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A comparative study of internet addiction on physical education students

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Abstract
Background: The purpose of the study is to compare the internet addiction level on Physical Education students.
Methods: In this study 40 subjects (10) B.P.Ed I year, (10) B.P.Ed II year, (10) M.P.Ed I year & (10) M.P.Ed II year students were selected randomly from HNB Garhwal University Srinagar Uttarakhand. Data was collected by internet addiction test developed by Kimberly young. The statistical technique applied in order to examine the hypothesis of the study was descriptive statistics such as mean and standard deviation and comparative statistical technique (one way ANOVA) and level of significance was set at 0.05.
Results: The results revealed that there was no significant difference between B.P.Ed I year, B.P.Ed II year, M.P.Ed I year & M.P.Ed II year students. It might be due to that all four groups are basically part of same profession.

Keywords: Internet addiction, physical education

Introduction

The internet can provide access to some valuable tools, interesting stories, exciting games and informative content but, when used in excess, the internet has the ability to interfere with work, life, relationships, and daily routines. Internet addiction disorder is a potentially dangerous condition that affects individuals who spend large amounts of time online socializing with friends, playing games, gambling or just surfing the web despite the negative consequences that result from spending so much time online. The advent of internet in this rat-race to quench the thirst of knowledge has become more aggressive. This has divided the world into two halves; computer literate and computer illiterate. People having no knowledge of computer and information technology are feeling incapable to keep pace with the society. The Internet and computer are providing many facilities at home and work place. For instance- e-banking, e-tickets, e-books, e-mails are the most general facilities of internet. One can share his experiences and thoughts with the entire world through blogs, Wikis and web- sites. Besides job hunting and hiring employees it is also possible through public portals like naukri.com, UPSC portal, monster.com, latest vacancy, sarkari naukri etc. (Edwards & Bruce, 2002) [1] It can further be seen that internet use not only affects physiological and psychological variables but also educational and study habits of students. Success of students in their education is very necessary for good health of our society and but success in study depends not only on ability and hard work but also on effective method of study and study habits. Nowadays, students have not keen interest in traditional styles of study. In the new generation, the Internet has become an important tool for education, entertainment, communication, and information-sharing.

In recent years, the use of Internet, a largely pro-social, interactive, and information-driven medium has skyrocketed and affected everyone's life, specifically, adolescents and young adults, a generation for whom the line between online and real world interaction is practically non-existent and the existence of addictive Internet use may exert detrimental effects on their lives. Along with all the benefits the Internet brings, problems of excessive use are also becoming apparent. Psychological and physical problems (sleep deprivation, excessive fatigue, decreased immune system,

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lack of proper exercise, poor personal hygiene and back or eye strain), social isolation and lack of real-life social relationships, familial (relationship problems with family, neglect of daily chores and increased family conflicts), academic problems (drop in grades, missed classes, decline in study habits) and other problems such as cyber bullying, sexual predators and exposure to pornographic materials have all been identified as consequences of excessive Internet use. It has been alleged by some academics that excessive Internet use can be pathological and addictive and that it comes under the more generic label of technological addiction.

Concept of internet addiction was first coined by and by following DSM IV addiction criteria it was defined as "very strong desire or urge for using the internet" (Korkeila *et al.* 2009) [4]. Internet is a technological tool which makes our life easier and has become an indispensable part of it while its number of user population increases faster each day. Although internet plays an indirect role on these issues, internet addiction affects these issues directly (Young, 1998) [8].

Internet addiction means the over use of internet to such extent that our everyday life collapses. At the end it leads to complete breakdown of our personal and social relationship, work and sleep routine as well as our mood and thinking capability. In other words we can say that the over use of Internet creates disturbance in our life. The use of the Internet on school campuses and in society has increased dramatically in recent years. Whereas the academic use of the Internet is primarily intended for learning and research, the Internet has also become an important part of student life. However, from time to time, cases of over involvement with the Internet have been observed on different campuses. For example, Chou *et al.* (1999) [2] observed that in one residence hall at their university; four roommates were busy, quietly working on their computers. They logged onto the Internet to chat with other people, whom were no other than their roommates! Some college students remain connected to the Internet as long as they are awake. By this observation teachers may notice that fewer and fewer students are willing to take early morning classes, and some of those who do register for morning classes regularly come in late. It has also come to the attention of some school administrators that some students get poor grades or are placed on academic probation because they spend too much time on the Internet rather than on their studies.

Internet addiction commonly refers to an individual's inability to control his or her use of the Internet (including any online-related, compulsive behavior), which eventually causes one's marked distress and functional impairment in daily life. Research studies in the Western and Asian contexts suggest that the risk of Internet addiction among young people is increasing.

College students are especially vulnerable to developing dependence on the Internet, more than most other segments of the society. This can be attributed to several factors including the following: Availability of time; ease of use; unlimited access to the Internet; the psychological and developmental characteristics of young adulthood; limited or no parental supervision; an expectation of Internet/computer use implicitly if not explicitly, as some courses are Internet-dependent, from assignments and projects to communication with peers and mentors; the Internet offering a route of escape from exam stress,6 all of which make Internet overuse a significant cause of concern for parents and faculty.

The excessive and inappropriate use of Internet is a growing concern in the current tech-savy World. The youth are particularly vulnerable to this problem which may ruin their very critical academic career. The aim of this study is to find out the impact of internet addiction on students from different level of education and gender.

The use of internet among adolescents in India has led to a vast change in their life styles and study habits. It is a general observation that the use of internet can lead to improve student's performance in thinking logically, formation of concepts, problem solving procedure and understanding relationships (Temple and Gavillet, 1990) [6]. For example-Computer programming allows students to improve those skills by participating in classroom exercises that closely stimulate real world experiences. Such instructional stimulations are particularly useful in situations where first hand experiences are not available and are not appropriate. On the other hand, some researchers and media correspondents and policy analysts argue that use of internet suppresses the capacity of brains to develop imagination (Davis, 1989) [3]. Students are happy to be alone. They do not make notes any longer. They believe in cut-paste technology. They make no reference of library materials. This shows that use of internet leads to serious consequences because it adversely affects the study habit of children (Wang *et al*, 2003) [7].

Methodology
Hypotheses
There is no significant difference between B.P.Ed I year, B.P.Ed II year, M.P.Ed I year & M.P.Ed II year students.

Subject
The present study consists of 40 students selected four groups B.P.Ed I year, B.P.Ed II year, M.P.Ed I year & M.P.Ed II year.

Variable
Independent
1. Physical Education students

Dependent
1. Internet Addiction

Measurement Tools
Internet Addiction Test (IAT) was developed by Dr. Kimberly Young, in 1998 and it consist of 20 questions was adopted to evaluate the respondents level of internet addiction. Each item is scored using a five-point liker scale, a graded response can be selected (1 = "rare" to 5 = "always").

Statistical Analysis
- The statistical technique applied in order to examine the hypothesis of the study were, descriptive statistics such as mean and standard deviation. Analysis of variance (ANOVA) was used to analyze and compare the level of Internet Addiction among Physical Education, HNBGU students. The significant level was set at 0.05.

Results and discussion
Statistical analyses of the data are presented in this study. Internet Addiction data were collected in total (N=40) 10 B.P.Ed I year, 10 B.P.Ed II year, 10 M.P.Ed I year & 10 M.P.Ed II year students from HNBGU Srinagar Garhwal Uttarakhand. The results of the study are presented with the help of the following tables and graphs.

Table 1: Mean and Standard Deviation

Class	N	Mean	Std. Deviation
MPED II year	10	25.6000	13.98571
MPED I year	10	30.9000	11.67571
BPED II year	10	39.4000	11.53930
BPED I year	10	32.0000	12.67544
Total	40	31.9750	13.00983
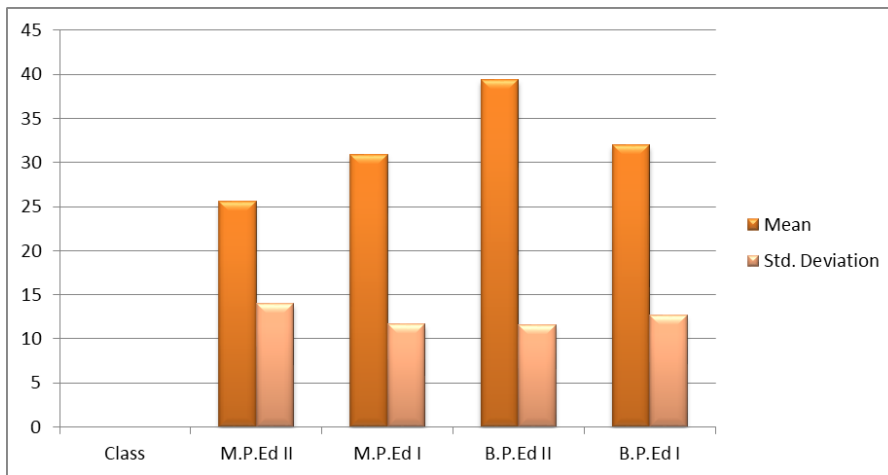
Graph 1: Graphical representation of mean difference of Internet Addiction of Physical Education (M.P.Ed II, M.P.Ed I, B.P.Ed II, B.P.Ed I) student.

Table 2: Analysis Of Variance of Internet Addiction of Physical Education students.

Internet Addiction				
Groups	Sum of Squares	Df	Mean Square	F
Between Groups	969.275	3	323.092	2.065
Within Groups	5631.700	36	156.436	
Total	6600.975	39		

Tab F0.05 level (3, 36) =2.86

The obtained value of 'F' (2.065) from table-2 is statistically not significant at 0.05 levels. F value is found no significant because calculated value (2.065) is less than tabulated value (2.86). When we compared internet addiction it is documented that there was no significant difference found within the groups of HNBGU Srinagar Garhwal, Uttarakhand physical education students.

Discussion of Finding
There was no significant difference in internet addiction between B.P.Ed I year, B.P.Ed II year, M.P.Ed I year, M.P.Ed II year student, it might be due to that all four groups are basically part of same profession (physical education). Due to extensive content of the curriculum of the department the subjects have very limited time to access internet. Also the numbers of the subjects are limited and if the numbers were increased may be the result differs.

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