictions on young adults in Malaysia.

Hypothesis 3: There is no significant difference in internet addiction among students of technical schools in Ogun State on gender basis.

Table 3

You have used your phone longer than intended					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.015	3	4.338	16.373	.000
Within Groups	54.585	206	.265		
Total	67.600	209			

The table above shows that there is significant difference in the internet addiction among students of technical schools in Ogun State on gender basis with ($M 4.338, P= .000$). The result implies that internet addiction affects both male and female students. Further analysis with pie chart buttress that males are more affected than female in internet addiction. In a study carried out by Kumar, Nair and Khan (2022) on internet addiction among Secondary school children and its Relation with their Academic Achievements, their result showed that male students internet usage pattern is quite higher than the

female students, they also found that average use of internet positively influenced the academic achievements while extremely high usage had a negative impact on academic achievements of the students. Equally Oyewole and Ogundele (2021) examined the prevalence of internet addiction among the universities girl's and boy's students, the result of the study showed that prevalence of internet addiction was more among boys than girls. Ibrahim, Algethami and Almehmadi (2021) also found that internet addiction was higher among males than females.

Conclusion

Based on the findings of this study, it is concluded that internet addiction has emerged as a prevalent and significant issue among technical students in Ogun State, with a majority exhibiting moderate to severe levels of dependency. This dependency is not a benign practice but a critical factor with profound negative implications for their overall development. The study conclusively establishes that internet addiction is a strong, negative predictor of emotional stability, leading to increased emotional volatility, anxiety, and irritability among these students. Furthermore, it is evident that excessive and compulsive internet use directly and substantially undermines academic success, particularly by eroding the sustained focus and practical engagement that technical education demands. The convergence of these effects creates a detrimental cycle where poor emotional health and academic failure reinforce the pattern of addictive behaviour, putting at risk the students' ability to benefit from their technical training and achieve their career potential.

Recommendations

1. Management of technical colleges should establish and enforce a clear "digital usage strategy" within the school environment which could include designated "no mobile-phone" zones in workshops and classrooms and scheduled internet-free periods to encourage focused practical work and face-to-face social interaction.
2. School counsellors should be trained to recognise the signs of internet addiction. They should implement targeted psycho-educational programmes and cognitive-behavioural therapy (CBT)-based group interventions to help students develop healthy internet habits, improve impulse control and build emotional regulation skills as alternatives to escapist online behaviour.

3. Families should take an active role in monitoring their children's internet usage at home. Establishing household rules about screen time, encouraging participation in physical and social activities and fostering open communication about the potential dangers of internet overuse are crucial steps to take.
4. The curriculum for technical education should integrate digital literacy modules that explicitly teach students about the risks of internet addiction, the importance of digital well-being, and strategies for using the internet productively for skill enhancement rather than compulsive consumption.

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