

Exploring the Impact of Excessive Internet Usage in Secondary School Students in Kirkuk City

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ABSTRACT

Background: excessive internet use in secondary school students prolonged screen usage and unfettered web information might cause distractions, procrastination, and reduced study time, compromising academic achievement. Overuse of the internet can also disrupt sleep, impair time management, and reduce offline activity, which is essential for holistic development. Online content like social media, gaming, and streaming can also affect students' cognition, attention span, and learning motivation. The impact of excessive internet use on secondary school pupils depends on several aspects, including frequency and length, types of online activities, academic achievement measures, and socio-demographic variables.

Objective: This study aims to examine the impact of excessive internet usage in secondary school student in kirkuk city

Methodology: A descriptive cross-sectional study design was used in this study "Simple Random" sample was used for student at secondary school in Kirkuk. The study included (400) student. Data were analyzed inferential statistics.

Results: the study finding shows the distribution the Internet Usage Pattern of the study sample, regarding to Most preferred method internet access, were about half of study sample (49.5%) using smart phone more than other access methods, while based on the reason of using internet, were near half (46.75%) of study sample using internet for Social Networking. Regarding to the parent's awareness of internet use, about more than two thirds (65.75%) of the study sample were parents not aware about using internet. According to the preferred time of use of internet, about more than third (33.5%) were using internet after school hours. Finally, Using Internet in group or individually, near to half (47.3%) of the study sample use internet individually. the differences the Internet addiction regarding to the Internet usage pattern of the study sample by using Internet addiction score. There is a high significance value with the differences between the scores of the items of the Internet addiction with regards to the Internet usage pattern of the study sample at p. value 0.05. the differences the Internet addiction regarding to the Internet usage pattern of the study sample by using Internet addiction score. There is a high significance value with the differences between the scores of the items of the Internet addiction with regards to the Internet usage pattern of the study sample at p. value 0.05 by using Chi-square test.

Conclusions: According to the report, most students have a proclivity to utilize mobile phones for Internet access. Students have a distinct inclination towards utilizing social media platforms instead of engaging in educational endeavors. The majority of students cited a lack of parental monitoring.

KEYWORDS: internet risks – internet usage – student – secondary school.

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INTRODUCTION

The widespread growth and availability of the internet, driven by the increasing use of information and communication technology (ICT) and mobile devices, has led to a significant problem of excessive internet use among secondary school pupils. High school students who excessively use the internet may experience difficulties in concentrating during school lessons, hinder their interactions with peers and teachers, and negatively impact their completion of schoolwork. The persistent utilization of the internet by students is directly associated with a decrease in academic achievement and an elevated likelihood of students skipping classes, which ultimately leads to higher rates of dropping out. Consequently, this leads to the attraction of illegal behavior, which has negative consequences on society. The aforementioned material dissuades high school kids from substantially utilizing the internet. Researchers have identified several factors that may affect the usage of the internet, including organizational factors, demographic factors, and individual factors. After thoroughly examining the existing literature and analyzing different instances and factors contributing to excessive internet use among students, the researcher developed the subsequent model/framework to effectively address this issue among high school students. (Amponsah et al., 2022)

The rapid adoption of the internet has permeated many aspects of society, creating a divide between people who are knowledgeable about computers and those who are not. The internet has become a global force that has the power to level the playing field in terms of geographical distance, time constraints, and physical boundaries. It may also have the potential to bridge gaps related to gender and race. The internet, a very egalitarian force, is commonly associated with the abundance of knowledge and commercial information it provides to a broader audience. Internet use among adolescents is leading to a decrease in face-to-face interactions and relationships, increasing dependence on the internet, raising the risk of addiction, causing social disengagement due to excessive stimulation, and contributing to fears and stress caused by the internet. The internet is currently readily and extensively accessible. The increasing number of internet users leads to a weakening of face-to-face interactions and relationships, and excessively drives people to withdraw from social participation. Internet overuse. Regrettably, without proper regulation, there is a risk of internet consumption expanding to an unreasonable extent. Excessive internet use refers to the situation where a student devotes an excessive amount of time to using the computer. (Ihugba et al., 2023)

Evaluation system can be used which mainly having an attempt at a measurement point either by assigning numerical value or grading on a rough scale (Jasim, W. and Hassan, Z. 2021).

Academic neglect refers to the situation where a student disregards their familial, social, recreational, and educational responsibilities. Excessive internet usage is classified as an addiction that might have an impact on a student's way of life. Excessive Internet Use (EIU) refers to the inability to regulate one's internet usage, leading to the neglect of critical responsibilities and priorities. It is alternatively referred to as Internet Dependency, Cyber-Addiction, Problematic Internet Usage, and Pathological Internet Use. Not only does it have negative impacts on a pupil, but it also restricts the ability to communicate effortlessly and without constraints. (Kola, 2019)

The internet enables the retrieval and utilization of a vast quantity of information and opportunities. In the modern era, the internet serves as a digital society that encompasses an unlimited range of valuable materials. Surveys have indicated that in 2003, a total of 216.6 million individuals, which accounted for 13.2% of internet users, had utilized the internet. The quantities had experienced a surge of 896.6% in comparison to the preceding five years. Research indicates that students in the United States and Europe dedicate an average of 3.5 and 1.5 hours per day to internet usage, respectively. From an academic perspective, students utilize the internet to get material relevant to their studies, to engage in communication with peers, and for recreational activities. (Tao et al., 2023)

Subject (Material and Methods)

A descriptive cross-sectional study design was used in this study "Simple Random" sample was used for student at secondary school in Kirkuk. The study included (400) student. Had been used through the present study with the application of approach for participant group The study was carried out on the governmental secondary schools in Kirkuk City; region of Iraq. The study has conducted at (79) secondary schools. In order to obtain a representative sample, 400 students were chosen as size of study sample at secondary schools in Kirkuk city. according to the following sampling procedure: Based on an analysis of the students' needs and the relevant scientific literature as well as earlier studies, Experts in various fields evaluate the content, and changes are made based on their recommendations and suggestions. To assess Exploring the Impact of Excessive Internet Usage in secondary School student in Kirkuk City, the researcher creates a questionnaire interview form for data collection, A panel of experts evaluates the study instruments and program's content validity; the tools' dependability was assessed using a test-retest methodology and data from the evaluation of 10 students. for assesses the degree to which items in a questionnaire or scale are interrelated and measure the same construct, the reliability coefficient was 0.8. The Statistical Package (SPSS) ver. 26.0 was used to analyse and evaluate the study's findings using statistical data analysis methods: Frequencies, percentages, the mean of the score

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(MS), , the standard deviation (SD), are used in descriptive analysis of data. Inferential data analysis is used to draw conclusions. The Independent-Samples t-test and Matched Paired-Samples t-test are used to compare means for two groups of cases.

Statistical Analysis

Utilizing the statistical software (SPSS) ver. (26.0), the following statistical data analysis techniques were employed to analyses and evaluate the study's findings:

Table (1): Distribution of the (Internet Usage Pattern) by the Study Sample (N:400).

1. Most preferred method of internet access	No.	(%)
Smart phone	198	49.50%
Tablet	46	11.50%
Laptop	73	18.25%
School computer	34	8.50%
Internet café	37	9.25%
Others	12	3.00%
Total	400	100.00%
2. Use of internet for	No.	No.
Education	98	24.50%
Social Networking	187	46.75%
For gaming	96	24.00%
Others	19	4.75%
Total	400	100.00%
3. Are parents aware of your internet use	No.	(%)
Yes	137	34.25%
No	263	65.75%
Total	400	100.00%
4. Preferred time of use of internet	No.	(%)
During school hours	59	14.8%
After school hours	134	33.5%
At night	129	32.3%
On holiday	78	19.5%
Total	400	100.0%
5. Use Internet in group or individually	No.	(%)
Group	93	23.3%
Individual	189	47.3%
Both	118	29.5%
Total	400	100.0%

This table shows the distribution the Internet Usage Pattern of the study sample, regarding to Most preferred method internet access, were about half of study sample (49.5%) using smart phone more than other access methods, while based on the reason of using internet, were near half (46.75%) of study sample using internet for Social Networking.

Regarding to the parent's awareness of internet use, about more than two thirds (65.75%) of the study sample were parents not aware about using internet. According to the preferred time of use of internet, about more than third (33.5%) were using internet after school hours. Finally, Using

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Internet in group or individually, near to half (47.3%) of the study sample use internet individually.

Table (2): Distribution the Internet Addiction Score regarding to the Internet usage Pattern of Study Sample by using Chi-square test (N :400).

INTERNET ADDICTION SCORE		Normal Level 0-30		Mild Level 31-49		Moderate level 50-79		Severe Level 80-100		Test Statistics & p value
		F	%	F	%	F	%	F	%	
Most preferred method internet access	Smart phone	62	15.5	63	15.75	53	13.25	20	5	X²= 30.75 P value = 0.009
	Tablet	22	5.5	13	3.25	5	1.25	6	1.5	
	Laptop	18	4.5	23	5.75	26	6.5	6	1.5	
	School computer	19	4.75	10	2.5	4	1	1	0.25	
	Internet café	16	4	8	2	10	2.5	3	0.75	
	Others	3	0.75	3	0.75	2	0.5	4	1	
Use of internet for	Education	53	13.25	24	6	18	4.5	3	0.75	X²=116.5 P value = 0.001
	Social Networking	59	1.75	82	20.5	33	8.25	13	3.25	
	For gaming	15	3.75	9	2.25	48	12	24	6	
	Others	13	3.25	5	1.25	1	0.25	0	0	
Are parents aware of your internet use	Yes	75	18.75	47	11.75	14	3.5	1	0.25	X²= 60.61 P value = 0.001
	No	65	16.25	73	18.25	86	21.5	39	9.75	
Preferred time of use of internet	During school hours	32	8	16	4	4	1	7	1.75	X²= 54.28 P value = 0.001
	After school hours	62	15.5	35	8.75	32	8	5	1.25	
	At night	34	8.5	35	8.75	37	9.25	23	5.75	
	On holiday	12	3	34	8.5	27	6.75	5	1.25	
Use Internet in group or individually	Group	43	10.75	29	7.25	16	4	5	1.25	X²= 62.08 P value = 0.001
	Individual	33	8.25	76	19	52	13	28	7	
	Both	64	16	15	3.75	32	8	7	1.75	

0-30 points: normal level of Internet usage, 31-49 points: mild level of Internet addiction, 50-79 points: moderate level, 80-100 points: severe dependence upon the Internet. X²: Chi-square test.

Table (2) shows the differences the Internet addiction regarding to the Internet usage pattern of the study

sample by using Internet addiction score. there is a high significance value with the differences between the scores of the items of the Internet addiction with regards to the Internet usage pattern of the study sample at p. value 0.05 by using Chi-square test.

Table (3): Distribution of the Internet Usage Pattern regarding to Average internet using hours/day of the Study Sample (N: 400).

Variables	Mean	S.D	Range
1. Average internet using hours/day:	3.42 hours/day	1.42	2-6 hours/day
2. No. of sleeping hours/day:	5.32 hours/day	1.93	4-7 hours/day
3. No. of absence days from school last month:	2 days/Month	1	0-3 days/ Month
4. How much time do you spend studying during the day:	3.5 hours/day	1.5	2-5 hours/day

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5. How many hours do you spend the day chatting or messaging?	1.53 hours/day	0.5	0.5-2 hours/day
6. How much time do you spend playing electronic games during the day?	2.5 hours/day	1	0-5 hours/day

This table shows the distribution the Internet Usage Pattern of the study sample (continue to previous table), regarding to Average internet using hours/day, 2-6 hours/day is the using hours, according to No. of sleeping hours/day, 4-7 hours/day is the sleeping hours, regarding to No. of absence days from school last month, 0-3 days/month is the absence days, based on the time spends studying during the day, 2-5 hours/day is the studying time. Depending on hours spend the day chatting or messaging, 0.5-2 hours/day spends in chatting or messaging, finally, time spends playing electronic games during the day, 0-5 hours/day are the time spends in playing electronic games.

DISCUSSION

The document presents data concerning internet usage patterns among students, focusing on their preferred methods of internet access, primary uses, awareness by parents, preferred time of use, and whether the internet was used individually or in groups. The majority of the students (49.5%) prefer using smartphones to access the internet. This trend is consistent with findings of the study done by AlFaris et al., (2018) in Iraq which documented a high prevalence of smartphone use among medical students. About 46.75% of students primarily use the internet for social networking, while only 24.5% use it for educational purposes. this preference for social networking over educational use aligns with concerns raised by studies conducted by Al-Menayes (2014) in Kuwait, This study looked at how using social media on phones can affect how well kids do in school. It found that using social media a lot might make it harder for kids to focus on their schoolwork and study enough, which could lead to lower grades. Al-Menayes (2014).

A significant majority of students (65.75%) reported that their parents were not aware of their internet use. This lack of oversight is critical as studies like Garrett et al. (2018) in UNITED STATES suggest that parental monitoring can influence sleep quality and school performance by moderating internet use times and habits.

The data shows a diverse preference for internet use timing, with significant usage occurring after school hours (33.5%) and at night (32.3%). This pattern may relate to findings from the study by Long Xu et al. (2015) in Chongqing, China, which discussed how nighttime social media use could affect sleep quality, subsequently impacting school achievement. The researcher point of view underscores the alarming lack of parental awareness regarding their children's internet usage, which can significantly impact sleep quality and

school performance. With a majority of students engaging in internet activities after school and at night, there's a clear need for heightened parental monitoring to mitigate potential adverse effects on both sleep and scholastic achievement.

Nearly half of the students (47.3%) use the internet individually. This individual usage could lead to isolated browsing and gaming behaviors, which have been linked to higher risks of internet addiction, as noted in studies like those by Young (2018) and Widyanto and Griffiths (2018).

The average daily internet use, sleep hours, absenteeism from school, study time, time spent chatting or messaging, and gaming. offers a quantitative glimpse into the students' daily routines. this finding is similar to the study done by (Al-Hillaly & Hussein, 2021) in Iraq, the study indicates that students who use the internet for extended amounts of time experience negative effects in addition to good ones. Students spent an average of 3.42 hours per day on the internet. This is within the range discussed by Jain et al. (2020), in UNITED STATES which linked higher internet use to increased risks of depression and insomnia among university students. identifying significant relationships between the type of internet access and the internet addiction scores. Different methods of internet access (20%) of pupils use smart phone at higher level (sever) of internet addiction and this association is highly significant and this support the research done by Kuss and Griffiths (2014), which found that the ease of access through mobile devices could increase the risk of developing addictive behaviors.

Our study also shows that the reasons for internet use such as gaming, were linked to moderate addiction scores, highlighting the addictive potential of these activities. This result is similar with our study result done by (Hashim et al., 2023) Study Findings shows a significant portion of the participants (93%) exhibited mild to moderate levels of internet addiction, with an average internet usage in student performing internet for gaming purposive.

There are a significant association between those parents who didn't know that their children using the internet and moderate addiction score, expansion of internet use owing to the bad use of technological development, it is needed to put a limit on this by activating the national and international laws .(Al-Shwani N. and Mahmood I 2019)

<https://produccioncientificaluz.org/index.php/r luz/article/view/30813>.

CONCLUSION

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A significant proportion of students have a predilection for using cellphones to access the internet, as indicated by the survey. This emphasizes the importance of implementing mobile-friendly measures to address children's internet usage habits. Students show a clear preference for using social media sites rather than participating in educational activities. These findings are consistent with concerns that have been made about the potential negative effects of excessive social media use on academic achievement. It highlights the significance of creating strategies to encourage a more equitable utilization of the internet. A substantial majority of students expressed that their parents were uninformed about their internet usage patterns, which is a matter of concern. Given the impact of parental monitoring on students, it is clear that there is a definite need for more parental involvement and supervision. Students' use of the Internet varies, with significant interaction occurring outside school hours and at night. This is consistent with research indicating potential harmful effects on sleep quality and academic performance, underscoring the importance of managing night-time Internet usage patterns. The majority of students engage in Internet use, which has been associated with increased vulnerability to Internet addiction.

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