RELATIVENESS OF INTERNET ADDICTION, SOCIAL ISOLATION AND ACADEMIC ACHIEVEMENT: A REVIEW

Sourav Chandra Gorain[1] & Prof. (Dr.) Birbal Saha[2]

[1]Research Scholar, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

[2]Professor, Sidho-Kanho-Birsha University, Purulia, West Bengal, India

Abstract:

The students of the present century are becoming addicted to internet due to their excessive use of it. This resulted in causing them to become isolated from the society. This excessive use of the internet or internet addiction decreases student's academic achievement, because of their overestimated use of social media and internet associated entertainment. On the other hand, social isolation provides students with an opportunity to solitary study and gaining deep knowledge, and that is why social isolation helps students to increase their academic achievement.

Keywords: Internet Addiction, Social Isolation and Academic Achievement

Introduction:

In the past few decades, technology has increasingly dominated practically every area of human life. We find it difficult to imagine a world without technological disruption (Mahato, Gayen & Mahato, 2023a; Mahato, Gayen & Mahato, 2023b). The use of internet has become intimately involved in the current modern social system as well as education system (Mondal et al., 2018; Mahanti, Mondal & Saha, 2016). Today the use of this internet can be seen in every field of daily activities (Gorain & Saha, 2023). The internet has made the task of individual as well as people easier (Seif, Hoseini & Sharifi, 2014). Students or individuals continue to use internet for various work and entertainment purposes. Using internet to a such an extent, students today prefer playing online games, watching movies and video chatting on their mobile phones rather than playing football, cricket, volleyball, badminton and tennis with their friends (Tang, Koh & Gan, 2017). As a result, students are gradually getting isolated from the society or surrounding environment. They are interacting less with different people in society or family and slowly becoming alone, creating social isolation among the students of today's society (Rani, 2019). Academic achievement is the achievement of a child or student through practical experience and knowledge acquired through learning that is badly affected by the internet (Patel et al., 2018). Again, due to the excessive use of the internet, other content in the internet such as online

games, online chatting sites, social networking sites etc. can attract students and distract them from academic activities (Hagedorn & Young, 2011). On the other hand, social isolation is detachment from the physical world or society. This social isolation gives student time to self-study or solitary study that increases the academic performance or academic achievement (Pervez, 2018).

Objectives of the study:

The main objective of this study is to reveal the relativeness among Internet Addiction, Social Isolation and Academic Achievement.

Relativeness of Internet Addiction and Social Isolation:

In the 21st century society, especially among students, the use of the internet affects their social interaction and communication to a great extent. In this present time, students or individuals stay busy using the internet all the time making them isolated from the social interactions (Akin & Iskender, 2011; Sode, 2020; Kraut et al., 1998). Even when they go on long journeys, they consider this internet-enabled mobile phone to be their constant companion, and avoid talking with the commoners (Rani, 2019). Earlier while traveling one would see many people sitting in one place and interacting with each other but today that image is past. The internet is the constant companion of the present time. People want to keep themselves happy through the use of the internet that make people isolated from society (Demir & Kutlu, 2016; İskender, 2018; Gorain et al., 2021; Gorain et al., 2018; Gorain et al., 2022). However, it is true that those people who are very busy in their personal life can connect with their friends and relatives from various social media platforms with the help of the internet (Pittman, 2018). People or Students are not alone but become socially isolated because of online social media platforms. So, it can also be said that the use of the internet largely removes students or individuals from being alone but involve them in social isolation (Feuls, Fieseler & Suphan, 2014). It is true that in today's social system, one feels more comfortable saying something in one's inbox on an online social media platform than in public (Pittman & Reich, 2016). With this, students are moving away from physical social interaction and as a result they are unable to gain direct experience or interaction and becomes prey of social isolation (Pontes, Griffiths & Patrao, 2014; Karapetsas et al., 2015). So, it can be said that internet addiction and social isolation are closely related and internet addiction is one of the major causes of social isolation.

Relativeness of Internet Addiction and Academic Achievement:

In modern education system, the use of the internet in every field has reached a very common level. When the use of internet reaches to the addiction level, it negatively affects the academic achievement of the students (Elbilgahy et al., 2021). This internet is widely used inside and outside of the classroom as well as in various educational discussion cycles. As every learning cycle in the education sector is becoming functional through internet-assisted technology, students have accepted the internet as a highly reliable source of knowledge for their studies. When students overestimate internet content over classroom teacher analysis of educational content and engage in using internet, their academic achievement suffers. So, internet addiction is negatively related to academic achievement (Ferdowshi & Shithee, 2018; Hossain, 2018; Akhter, 2013). The internet is

also a repository of all kinds of entertainment and pleasure companions. It is due to this, students become easily addicted to this internet and it decreases their academic achievement (Kakkar, Ahuja & Dahiya 2015; Zhang, Qin & Ren, 2018; Patel et al., 2018). Students today are always engaged with online games, various types of short videos and online movies instead of using the internet for their education, that directly or indirectly promotes internet addiction and affects their academic achievement (Marker, Gnambs & Appel, 2018; Ghulami et al., 2018). On the other hand, the use of the internet makes students bring down the standard of educational qualification or academic achievement (Singh & Barmola, 2015). Therefore, it can be said that excessive use of the internet or internet addiction has negative impact on academic achievement.

Relativeness of Social Isolation and Academic Achievement:

Students today prefer to be alone most of his life. Due to this, they are gradually getting separated from the society but this social isolation gives them a great opportunity to become academically successful. As students are used to studying alone and are engaged in searching for new knowledge base, they give more importance to solitary study. In this aspect, social isolation promotes academic achievement of the students (Pervez, 2018; Andangsari at al., 2018). Individuals also seek the necessary knowledge in their own solitary efforts from various literary books, journals, abstract writing projects, etc. keeping them away from social gatherings that helps them to achieve more in their life (Varadamoorthy, 1993). Considering this aspect, it can be seen that all the students who are isolated from the society are generally proficient in academic skills or achievement and their field of knowledge is very wide. It means social isolation enhances academic achievement of students (Anam & Hitipeuw, 2022; Bahmani et al., 2017). It is also true that some students prefer to do solitary activities keeping them away from society that helps them to grow more interest in their studies (Bester & Budhal, 2001; Malik & Rafiq, 2015). Therefore, it reveals that, social isolation and academic achievement are positively inter related to each other.

Findings:

According to the above discussions, it can be said that due to internet addiction many people are deviating themselves from society making them socially isolated. In this present situation all the students are greatly affected by social media, online games and different type of internet associated entertainments. Therefore, in reality internet addiction and social isolation are positively related to each other. This internet addiction is also negatively related to student's academic achievement, because students are greatly engulfed in social media, online games and many type of internet associated entertainments. On the other hand, many students are keeping them away from social interactions and get good results in their respective fields. Thus, it can be said that social isolation is positively related to student's academic achievement.

Conclusion:

In the context of the entire discussion, it can be concluded that the students of the present era are completely dependent on technology. This dependency on technology makes the students deeply connected to the internet. As a result, they are becoming addicted to it. Therefore, internet addicted students are getting socially isolated. Accordingly, many students are using the internet only as a field of entertainment and have made their proficiency downward. For this excessive use of the internet, internet addiction students have reduced their academic achievement. On the other hand, solitary study makes the students isolated and this type of social isolation make student's academic achievement greater. It means social isolation helps them to achieve excellent academic proficiency.

References:

1. Akhter, N. (2013). Relationship between internet addiction and academic performance among university undergraduates. Global Educational Journal of Science and Technology, 1(1), 107-110.

2. Akin, A., & Iskender, M. (2011). Self-compassion and internet addiction. TOJET: The Turkish Online Journal of Educational Technology, 10(3), 215-221.

3. Anam, M. K., & Hitipeuw, I. (2022). The correlation between loneliness and academic procrastination among psychology students at State University of Malang. KnE Social Sciences, 7(1), 323–332. https://doi.org/10.18502/kss.v7i1.10221

4. Andangsari, E. W., Djunaidi, A., Fitriana, E., & Harding, D. (2018). Loneliness and problematic internet use (PIU) as causes of academic procrastination. International Journal of Social Science Studies, 6(2), 113–122. https://doi.org/10.11114/ijsss.v6i2.2834

5. Bahmani, D. S., Faraji, R., Faraji, P., Trachsler, E. H., & Brand, S. (2017). Depression and loneliness did not affect academic achievement among university students. European Psychiatry, 41(S1), S541-S541. https://doi.org/10.1016/j.eurpsy.2017.01.750

6. Bester, G., & Budhal, R. S. (2001). Social isolation: a learning obstacle in the primary school. South African Journal of Education, 21(4), 331-336.

7. Demir, Y., & Kutlu, M. (2016). The relationship between loneliness and depression: Mediation role of internet addiction. Educational Process: International Journal, 5(2), 97–105. https://doi.org/10.12973/edupij.2016.52.1

8. Elbilgahy, A. A., Sweelam, R. K., Eltaib, F. A., Bayomy, H. E., & Elwasefy, S. A. (2021). Effects of electronic devices and internet addiction on sleep and academic performance among female Egyptian and Saudi nursing students: A comparative study. SAGE Open Nursing, 7(2021), 1–12. https://doi.org/10.1177/23779608211055614

9. Ferdowshi, N., & Shithee, U. H. (2018). The role of internet addiction and mastery motivation on academic achievement among school-aged children. Dhaka University Journal of Biological Sciences, 27(1), 49–56. https://doi.org/10.3329/dujbs.v27i1.46410

10. Feuls, M., Fieseler, C., & Suphan, A. (2014). A social net? Internet and social media use during unemployment. Sage Publications, Ltd, 28(4), 551-570. https://doi.org/10.1177/0950017013519846

11. Ghulami, H. R., Hamid, M. R. A., Ibrahim, M. R., Hikmat, A., & Aziz, H. (2018). Relationship between Internet addictions and academic performance among Afghan universities students. International Journal of Innovative Research and Scientific Studies, 1(4), 63-72. https://doi.org/10.53894/ijirss.v1i4.10

12. Gorain, S. C., & Saha, B. (2023). A study on internet addiction of higher education students. Journal of Emerging Technologies and Innovative Research (JETIR), 10(6), h549-h564.

13. Gorain, S. C., Adhikari, A., Saha, B., & Sen, S. (2021). A study on internet dependency, social isolation and personality using Mahalanobis distance. EPRA International Journal of Research and Development (IJRD), 6(9), 179-184. : https://doi.org/10.36713/epra8471

14. Gorain, S. C., Mondal, A., Ansary, K., & Saha, B. (2018). Social isolation in relation to internet usage and stream of study of under graduate students. American Journal of Educational Research, 6(4), 361-364. https://doi.org/10.12691/education-6-4-10

15. Gorain, S. C., Saha, B., Maji, S., & Sen, S. (2022). A study on relationship and cluster analysis among internet dependency, social isolation and personality. International Journal of Research Publication and Reviews, 3(1), 884-888.

16. Hagedorn, W. B., & Young, T. (2011). Identifying and intervening with students exhibiting signs of gaming addiction and other addictive behaviors: implications for professional school counselors. Sage Publications, Inc, 14(4), 250-260.

17. Hossain, A. (2018) Internet addiction among the students of undergraduate level in West Bengal and its relation with academic achievement. International Journal of Advanced Education and Research, 3(2018), 24–26.

18. İskender, M. (2018). Investigation of the effects of social self-confidence, social loneliness and family emotional loneliness variables on internet addiction. Malaysian Online Journal of Educational Technology, 6(3), 1–10. https://doi.org/10.17220/mojet.2018.03.001

19. Kakkar, N., Ahuja, J., & Dahiya, P. (2015). Influence of internet addiction on the academic performance and mental health of college students. Scholarly research journal for interdisciplinary studies, 3(21), 1151-1161.

20. Karapetsas, A. V., Karapetsas, V. A., Zygouris, N. C. and Fotis, A. I. (2015). Internet addiction and loneliness. Encephalos, 52(2015), 4-9.

21. Kraut, R., Patterson, M., Lundmark, V., Kiesler, S., Mukophadhyay, T., & Scherlis, W. (1998). Internet paradox: A social technology that reduces social involvement and psychological well-being? American Psychologist, 53(9), 1017–1031. https://doi.org/10.1037/0003-066x.53.9.1017

22. Mahanti, J., Mondal, B. C., & Saha, B. (2016). Internet dependency of undergraduate students: An empirical study. American International Journal of Research in Humanities, Arts and Social Sciences, 15(2), 171-174.

23. Mahato, A., Gayen, P., & Mahato, R. (2023a). Relationship between cognitive failure and internet addiction of higher secondary students of Purulia district of West Bengal: A study. Innovare Journal of Education, 11(3), 15-19.

24. Mahato, D., Gayen, P., & Mahato, R. C. (2023b). Relationship between academic resilience and internet addiction of undergraduate students of Purulia district of West Bengal: A study. EPRA International Journal of Multidisciplinary Research (IJMR), 9(3), 103-106. https://doi.org/10.36713/epra12603

25. Malik, A. U., & Rafiq, N. (2015). Exploring the relationship of personality, loneliness, and online social support with interned addiction and procrastination. Pakistan Journal of Psychological Research, 31(1), 93-117.

26. Marker, C., Gnambs, T., & Appel, M. (2018). Active on Facebook and failing at school? Meta-Analytic findings on the relationship between online social networking activities and academic achievement. Educational Psychology Review, 30(3), 651–677. https://doi.org/10.1007/s10648-017-9430-6

27. Mondal, A., Ansary, K., Gorain, S. C., & Saha, B. (2018). Internet affinity in relation to personality and gender. American International Journal of Research in Humanities, Arts and Social Sciences, 22(1), 11-15.

28. Patel, A. J., Patel, A. H., Patel, A. P., Patel, A. M., Patel, I. N., & Patel, S. (2018). A study to assess the correlation between internet addiction and academic performance in students at Sumandeep Nursing College, Pipariya, Waghodia. International Journal of Nursing and Medical Investigation, 3(3), 92-98.

29. Pervez, S. I. (2018). The relationship between loneliness and academic achievement: a study on under graduate level students. International Journal of Creative Research Thoughts (IJCRT), 6(1), 1302-1305.

30. Pittman, M. (2018). Happiness, loneliness, and social media: Perceived intimacy mediates the emotional benefits of platform use. The Journal of Social Media in Society, 7(2), 164-176.

31. Pittman, M., & Reich, B. (2016). Social media and loneliness: Why an Instagram picture may be worth more than a thousand Twitter words. Computers in Human Behavior, 62(2016), 155–167.

32. Pontes, H. M., Griffiths, M. D., & Patrao, I. M. (2014). Internet addiction and loneliness among children and adolescents in the education setting: An empirical pilot study. Aloma, 32(1), 91-98.

33. Rani, A. (2019). Internet addiction and its ties with social interaction anxiety among sports and non-sports persons. International Journal of Innovative Technology and Exploring Engineering, 8(7S2), 198-201.

34. Seif, G. M., Hoseini, H. M., & Sharifi, A. R. (2014). The relationship between internet addiction and social support and hopefulness (case study: Qom Azad University students in educational year of 91-92). World Scientific News, 5(2014), 1-11.

35. Singh, N., & Barmola, K. C (2015). Internet addiction, mental health and academic performance of school students/adolescents. The International Journal of Indian Psychology, 2(3), 98-108.

36. Sode, J. A. (2020). Internet use and addiction among college students and its relation with personality traits, loneliness and psychological wellbeing [Doctoral Thesis, Savitribai Phule Pune University].

37. Tang, C. S., Koh, Y. W., & Gan, y. (2017). Addiction to internet use, online gaming, and online social networking among young adults in China, Singapore, and the United States. Asia-Pacific journal of public health, 29(8), 673-682. https://doi.org/10.1177/1010539517739558

38. Varadamoorthy, G. (1993). A study of some psycho-social and academic variables populars and isolates in high school classes. [Doctoral Thesis, The University of Madras]

39. Zhang, Y., Qin, X., & Ren, P. (2018). Adolescents' academic engagement mediates the association between internet addiction and academic achievement: The moderating effect of classroom achievement norm. Computers in Human Behavior, 89(2018), 299–307. https://doi.org/10.1016/j.chb.2018.08.018