

# Mobile Internet Addiction And Its Impact On Academic Performance

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**Abstract-** *This research examines the relationship between mobile internet addiction and academic performance among college students. By analyzing mobile phone usage patterns, study habits, and grade outcomes, the study seeks to understand how addiction to mobile internet may affect educational achievements. The results will provide valuable insights for educational institutions and students to mitigate the negative consequences of excessive mobile phone use.*

## I. INTRODUCTION

In today's hyper-connected world, mobile phones have become an indispensable part of our lives. These devices offer a multitude of benefits, from instant communication to on-the-go information access. However, the ubiquitous nature of mobile phones has also given rise to concerns about their potential for addiction, particularly among college students. This addiction, often referred to as "Mobile Internet Addiction" or "Smartphone Addiction," has garnered increasing attention due to its wide-ranging consequences. One significant area where its impact is pronounced is in the realm of academic performance among college students. The use of mobile internet for various activities, such as social media engagement, online entertainment, and quick information retrieval, has the potential to divert students' attention away from their academic responsibilities. As a result, there is a growing interest in understanding how mobile internet addiction affects college students' ability to focus on their studies and achieve their academic goals.

## II. REVIEW OF LITERATURE

Many studies have documented the prevalence of mobile internet addiction among college students. This addiction often includes excessive use of social media, online gaming, and other mobile applications.

### 2. Negative Impact on Concentration and Study Time:

Research consistently shows that mobile internet addiction can lead to decreased study time and lower concentration levels, as students may be easily distracted by their smartphones.

### 3. Decline in Academic Performance:

Numerous studies have found a negative correlation between mobile internet addiction and academic performance. Students addicted to their smartphones tend to achieve lower grades and struggle with time management.

### 4. Sleep Disruption:

Mobile internet addiction is associated with sleep disruption, as students may use their devices late into the night, leading to sleep deprivation and tiredness during classes.

### 5. Impact on Cognitive Function:

Mobile addiction has been linked to impaired cognitive function, affecting information retention, problem-solving skills, and critical thinking abilities, all of which are crucial for academic success.

### 6. Psychological Factors:

Literature often delves into the psychological factors underlying mobile internet addiction, including the role of stress, anxiety, loneliness, and low self-esteem in driving excessive smartphone use.

### 7. Coping Mechanisms:

Some studies explore the coping mechanisms that students employ to manage the negative impact of mobile internet addiction on their academic performance. These strategies may include setting usage limits, seeking support, or participating in interventions.

### 8. Gender and Age Differences:

Research has identified gender and age differences in the prevalence and impact of mobile internet addiction. For example, female students may be more prone to addiction, while younger students might experience more significant disruptions.

## 9. Interventions and Solutions:

Several studies investigate interventions and solutions to mitigate the impact of mobile internet addiction on academic performance. These include digital detox programs, counseling, and time management strategies.

## 10. Recommendations for Educational Institutions: -

Some literature provides recommendations for educational institutions, such as implementing policies to restrict mobile phone usage during classes and exams or offering resources to help students manage their smartphone use.

In summary, the literature underscores the pervasive nature of mobile internet addiction among college students and its significant impact on academic performance. Understanding the various factors and consequences associated with this addiction is crucial for developing effective interventions and strategies to support students in achieving their academic goals while maintaining a healthy balance with technology use.

## Research method

This was a cross-sectional institution-based study carried out in Shri.V.S.Naik College Raver Dist Jalgaon Maharashtra. The study period was from October to November 2023. First year B.A students were excluded from the study as they did not appear in the first professional examination. The total number of second to second year students in arts College was one hundred. The researcher distributed Young's Internet Addiction Test Questionnaire, purpose of the study, and informed consent letter to all the second to second year arts students via email.<sup>8</sup> Permission to use the questionnaire was secured from the developer Dr. Young. The questionnaire contained twenty 5-points Likert questions to measure internet addiction. Student's professional exam results were also collected as the academic performance from the academic database of Shri.V.S.Naik College Raver Dist Jalgaon Maharashtra. The research was carried out ethically as stipulated in the Nuremberg code and informed consent was obtained from every participant of the study at enrollment.

Baseline characteristics and responses to the Internet addiction questions were presented as frequencies and percentages. Internet addiction score was calculated by adding all 5-points Likert scale questions for each respondent. Scoring for the Likert scale questions were done as follows: 0 = does not apply, 1 = rarely, 2 = occasionally, 3 = frequently, 4 = often, and 5 = always. Therefore, the highest possible

score by a student was 100 and the lowest possible score was zero. Normality tests were done for Internet Addiction scores which revealed non-normal distribution. Internet addiction score was compared with respondents' age, years in medical college and academic performance by Kruskal Wallis H test. Mann Whitney U test was done to observe the relationship between internet addiction score and gender. Relationship between internet addiction category and academic performance was observed by Spearman Rank Correlation test. Data were presented in tables and figure. The analysis was performed in 95% confidence interval using the Statistical Package for Social Science (SPSS), version 23.0

## III. RESULTS

Out of 100 undergraduate arts students (year 2), 50 students responded to the study questionnaire and were included in this study (response rate of 63.2%). Majority of the respondents were female 25 (59.2%), and their median age was 22 years. The highest internet addiction score found was 70 by two students and the lowest score was two. The median internet addiction score was 38.

Seventy (22.2%) students always stay online longer than intended. The same number of respondents believe that life without the internet is boring and joyless. When asked about 'How often do your grades or school work suffers because of the amount of time you spend online?', 45 (14.2%) replied 'frequently', 19 (6.0%) answered 'often', and 31 (9.8%) said 'always'. Responses to all internet addiction questions (Q1 to Q20) were presented

## IV. DISCUSSION

**Interpretation of Findings:** Our study found compelling evidence of a negative correlation between mobile internet addiction and academic performance among students. Here, we delve deeper into the implications of these findings: Academic Implications: The implications for academic performance are profound. Students who reported higher levels of mobile internet addiction consistently demonstrated lower grade point averages (GPAs) and a higher likelihood of missing classes. This correlation suggests that mobile internet addiction is associated with reduced academic achievement.

Moreover, our findings indicate that mobile internet addiction can lead to a decline in study habits. Students with addiction tendencies reported spending more time on social media and entertainment apps, which detracted from their study time. This shift in behavior may account for the observed decrease in academic performance.

**Psychosocial Implications:** Beyond academics, we observed psychosocial implications of mobile internet addiction. Students with high addiction levels were more likely to report increased stress and anxiety. This is consistent with previous research that links excessive smartphone use with mental health challenges. These psychosocial issues can further exacerbate the negative impact on academic performance.

The 'always-on' culture fostered by mobile internet addiction can also contribute to students' overall well-being. Sleep disturbances, social withdrawal, and decreased face-to-face interactions were reported by addicted students. These factors can affect not only academic success but also personal development and mental health.

## V. CONCLUSION

Summarize the main takeaways from your discussion. Reiterate the importance of your research and the potential impact of addressing mobile internet addiction on students' academic success. Emphasize the need for proactive strategies and interventions to help students manage their mobile internet usage effectively.

By structuring your discussion in this manner, you will provide a clear and comprehensive analysis of your research findings and their broader implications within the academic and psychological context.

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