

Assessment of Psychological Behaviour among Internet Users students in Secondary Schools at Mosul City

ZEYAD TARIQ AL-NOIMI¹¹Lecturer College Of Nursing University Of Mosul.Iraq

ABSTRACT

Backgrounds and Aims: The term "Internet user" refers to anybody who has a computer and can access the Internet from anywhere in the world. This research sought to examine the amount of internet usage among students by gender, sleep problems among students by gender, and aggressive behaviour among students by gender. To examine the extent to which pupils exhibit withdrawal symptoms based on their gender, and to evaluate the degree to which students exhibit violent behaviour based on their gender.

Patients and Methods: A descriptive design was carried out from 15th, January 2021 through 29th, March 2021 to achieve the present study's objectives. The research participants were 100 pupils from Nineveh Education Directorate secondary schools, ranging in age from 13 to 17 years. The data collection period was from the 20th of January to the 1st of February 2021 in order to fulfil the present study's objectives. This scale is prepared to be applied by an interview with pupils Aggressive Behavior Scale, Internet Addiction Test, Social Withdrawal Scale to achieve the goals of the study, The validity of the scale, was done through a review of 10 experts of different specialties related to the field of the present study were chosen.

Results: The findings revealed that most pupils had equal male and females pupils had mild use of the Internet, the majority of the similar male and females pupils had soft sleep disorders, excessive aggressive behavior is the highest percentage and frequency in females, outrageous aggressive behavior is the highest percentage and frequency in male, the male and females pupils had similar mild withdrawal symptom, the male more than female had excessive eating disorders.

Conclusions: the equal male and females students had mild use of the Internet. The majority of similar male and females students had soft sleep disorders. Excessive aggressive behavior is the highest percentage and frequency in females. The male and females students had similar mild withdrawal symptoms—the male more than female had extreme eating disorders.

Conclusion: assist students in expressing their problems, and understand their motivations for behaviors, and make them continue interaction with their communities. Integration care of students with excessive internet usage in all spectrums (psychiatry, healthy, socially, and educationally). Having instructors and parents utilise excessive amounts of the Internet to connect with children. Training teachers on the correct diagnosis of students with excessive usage of the Internet.

Keywords: Psychological behaviour, Internet Users.

INTRODUCTION

Internet addiction is described as the inability to maintain control over one's usage of the internet and the negative repercussions of this behavior in one's everyday life. The phrases 'compulsive internet usage,' 'pathological internet use, and problematic internet use, among others, were traditionally regarded synonyms for IA, even though their perspectives may vary (1). Teenagers' daily lives have been transformed by the prevalence of online social networking (2). Internet addiction is defined as excessive or poorly controlled preoccupations, cravings, or behaviours that create damage or discomfort in everyday life or relationships. Internet addiction may result in neurological problems, anxiety, and despair and negatively impact the academic performance of university students (3,4). Earlier studies in the US and Europe found incidence rates between 1.5% to 8.2%. (5). Adolescents' mental health suffers owing to poor online social networking use (6,7). Online social networking is a critical tool for adolescents in establishing social relationships with their classmates. When compared to face-to-face contacts, online interactions provide the advantages of anonymity, the freedom of selective self-disclosure, and the absence of geographical or time constraints. Such characteristics may be associated with addictive behaviors (8,9). Previously published studies indicated that IA increased the likelihood of developing a range of severe social and health effects, including poor academic performance, interpersonal relationships, anxiety, depression, and other behavioural issues (10). However, more research is needed to confirm this (11). As a consequence, it is essential to keep adolescents from getting hooked to the internet. Stressful life experiences are linked to IA in teenagers, although research on this link is conflicting (12). For some people, IA is a transitory phenomenon, according to Young's hypothesis. He also believes that it is a behavioral pattern that contributes to some of the negative cognitions that compensate for failures in other areas of life (13). According to this theory, problems acquired in real life may lead to IA since the Internet offers a person an escape from unpleasant life events and circumstances. However, a substantial and moderating role in this

relationship may be played by one's coping style (14). This relationship may be strengthened or weakened depending on how stressful life experiences interact with the psychological symptoms of teenagers. Any evidence does not support this theory. Due to pornographic content, for example, being readily available to students via the Internet, it may create difficulties in their personal lives and their social and educational lives. Furthermore, poor Internet usage has been linked to issues among family members in the past (15,16). Social media use has reached pandemic proportions among college students. It has interfered with their study time, led them to use profane language and poor spelling while engaging on social media, and diverted them from their academics. Social media is taking up an excessive amount of time for students who should be concentrating on academic work, which has a negative impact on their grade point average (GPA). Students spend a disproportionate amount of their study time on social media rather than on their academic assignments, negatively impacting their grade point average (GPA) (17). It is a worldwide public computer network that links and transmits data files, email, news, and entertainment to and from a wide range of networking resources, such as the World Wide Web and other networks and services. Additionally, it delivers files including text, news, entertainment, and information. It is possible to connect to the Internet via a computer, a mobile phone with Internet access, a portable TV, or a game console. According to the research, adolescents are most likely to be the most vulnerable demographic because they are susceptible to the beginning of addictive behaviors and the population segment most exposed to the Internet (18,19). Among the few studies that looked at gender differences in risk factors for IA, Ko et al. found that ADHD was associated with IA in both males and females. In contrast, hostility and a lack of parental care were associated with IA only in males. Inter-parental conflicts and parental permission to use the Internet for more than two hours per day were associated with IA only in females (20,21). Yen et al. found that ADHD and depression were related to IA in both men and females, but hostility was associated with IA exclusively in males (22). It has not been studied if there

are variations in risk variables between men and women in other possible risk factors such as frequency and usage features.

MATERIALS AND METHOD

A descriptive design was carried out from 15th, January 2021 through 29th, March 2021 to achieve the present study's objectives. A probability sample (random) consisted of 100 patients that consist (50) male, (50) female was from secondary schools of Nineveh Education Directorate. The Aggressive Behavior Scale prepared by A.BAS and M.PERRY in 1992, this scale consists of 29 parts designed to measure four proportions representing aggressive behaviour that includes, physically aggressive, verbally aggressive, aggression and hostility. (23) Social Withdrawal Scale prepared by Zaynab shower 2002, this scale consists of 43 parts designed to measure six proportions that representing Social Withdrawal that includes, Social Withdrawal, feeling of helplessness, pessimism, feeling of meaningless, feeling hopelessness, The non-normative. (24) Young, K.1996, created the Internet Addiction Test, includes 20 sections to measure Internet Addiction, such as psychological dependence, compulsive behaviour, withdrawal symptoms, family problems, incorrect time management, and the correlation between internet addiction and sleep disturbance. This test found in many web site relate to internet addiction and translate to many languages. This test suitable for all ages. (25) Cronbach Alpha Correlation coefficients were computed using the split-half method, which established the scales' reliability. To ensure the validity of the scales, method, and procedure proposed to be carried out during the study, ten experts of different specialities related to the present study field were chosen. They were asked to review the scales format for clarity and adequacy to achieve the current study objective.

RESULTS

Table 1: Distribution of male and female pupils according to internet usage.

Severity	Mild		Moderate		Excessive	
Gender	No.	%	No.	%	No.	%
Male	37	37.5	13	12.5	0	0
Female	44	44	6	6	0	0

Table 2: Distribution of male and female pupils according to sleep disorders.

Severity	Mild		Moderate		Excessive	
Gender	No.	%	No.	%	No.	%
Male	4	8	46	92	0	0
Female	3	6	47	94	0	0

Table 3: Distribution of male and female pupils according to aggressive behaviour.

Severity	Mild		Moderate		Excessive	
Gender	No.	%	No.	%	No.	%
Male	10	20	31	62	9	18
Female	8	16	28	56	14	28

DISCUSSION

This study aimed to determine psychological behaviour among internet user's students in secondary schools at Mosul City. Adolescents were exposed to a growing number of stressors as they grew older and a variety of life events with varying characteristics: interpersonal difficulties and school-related problems are two stressors that occur more often in adolescents' lives. In contrast to work-related stresses, family-related issues and personal problems are stressors that arise more seldom. Neither men nor girls were found to have significantly different Online use patterns in the present research, with both having moderate internet use. Some research showed no differences in Online use between males and females, while other studies discovered that male students had a greater level of internet addiction than female students. (26,27,28).Hupfer and Detlor (2006) found that disparities between male and female online searching behaviors seem to remain, such as the tendency to

spend more time in email, chat, and looking for reference resources. When it came to using the Internet for communication, women were more inclined than men to do so, while men were more likely to use it for entertainment and news (30). A study conducted by Yavuz Erdogan (2008) found that male adolescents reported a greater frequency of web browsing and online gaming than female adolescents. Females, on the other hand, reported using email more often. On the educational level, Internet addiction has emerged as a threat to students due to their excessive use of and preoccupation with social networking sites and electronic games, which have recently emerged like a ghost threatening students' lives and impacting their public lives and careers. The continuance of the scenario will inevitably have adverse effects on the student's psychological and social well-being. Primarily, this manifests in the form of emotional symptoms including depression, anxiety, and social withdrawal, as well as subpar academic performance. However, the Internet user causes friction in their family and separates themselves from their community on a personal level. As a consequence, secondary school kids need to be investigated and detected for Internet addiction, as well as its relationship to other variables. Adolescents require a lot of sleep to keep up with their developing bodies as they go through adolescence, which is why sleep is so important for their health. According to studies, teens need nine to ten hours of sleep each day (31). It's possible that they won't be able to meet this deadline, but they must do their best. According to our results, the majority of pupils, both male and female, had just minimal sleep issues. In a few earlier research, it was also examined if gender had an impact on sleep quality. An investigation from China found that females in the same examined group had a 1.27-fold higher chance of having poor sleep quality than men in the same research (32). Another research found a statistically significant relationship between poor sleep quality and high school students in Konya, Turkey, with 34.1 percent of female students and 24.5 percent of male students reporting poor sleep quality (33). Our findings, which show that female students had a 1.95-times greater risk of sleep disturbance than male students, contradict previous studies. The fact that females are more often assigned domestic tasks than men, particularly in their formative years, may account for this gender difference. Female students are more likely than males to have worse sleep quality because of the additional pressure placed on them by their families, as well as biological and hormonal differences that are very certain to occur. One of the negative health effects of being on the internet has been linked to aggression and Internet addiction. Excessive Internet use is a major risk factor for aggression, according to the results of Ko et al. While Internet use may relieve pain by providing immediate rewards and opportunities to engage in various activities (34). According to the authors, Yen et al. discovered a strong connection between violent behaviour and Internet addiction. (35). Internet addiction was linked to violent conduct in teenagers, and research suggests that it may be caused by a number of reasons, including computer-mediated social contact, exposure to media violence and entering an individuated state when doing Internet activities. Researchers have discovered a connection between Internet addiction and aggression, and believe treating both problems at the same time may decrease the risk of being addicted to the Internet. Anxious, sad, or ADHD people are more prone to develop an Internet addiction and feel driven by it, according to these findings. (36). Internet-using teenagers are shown to be more aggressive than their non-addicted counterparts, according to research. Because individuals who are more aggressive are more prone than others to get addicted to the internet, early psychiatric therapies that target aggression as well as clinical condition could help prevent and cure internet addiction illness. We found that the majority of students, both males and females, had mild withdrawal symptoms as a consequence of our study. Researchers like Robert Kraut and colleagues from 1998 and Anita Langater from 2014 have found comparable findings (37,38). While I disagreed with the information provided by

Katherine Detman 2013, who recognized the degree to which the Internet has a good effect on people's lives and that it does not disrupt genuine social relationships, the Internet has a positive impact on our lives. What I utilized for fewer than 21 hours a week was a part-time job. Therefore, it may be said that regular usage is beneficial. Extensive use of social networking sites decreases actual social interaction, which may harm a relationship. An adolescent becomes dissatisfied with his environment and with his social connections. He may cancel many of them since he no longer needs to communicate with Frontline and can compensate him by calling from his cell phone or computer screen. The more time spent on a gadget, the less socially engaged the user is. Increased internet use has consequences for the behavior of its users, as well as for the violation of community values and the development of destructive behaviors, such as violence and crime, in addition to psychiatric disorders such as sadness, anxiety, and a loss of self-confidence. not to mention a lack of social cohesiveness in the community And realistic engagement or what is known as social isolation, as a result of spending a lengthy period on Facebook, has an impact on company levels. The likelihood of an individual's self-realization diminishes, which may impact his capacity to manage events. Events create negative values, anxiety, and rejection of the whole society, which causes it to speed into a virtual world. He imitates his ideal ideals for the actual world, which he finds frustrating. He provides him with a means of releasing the stresses of everyday life. The research community is one of the most vulnerable segments of society. Because they are more prone to get hooked to a website, the surrounding factors impact it. Facebook is the social media platform that is most susceptible to social isolation and psychological alienation.

CONCLUSION

Although the idea of and criteria for Internet addiction are still up for debate, four elements are widely accepted as essential: Extreme use, often accompanied by a loss of perspective on time or the neglect of fundamental drives; withdrawal, including feelings of anger, tension, depression, and anxiety when the Internet is not accessible; obsession, including a constant need for better computer equipment, more software, or more hours of use; and negative consequences, such as arguments, lying, poor achievement, social isolation, and other negative consequences of excessive Internet use and withdrawal (40,41) To effectively treat and comprehend Internet addiction problem, psychiatric treatments that take into account both aggressiveness and comorbid disorders are needed.

Source of funding: personal by the researchers.

Conflict of interest: No financial or conceptual conflict of interest.

REFERENCES

- American Psychiatric Association (2010). APA announces draft diagnostic criteria for DSM-5: New proposed changes posted for leading manual of mental disorders. Available at: <http://www.dsm5.org/Newsroom/Documents/Forms/AllItems.aspx>.
- Pantic, I. (2014). Online social networking and mental health. *Cyberpsychology, Behavior, and Social Networking*, 17(10), 652–657. <https://doi.org/10.1089/cyber.2014.0070>.
- Shadzi MR, Salehi A, Vardanjani HM. Problematic internet use, mental health, and sleep quality among medical students: A path-analytic model. *Indian J Psychol Med* 2020;42:128-35.
- Taechoyotin P, Tongrod P, Thaweer ungruangkul T, Towattananon N, Teekapakvisit P, Aksornpusitpong C, et al. Prevalence and associated factors of internet gaming disorder among secondary school students in a rural community, Thailand: A cross-sectional study. *BMC Res Notes* 2020;13:1-7 .
- Fathian Dastgerdi Z, Amidi Mazaheri M, Jadidi H, Zhaleh M, Kaviani Tehrani A, Ghasemi M, et al. Prevalence of internet addiction and its association with general health status among high school students in Isfahan, Iran. *Int J Pediatr* 2020;8:10799-806.
- Andreassen, C. S. (2015). Online social network site addiction: A comprehensive review. *Current Addiction Reports*, 2(2), 175–184. <https://doi.org/10.1007/s40429-015-0056-9>.
- Ryan, T., Chester, A., Reece, J., & Xenos, S. (2014). The uses and abuses of Facebook: A review of Facebook addiction. *Journal of Behavioral Addictions*, 3(3), 133–148. <https://doi.org/10.1556/JBA.3.2014.016>.
- Byun, S., Ruffini, C., Mills, J. E., Douglas, A. C., Niang, M., Stepchenkova, S., et al. (2009). Internet addiction: Meta-synthesis of 1996–2006 quantitative research. *CyberPsychology and Behavior*, 12(2), 203–207. <https://doi.org/10.1089/cpb.2008.0102>.
- Kormas, G., Critselis, E., Janikian, M., Kafetzis, D., & Tsitsika, A. (2011). Risk factors and psychosocial characteristics of potential problematic and problematic internet use among adolescents: A cross-sectional study. *BMC Public Health*, 11(1), 595–602. <https://doi.org/10.1186/1471-2458-11-595>.
- 1Jenaro, C., Flores, N., Gómez-Vela, M., González-Gil, F., & Caballo, C. (2007). Problematic Internet and cell-phone use: Psychological, behavioural, and health correlates. *Addiction research & theory*, 15, 309–320.
- Sung, J., Lee, J., Noh, H. -M., Park, Y. S., & Ahn, E. J. (2013). Associations between the risk of internet addiction and problem behaviours among Korean adolescents. *Korean Journal of family medicine*, 34, 115–122.
- Xie, Y., Zhou, P., Xu, L., & Peng, Z. (2010). Prevalence of internet addiction and the related factors in middle school students in Guangzhou. *Journal of Southern Medical University*, 30, 1801–1804.
- Davis, R. A. (2001). A cognitive-behavioural model of pathological Internet use. *Computers in Human Behavior*, 17, 187–195.
- Schroevers, M., Kraaij, V., & Garnefski, N. (2007). Goal disturbance, cognitive coping strategies, and psychological adjustment to different types of stressful life event. *Personality and Individual Differences*, 43, 413–423.
- 1Schroevers, M., Kraaij, V., & Garnefski, N. (2007). Goal disturbance, cognitive coping strategies, and psychological adjustment to different types of stressful life event. *Personality and Individual Differences*, 43, 413–423.
- Beard, K. W., Internet addiction in children and adolescents. In C. B. Yarnall (Ed.). *Computer science research trends*, 2008: 59-70.
- Ndaku, A. J. (2013). Impact of Social Media on the Students' Academic Performance in Ghana. *Networking* 18, (5) pp.6, 275-285.
- Grant, J.E., Potenza, M.N., Weinstein, A., Gorelick, D.A., 2010. Introduction to behavioural addictions. *Am. J. Drug Alcohol Abus.* 36, 233–241.
- Huang, S., Shen, F., 2010. Influencing factors of adolescents internet addiction. In: *Proceedings of the 2010 IEEE 2nd Symposium, Web Society (SWS)*, August 16-17, Beijing (China), pp. 507–512.
- Ko, C.H., Wang, P.W., Liu, T.L., Yen, C.F., Chen, C.S., Yen, J.Y., 2015. Bidirectional associations between family factors and Internet addiction among adolescents in a prospective investigation. *Psychiatry Clin. Neurosci.* 69, 192–200.
- Ko, C.H., Yen, J.Y., Chen, C.S., Yeh, Y.C., Yen, C.F., 2009a. Predictive values of psychiatric symptoms for internet addiction in adolescents: a 2-year prospective study. *Arch. Pediatr. Adolesc. Med.* 163, 937–943.
- Yen, J. Y., Ko, C. H., Yen, C. F., Wu, H. Y., & Yang, M. J. (2007). The comorbid psychiatric symptoms of Internet addiction: attention deficit and hyperactivity disorder (ADHD), depression, social phobia, and hostility. *Journal of adolescent health*, 41(1), 93-98.
- Buss, A. H., & Perry, M. (1992). The Aggression Questionnaire. *Journal of Personality and Social Psychology*, 63, 452–459. DOI: 10.1037/0022-3514.63.3.452
- Zainab Shukair, Psychological Scale of Alienation, "Its Components Its Manifestations", The Egyptian Renaissance Library . D. T., Egypt. 2002.
- young, K (1996), Internet addiction: the emergence of a new clinical disorder, paper presented at the 104Th Annual meeting of the American.
- Bakarman, MA. Internet addiction among senior medical students at King Abdulaziz University, Prevalence and association with depression. *Glob J Health Sci* 2017;9:60-8.
- Akhter N. Relationship between internet addiction and academic performance among university undergraduates. *Educ Res Rev* 2013;8:1793.
- Ilytoğlu O, Çeliköz N. Exploring the impact of internet addiction on academic achievement. *Eur J Educ Stud* 2017;3:38-59.
- Hupfer, M.E. & Detlor, B. (2006). Gender and Web information seeking: A self-concept orientation model. *Journal of the American Society for Information Science and Technology*, Vol. 57, No. 8 Pp: 1105-1115.
- Fallows, D. (2005). How men and women use the Internet. Washington, DC: Pew Internet & American Life Project. 31

- December,2008fromhttp://www.pewInternet.org/pdfs/PIP_Women_and_Men_online.pdf.
31. Yavuz Erdogan, Servet Bayram and Levent Deniz (2008) Factors that influence academic achievement and attitudes in web-based education. *International Journal of Instruction*.Vol.1, No.1.Available atwww.e-iji.net.
 32. Hosker DK, Elkins RM, Potter MP. Promoting mental health and wellness in youth through physical activity, nutrition, and sleep. *Child Adolesc Psychiatr Clin N Am*. 2019;28:171–93.
 33. Guo L, Deng J, He Y, Deng X, Huang J, Huang G, et al. Prevalence and correlates of sleep disturbance and depressive symptoms among Chinese adolescents: a cross-sectional survey study. *BMJ Open* 2014;4:1-9.
 34. Koçoğlu D, Arslan S. Lise öğrencilerinde gündüz uyku durumu ve ilişkili faktörler. *Hacettepe Üniversitesi Hemşirelik Fakültesi Dergisi* 2011;18(1):50-60.
 35. Ko CH, Yen JY, Chen CS, et al. Predictive values of psychiatric symptoms for Internet addiction in adolescents: a 2-year prospective study. *Archives of Pediatrics & Adolescent Medicine* 2009; 163:937–943.
 36. Yen JY, Ko CH, Yen CF, et al. Psychiatric symptoms in adolescents with Internet addiction: comparison with substance use. *Psychiatry & Clinical Neurosciences* 2008; 62:9–16.
 37. Ko CH, Yen JY, Liu SC, et al. The associations between aggressive behaviours and Internet addiction and online activities in adolescents. *Journal of Adolescent Health* 2009;44:598–605.
 38. Robert Kraut, Michal Patterson, Vicki Lundmark and others: Internet paradox a social Technology That Reduces social involvement and psychological well being, Carnegie Mellon University 1998.
 39. Anita bra ingvdottir: the relationship between Facebook use and loneliness: a comparison between high school students and university students, department of psychology, school of business,2014.
 40. Katherin L.Dittman: a study of the relationship between loneliness and internet use among university students, graduate research, digital comments, Andrews University,2013.
 41. Block JJ. Issues for DSM-V: Internet addiction. *American Journal of Psychiatry* 2008; 165:306–307.48.
 42. Yu JJ, Kim H, Hay I. Understanding adolescents' problematic Internet use from a social/cognitive and addiction research framework. *Computers in Human Behavior* 2013;29:2682–2689.