Chapter V

Findings, Discussion, Implications and Suggestions
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5.1 Introduction

The investigator has made a study on “Relationship between internet addiction and selected psychological variables among college students”. On the basis of the analysis of data collected through administration of questionnaire to the sample of 1627 college students the findings are summarized below;

5.2 Major Findings

Among 1627 college students, 1213 have been identified as internet non-addiction group and 414 as internet addiction group by using Internet Addiction Test. Among internet addiction group, 28.26% of the students have high level of loneliness, 27.29% of them have high level of anxiety, 28.99 % of them have high level of depression, 27.05 of them have high level of shyness and 5.80 % of them have high level of self-esteem.

Findings of the study indicates that,

1. Internet addiction group has high level of loneliness, high level of anxiety, high level of depression, high level of shyness and low level of self-esteem than internet non-addiction group.

2. Male students are more addicted to the internet than female students. Internet addicted students who belong to 21-22 years old are more addicted to the internet than those who belong to 19-20 years old. However there is no significant difference in the mean scores of internet addiction of internet addicted students based on their iii) Type of college iv) Availability of computer at home and v) Availability of internet facility at home.

3. There is no significant difference in the mean scores of (i) Loneliness (ii) Anxiety (iii) Depression (iv) Shyness and (v) Self-esteem of internet addicted students with respect to their gender.

4. Internet addicted students who belong to 21-22 years old have high level of loneliness than those who belong to the age 19-20 years old. However there is
no significant difference in the mean scores of (ii) Anxiety (iii) Depression (iv) Shyness and (v) Self-esteem of internet addicted students with respect to their age.

5. There is no significant difference in the mean scores of (i) Loneliness (ii) Anxiety (iii) Depression (iv) Shyness and (v) Self-esteem of internet addicted students with respect to type of college.

6. There is no significant difference in the mean scores of (i) Loneliness (ii) Anxiety (iii) Depression (iv) Shyness and (v) Self-esteem of internet addicted students with respect to availability of computer at home.

7. Internet addicted students those who have internet facility at home have low level of self-esteem than those who do not have. However there is no significant difference in the mean scores (i) Loneliness (ii) Anxiety (iii) Depression and (iv) Shyness of internet addicted students with respect to availability of internet facility at home.

8. There is a significant relationship between internet addiction and loneliness, internet addiction and anxiety, internet addiction and depression, internet addiction and shyness, internet addiction and self-esteem, loneliness and anxiety, loneliness and depression, loneliness and shyness, loneliness and self-esteem, anxiety and depression, anxiety and shyness, anxiety and self-esteem, depression and shyness, depression and self-esteem, shyness and self-esteem of internet addicted students.

9. Male students are more associated with internet addiction than female students. Internet addicted students who belong to 19-20 years old are more associated with internet addiction than those who belong to the age 21-22 years old. Engineering college students are more associated with internet addiction than Arts and Science college students. Internet addicted students those who have computer at home are more associated with internet addiction than those who do not have. However there is no significant association between v) Availability of internet facility at home and internet addiction of internet addicted students.

10. There is a significant influence of loneliness, anxiety, depression, shyness and self-esteem on internet addiction of internet addicted students.
5.3 Discussion

The study was designed with the objectives of finding out the relationship between internet addiction and selected psychological variables among college students. The findings of the present study are discussed below;

The present study revealed that internet addiction group has high level of loneliness than internet non-addiction group. Internet addicted students initially may feel lonely as they may not have affection towards their family members and friends than average internet users. So they engage themselves in internet temporarily. But if it continues they will become internet addicts. Internet addicted students withdraw themselves from normal life and become more focused with the people they knew online. They want complete privacy when they are online. This privacy increases loneliness of internet addicted students. Whitty and McLaughlin’s (2007) study reported that lonely individuals are more likely to use the internet excessively, because the internet provides an ideal social environment for lonely people to interact with others. It provides not only a vastly expanded social network, but also altered social interaction patterns and it may be particularly attractive to those who are lonely (as cited in Erdogan, 2008). This finding is supported by Deniz (2010) whose study reported that the secondary school students who reported greater hours of engagement on the internet have higher loneliness levels than the average users. This finding is also supported by Ghassemzadeh et al. (2008) whose study reported that internet addicts are lonelier and have lower self-esteem and poorer social skills than moderate users, but not necessarily than possible addicts or nonusers. Hardie and Tee (2007) whose study reported that average internet users have lower levels of emotional loneliness, while over-users and addicts reported higher levels of emotional loneliness.

The present study also showed that internet addicted students who belong to 21-22 years old have high level of loneliness than those who belong to the age 19-20 years. This may be due to the fact that internet addicted students who belong to the age 21-22 years old have spent the most time online because of their lack of social skills and social support. So, they may prey to internet addiction and change to high lonely person.
The present study also expressed that there is a significant positive relationship between internet addiction and loneliness among internet addicted students. Individuals who have lack of human relationships and no interest in other activities may prefer to use internet often for chatting with online friends. So greater use of the internet also leads to shrinking social support and increase their loneliness. This condition may have been effective in the existence of the positive relation between internet addiction and loneliness. Similar results were found in the study of Arabzadeh et al. (2012) whose finding showed that Internet addiction has a positive and significant relationship with loneliness. This finding is also supported by Kraut et al. (1998), Caplan (2005), Erdogan (2008), Odaci and Kalkan (2010), Stepanikova, Nie, and He (2010) and Bulut (2011), whose study revealed a positive correlation between internet use and loneliness. This finding is also supported by Lee (2010) who reported loneliness is positively correlated with internet addiction.

The present study also reported that loneliness is the predictor of internet addiction. Internet addicted students may use the internet to avoid unwanted feelings of loneliness. Internet facilities may satisfy the needs such as social support from others through online and identity formation of users. So they use the internet excessively to create alternative social channels and finally addicted to the internet. This finding is supported by Lee (2010) who reported that loneliness is a significant predictor of internet addiction. Caplan, Williams, and Yee (2009) whose study revealed that loneliness, introversion, aggression and depression were significant predictors of pathological internet use and that loneliness was the single most influential predictor in the model. Frangos and Fragkos’s (2011) study reported that loneliness was the strongest predictor of internet addiction among Greek university students.

The present study further recorded that internet addiction group has high level of anxiety than internet non-addiction group. Fear about their society, real life problems as well as worry about the future lead them to anxiety. To overcome these problems they use internet excessively and addicted to it. So addiction to the internet may increase their problems instead of solving them. Erwin, Turk, Heimberg, Fresco, and Hantula (2004) found that socially anxious individuals develop a preference for internet activities. Those with the most severe social interaction anxiety spend most of their time online. Establishing social connections can often be quite difficult for those
people who experience high levels of anxiety when in social situations. However, on the Internet, many situational factors that cause anxiety in face-to-face encounters are absent. Therefore, those people who experience anxiety when communicating face-to-face might be drawn to communicate online (Bonebrake, 2002 as cited in Erdogan, 2008). This finding is supported by Hardie and Tee (2007) whose study reported that the Internet Addiction Test (IAT) groups differed in social anxiety (p < .01), with average internet users reporting lower levels of social anxiety, while over-users and addicts reported increasingly higher levels of social anxiety. Similar results were found in the study of Seepersad (2004) who found that adolescents with social anxiety in their school interactions and higher levels of loneliness tend to establish relationship with strangers on the internet more than other adolescents.

The present study also showed that there is a significant positive relationship between internet addiction and anxiety among internet addicted students. Anxious Individuals who experience difficulty in concentration, muscle tension, sleep disturbance, irritability, excessive worry and experience discomfort during social contact may prefer to use the internet more to a safe and secure medium for communication with internet friends and share their feelings and opinions freely. This condition may have been effective in the existence of positive relation between internet addiction and anxiety. This finding is supported by Çuhadar (2012) who states that a significant relationship has been found between problematic internet use and social interaction anxiety. This finding is also supported by Yadav et al. (2013) whose study reveals there was a strong positive correlation between internet addiction and depression, anxiety and stress. Akin and Iskender’s (2011) study reported internet addiction was found positively related to depression, anxiety, and stress. Similar results were found in the study of Azher et al. (2014) whose study showed that there is positive but mild ( = .308, p < .001) correlation between internet addiction and anxiety. This finding is also supported by Korkmaz et al. (2011) whose study reported that there exists a positive and significant correlation between the level of anxiety and internet addiction.

The present study further expressed that anxiety is the predictor of internet addiction. Internet addicted students may have their anxious nature to use the internet regularly. Because anxious individuals feel happy while they are accessing the internet. Thus they start using internet as a tool to mitigate their sadness. They always
keep thinking of when they would be able to access the internet again. They try to forget their problems by surfing more and more, this in turn push them into internet addiction. Ali et al. (2012) whose study revealed that the result of regression analysis showed that anxiety and sex could significantly predict internet addiction. This finding is also supported by Sepehrian and Jokar (2013) whose study reported that anxiety scores were significant predictors of internet addiction.

The present study also revealed that internet addiction group has high level of depression than internet non-addiction group. Internet addicted students before their addiction, whenever depressed, might have spent a lot of time in playing online games, chatting with friends and view videos to get relieved of their depression. Moreover, they continue using internet, without knowing the fact that internet itself would lead to high depression. Yen, J., Ko, Yen, C., Wu, and Yang’s (2007) study reported that there is a similar incidence of depression among individuals addicted to the internet and of internet addiction among depressive patients. This finding is supported by Morrison and Gore (2010) whose study reported that there was a significant difference between the Internet Addiction (IA) group and the Non Addiction (NA) group in their levels of depressive symptoms, with the NA group firmly in the non-depressed range, and the IA group in the moderately-to-severely depressed range. This finding is also supported by Whang et al. (2003) whose study revealed that internet addicted group had higher degree of loneliness and depressed mood compared with the non-addicts group. Yoo et al. (2004) also reported the internet addicted group showed significantly higher degrees of withdrawal, somatic complaints, anxiety, depression, social immaturity and internalizing problems, than the non-addiction group.

The present study also reported that there is a significant positive relationship between internet addiction and depression among internet addicted students. Individuals who have emotional, educational and personal problems become depressed. To overcome depression they may use the internet more for seeking excitement and pleasure. This situation gives chance for the existence of positive relation between internet addiction and depression. This finding is supported by Akin and Iskender (2011) whose study reveals that levels of depression and internet addiction were significantly positively correlated. Several studies have reported a similar correlation between levels of depression and internet addiction (Young &
Rodgers, 1998a; Davis et al., 2002; Morgan & Cotton, 2003; Oh, 2003; Kim et al., 2006; Ko et al., 2008, Adalier and Balkan, 2012). Ayas and Horzum’s (2013) study revealed that there is a positive oriented and mid-level relation between internet addiction and depression.

The present study revealed that depression is the predictor of internet addiction. Internet addicted students with depression might use online games and online communication to avoid coping with emotional pain or gaming could actually be a healthy escape that helps lift mood. But excess use of this gaming, chatting and emailing might influence internet addiction. Akin and Iskender’s (2011) study showed that depression (β=.67), anxiety (β=.63), and stress (β=.63) were predicted positively by internet addiction. Oh’s (2003) study reported that the most powerful predictor of internet addiction tendency was depression. This finding is supported by Andreou and Svoli (2013) whose study revealed locus of control, depression and amount of internet use were significant predictors of all internet addiction dimensions.

The present study further reported that internet addiction group has high level of shyness than internet non-addiction group. Internet addicted students might have used the internet more to avoid meeting new people and interact with them when compared with average internet users. They feel at home when they share their feelings through email and chatting with their online friends. As a result they become addicted to internet and enhance their shyness without knowing them. For example, these shy people are more comfortable and satisfied with online interaction than offline interaction (Papacharissi & Rubin, 2000). Kim and Haridakis’s (2009) study reported that those who are shy in face-to-face interaction may use the internet as an alternative channel for social interaction. The internet may provide them with a valuable tool for impression management, control over their self-presentations, and express greater communication competence than they typically have in direct face-to-face interaction. However, for some individuals (perhaps the extremely shy) there may be a darker side of their internet use. The internet may provide a means of escape from uncomfortable everyday offline interactions for extremely shy people and leads them to an unhealthy preference for online communication activities over their offline activities. Studies have shown that shy individuals who have difficulty having social support in their real life, use the Internet interactive functions very often like chat rooms (Young, 1999). This finding is supported by Chak and Leung (2004) whose
study shows that greater the one’s level of shyness, the higher the tendency to one become addicted to the internet.

The present study also reported that there is a significant positive but negligible relationship between internet addiction and shyness among internet addicted students. Individuals who are shy may not be able to communicate with others through face to face interaction and want to be alone. So they use the internet excessively which is the way of communicating with people and sharing their feelings with them. So this condition may cause positive relation between internet addiction and shyness. This finding is also supported by Ayas (2012) whose study revealed positive correlation has been found between internet addiction and shyness. Hollingsworth’s (2005) study found that there was a significant relationship among middle school students between shyness and internet addiction.

The present study also expressed that shyness is the predictor of internet addiction. Internet addicted students with shyness would prefer internet chatting rather than face to face interaction. Because internet gives privacy and anonymity to the users. This will in turn lead them to get addicted to the internet usage. Chak and Leung’s (2004) study reported that shyness is a significant predictor of internet addiction. Eldeleklioglu and Vural-Batik’s (2013) study revealed that duration of internet use and shyness significantly and positively predicted internet addiction.

The present study further recorded that internet addiction group has low level of self-esteem than internet non-addiction group. Internet addicted students may have their low self-esteem as they have more negative evaluations about themselves than average internet users. So, to escape from these negative evaluations, they frequently use the internet and satisfy themselves in this way. But, if this escapism continues, they may fail to solve their low self-esteem and get addicted to the internet. Low self-esteem, low motivation, fear of rejection and the need for confirmation from others, all of which are commonly observed in depressive people, may result in frequent use of the internet, and the interactive functions of the internet may lead to internet addiction in individuals with these characteristics (Yang, Choe, Baity, Lee, & Cho, 2005). This finding is supported by Shotton (1991) who states that internet addiction tendency of individuals with lower self-esteem is higher. Caplan’s (2003) study reported that internet addiction has also shown to be connected with lower levels of self-esteem. This finding is also supported by Niemz, Griffiths, and Banyard (2005)
whose study states that those students who were pathological internet users had low self-esteem and were socially inhibited online.

The present study also shows that internet addicted students those who have internet facility at home have lower self-esteem than those who do not have. This may be due to their easy access to the internet at home which leads them to severe internet addiction. Internet addiction decreases the self-esteem of the students.

The present study further revealed that there is a significant negative relationship between internet addiction and self-esteem among internet addicted students. Individuals with low self-esteem, feel about themselves as unworthy, incapable, and incompetent. Hence they use the internet to relieve from this negative feelings and mood modification. They find internet as a medium for entertainment and fulfill their deficiencies such as low self-esteem. But if they cannot control their internet usage, that would lead them to internet addiction. This situation may allow the existence of negative relation between internet addiction and self-esteem. In patients with chronic diseases, feelings of desperation, physical symptoms caused by disease, and side effects of treatment may lead to the feeling of being unable to control their body. The decreased self-esteem resulting from this loss of control may facilitate the emergence of internet addiction (Jacobs & Baker, 2002; Chuang, 2006). This finding is supported by Aydm and San (2011) whose study reveals that general self-esteem, social self-esteem, home-family self-esteem and total self-esteem were significantly and negatively correlated with internet addiction among adolescents. This finding is also supported by You (2007) who analyzed the effect of internet addiction on 400 elementary school students’ self-esteem and depression. The relationship between internet addiction and self-esteem indicates a statistically significant negative slope ($r=-0.284, P<0.01$). In other words, the higher the internet addiction, the lower the self-esteem (as cited in Kim, 2008).

The present study also reported that self-esteem is the strongest predictor of internet addiction. Individuals with low self-esteem feel pity about them. These feelings may actually initiate them to use the internet for playing games and watching movies. But they do not know the fact that the excessive and compulsive internet use may develop internet addiction. This finding is supported by Aydm and San (2011) whose study reveals social self-esteem and home-family self-esteem were found to be significant predictors of internet addiction. Armstrong, Phillips, and Saling (2000)
produced a study confirming self-esteem as a predictor of pathological Internet use (PIU), while impulsivity in these persons appeared to be low. Frangos and Fragkos’s (2011) study revealed that low self-esteem (OR=1.72, 95% CI=1.4-2.1) is the strongest predictor of internet addiction.

The present study revealed that male students are more addicted to the internet than female students. Family may have less control over male children than the female children. Hence, male students spend more time on the internet even at home. This may lead them to internet addiction. Morahan-Martin and Schumacher (2000), Wang (2001) and Kim et al.’s (2006) study reported that, for social and cultural reasons, internet addiction is more common among men than women because of the lack of social control on the internet over activities such as reading the news, gaming and gambling, virtual sex, chatting and meeting new people. That might be due to the traditional stereotypes of gender roles holding that women are not as technologically oriented as men and computer has been considered stereotypically masculine. (Papastergiou & Solomonidou, 2005) and females may cultivate a fairly negative attitude towards it and their mild disinterest (Durndell & Haag, 2002). This finding is further supported by Anderson (2001) who found that males were 7 times more likely to be Internet dependent than females. This finding is also consistent with Niemz et al. (2005) whose study reported that males were 3 times as likely to be pathological internet users. Scherer’s (1997) study also reported that internet-dependent students were predominately male. Ko et al. (2006), Esen and Gundogdu (2010) and Ali et al. (2012) whose study reported in relation to gender, a common finding is that there are significantly more males who are addicted to the internet than females.

The present study revealed that there is a significant association between gender and internet addiction. In this study male students are more associated with internet addiction than female students. This may be due to their greater exposure to internet facilities on the part of male students. And also the male students may not be able to reduce the usage of internet as their situations and surroundings will not allow them. This will naturally lead them addicted to the internet. Van Schie and Wiegman (1997) have another study which showed that boys enjoy online games more than girls. This preference makes boys heavy users of the internet (as cited in Park, 2009). Yoo et al.’s (2004) study reported that there was a higher prevalence of Internet addiction in boys than girls (20.8% vs.9.3%; d.f. = 1; c2 = 14.2; P < 0.01).
Moradabadi et al.’s (2014) study also reported that the value of chi-square showed that factor gender is associated with internet addiction. In addition, Cao, Sun, Wan, Hao, and Tao (2011) and Ko et al. (2005) found that there were more adolescent males with internet addiction than females. This finding is also supported by Yang and Tung (2007) whose study reported a chi-square test revealed significance by gender ($\chi^2 = 46.989$, df = 1, $p < 0.001$) with more internet addicted boys than girls (ratio of 3 boys to 1 girl). Especially notable is the finding that more boys than girls were identified as addicts (with there being roughly three male addicts for each female addict). Frangos and Fragkos’s (2011) study reported that there was a statistically significant association between gender and internet addiction for males and females.

The present study also showed that students who belong to 21-22 years old are more addicted to the internet than those who belong to 19-20 years old. This may be due to their memorable and excited experiences attained from using the internet, stimulate them to spend more time surfing the internet and addicted to it. This finding is supported by Lin, C. H., Lin, S. L., and Wu (2009) whose study reported older adolescents appear to be more dependent on the internet than younger adolescents. Leung (2004) reported that among Hong Kong youths (16 to 24-years-old), Internet addicts tended to be students and younger in age compared to non-addicts. Nordicom (2010) reported young adults, 20–24 years old, were the most frequent users of ICT compared to all other age groups (as cited in Thomee, Haranstam & Hagberg, 2012).

The present study revealed that there is a significant association between age and internet addiction. In this study students who belong to 19-20 years old are more associated with internet addiction than the students who belong to 21-22 years old. This may be due to their immaturity and unawareness about the problems of excessive internet use. This finding is supported by Moradabadi et al. (2014) whose study reported the value of chi-square showed that age is associated with internet addiction.

The present study revealed that there is a significant association between type of college and internet addiction. In this study Engineering College students are more associated with internet addiction than Arts and Science college students. For Engineering students internet is an important tool in their academic life compared with other students. Without using the internet their studies might not be completed. Needs, situations and compulsion of using the internet lead the Engineering students
become addicted to the internet. This finding is supported by Yang and Tung (2007) whose study reported a Chi-square test revealed significance by school types ($\chi^2 = 4.008$, df $= 1$, $p < 0.05$), with more internet addicted vocational school ($n = 132$, 56%) students than high school students ($n = 104$, 44%).

The present study revealed that there is a significant association between computer availability at home and internet addiction. In this study the students those who have computer at home are more associated with internet addiction than those who do not have. This may be due to the fact that the students who have their own pc/lap-top with internet connection facility may have more chance to spend regularly in front of the computer for playing online games, surfing the web and participating in social networking sites. They may not be able to control themselves from using it and become addicted to the internet.

5.4 Research implications for this study

Internet has become an essential channel for personal communication, academic research, and information exchanging and entertainment purpose. For better or worse, internet has infiltrated in every aspect of lives. An excessive and unnecessary use of internet causes internet addiction. Mostly internet addiction can happen to people who have psychological problems such as loneliness, anxiety, depression, shyness and low self esteem. Because internet provides them with a world of attractions, entertainment and easy escape from their reality. Especially college students as a group are severely addicted to the internet and face problems. Counselling is the best way to break internet addiction among college students. The teacher must provide small group or individual counselling for students with internet addiction. Collaboration of parents and teachers may be necessary for effectively treating internet addiction. The teacher should take the following steps to prevent and treat internet addiction.

i. **Determination of Aim:** - Many internet addicted students do not know what they are doing in internet. The parents and teachers should enquire them for which purpose they use the computer, what time of day they usually begin and for which application they use more. Teachers should instruct the students to use the internet for useful purpose only. So the students determine their aim for the use of the internet.
ii. **Management of Time:** - Parents and teachers should guide the internet addicted students for preparing time table for using internet. Based on that time only, the students should use the computer. If the particular time is over, the students should be able to turn off the computer and get away from that and engage in his/her normal work.

iii. **Concentrate on other Activities:** - The teacher should ask the students about their hobbies apart from internet. It may be reading books, watching TV, playing games, shopping etc. So the teacher instructs them to concentrate on those types of activities. In this way, the teacher can treat the internet addicts.

iv. **Support Groups:** - The teacher should help the internet addicts to find good support groups and join with them. These support groups should be the best friends of internet addicts and thereby slowly decrease their internet habits. In this way, the teacher can make them avoid the loneliness.

v. **Family Therapy:** - Family support is necessary to treat internet addicts. The teacher must educate their family members that how the internet will addict the people. He must encourage the family members for spending much time with the internet addicts. They can arrange family tour to make them happy and to divert them from their unwanted internet use. Also make them join other courses like communication courses and participate in social activities. A strong family support should be needed to internet addicts to recover from internet addiction.

vi. **Exercise:** - The parents and teachers should encourage the students to do physical and mental exercises. Regular mental exercise like yoga and meditation decreases their depression and increases the mental happiness of the internet addicted students. Regular physical exercises make them physically fit and engage them in good habits. So physical and mental exercises make the students develop their personality.

vii. **Socio Therapy:** - This treatment involves the modification of environmental situations change in attitude and the provision of healthy social gatherings and groups. The teachers should give counselling with
the internet addict’s family members and help him make readjustment in
the family and community setting. To heal them, their social contacts in
the form of a religious gathering, social clubs emphasizing inspirational
and spiritual elements may also be useful in the treatment of the internet
addicts. Seeing cultural programmes, playing outdoor games, showing of
movies may also help them to overcome internet addiction.

viii. **Develop Intrapersonal Skills:** - The teacher should instruct and develop
intrapersonal and problem solving skills among internet addicts and make
them understand their strength and weakness. Because a person with
intrapersonal skills will objectively view his emotions and uproot the
cause before it manifests itself into a negative state of mind.

**Awareness:** - The teachers should conduct internet addiction awareness
programmes in their colleges periodically.

To prevent internet addiction before it starts, the parents should take the
following steps that can promote healthy Internet usage in their sons/daughters.

i. Keep the computer in a shared family room.

ii. Find out how much time they are spending online.

iii. Careful about if their internet use is affecting their academic
    performance, health and relationships with family and friends.

iv. Internet is an important part of their social lives. In spite of this,
    establish reasonable rules about where they can go online and what
    they can do there and stick to them.

v. Talk with them about why they are spending so much time online and
    what they are spending their time doing about and discuss this with the
    view to encourage and support them to participate in other activities
    particularly physical activities and help them to socialize offline with
    others.

vi. Talk to them about depression, anxiety, shyness, school, and other
    possible triggers that may be causing excessive internet use.

vii. If they have strong symptoms of internet addiction, consider seeking
    professional counselling.
viii. Parents should be a role model to their sons and daughters. So the parents should not spend more time on the computer when they are at home.

5.5 Suggestions for further research

1. The present study was conducted in Coimbatore District only. This may be extended to other districts and other states in the country.

2. The same study may be undertaken for college teachers and school teachers.

3. The present study confines to a representative sample of college students of Coimbatore district, TamilNadu. Therefore, the same study can be conducted for different types of college students.

4. Although many independent variables are included in the study, there are still some more psychological variables such as personality traits, impulsivity, intelligence, attention, distraction, self-concept, stress, attitude, etc., which are not included in the study. Such variables should be considered for further studies.

5. Although many background variables are included in the study, there are still some more background variables such as socio economic status, parents’ education and parents working status, type of family, major of study, academic performance etc., which are not included in the study. Such variables should be considered for the further studies.

5.6 Conclusion

Internet addiction is a worldwide problem among students, employees, business people and housewives. Mostly college students are easily preyed to internet addiction. It affects and worsens the psychology of the students. So teachers and parents should know the psychological effects of internet addiction to protect the students from internet addiction. Preparing students to use internet is the responsibility of teachers. But their major role is making the students for modern world with discipline, self control and balance when using internet. Providing peer group relationship, real life social support, promotion of self-esteem and building intrapersonal skills will stimulate the spirit of enthusiasm and at the same time, can lead the students to achieve great things in life.