IJNRD.ORG ISSN : 2456-4184
INTERNATIONAL JOURNAL OF NOVEL RESEARCH AND DEVELOPMENT (IJNRD) | IJNRD.ORG
An International Open Access, Peer-reviewed, Refereed Journal

EFFECTIVENESS OF COGNITIVE BEHAVIOUR THERAPY IN THE MANAGEMENT OF INTERNET ADDICTION AMONG SCHOOL STUDENTS

Philip Parthiban [$], Dr V Chandramohan©, Dr V Kala

Research Scholar, Central Christian University

Professor of Clinical Psychology, Central Christian University

Professor of Psychology, Takshashila University

ABSTRACT

Adolescence is the period of "Stress and Storm". It is a transition from childhood to adulthood. Due to advancement of science and technology and modernisation, there is an increase in the usage of internet. Adolescents are addicted to internet usage. Students face more difficulties because of internet addiction. Family issues, curricular activities, peer pressure, high expectancy, regarding performance, curiosity to explore sexual practices, substance abuse are contributing factors for low academic performance. Addiction occurs when most of the time and energy are spent in using the network. They are creating a strong and dysfunctional impairment in the main and fundamental existential areas such as personal, relational, educational, family and emotional. Adolescents, who spends sleepless night repeatedly checking their mobile phones, which is completely switched on 24 hours a day, is addicted to internet usage. The aim of the present study is to find out the effect of cognitive behaviour therapy in the management of Internet addiction among school students. Internet addiction among school students impair academic performance. Once it is identified at an early stage, students can be helped to overcome Internet addiction. The other objectives are to study the effect of cognitive behavioural therapy in the management of internet addiction among school students and to find out gender differences, if any, among boys and girls, in the management of internet addiction through cognitive behaviour therapy. Dr Kimberly Young uses Internet Addiction Test to find out the intensity and severity of internet addiction among school students. 120 school students with internet addiction symptoms are allotted randomly to control and experimental group, 60 students in each group with 30 boys and 30 girls, for the final study. Experimental group school students are exposed to

cognitive behaviour therapy for one month. Results clearly indicate that there is a significant difference (p>.0001) existing in the performance. Experimental group school students are faster (p>.0001) than the control group in the management of internet addiction. Experimental group girl students are faster (p>.0001) than the boys in the management of internet addiction after intervention. Cognitive behaviour therapy is less time- consuming, more economical and one of the best techniques in the management of internet addiction among school students.

Keywords: Internet addiction, school students boys and girls, cognitive behaviour therapy, success in academic and family life.

INTRODUCTION

Adolescence is the period of "Stress and Storm". It is a transition from childhood to adulthood. Due to advancement of science and technology and modernisation, there is an increase in the usage of internet. Adolescents are addicted to internet usage. Students face more difficulties because of their internet addiction. Family issues, curricular activities, peer pressure, high expectancy, regarding performance, curiosity to explore sexual practices, substance abuse are contributing factors for low academic performance. Cognitive behaviour therapy helps to replace the negative reactions with improved self-image, new coping strategies, problem-solving skills and more of self-control. Cognitive behaviour therapy helps to stamp-in desirable behaviour and stamps-out undesirable behaviour (Dogan, et al., 2011; Ko, 2014).

The greatest gift to the children is empowering them to cope with the life challenges in a positive way and realise his/her abilities to achieve the success in life. Helping them to be responsible, making positive contribution to the community. All this is possible only when children are given awareness about the challenges they may face and managing themselves with stresses around them (Sami, et al., 2018). This can be done through Cognitive Behaviour Therapy.

With the increase in internet addiction among the adolescents, there is increased rate of psychiatric morbidity among school students such as anxiety, stress, depression, social problems and its negative influence on their academic performance and career growth. Hence appropriate therapy as an intervention, seems to be needed to combat the fast spreading ill effects of Internet addiction. With World Health Organization announced this year's World Mental Health day theme as "Young People and Mental Health", hence study on school students adds significance to the research process.

Internet Addiction

Addiction occurs when most the time and energy are spent in using he network. They are creating a strong and dysfunctional impairment in the main and fundamental existential areas such as personal, relational, educational, family and emotional. Adolescents, who spends sleepless night repeatedly checking their mobile phones, which is completely switched on 24 hours a day, is addicted to internet usage (Dogan, et al., 2015).

Addiction disorder is known as problematic internet use or pathological internet use is generally defined as problematic, compulsive use of the internet, that results in impairment in various life domains over a prolonged period of time. Internet addiction is a common problem among college students in recent years. Internet addiction is being studied for almost two decades as an emerging problem referring to any Online related compulsive behaviour, leading to impairment or distress (Ko, 2014; Dogan, et al., 2015)

Internet addiction among school students can be a real syndrome; it affects boys and girls, who cannot do without it and deprived of the web, feeling a strong discomfort that they cannot alleviate in any other way. Smart Mobile phones and digital technology especially during adolescents, have increasingly taken on a social role. They are an integral part of adolescents life as tools for communication and relationships, information, study, creativity and above all for participation (Poorlingi Diotiant et al., 2022).

Cognitive behaviour therapy

Cognitive behaviour therapy, pioneered by Aron T Beck (1979), perceives psychological problems as stemming from commonplace process such as faulty thinking, making incorrect inferences on the basis of inadequate or incorrect information and failing to distinguish between fantasy and reality. Cognitive behaviour therapy is an insight–focused therapy with strong psychoeducational component that emphasizes recognizing and changing unrealistic negative thoughts and maladaptive behaviours. Cognitive behaviour therapy is a psychotherapy that is based on the cognitive model: the way that individuals perceive a situation is more closely connected to their reaction than the situation itself. Cognitive behavioural therapy works on the premise "changing adolescents attitudes and their behaviour by focusing on the thoughts, images, beliefs and attitudes that are held held in the person's cognitive processes and how these processes relate to the way a person behaves, as a way of dealing with emotional problems". Cognitive behaviour therapy is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to the problem-solving. Cognitive behaviour therapy is becoming the treatment of choice for adolescents with various psychological issues, providing evidence for this form of psychological intervention. This is due to the fact that Cognitive behaviour therapy is flexible and includes a variety of both behavioural and cognitive strategies that the therapist can choose to adopt while continually monitoring the progress of the adolescent. Cognitive behaviour therapy also allows the therapist to choose from a combination of therapeutic strategies that can bring about reduction in symptoms and promote academic success among school students. Studies show that 5% of the adolescents moderately addicted and 0.8% seriously addicted, age ranging from 14-21 years.

Social media networking is an emerging problems of global concern. Social media networking impair the acdemic performance of school student (Chang, et al., 2021). Overuse of Social Media during COVID 19 time enhanced the risk of addictive social media use. School students spend more time in internet than in their studies. They opened forbidden sites and spend more time (Zhan & Zhou, 2021). Social Media use results in negative influence on adolescents such as strengthening of Aggression behaviour. Students ignore parents advice on studies (Uzohokwa & Anierobi, 2021). Excessive Social Media use results in Aggressive behaviour which caused damage and destruction to others (Sharma & Narula, 2021). Studying

the prevalence of Social Media networking addiction and relationship between the Social Networking addiction and Aggression among higher secondary students there is a significant increase during the Post-COVID scenario (Shahanawaz & Rehman, 2020).

Psychopharmacology and behaviour therapy are the two most important treatment methods used for the treatment of Internet addiction. Usage of drugs has lot of side effects. Cognitive behaviour therapy helps the students to manage and modify the existing behaviour. Cognitive behaviour therapy is a structured approach to solve problems in a short time. Personality disorder and Internet Addiction impair the academic performance of school students. Students are facing more emotional, social and behavioural problems due to internet addiction. Also, they are influenced by their peer's behaviour. Cognitive behaviour therapy will provide tangible ways for the students to take control and empower themselves to deal with Internet Addiction by himself / herself. The present study is an attempt in this direction.

Review of Literature reveals that Cognitive behaviour therapy is more effective in the management of Internet addiction (Tuba Bagatoarhan & Diglem Merge Sizez, 2022; Sami et al., 2018; Premsingh, 2013).

RESEARCH DESIGN

This research will be an experimental research study. This project involves matched group research design principles for testing the hypothesis. The area of study for the experimental intervention is college campus. This study will be conducted, using matched group design to test the hypothesis between control and experimental group.

AIM

Aim of the present study is to find out the effectiveness of Cognitive behaviour therapy in the management of Internet addiction among school students

OBJECTIVES OF THE STUDY

The period of adolescents can be linked to "sponge", generously observing social media. To intrude this sponge behaviour Cognitive behaviour therapy will be helpful. Digital addiction among college students impair academic performance. Once it is identified at an early stage, students can be helped to overcome Internet addiction. The other objectives are

- To study the Effectiveness of Cognitive behavioural therapy in the management of internet addiction among school students
- To find out gender differences, if any, among boys and girls in the management of Internet addiction through Cognitive behaviour therapy
- To find out the relationship between Cognitive behaviour therapy and internet addiction
- To arrest attrition rate among school students

HYPOTHESES

The following hypotheses are formulated after review of literature::

(Ha) Cognitive Behaviour Therapy is more effective in the management of Internet addiction among school students

(Ha) Boys are better than girls in the management of Internet addiction through Cognitive behaviour therapy

Table 1

Frequency distribution of Pilot Study

INTERNET ADDICTION		
Levels	**Number**	**Percentage (%)**
Normal	150	30
Mild	200	40
Moderate	100	20
Severe	50	10

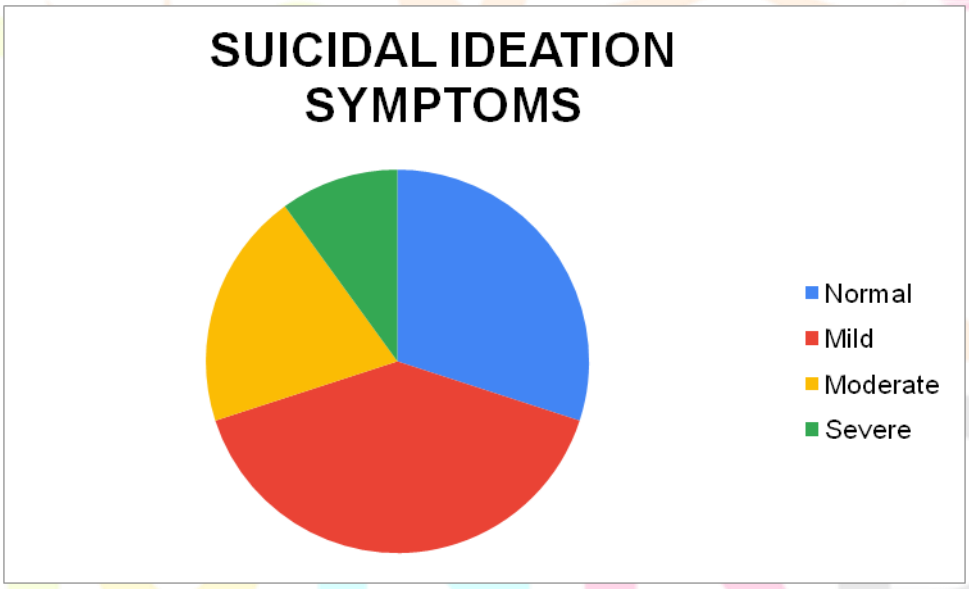

Figure 1: Frequency distribution of Pilot Study

Table 1 and Figure 1 show the Internet Addiction symptoms on Internet Addiction Test among school students during the Pilot study. The Pilot study has been carried out on 500 school students. Students are able to understand and complete all the statements in the questionnaire. Out of 500 students, 150 (30%) school students are Normal and asymptomatic on internet addiction symptoms, 200 (40%) students are having mild internet addiction symptoms, 100 (20%) students are moderate on internet addiction symptoms 50 (10%) students are having severe internet addiction symptoms. Out of 200, 120 school students with mild internet addiction symptoms are selected through random sampling method as a sample for the final

study. Out of 120 school students, 60 students are allotted randomly to each control and experimental group with 30 boys and 30 girls, with signs of mild internet addiction symptoms for the final study.

Table 2

Sample Characteristics

CONTROL		EXPERIMENTAL	
BOYS	**GIRLS**	**BOYS**	**GIRLS**
30	30	30	30

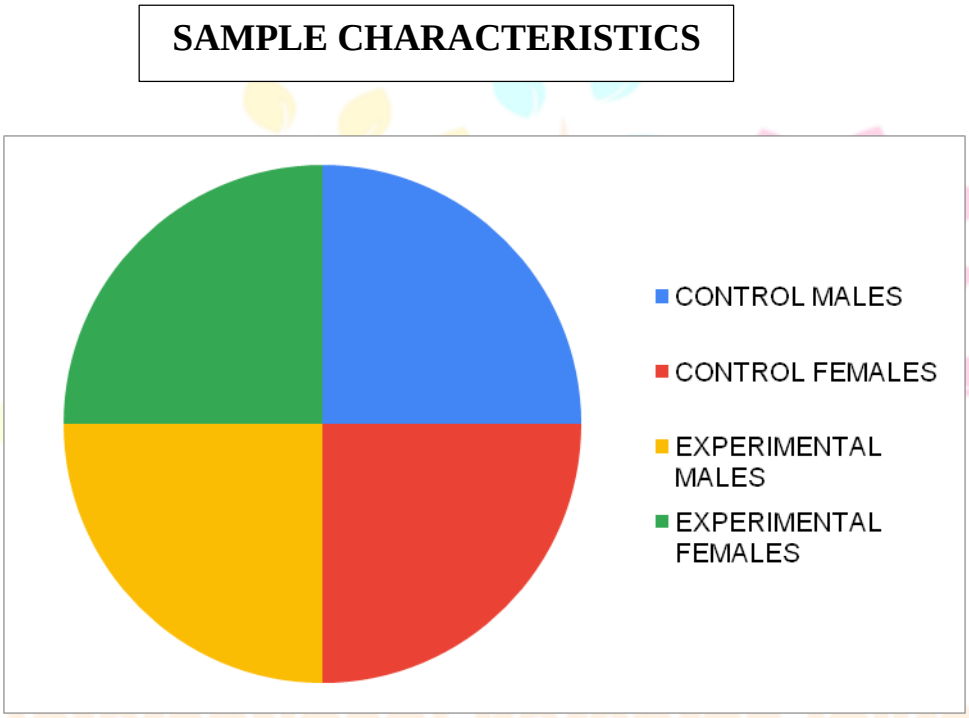

Figure 2 : Sample characteristics

Table 2 and Figure 2 show Sample characteristics. The group is made up of 60, thirty boys and 30 girls in the control are matched with the experimental group of 60, thirty boys and 30 girls on the dependent variable with mild internet addiction symptoms.

A descriptive statistics and mixed model factorial ANOVA are used to analyse the differences over time and between the four categories of school students. For analysing the data Statistical Package for Social Sciences, Version 19 is used.

TOOLS FOR TESTING

Dr Kimberly Young (1990) has developed Internet Addiction Test, to assess severity of Internet addiction symptoms among schcool students.

Short details of the psychological test is given below:

Internet Addiction Test - Dr Kimberly Young (1990) has developed Internet Addiction Test to assess severity of Internet addiction symptom among school students. It is a 5 - Point Rating scale. The ratings are 0 - Does not Apply, 1 - Rarely, 2 - Occasionally, 3 - Frequently, 4 - Often, 5 - Always. Answer all the questions. There are 20 items and it usually takes 15 minutes to complete the testing

Scoring : Standard scoring procedure is adopted

PROCEDURE

After filling the personal details, school students were administered with Internet Addiction Test to find out the severity of Internet addiction. The study was conducted in three phases. In phase one, preliminary formalities and administration of test will be done. In the second phase, intervention in the form of Cognitive Behaviour Therapy will be conducted. In the third phase, post-test, i.e., one month after Cognitive Behaviour Therapy and follow up, 6 months after posttest will be taken care of.

STATISTICS

The data thus obtained are subjected to suitable statistical analysis for testing the hypotheses and drawing the conclusions based on the variables

RESULTS AND DISCUSSION

The results of the present study are discussed on Tables 3-7 and figures 3 to 5.

Table 3

Mean Intrnet addiction Test Raw scores of control (n=60) Vs. experimental (n=60) group

INTERNET ADDICTION TEST		
TEST PHASE	**CONTROL**	**EXPERIMENTAL**
Pretest Mean scores	63	63
Posttest Mean scores	63	1.46
Follow up Mean scores	63	0.86

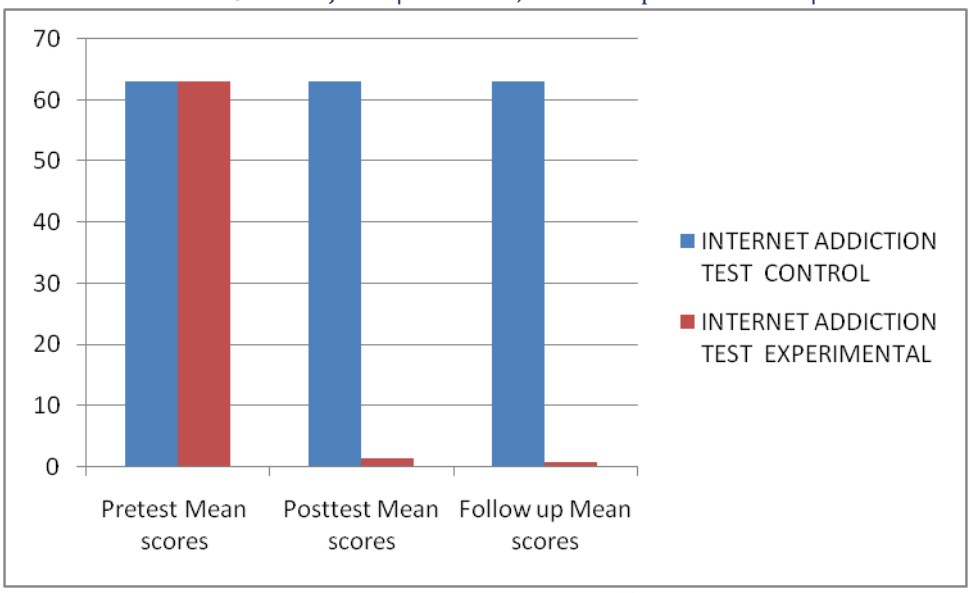

Figure 3 : Mean Internet addiction Test Raw scores of control Vs. experimental group

Table 4

ANOVA: Mean Internet addiction Test Raw scores of control (n=60) Vs. experimental group (n=60) over three phases of testing

Parameters	**Sum of Square**	**df**	**Mean Square**	**F- Value**	**P - Value**
Pretest	0 8915.2	1 119	0 95.55	0	NS
Posttest	115012.13 4582.53.	1 119	115012.13 38.84	2963.10	<.0001
Follow-up	115940.83 4553.59	1 119	115940.83 3859	3904.48	<.0001

Tables 3-4 and Figure 3 show Mean Internet Addiction Test raw scores of control Vs. experimental group over three phases of testing. It is seen from the table that control and experimental group are high on Internet Addiction Test raw scores during pretest. Calculated F - Value (0) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the group of school students are suffering from mild internet addiction symptoms during pretest.

Posttest and follow-up analysis reveal that experimental group is low on Internet Addiction Test raw scores, compared to the pretest. Calculated Posttest F- Value (2963.10) and Follow - up F - Value (3904.48) are higher than the tabular value, hence, there is an extremely significant difference (p<..0001) existing in the performance. Experimental group is lower (p<..0001) than the control group.on Internet Addiction Test raw scores Experimental group is faster (p<..0001) than the control group in overcoming the ill-effects of internet addiction symptoms .. Experimental group is normal, free from internet addiction symptoms. On

the other hand, control group students are suffering from internet addiction, moody, feel confused and withdrawn from social activities.

With intervention, the experimental group is lower than the control group on Internet Addiction Test raw scores . This may be due to regular practice of Cognitive behaviour therapy. Experimental group school students are remaining emotionally well balanced. and psychologically wellbeing after intervention.

Hypothesis stated "(Ha) Cognitive Behaviour Therapy is more effective in the management of Internet addiction among school students" is accepted. Experimental group is asymptomatic and free from internet addiction after intervention

The findings of the present study is corroborated with the reseach findings of Tuba Bagatoarhan & Diglem Merge Sizez, 2022; Darcy Cox & D'Oyly, 2011; Podilla - Walke & Nlson, 2012; Huseyin, et al., 2015; Pierluigi et al., 2022. They delineated the fact that Cognitive behaviour therapy is more effective in the management of internet addiction among school students.

GENDER DIFFERENCES

Table 6

Mean Internet Addiction Test Raw scores of control Boys (n=30) Vs. experimental girls over pretest and posttest phases of training

INTERNET ADDICTION TEST		
PARAMETERS	**CONTROL**	**EXPERIMENTAL**
Boys	63	63
Girls	63	0.86

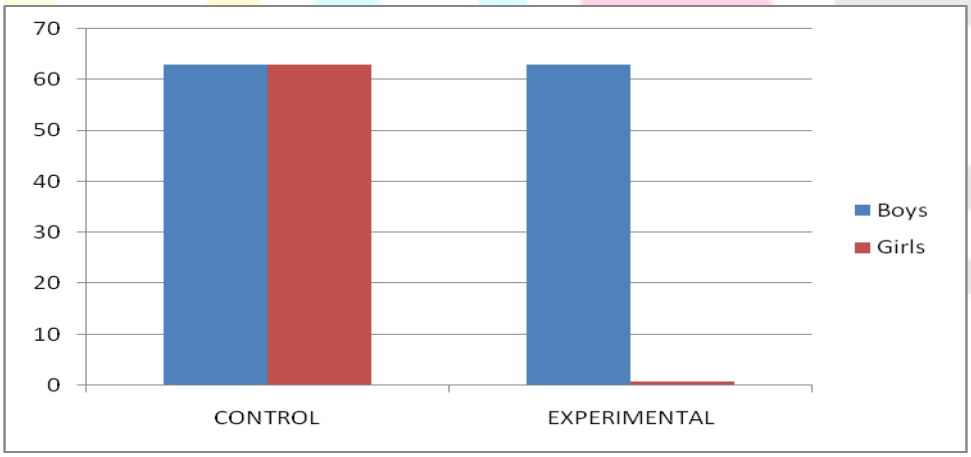

Figure 4 : Mean Internet Addiction Test Raw scores of control Boys Vs. experimental girls over pretest and posttest phases of training

Table 7

ANOVA: Mean Internet Addiction Test Raw scores of control Boys (n=30) Vs. experimental girls over three phases of testing

Parameters	Sum of Square	df	Mean Square	F -Value	P - Value
Pretest	0 8915.2	1 29	0 95.55	0	NS
Posttest	5593.07 2512.53	1 29	5593.07 431.32	1291.27	<.0001
Follow-up	45564.29 2489.87	1 29	45564.29 50.81	4556.43	<.0001

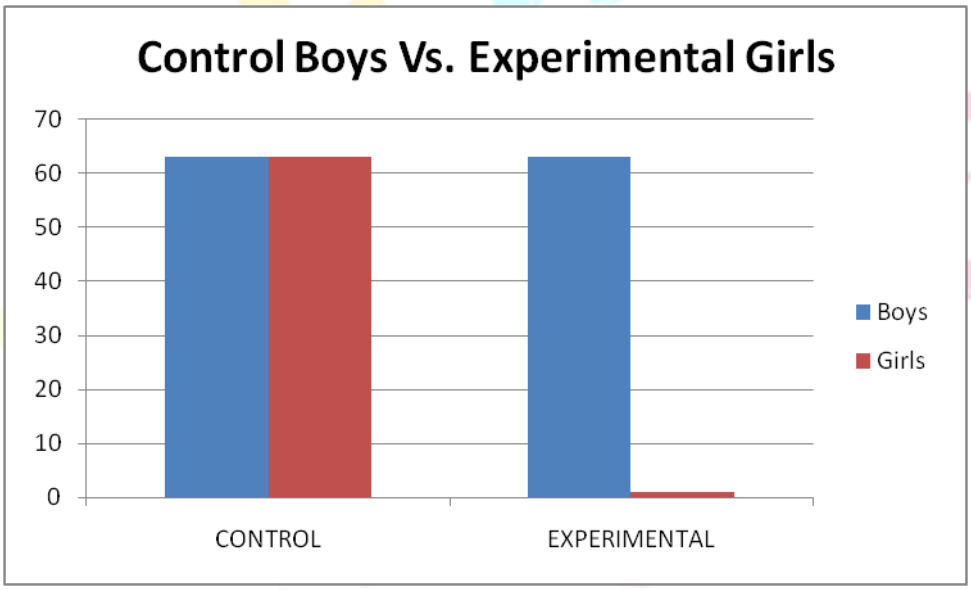

Figure 5: Mean Internet Addiction Test Raw scores of control Boys Vs. experimental girls over pretest and posttest

Tables 6-7 and Figures 4-5 show Mean Internet Addiction Test raw scores of control boys Vs. experimental girls over three phases of testing. It is seen from the table that control and experimental girls are high on Mean Internet Addiction Test raw scores of pretest. Calculated F - Value (0) is lower than the tabular value, hence, the sample selected for the study is a homogeneous sample. Both the group of school students are suffering from mild internet addiction symptoms.

Posttest and follow-up analysis reveal that experimental group is low on Mean Internet Addiction Test raw scores,, compared to the pretest. Calculated posttest F - Value (1291.27) and Follow - up F - Value (4556.43) are higher than the tabular value, hence, there is an extremely significant difference (p<..0001) existing in the performance. Experimental group is lower (p<..0001) than the control group on Mean Internet Addiction Test raw scores. Experimental group is faster (p<..0001) than the control group in overcoming the ill-effects of internet addiction symptoms through Cognitive behaviour therapy.

With intervention, the experimental girls are lower (p<..0001) than the control boys. on Mean Internet Addiction Test raw scores This may be due to regular practice of Cognitive behaviour therapy. They are capable of overcoming internet addiction symptoms and remain emotionally well balanced. Experimental group school students are lower (p<0.001) than the control group on Mean Internet Addiction Test raw scores Mean Internet Addiction Test raw scores after intervention. Control Boys are restless and unable to control their internet addiction. On the other hand, school students are free from internet addiction symptoms and psychologically wellbeing after intervention.

Summary and Conclusions

The matched design, experimental study clearly indicates that Cognitive behaviour therapy will help to overcome internet addiction symptoms. The study also shows that the changes in the wellbeing have been carried out for a longer duration of time, indicating that real learning has taken place. Cognitive behaviour therapy enables psychological wellbeing, positive outlook and positive emotional state as assessed through Internet Addiction Test This study strongly suggests that Cognitive behaviour therapy enhances psychological wellbeing and academic success among school students..

Major Findings of the study

- Experimental group is found to be faster in overcoming the ill-effects of internet addiction compared to the control group after Cognitive behaviour therapy

- Experimental group girls are better than the boys in overcoming the ill-effects of internet addiction symptoms through Cognitive behaviour therapy

- Of all the techniques, Cognitive behaviour therapy is less time consuming, more economical and one of the best therapeutic techniques in alleviating the ill-effects of internet addiction symptoms among school students.

REFERENCES

Beck, AT, Rush, AJ, Shan, BF & Emery, G (1979). Cognitive behaviour therapy for depression. New York: Guilford.

Buss, AH., & Perry, M. (1992). The Aggression Questionnaire. 63(3): pp. 452.

Cheng, C., Lau, YC., &Luk, JW., (2021). Prevalence of Social media addictions across 32 Nations Meta Analysis with subgroup analysis of classification schemes and Cultural values. Addictive Behaviours. 117: 106845

Ko (2014). Personality, parental behaviour, and Self-esteem on Internet Addiction A study of Chinese college students. Cyber psychology, Behaviour and Social networking. Vol. 17 (2)

Dugan, Hurseyin, Boygeyikli, Hasan, Bozdas & Canon (2015). Perceived Parenting styles as predictor of Internet Addiction in adolescence. International Journal of Research in Addiction and Suicide. 2. pp. 167-174.

Poorlingi Diotiant, Laua Girelli & Stefania Mancore (2022). Impulsivity and depression on Internet Addiction : A study with a sample of Italian adolescents during COVID 19 Lockdown. Frontiers in Psychiatry.

Premsing, JV (2013). A study on the impact of Internet Addiction among adolescent. Int. J. Sci. Res. 2. pp.499-501.

Sami, H., Dhielleh, L., Lihi, D, & Elena, S (2018). The effect of sleep disturbances and Internet Addiction on Suicidal ideation among adolescents in presence of depressive symptoms. Psychiatry Res. 10(5)

Shahanawaz, MG., & Rehman, U., (2021). Social Networking Addiction Scale. Cogent Psychology. 7.

Sharma, D., & Narula, R., (2021). A study on Teenagers with Aggression to understand the impact of Social Media Addiction. International Journal of All Research Education and Scientific Methods. 9 (5).

Tuba Bagatarthan & Diydem Muga Sizez (2022). The effectiveness of Cognitive behaviour therapy program in Internet addiction . Journal of Rational - Emotive ab Cognitive behaviour therapy. 8(5)

Zhan, N., & Zhou, G., (2021). COVID 19 stress and Addictive Social Media Use Mediating Role of active use and Social Media flow. Frontiers in Psychiatry. 12. 635546

Uzucho, O., & Anierobi, E., (2021). The influence os Social media on Aggressive behaviour of in-school adolescents in Anambra State. Journal of the Nigerian Academy of Education. 16 (1): pp. 279-292.