INTRODUCTION
CHAPTER-I

INTRODUCTION

The computer is electronic cocaine for many people and spreading like epidemic (why brow). In this modern era Information Technology, it is very common that every person has knowledge and skill of using computer and internet. No one can deny the benefits that computer bring to the human life and it now has become one of the greatest invention worldwide. Computers are common in numerous households around the world. Computer and internet have become daily features of our lives. Computer plays an important role in the life of the people of every age group (Wallace 2000). People of all age groups learning to operate computers when too much time spent on computer that reaches a limit where family, friends, social relationship, school and work life is interrupted in this cases those people may be caught in addiction (Suler 2004).

Computer addiction is a relatively new term used to describe type of dependency on one's computer. There is no definition of computer or internet addiction that is universally accepted by Psychologist (Chou C 2005). Computer addiction is new agenda to investigate (Blaszczynski 2006). Computer addiction is not limited to personal computers (PCs). It covers video games and internet.

Computer use is a widespread leisure activity for adolescents (Cilesiz 2009). Adolescents are exposed to computers at an early age.
and even some children know more than their parents about computers. However there is a controversial debate that children have more negative than positive effects of using computer daily. For example one of the most serious negative effect of computer on children is the possible exposure to adult topics that are beyond their understanding. As children become more educated about computers they venture into areas reserved for adults alone. According to Wellesley University, increased exposure to topics that are beyond the children's comprehension is computing their intellectual, social, moral development.

It can be said that adolescents use computer everyday to become a regular user and after some time they convert into addiction become a computer addict to computer it become very difficult for him to leave computer and take out time for other work. Therefore the time for studying is replaced by many clicks and touches on the mouse and keyboard.

Before start about computer addiction, it is better to know about the term Addiction is "A habit so strong that one can't give it up. We are all aware that Addiction is the continued use of a mood altering substance or behaviour despite adverse consequences (Angres 2008).

Addiction can include, "but are not limited to, drug abuse, exercise addiction, sexual addiction, computer addiction and gambling". Classical hallmarks of addiction include impaired control over substance or behaviour, pre-occupation with substance or
behaviour and continued use despite consequences and denial (Morse R.M. 1998) young 2004 discribed that addiction of any kind is traditionally associated with an uncontrollable urge, often accompanied by a loss of control, a preoccupation with use and continued use despite problems of the behaviour causes.

Tolerance, withdrawal and compulsive use are requisites for any diagnosis of dependency and addiction (APA 1994). Psychological tolerance is indicated by the need to spend increasing amount of time on computer activities such as playing games, arranging files, chatting and participating in online group discussion. Even though computer user are aware of behavioral problem they continue to use the computer compulsively (Orzack 1998). Withdrawal symptoms are indicate by an increasing irritability and anxiety when a person is unable to access a computer (Orzack 1998). Especially tremors, anxiety, depression, moodiness affective disturbance and interruption of social relations.

Computer addiction is an idea that has been in exisance for years. The cold war and academia were the parents of mordern computer age. It was the Pentagon, in the late 1960's that founded research and development of computer and prototype of the internet universities around the country. Academicians understand the value of sharing the information that is stored on separate computers at different university sites.
In 1972, Email was invented to assist communication among these researchers and developers. In 1970s avid computer programmer and hacker have been called computer addicts by psychologist and general public (Reed 2002).

In 1980s computer become more common in home and businesses. By this changement more people start using computer and more people started being addicted to computer (Shotton 1989).

In 1990s The advent of a programme in the early "90s" which allowed computers anywhere to communicate with each other, ushered in the "world wide web" w.w.w. Now all the computer on the Internet could have an address and use common language. During the 90s computer hacking become more widespread and resulted in the notion of hackers as computer addicts.

The term Internet Addiction Disorder (IAD) was first coined by Dr. Ivan Goldberg in the late 1990s. Other term such as pathological Internse use (PIU) and pathological computer use are also used to describe computer addiction. These terms are use interchangeably with each other and with Internet addiction disorder.

In 2000s it was such a current and serious problem especially for youth and new generation.

In this era computers became a vehicle to compensate for other thing like lacking in a person's life such as relationship, solid marriage, strong and fulfilling career or financial security.

Internet use has exploded in recent years providing a constant, ever changing source of information and entertainment, news headlines are updated by the minute not just daily. Any person can connect with literally hundreds of people on social networking sites like my space, facebook, twitter, skypee, whats up etc. E-mails on line chat and massage boards allow for both public and anonymous communication about almost any topic imaginable. Spending a lot of time online is not only problems, but neglecting relations, work, life may have problem with Internet Addiction.

Internet Addiction is a psychophysiological disorder involving tolerance, with drawal symptoms affective disturbance and interruption of social relationship.
Griffiths 2000 believes that computer and internet are a branch of behaviour addiction satisfying the 5 criteria for addiction: (i) Salience (ii) Mood Modification Tolerance (iii) Withdrawal (iv) Conflict and (v) Relapse.

Salience refers to the importance and dominance that computer activities has come in one's life.

Mood Modification is the subjective experience one has engaged in computer activity and is synonymous with coping strategy.

Tolerance and withdrawal are respectively the process of increasing amount of computer activity for the purpose of remaining satisfied and the unpleasant feeling that occur when the activity is discontinued.

Conflict refer to interpersonal and intrapsychic issues an individual may experience, where as relapse is the repeated reversions that may occur after one has discontinued an activity.

Computer Internet Addiction is an overreaching term characterizing five problematic computer internet related issues: First Cyber sexual which is engaged in pronography internet sex or anything that sexually involved online.

Second is cyber relation which is obsessed in challenging and any social relationship networking.

Third is net compulsion which does impulsive buying online like on a bay, casino, gambling online and online gaming.
Fourth is information overload which surfs the net and gathers many information on news, celebrity gossip and organizing data and lastly is computer game addiction (Young 1999).

However there are types of computer addictions which are more common among computer addicts. Below are the types of computer internet addiction and computer related activities in detail:

**Games**: online and offline games are common causes of computer addiction. Online games consist of multiplayer games via the internet, where the player assume a character in the games and plays against other people from all round the world. These have become a craze among many people, especially children. These game have good graphics and sound. Research shows that online game is a type of computer addiction, that is found mostly in children. Some children and youngster are so addicted to online gaming that they spend over 12 hours every day in playing games (Griffiths, Hunt 1998, Hawi 2012).

**Chat**: Chatting is an exciting application if used with in limit. Chat is an interface which is used by an individual to communicate with other people who are online at the same time. It is known as live communication over the web. People use chat as a way of interacting with each other. Their motives can be different like chatting with an online friend or one whom they personally know corporate conference chatting and even chatting in chat rooms with unknown people, chatting, messaging and communication are the most favourite
activities among adolescents. Female and male had different preferences for internet activities except for communication and messaging, which ranked first for both (Hawi, 2012).

**Online Shopping**: Online shopping addiction came in the form of many kinds. There is the person who is addicted to buying items from the many online shops. Then there is the person who is addicted to auction type buying. Either one could put a person in debt in a matter of seconds. This type of addiction usually starts with small purchases and paying with their credit card. A very easy addiction to get into buy very hard to get out once the debt has set in. Adolescents scored very less on online shopping 0.1% (Hawi 2012).

**Online Gambling**: This is very dangerous type of computer addiction. These millions of dollar a year, business make their money by sucking addicts of there money. The thrill on possibly winning by gambling is real and has never been easier since the onset of online casinos and other from of online gambling. Serious debt have been incurred by these computer addicts. A gambling addict may gamble frequently or unfrequently. Adolescents scored very less on online gambling (Hawi 2012).

**Online Pornography**: This type most damaging of all computer addiction. Individuals who are addicted to this type are mostly teenagers and youngsters (Velezmorc, Lacefield, Roberti, 2010) People who are addicted to online pornography spend hours watching or downloading porn. In a study it has found that 37.9% participated
indicates that they have obtained pornographic materials through the Internet (Hong Kong Youth Association 2009).

**Social Networking and Blogging**: Social networking refers to the interaction of different individuals with common interest and activities when different people who share a hobby, passion or even business interests come together, it referred to as a social network. On the internet, there are many websites that promote such social interactions. Social networking websites are being used frequently by millions of people worldwide. Few join it for entertainment, passing time, presenting views and opinion etc, but there are many who are addicted to social networking. A social networking and blogging addicts has more online friends that real life ones and also have many blogs on various networking sites. The age group mostly adversely affected by this menace is young children and teenagers.

Some other computer activities: There are some people who are glued to compute with out a specific reason. They spend most of the time in the day in surfing, browsing, watching online or offline video, listening to music and etc.

These computer activities are spreading like an epidemic among adolescents. These activities attract to adolescents to be addicts.

The newly diagnosed computer addiction has gained much press attention recently as children have been affected. Each adolescent's
computer use is different. They might use computer extensively for their work, for example they might use chatting to keep in touch with faraway family members and friends. Spending lot of time online and offline only become a problem when it absorbs all the time of adolescents, causing they neglect their family, relationships, work, schools or other important thing in life.

There are some symptoms that show how adolescent become computer addict.

**Obessive thought** about computer activities. Adolescent is preoccupied with the computer activities, thinks about previous activities or anticipates next activities which might be offline or online *(Beard 2001).*

**Pleasant feeling** In computer activities adolescents have lot of fun by using computer activities. The addicts appear to be pleasurable, entertaining, interactive and relaxed in using computer *(Chou, Chou 1999).*

**Tolerance** : The tolerance symptoms refers to the need to use the computer activities with increased amount of time in order to achieve satisfaction *(Beard 2001).*

**Diminished Impulse Control** : The adolescent tend to lose their control of their behaviour. They are unable to cut back or stop computer activities.
Withdrawal: The withdrawal symptom of the addict adolescent refers to unpleasant feeling like restlessness, mood problem, depression and irrettable when computer activities are stopped or shutdown.

Impact on daily life: The impact on daily life of computer activities are usually negative. The addict adolescent lose their relationship, educational opportunity career opportunity because of computer activities. Adolescent lie to other (family friends, teachers) because of the over involvement with the computer. They also use computer as a means to escape from problems or to settle one's unpleasant feeling, emotion such as helplessness, anxiety guilt or shame. (Hing Keung 2011).

Adolescence has been described as phase of life beginning in biology and ending in society (Petersen 1988).

Indeed adolescence may be defined as the period with in the life span when most of a person's biological, cognitive, psychological and social characteristics are change (Lerner & Spanier 1980). For the adolescent, this period is a dramatic challenge, one requiring adjustment to change in self, in family and in peer group.

Adolescence is a transitional stage of physical and psychological development generally occurring during the period from puberty to legal adulthood (Marriam 2012). The period of adolescence is most closely associated with the teenage years (Erukson 2009), though
its physical psychological and cultural expression can be earlier and later. It is period of multiple transitions involving education, training employment and unemployment, as well as transitions from one living circumstance to another.

Stanley Hall who was the first President of APA viewed adolescence primarily as a time of internal turmoil and upheaval.

This is period of several change. Some most significant physical changes in individual's height, weight, body composition and circulatory and respiratory systems (Marshal 1978). These changes are largely influenced by harmonal activities. Changes in harmones during adolescence that trigger behavioral and physical change (Coe, Hayanshi 1988).

Adolescence is also a time for rapid cognitive development (Smith & Handler 2007). It is also a period of psychological development. Many psychololgist agreed that adolescence is time of disturbance and psychological confusion. (Lerner, Steinberg, 2004).

Adolescence is a vital period in social development because adolescents can be easily influenced by the people they develop close relationship with. This is the first time individual truly make their own decision, which also makes this a sensitive period.

This is also the period of social development. It is the time when teenagers form their personal identities. Ego centerism is performed by adolescents which then forms self consciousness of wanting to
feel important in their peer groups and having social acceptance of fitting into the group (Carlson & Heth. 2010). The relationships adolescents have with the peers, family and members of their social sphere play a vital role in the social development of an adolescent. 

Family is very first society for a child. Adolescence marks a rapid change in one's role within a family. Adolescent tend to assert themselves forcefully, but are unable to demonstrate much influence over family decision until early adolescence. (Grolevant 1997). There is often significant increase in parents child conflict. The argument often concerns minor issues of control, such as curfew, clothing and right to privacy (Stainberg 2001, Family Frank Articles). Parent adolescent disagreement also increases as friends demonstrate a greater impact on another, new influence on the adolescent that may be in opposition to parent's value.

Sibling are a source of adolescent's conflict and frustration as well as support system. (Lempers & Lempers 1992). Adolescent affect this relationship differently, depending on sibling gender. In the same sex sibling pairs intimacy peaks during early adolescence, then steadily declines. Mixed sex sibling pairs act in the opposite way, sibling drift apart during early adolescent year, but experience an increase in intimacy starting at middle adolescent (Kim, McHale & et.al. 2006).

Peer groups are essential to social and general development. Peer groups are important during adolescence (Berndt 2002). A
period of development characterized by a dramatic increases in the time spent with peers and a decrease in adult supervision (Brown 2004). Adolescents also associate with friends of the opposite sex. It is also common for adolescents to use friends as coping devices in different situation and with social stress (Eder 2002).

Peer groups have positive influences on the adolescents, such as on academic motivation and performance but they also have negative influence like encouraging experimentation with drug, drinking, watch porn picture and stealing.

Romantic relationship tend to increase in prevalence throughout adolescence.

Adolescence is a time of excitement and of anxiety, of happiness and of troubles, of discovery and of bewilderment, and of breaks with the past and yet of links with the future.

As we know that adolescence is confusing time in a child’s life. Adolescence is a period of dramatic change and adolescents repair to adjust with charges in self, family and society. Adolescents experience new kind of stress, stemming from relationship with parents, conflict with sibling, stress of peer and social norms, romantic partners and dissatisfaction with body image.

Studies reveals that addiction is influenced by a complex interacting network of Biological, Psychological and Sociological variable (Barnes 1977 & Campbell 1983). Some Psychological factor
are positively correlated with computer addiction (Ping Sun, Unger 2005, Young 2009).

Faulty parental rearing is related to computer addiction (Ping Sun & Unger 2005, Zhan 2004, Xiuqiu, Ying, Ran 2010) Parental rearing as the style of child upbringing refers to a privilege or responsibility of mother and father together and independently to prepare the child for the society and culture (Veenus 1973) which provide ample opportunity to child to find roots continuity and a sense of belonging (Chauhan 1991) and also serves as an effective agent of society. Rearing includes choosing the name, providing clothes, toys, education and opportunities. It includes both conscious and unconscious expectation and treatment of the child. It is a process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood.

Rearing refers to the aspects of raising a child aside from the biological relation (Martin 2002). It is a training and bringing up children by parents or parents substitutes like non parent blood relation.

Rearing a child takes involvement of love and persistance year after year. The goal of every parents is to have child grow upto be a respectable and resourceful adult in society.

In short the rearing of adolescent is not accomplished in the same way and with the same out comes by all parents. Parents vary
in their rearing and in manner to socialize their children. The variation is association with difference in other contextual factors relating, for instance, to parental education, family, social support, parental mental health etc.

There are many style of rearing but psychologist indentified four main of rearing authoritative, authoritarian, permissive and uninvolved style (Baumrind 1967, Baumrind 1971, Baumrind 1978, McKay 2006).

Authoritative Style relies on positive reinforcement and infrequent use of punishment. Parents are more aware of a child's feeling and capabilities and support the development of a child's autonomy with in reasonable limit. There is a give and take atmosphere involved in parents child communication and both control and support. Research shows this style is good for bringing up the child.

Authoritarian style is very rigid and strict style. Parents who practice authoritarian style have a strict set of rules and expectation and require obedience. If rules are not followed punishment is most often used to ensure obedience (Flectcher, Walls, Cook 2008). In 1983 Baumrind found that children raised in an authoritarian style home were less cheerful, more moody and more vulnerable to stress.

Permissive or Indulgent parenting is most popular in middle class family. In this style child's freedom and their autonomy are
valued and parents tend to rely mostly on reasoning and explanation. It tends to be little if any punishment or rule in this style.

An uninvolved style that when parents are often emotionally absent and some time physically absent (Brown, Lola 2008). They have little to no expectation of the child and regularly have no communication. They are not responsive to a child's needs and do not demand anything of them in their behavioral expectations. They provide everything the child needs for survival with little to no engagement (Brown and Lola 2008). There is a large gap between parents and children with this style. Children of uninvolve parents suffer in each of the following areas: Social competence, academic performance, psychosocial development and problem behaviour (Finkelhor, Turner, Holt 2009).

There are some other style of upbringing the child which are given below:

Helicopter style is a style in which parents hover over their children during the late adolescence to early adulthood: Technology has contributed to this style with parents being able to keep watch over their kids through cell phone, emails, and online grades (Gordon, Larry 2008).

Attachment style: Strengthen the intuitive psychological and emotional bond between caretaker.
**Narcissistic**: Parents are driven by their own needs: their children are an extension of their own identity, use their children to live out their dreams.

**Positive Style**: includes unconditional support, guiding them and supporting them for healthy development.

**Slow Style**: allowing the child to develop their own interest and allowing them to grow into their own person, lots of family time, allowing child to make their own decision.

**Spiritual Style**: Respecting the child’s individuality making space for child to develop a sense of his own beliefs through their personality and their own potential.

Strict style focuses on strict discipline, demanding with high expectations from the parents.

Toxic style poor parenting, complete disruption of the child's ability to identify one's self and reduced self esteem, neglecting the needs of the child and abuse is sometimes seen in this style.

Unconditional style give unconditional positive encouragement to child.

There is no single or definitive mode of rearing the child, what may be right for one family or one child, may not be suitable for other. Whatever style parents use to rear their adolescents, the goal of rearing is to raise a child who is healthy and successful in life,
who can contribute to self and to society, who accepts and works to further the social order. The process - the behaviours that are used over time to reach these goals is termed socialization. Although all societies socialize their youth according to their norms. There is great diversity in the specific goals parents have in socializing their adolescents.

The relationship between adolescence and parents is vary. There are a range of behaviours and associated exchanged between parents and their adolescent offspring: some of these exchanges involve positive and healthy behaviours and other involve the opposite. Some of the outcomes for adolescent development of these exchanges reflect good adjustment and individual and social success, where as other outcomes reflect poor adjustment and problem of development.

There are some examples of studies: warmth, nonhostility and closeness seems to be characteristics of parents associated with positive outcome among adolescents (Poulson, Hill & Holmbeck 1991).

Non hostile parental rearing are associated with better adjustment by adolescent (Bronstein Fitzgerald & Pieniadz 1993).

Parent-child relationship marked by behaviours supportive of adolescents and by positive feeling connecting the generations are associated with Psychologically and socially healthy developmental outcomes for adolescents.
However, some families do not have good parent-child relationship, negative emotion and never exchange the time. Such rearing also influences the adolescent, but as these influence differ from those associated with support and positive emotion.

Parent's negative rearing leads to negative developmental adolescents.

There is a variation in rearing and way to socialize the adolescents may be a cause of adolescents problem. The problem comes among adolescent that they assume as an adult but parents still assume them a kid. Therefore it is important that parents must treat them as a young adult and adopt an appropriate rearing style for adolescents.

In this age group, adolescents look to peers and adults outside the family for guidance and model for how to behave. Parents should still make efforts to be aware of their children and provide proper guidance, direction and consultation.

It can be said that parental rearing style plays a very important role in the development of child personality. It is proved by many psychologists that poor parental rearing leads to computer addiction.

Now a days both parents are busy in earning money and don't have sufficient time for the rearing of their children. But parents are very aware of the future of their children so they provide them all the facilities and electronic things like Computer, Laptop, Tablets,
Cell Phones, Smart Phones for their studies and social intimidation.

Generally fathers are busy in their work and mothers are busy in household works or office works. The impact of these things is very bad on adolescent’s personality. Adolescents feels isolated, free from parental control. Because of poor rearing of a adolescent, who thinks poorly of himself, is not confident, hang around with gangs, lack positive values, follow the crowd, not doing well in studies, losing interest in school, has very few friends, not very close to parents and other family members. So adolescent feels more lonely more like to be addicted to computer. Adolescent feel computer and internet as a substitute for the relationship which they don’t have in real world.

Today many men and women engage in shared earning, shared rearing. Mother and father together and individual are responsible for the upbringing the child.

Mothers as being the ultimate caregivers. They invest most, if not all, of their time on their children. Women are seen as spending more time with children then men. They are commonly the nurturers of the children and support emotional growth and stability. It is very important for mother to provide happiness and support to the child.

Fathers now more than ever are spending more time with their children, where as in past, father were bread winners and mothers stayed at home to cook, clean, take care of children. But now it has changed fathers are participating role and taking a responsibilities
such as bathing, dressing, feeding, changing diapers and comforting children.

So it can be said that parental rearing affects adolescents personality and behaviour. It has already proved that parental rearing leads to computer addiction.

**PERSONALITY**

Personality is related to computer or internet addiction. Preceding studies (Young 1996, Griffiths 1998, Duran 2003, Wilson, 2010) showed that personality traits are important factors that have an effective role in predicting computer and internet dependency (Rahmani & Lavasani 2011).

The relationship between personality and computer or internet dependency has been investigated and a meaningful link was found between both of them (Hardie 2007, Gombor & Vas 2008, Tulen & Basnjak 2001).

Personality can be defined as a dynamic and organized set of characteristic possessed by a person that uniquely influences his or her cognition, motivation and behaviour in various situation (Ryckman 2004). The term personality is derived from latin word persona meaning a "mask". In normal words personality is a patterned body of habits, traits, attitudes and ideas of an individual as these are organized externally into roles and statuses and as they related internally to motivation, goals and various aspects of selfhood.
According to Robert Park & Earnest Burgess, personality is the sum and organization of those traits which determine the role of the individual in the group. Lundberg said that personality refers to the habits, attitudes, and other social traits that are characteristic of a given individual's behavior. Young said that personality is the totality of behavior of an individual with a given tendency system interacting with a sequence of situations.

There are some of the fundamental characteristics of a personality include:

**Consistency**: There is generally a recognizable order and regularity to behaviors. Essentially, people act in the same way or similar ways in a variety of situations.

Psychological and Physiological Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.

It impacts behavior and action - Personality does not just influence how we move and respond in our environment, it also causes us to act in a certain way.

**Multiple Expression**: Personality is displayed in more than just behavior. It can also be seen in our thought, feeling, close relationship, and other social interaction.

Personality theories refer to psychological classification of
different type of people. Personality theories are distinguished from personality traits, which come in different level or degrees.

Trait theories views personality as the result of internal characteristics that are genetically based. According to DSM of the American Psychiatric Association, Personality traits are "Enduring patterns of perceiving relating to and thinking about the environment and one self that are exhibited in a wide range of social and personal contexts".

Psychoanalytic theories of personality are heavily influenced by the work of S. Freud and influence of the unconcious on personality. Psychodynamic theories explain human behaviour in terms of interaction of various components of personality. Freud proposed psycho energy could be converted into behaviour. Freud's theory places central importance on dynamic, unconscious psychological conflicts. This theory includes Freud's psycho sexual stage theory and Erickson's stage of psychosocial development.

Behavioral theories suggest that personality is a result of interaction between the individual and environment. Behaviorists explain personality in terms of the effects external stimuli have on behaviour. It was a radical shift away from freudian philosophy. This school of thought was developed by B.F. Skinner who put fourth model which emphasized the mutual interaction of the person or "the organism" with its environment. Skinner believed children do bad things because the behaviour obtains attention that serves as a
reinforcer. Skinner put a "three term contingency model" which helped to promote analysis of behaviour based on the Stimulus Response Consequence Model.

Social Cognitive theories suggest that behaviour is explained as guided by cognition about the world, especially those about other people. Cognitive theories are theories of personality that emphasize cognitive processes such as thinking and judging. Bandura, a social learning theorist suggested the forces of memory and emotions worked in conjunction with environmental influence.

Humanistic theories emphasize the importance of free will and individual experience in the development of personality. Accordingly, humanistic psychology focuses on subjective experience of persons as opposed to forced, definitive factors that determine behaviour.

Type theories are the earliest perspective on personality. Personality types refer to the psychological classification of different types of people. Personality types are distinguished from personality traits. This theory explains people's behaviour in terms of opposite fixed characteristics. These theories suggest that there are a limited number of personality types which are related to biological influence.

During 1950s Meyer Friedman and his co-workers defined what they called Type A and Type B personality. The Type A persons were illustrated as people with a highly competitive, desire for achievement and recognition, together with a tendency towards hostility and
aggression and a sense of immense time urgency and impatience. The Type A individuals want to win every "game" in life, speak fast, act fast, see goals and challenges everywhere, manifest impatient gestures and interrupt when faced with slower events. These persons cannot wait in queues are superficially interested in the aesthetic aspects of life and they have tendency to measure success in terms of material gains and number rather than quality of goals achieved.

Type A person is alleged to represent a lightly woven tapestry of habit, goals, characteristic modes of striving, achievement motivation and certain traits. In the Type A persons emotions like hostility and anger play an important role. Type A person experiences strong stress reaction in environments where pressure is high, but they also search for these environments. It can be said that they are addicted to such environment.

Type A individuals are described as impatient time conscious, concerned about their status, highly ambitious, business like, aggressive having difficulty in relaxing. They are often high achieving workaholics who multi task, drive themselves with deadlines and are unhappy about delays. Because of these characteristic, Type A individual are often described as "stress junkies". Type A is a normal person operates his/her maximum possible speed.

Glass (1977) conception of Type A personality includes: Type A persons tend to perceive time pressing and urgency rather rapidly, exhibit deteriorating performance on task that require delayed
responding, arrive earlier for appointment and sit at edge of the chair become aggressive and hostile when frustrated, have high motivation to exert control over physical and social environment, work for maximum capacity even when there is not a time dead line.

Type A person typically eat fast, talk fast walk and drive fast and become singularly upset when other slow them down. The type a person looks very alert and seems prepared to move quickly. His/ her movements are abrupt gestures emphatic and speech staccato.

There are some main characteristics of Type A personality

**Exaggerated sense of time urgency** - since the Type A thinks that time is running out and since his goal is too big, he always races with the time. Type A people who among other things get frustrated while waiting in live, interrupt other often, walk or talk at a rapid race and are always painfully aware of the time and how little of it they have to spare.

**Free Floting Hostility as aggressiveness** - they show up as impatience, rudeness, being easily upset over small thing or having a short fuse."

**Competitiveness**: The Type A person is very competitive, they consider every thing to be a challenge. A type person are challenging the circumstances that led to his/her insecurity and so will they challenge every thing else that does the same.

**Multitasking**: The Type A person can handle more task at the same
time. Type A person involved in at least 5 unrelated activities while performing well at them all.

**Physical Characteristic:**
- Facial Tension
- Tongue Clicking and teeth grinding
- Dark Circles under eyes
- Facial Sweating.

As every coin has two sides Type A personality also has both negative and positive aspects, while placing people at high risk of heart related illness and death, it also gives them the drive to do particularly well in certain kinds of tasks. It has been found that the incidence of coronary heart disease is twice as great among Type 'As' than Type 'Bs'.

The strong presence of several of them on the moderate presence of somewhat more, or enough to classify a person as Type A. Type A person feels a greater need to be in control. They become upset when things do not proceed according to their plan and events go beyond their control.

People who don't have these extreme traits are called Type B. Type B individual, in contrast, are described as patient, relaxed and easy going under achievers, generally lacking any sense of urgency. Type B personality, originally defined on the relative absence of Type A personality. Extreme Type Bs in general manifest the opposite of
Type A behaviour. They are more relaxed, less hostile, less competitive and might be described as more subdued. They are not necessarily free of stress but rather confront challenge and external threats, less frequently unlike Type A personality, they show little evidence of multiphasic thinking and thus are infrequently observed doing two things at once. Type B's appear to be coping in a different manner.

Type A's exert greater than B's to master events which they feel threat their sense of environmental control in contrast to B's Type A's work harder to succeed.

Certain personality attributes, inherited or learned during childhood, predispose a person to react and act in a manner described as Type A personality.

It has been proved that personality is related to computer addiction. Extrovert personality is found in computer addicts (Phillips 2006). Hamburg (2003) found that computer addicts were extrovert and friendly.

**STRESS**

Stress is a general term applied to various mental and physiological pressures experienced by people in their lives. It is a very normal and natural occurrence which happens in response to a wide variety of circumstances. It is an evolutionary response that it triggered by feelings of a lack of control, priming our bodies to react to a challenging situation (Gaurav Akrani 2011).
In Psychology stress has been defined as an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their well being. Stress means different things to different person. Some people define stress as events or situation that cause them to feel tension pressure or negative emotions such as anxiety and anger. Others view stress as the response to these situation. This response includes physiological change, such as increased heart rate and muscle tension as well as emotional and behavioral changes. Most psychologist regard stress as a process involving a person's interpretation and response to threatening event. Stress has numerous effects on the body, but essentially prepares us for immediate action "fight & flight". Those associated with an averse situation or wrong term monitoring (vigilance), and those characterised by subordination in which active coping is attempted but not successful. The processes involved also affect the mind, altering, decision-making processes and enabling to take swift and decisive action.

According to Hans Selye, "Stress can be defined as the non-specific response of the body to any demand placed upon it to adopt, whether that demand produce pleasure and pain.

Stress may be defined as "a state of Psychological and Physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those demands."

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David Marks, Murrey & Evams gave a new sight to study stress. They have three categories to evaluate the type of stress a person is suffering from.

As firstly, stimulus model of stress which believed that a person is under a lot of pressure and things are getting an top of him. The word stress is often used to refer the stress reaction that are the thought of physiological responses, feelings and behaviour, which occur in response to stressor. Stressor are harmful or unpleasant situations which put demand on one's coping skills e.g.- demands of insults, assaults and frustrations. Exaggerated and unrealistic thinking can play a big role in creating stress. It should also be kept in mind that a situation or an event becomes stressor only when we see it as one, understanding our coping skills and then expectation of consequences of not coping. But these thoughts people increase their stress. Physiological responses can be induced by stress. They include change in blood flow and pressure, heart rate, breathing, muscle tension along with endocrinal secretion. Feeling that associated with stress are the anxiety, anger, tension, frustration and helplessness, which always increase the intensity of stress. We often feel stress when routine method for managing threats fail. The experience of stress is very personal.

Secondly, it can be studied by response model of stress this was based on physiology of stress and possible mechanism linking stress
to physical illness. Thirdly, come "Interactional model of stress" which believe that a person can't cope or don't have resources to deal with them.

Response to stress can be grouped into three categories (1) **Physiological responses** (2) **Behavioral responses**, including expressions of affect; and (3) Subjective state, self-reported (moss 1973). According to Selye (1956) physiological response to the stress involves these stages: (1) Alarm reaction; (2) The stage of resistance involving an increased capacity for the organism to responded; and (3) Exhaustion characterized by a loss of functional capacity to continue. Physiological response is an increase in central, and autonomic nervous system activity as well as endocrinal physiological response inadequate blood pressure, respiration, vasomotor constrictions, galvanic skin response, as well as changes in endocrines activity.

Behavioral response used as operational definitions of stress have included erratic performance rate male-coordination, increase in errors. Fatigue, preservative behaviour and so on. Including among such behaviours as reflective of emotional state (and therefore of stress) are tremors, stuttering, exaggeutaed speech characteristic etc. The presence of emotional activity has been used post facto to indicate subjective state and usually refer to any bodily changes deviating from usual or normal states such as anxiety, fear, tension, reported somatic symptom, depression, and the like. In addition,
interview and rest responses have been utilized for such descriptive work (Pichot, 1971).

Richard Lazarus elaborated the concept of individualized response to stress. Proposing that responses are determined by the manner in which person appraises and copes with stressful event. Hence, a person's reaction to stress depends on the appraisal of the event and the person's belief in his or her ability to manage or cope with the stress, the person's attitude regarding the significance of the outcome of the stressful event is also considered important. The reality of the stress is of less important than the person's cognitive assessment of it determining the subsequent emotional and physiological reactions.

Dr. Hans Selye, one of the leading authorities on the concept of stress, described stress as "the rate of all wear and tear caused by life". Accordingly, stress can result from job, promotion or the loss of a job, birth of a child or loss of a loved one, school or class promotion or loss of new school or class etc. or any number of events both positive and negative and affect the daily life of individual.

This study is conducted on adolescent of 13 to 18 age group. School and academic stress is common problem of this age group adolescents. "School age children feel stressed about academic demand Psychology" according to 'American Academy of children and adolescents Psychiatry'. One of most source of stress is school. Not only academic challenges and responsibilities placed on the
adolescents but students are likely beginning to formulate life goals. The role of academic stresss as a possible chronic stressor for students, it involves multiple stressor particular to students such as academic financial, time, health related and self imposed type of stressors. Academic stress is called about to do well in school, lots of hard classes, feeling the need to get good grades, and worry about to get into good college. According to western model is area that relies on constant stress, there are always target and deadlines, student spent at least a decade of there lives and some time two informal education: a constant round of home work, essays, regular test, end of term and end of year exams etc.

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject, exam stress, performance in exams, the reaction of parents, parental pressure, reaction of friends, lack of interest in subjects and inability to follow the teachers, worry about grade, competition, sports or a tough class load.

Elizabeth Scott (2011) tells some of the main sources of academic stress related to what adolescents learn and how they learn?

**Work That is too Hard**: There is a lot of pressure for children to learn more and more at this age than in past generations. For example, the test scores being heavily weighted and publicly known
so school and teachers are under great pressure to produce high test scores that pressure passed on student.

**Work that is too Easy**: It is stressful to handle a heavy and challenging work load as the same manner children experience stress from work that is not difficult enough so they respond by tuning out in the class which leads to poor performance.

**Mismatch the learning styles**: There are so many styles of learning some learn better by listening, others retain information more by see the information written out, and some learn by doing method. There are mismatched in learning style and classroom or the child has a learning disability, this factor leads to a stressful academic experience.

**Home Work Problem**: Students are being assigned a heavier home work load than in past years. Adolescent feel very busy and these things make the situation stressful.

There are some factors related to schedule that increases academic stress by E Scott. As adults find them self overwhelmingly busy these days - work hours are getting longer, vacations are shortened or skipped and people find themselves busy and stressed sadly the adolescents are facing the same problem, some of the scheduling stresses they face:

**Over Scheduling**: To provide the best possible developmental experience many parents are enrolling their children in too many
extra curricular activities. In teen age school's study is as demanding as extra-curricular activities. Such over schedule makes the teens stressful.

**Lack of time:** Due to studies and extra activities and due to the hactic life of parents they don't spent, time together. Due to lack of family time, many parents are not connected to their teens and have no knowledge about the issues that their child face. Even the parents doesn't know what their child do and whom they meet in the absence of their parents. This may be a stressor for children.

**Not enough sleep:** As schedules get busier, even adolescent are finding themselves habitually sleep deprived. This can affect health and cognitive functioning, both of which impact school performance.

There are some **social factors** related to academic stress, while some of these issues provide important opportunities for growth to adolescents but there are some hidden environmental stressors occur around.

**Teacher:** A good experience with a caring teacher can cause a lasting impression on children's life so can a bad experience, while most teachers do their best to provide students with positive educational experience, some students are better suited for certain teaching styles and classroom type than others. If there's a mismatch between student and teacher child feel negative about school or his own ability. Academic requirements, relation with faculty member and time pressure may also be source of stress (Sgancohen & lowental 1988).
**Friends**: Friends are one of the favourite aspects of school but they can be a source of stress. Peer status, peer lifestyle, peer pressure are few of the very common ways, adolescent can be stressed by their social lives at school. The American Academy of Pediatrics considers peer pressure a teenage stress factor, friends experiments with drugs, alcohol or sexual activities that goes against moral and family rules. These things creat conflict and frustration in child. Peer pressure or bullying on campus and after school through phone calls, massages, e-mail distract child from studying and leading child to feel guilt and anxiety. Relationship with friends and family loneliness may affected students adversely (Wright 1967).

**Family Problem**: Adolescents feel stress at home because of family pressure and problems. Parental divorce, experience economic hardship that affect child's quality of life. Arguments with siblings and disagreement with parents over rules and expectation and the care of younger sibling also contribute to teens stress. Financial difficulties and change in social activities were also frequent reported stressor (Shannon, Bradley 1999).

There are some common factor that contribute to academic stress:

**Sense of Loss**: The university of minnesota extension stress that teenagers feel anxiety when experiencing a sense of loss "loss" can be end of any relationship, friendship or cherished extra curricular activities, health problem etc. Breaking up with boy/girl friend or
best friend. These things lead children to doubt their self-worth or feel anxious about attending school and school activities. In a study it has been found that death of friend, severe injury, transferred school and divorce between parents are frequently reported stress (Shannon & Bardley 1999).

**Self-Doubt**: Adolescents attempt to negative through the school social hierarchy they feel self-doubt if they don't achieve a certain level of popularity. Teen express a sense of despair about his appearance, clothing, lack of date or social status. Self doubt indicate depression, poor mental health, sadness, withdrawal from family school, friends and favourite activities, lack of energy and stressed.

**Social Comparison**: In Indian families, it is common to compare the academic performance of the child with that of older sibling, cousins and friends. It is common to hear exam scores discussed within families as a way of encouraging the child to perform better. This statement becomes a stressor for adolescents.

These are some important factor which are related to academic stress. Adolescence students try to reduce the academic stress but when it can't be control the adolescents turn to computer and internet as a way to cope with academic stress and in order to manage unpleasant feeling such as stress, loneliness, depression and anxiety related to study and school. Adolescent look for a way to escape with academic problem and quickly relieve academic stress the computer and internet is an easily accessible outlet. Adolescent use computer
and internet to distract from academic worries and fear some time adolescent feel computer and internet is more comfortable than real life friends.

**Coping Strategies:**

Pestonjee has developed a model to explain how we cope with stress reactions. It is called the "bounce model" because the behavioral decompositions taking place due to stress tends to get reflected in interpersonal and other reactions. The reaction are received and analyzed by the environment which in turn, because back signal to the individual to bring about a change either at the organismic level or at the response level.

**Bounce Model:**

**Stressors**

1. Interupsychic
2. External (Physical)
3. External (Social)

Response can be adjustive, effective and good.

Responses can be adaptive.

Response can be maladaptive or leading to decomposition.

Responses can be devastating.

Pestonjee has also discussed the recently developed concept of
Burnout stress syndrome (BOSS) (Pair, 1982). BOSS can lead to at least four type of stress related consequence such as, depletion of energy reserves, lowered resistance to illness, increased absenteeism and inefficiency at work. Veningle and Spradley (1981) have identified five distinct state of BOSS.

**Honeymoon Stage:**

This state can be described as accounting for the euphoric feelings of encounter with the new job such as excitement, enthusiasm, challenge and period. Dysfunctional feature emerge in two ways: first, the energy reserves are gradually depleted in coping with the demands of a challenging environment. Second, habit and strategies for coping with stress are formed in this stage, which are often not useful in coping with later challenges.

**Fuel Shortage Stage:**

This stage can be identified as composed of the values, feeling of loss; fatigue and confusion arising from the individual's overdraw on reserves of adaptation energy. Other symptoms are dissatisfactions, inefficiency, fatigue and sleep disturbances leading to escape activities such as increased eating, drinking and smoking.

**Chronic Symptom Stage:**

Fuel shortage stage is followed by physiological symptoms which become more pronounced and demand attention and help at this
stage. Chronic symptoms are chronic exhaustion, physical illness, anger and depression. A sense of fatigue and exhaustion overtakes the individuals.

**Crisis Stage**:

When these feelings and physiological symptoms persist over a period of time, the individual enters the stage of crisis. At this stage, he develops a 'escape mentality' and feeling oppressed. Heightened pessimism. Self-doubting tendency peptic ulcers, tension headaches, chronic, backaches, high blood pressure and difficulty in sleeping are other characteristics of this stage.

**Hitting The Wall Stage**:

This stage of BOSS is characterized by total exhaustion of one's adoption energy which may mark the end of one's professional carrier. While recovery from this stage eludes some others may be resourceful enough to lie over this crisis.

Contrary to BOSS, rust stress syndrome (ROSS) is another phenomenon, which is indicative of the stress under load. It occurs when there is a gap between what the executive is capable doing and what he requires to do.