

Relationship of Emotional Intelligence and level of Internet Addiction among the Adolescents of Jammu

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ABSTRACT

The present research was conducted to study the relationship of Emotional Intelligence (EI) and Level of Internet Addiction (IA) among the adolescents of urban area of Jammu City. The total sample for the present research was 120 students, out of which there were (60 boys and 60 girls) in the age group of 16 – 18 years. The sample, which was identified by screening, was selected using multistage sampling technique. Two scales were used for the present study. (ii) Young's Internet Addiction Scale (iii) Mangal's Emotional Intelligence Inventory Scale. Most of the adolescents were studying in 12th standard and were living in nuclear families. Most of the adolescents show average level of Internet Addiction, but girls shows more addiction than boys and sex differences are significant. Most of the adolescent had average level of Emotional Intelligence with boys scoring significantly higher mean than the girls. Internet Addiction is positively significantly correlated with Emotional Intelligence, age and education.

Key words- Emotional Intelligence, Internet Addiction (IA) and adolescents

I INTRODUCTION

Internet access is a phenomenon that is increasing rapidly and more people are among the internet users each day. The number of Internet users in India would reach 302 million by December 2014, registering a growth of 32% over last year, according to a report 'Internet in India 2014', jointly published by the Internet and Mobile Association of India (IAMAI). The Internet as a global village has become an important information and entertainment source for adolescents. (Chou and Peng, 2007) serving substantial role in changing the social lives of people. (Ross et al, 2009) The vast majority of teens in Iran, 68% of those aged 12 to 19 use Internet. Internet has been effective tool in eliminating human geographical limitation and it is globally applied by all lifestyles because of attractive and unique characteristics in interpersonal communication s and everyday life.

In recent years the internet has become one of the most important academic and recreational tools for adolescents and adults. However a loss of control over internet use might lead to negative impacts on daily life function, family relationship and emotional stability.

Internet Addiction Disorder nowadays recognized as a new syndrome among psychologist research nucleus and has provided a new area of research (Yellowees and Marks, 2005; Kim et al, 2005) point out that excessive use of

internet may also be an escape mechanism that individuals tend towards to eradicate the negative emotions due to loneliness(Ozen and Koruku Sarici, 2010). Excessive Internet use is discussed by many researchers with different concepts. “Internet addiction” “Internet dependency”, “pathological Internet use”, “problematic Internet use”, “Internet abuse”, “cyber addiction”, “obsessive video game playing” is many of these (Aydin and Sari, 2011).

Internet addiction is new disorder first described by Kimberly Young in 1996 and sparked controversial debate among both clinicians and academicians. Since then, there have been many studies examining the multiple facets of this disorder, however, the proper detection and diagnosis of Internet addiction is difficult and often complicated by the fact that there is no accepted set of criteria for Internet addiction. Pathological gambling is viewed as most akin to the pathological nature of Internet use. Although there is no standardized definition of Internet addiction, there is acknowledgement among researchers that this phenomenon does exist. Young (1999) proposed diagnosis requires a pattern of Internet usage that results in clinically significant impairment or distress as indicated by the presence of five or more of the following criteria, and considering only the non-business and non-academic use including, preoccupation with the Internet, need for longer amounts of time online to achieve satisfaction, repeated unsuccessful efforts to control, cut back, or stop Internet use, restlessness, moodiness, depression, or irritability when attempting to cut down or stop Internet use, staying online longer than originally intended, jeopardizing or risking the loss of a significant relationship, job, educational or career opportunity because of the Internet, lying to family members, therapists, or others to conceal the extent of involvement with the Internet and using the Internet as a way of escaping from problems or of relieving unhappy mood. Internet overuse has high correlation to increased social isolation, low self-esteem, aggression and impulsive behaviors, (Kim et al, 2008), male gender and neurotic personality characteristics. The Internet has changed the ways people work and spend their leisure time. However, uncontrolled Internet use may have negative impacts on social, occupational, academic, marital and interpersonal adjustment. Some authors call this computer and internet addiction “the one minute more syndrome (Luciana, 2010). According to Morahan- Martin and Schumcher (2003), solitary individuals make more use of internet compared to others, and as a consequences, they can be more comfortable in expressing their emotions in the virtual world. However it is thought that trying to lessen the emotions of isolation and loneliness through communication established in the virtual world, may deprived the individual of the interaction that face – to – face communication provides. It may deactivate many devices such as facial gestures, which contributes to communication in a powerful way due to ability to express emotions. The use of internet while allowing for emotions to be expressed more freely in certain situation, may in other situations, prevents managements of emotions by individual. (Oktan 2011) has asserted that a negative relationship exists between the ability to manage emotion and internet addiction.

II JUSTIFICATION

The internet addiction is researched as a serious problem in different countries in all over the world. The studies reviewed are mostly from west and such review was not available from India, though a few studies have been done

in the department of Home Science, University of Jammu. A study conducted by Sharma (2011) reveals that majority of adolescents use internet and prefer chatting rather than any web activity and Sawhney's (2013) study reveals that all adolescents use Facebook. This study found that boys spend more time on Facebook than girls. They use Facebook for communication and believe it is a part of their daily schedule. None of the aforementioned studies have taken into consideration the Internet Addiction and Emotional Intelligence of adolescents. The present study would try to investigate the seriousness of internet addiction in the society especially for adolescents in higher secondary schools. . This study would be beneficial for understanding the internet usage in the context of age and sex among adolescents of Jammu. It would be helpful for psychologist, educationist, counselors and policy maker.

III OBJECTIVES

- 1) To examine the prevalence of internet addiction among the adolescents.
- 2) To study among the sample the relationship of internet addiction with:
 - i) Age
 - ii) Sex
 - iii) Emotional Intelligence

IV RESEARCH METHODOLOGY

The present study has been conducted to understand the relationship of emotional intelligence and level of internet addiction among the adolescents of urban areas of Jammu.

1. Sample:-

a) Size:-

The sample for the study comprises of 120 adolescent which has been equally divided among boys (n=60) and girls (n=60) in the age group of 15 to 18 years.

b) Criteria for selection:-

School: Only adolescents studying in private schools from urban areas of the Jammu city were selected to match the sample.

Residence: Only those adolescents were selected who reside in urban area of Jammu.

Internet usage: Only those boys and girls were selected who were using internet.

(c) Sample Technique:

Multistage sampling technique has been used for identification of sample. Jammu City was purposively chosen. From Jammu City, to match the sample, only private schools were selected. A list of private schools under the JK Board of School Education was prepared. From this list randomly 4 schools were selected. Among these schools screening tool was distributed among classes 10th, 11th and 12th. A list of user was thus prepared. From the list, from each school, 15 boys and 15 girls were selected randomly as the final sample.

2) Tools - The following tools have been used for the data collection.

a) Young's Internet Addiction Test (IAT):-

Young's Internet Addiction Test (IAT), a 5-point likert scale was used to gauge internet. This 20 items instrument shows very good internal consistency(Coracles alpha= 0.903). Score varies from (20 to 100) with (20-49) depicting an average online user who has complete control over his/her usage, 50-79 connoting a user having frequent problem due to internet usage and 80- 100 signifying a user having a serious impact of internet on his life.

b) Mangal Emotional Intelligence Inventory Scale:-

Mangal Emotional Intelligence Inventory devised by (S.K Mangal and Shubra Mangal 2004) was used. It consists of 100 items of 4 areas as:-

- 1) Interpersonal Awareness (knowing about other's emotions).
- 2) Intrapersonal Awareness (knowing about one's own emotions)
- 3) Intrapersonal management (managing one's own emotions).
- 4) Interpersonal management (managing others emotions).

Each of these dimensions consists of 25 items and the whole inventory contains total 100 items, to be answered Yes or No. The higher score in the test indicates the higher level of emotional intelligence. Low scores reveal low emotional intelligence.

3)Data Collection :-

Data has been collected in three phases:-

(a) Phase I :Screening for Internet Usage (Sample identification).

First of all screening was done to identify the sample. For this purpose the screening tool was distributed among all the students of 10th to 12th standards of all the four selected schools. From this process the internet users were identified for final selection of sample.

(b) Phase II: Pilot study (Pretesting):

In this phase Young's Internet Addiction Test and Mangal's Emotional Intelligence Inventory Scale were pretested on 20 students i.e. 10 boys and 10 girls. Pretesting was done to ensure the validity of the Internet Usage Questionnaire. After certain modifications the tool were finalized and used for data collection.

(c) Phase III: Final Data Collection:-

After the selection of sample and finalization of tools, the data was collected by visiting the selected schools in urban areas of Jammu city. From these school's 120 students were selected who had been previously screened for internet usage.

(4) Data Analysis:- Data obtained by the use of various tools was subject to both quantitative and qualitative analysis. Descriptive coding categories were devised to organize the data. These categories were formulated to highlight the major response and to derive conclusion based on these. Statistical analysis was done by using Mean, Standard deviation; chi square and correlation were calculated using SPSS software (19th version).

IV RESULTS AND DISCUSSION

4.1 BACKGROUND VARIABLES OF THE USERS:

Table no.1.1.(a) AGE OF THE RESPONDENT.

| Age(in year) | Boys (n=60) | | Girls (n=60) | | Total(N=120) | |
|--------------|-------------|-------|--------------|-------|--------------|-------|
| | N | % | N | % | N | % |
| 15 | 5 | 8.33 | 7 | 11.67 | 12 | 10 |
| 16 | 7 | 11.67 | 9 | 15 | 16 | 13.33 |
| 17 | 24 | 40 | 23 | 38.33 | 47 | 39.17 |
| 18 | 24 | 40 | 21 | 35 | 45 | 37.50 |
| Mean | 17.12 | | 16.97 | | | |

Table no.1.1.(a) shows that 39.17% of the respondents are 17 years of age among the 40% boys and 38.33% are girls, 37.50% of respondents are 18 years of age among these 40% are boys and 35% are girls, whereas 13.33% respondents are 16 years of age and among these 11.67% are boys and 15% girls are 16 and 10% respondents are 15 years of age among these The mean ages of boys and girls are 17.12 and 16.97 respectively.

Table no1.2.(b) EDUCATION OF RESPONDENT.

| Education | Boys(n=60) | | Girls(n=60) | | Total(N=120) | |
|------------------|------------|----|-------------|-------|--------------|-------|
| | N | % | N | % | N | % |
| 10 th | 9 | 15 | 8 | 13.33 | 17 | 14.17 |
| 11 th | 15 | 25 | 12 | 20 | 27 | 22.5 |
| 12 th | 36 | 60 | 40 | 66.67 | 76 | 63.33 |
| Mean | 11.45 | | 11.55 | | | |

Table no.1.2.(b) shows that 63.33% of the respondent are in 12th standard, 22.5% of the respondent are in 11th standard, where as the 14.17% of the respondent are in 10th standard. 60% of the boys and 66.67% of the girls are in 12th standard, 25% boys and 20% of girls are in 11th standard and 15% of boys and 13.33% of girls are in 10th standard. The mean level of education for boys and girls are 11.45 and 11.55 classes respectively.

Table No. 1.3.(b) TYPE OF FAMILY.

| Type of family | Boys(n=60) | | Girls(n=60) | | Total(n=120) | | χ^2 |
|----------------|------------|----|-------------|-------|--------------|--------------|-------------------|
| | N | % | N | % | N | % | |
| Joint | 24 | 40 | 25 | 41.67 | 49 | 40.83 | 0.034 (NS) |
| Nuclear | 36 | 60 | 35 | 58.33 | 71 | 59.17 | |

Table no1.3.(b) shows that majority of the respondents (59.17%) live in nuclear families. 58.33% of girls and 60% of boys live in nuclear families, whereas 40.83% respondents live in joint families and among these 41.67% are girls and 40% are boys. There is no significant difference in the type of family of the respondents.

4.2 INTERNET ADDICTION

4.1(a) Distribution of sample on Levels of Internet Addiction.

| Responses | Boys(n=60) | | Girls(n=60) | | Total(N=120) | | χ^2 |
|-----------------|------------|--------------|-------------|-------------|--------------|--------------|---------------|
| | N | % | N | % | N | % | |
| Average (20-49) | 34 | 56.67 | 39 | 65 | 73 | 60.83 | 6.226* |
| Mild (50-79) | 26 | 43.33 | 17 | 28.33 | 43 | 35.83 | |
| Severe (80-100) | - | | 4 | 6.67 | 4 | 3.33 | |

The given table No 4.5. (a) shows that 60.83% respondents fall in the average level of internet addiction and among these there are 56.67% of boys and 65% of girls, whereas 35.83% respondents fall in mild level of Internet Addiction and among these there are 43.33% of boys and 28.33% of girls while 3.33% of the respondents fall in severe level of Internet Addiction. 6.67% of the girls fall in severe level of Internet Addiction. The adolescents' girls were more addicted to internet as compare to boys whereas study conducted by Sargin (2012) reveals that the adolescents males are more addicted to the internet. Chi square shows significant sex difference in the level of internet addiction of these adolescents.

4.2 (a) EMOTIONAL INTELLIGENCE PROFILE OF USERS

4.2 a) Distribution of sample on various components of Emotional Intelligence.

| Dimensions of emotional intelligence | Boys(n=60) | | | | | | | | Girls (n= 60) | | | | | | | |
|--------------------------------------|------------|------|---------|-------|------|-------|-----------|------|---------------|------|---------|-------|------|-------|-----------|------|
| | Very good | | Average | | Poor | | Very poor | | Good | | Average | | Poor | | Very poor | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Intrapersonal awareness | 1 | 1.67 | 50 | 83.33 | 8 | 13.33 | 1 | 1.67 | 1 | 1.67 | 44 | 73.33 | 15 | 25 | - | - |
| Interpersonal awareness | 1 | 1.67 | 52 | 86.67 | 7 | 11.67 | - | - | - | - | 45 | 75 | 15 | 25 | - | - |
| Intrapersonal management | 1 | 1.67 | 47 | 78.33 | 11 | 18.33 | 1 | 1.67 | - | - | 40 | 66.67 | 19 | 31.67 | 1 | 1.67 |
| Interpersonal management | 1 | 1.67 | 49 | 81.67 | 10 | 16.67 | - | - | - | - | 42 | 70 | 18 | 30 | - | - |
| Emotional intelligence | 1 | 1.67 | 47 | 78.33 | 11 | 18.33 | - | - | - | - | 42 | 70 | 18 | 30 | - | - |

Table No.4.6.(a) shows that majority of boys(86.67%) shows average interpersonal awareness, 83.33% show average intrapersonal awareness, 81.67% show average interpersonal management and 78.33% show average intrapersonal management. 18.33% boys show poor intrapersonal management, 16.67% show poor interpersonal management, 13.33% show poor intrapersonal awareness and 11.67% show poor interpersonal awareness. Most of the boys 78.33% show average emotional intelligence and 18.33% show poor emotional intelligence. 75% girls show average interpersonal awareness, 73% average intra personal awareness, 70% average interpersonal management and 66.67% show average intrapersonal management.31.67% fall in the level of poor intrapersonal management, 30% poor interpersonal management and 25% each in poor intrapersonal and interpersonal awareness. Most of the girls (70%) show average emotional intelligence and 30% show poor emotional intelligence.

4.7. Showing correlation among sex, age, education, internet addiction and emotional intelligence of adolescents

| Variables | Sex | Age | Education | Internet addiction | Intrapersonal Awareness | Interpersonal Awareness | Intrapersonal Management | Interpersonal Management | Emotional intelligence |
|--------------------------|--------|---------|-----------|--------------------|-------------------------|-------------------------|--------------------------|--------------------------|------------------------|
| Sex | 1 | | | | | | | | |
| Age | .079 | 1 | | | | | | | |
| Education | -.057 | .857** | 1 | | | | | | |
| Internet addiction | .104 | .722** | .568** | 1 | | | | | |
| Intrapersonal Awareness | .052 | -.097 | -.052 | -.023 | 1 | | | | |
| Interpersonal Awareness | -.110 | .090 | .077 | .142 | .630** | 1 | | | |
| Intrapersonal Management | .292** | -.312** | -.230* | -.149 | .583** | .292** | 1 | | |
| Interpersonal Management | .229* | -.212* | -.240** | -.045 | .654** | .644** | .755** | 1 | |
| Emotional intelligence | -.117 | .592** | .428** | .637** | .159 | .387** | -.090 | .171 | 1 |

*Correlation is significant at the 0.05 level.

**Correlation is significant at the 0.01 level

Table No.4.7 depicts the Internet Addiction is positively significantly correlated to emotional intelligence ($r=.637^{**}$, $p<0.01$). Age is positively significantly correlated to education ($r=.857^{**}$, $p<0.01$), Internet Addiction ($r=.722^{**}$, $p<0.01$) and Emotional Intelligence (EI) ($r=.592^{**}$, $p<0.01$) and negatively significantly correlated with intrapersonal management ($r=-.312^{**}$, $p<0.01$) and interpersonal management ($r=-.212^{*}$, $p<0.05$) dimensions of EI. Sex is positively significantly correlated to intrapersonal management ($r=.292^{**}$, $p<0.01$) and interpersonal management ($r=.229^{*}$, $p<0.05$). Education is positively significantly correlated to Internet Addiction ($r=.568^{**}$, $p<0.01$), and Emotional Intelligence ($r=.428^{**}$, $p<0.01$) and negatively significantly correlated with intrapersonal management ($r=-.230^{*}$, $p<0.05$) and interpersonal management ($r=-.240^{**}$, $p<0.01$) dimensions of EI.

Parker et al (2008) EI to be a strong predictor of addictive behaviors and in the present study too IA is significantly correlated with EI. Newness (2012) says that Honest and emotionally intelligent individuals seem to understand the negative implications of disclosing inappropriate social network content. On the other hand Shafiee et al (2013)

found no significant relationship between IA and EI. In the present study sex is not correlated to Internet Addiction whereas in a study by Razieh et al (2012) it was focused the sex could predict Internet Addiction.

Suggestions:-

For Parents:-

- Parents should keep a vigil on the type of material they are viewing and accessing.
- Different activities can be planned for children to lessen their time on the computer and the internet.

For Adolescents:-

- Use safety features of network.
- Have time schedule to avoid over usage.
- Indulge in physical exercise, direct communication and peer interaction.
- Be a part of familial and social activities.
- Adolescents should be educated about safe internet use.

For Schools:-

- Psychological counseling services can be provided for the students who have higher level of Internet Addiction.
- Schools should provide guidelines for using Internet by the children.
- Schools should encourage following activities so that Internet Addiction can be restricted such as:- Drama competition in schools can be organized for students so that students can know about Internet Addiction and also Poster competition related to Internet Addiction.

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