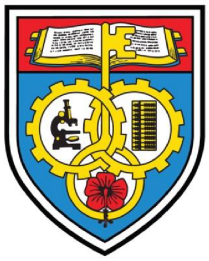

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The Effect of Internet Addiction on Student's Emotional and Academic Performance

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THE EFFECT OF INTERNET ADDICTION ON STUDENT'S EMOTIONAL AND ACADEMIC PERFORMANCE

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Abstract

In this digital age, the Internet revolution has greatly impacted people's lives. The fields of education, economics, politics, and society have all been strongly influenced by the Internet. Internet addiction has both positive and negative effects on students. With information always at hand, teaching and learning is easier for students than ever before. Despite its benefits, Internet addiction can have a negative impact on a student's life such as emotional instability, depression, poor time management, and poor academic performance. Therefore, the aim of this study is to determine the effects of Internet addiction on student academic performance and emotional lability. Emotional effects on school performance were also analyzed. The study was conducted on 106 college students in TARC, Kuala Lumpur. Data were analyzed using partial least squares structural equation modeling using PSPP Software. Results showed that all formulated hypotheses were significantly associated. Suggesting that Internet addiction is positively associated with student emotional lability. And students' emotional instability may lead to poor academic performance, and Internet addiction also has a negative relationship with student academic performance. The empirical results of this study are of great importance for: Faculty and universities can use the results as guidelines to develop new policies for Internet use on campus. The results of this research can help raise awareness and awareness for parents to better manage their children's Internet access such as cutting your broadband budget.

Keywords

a. *Education, economics, politics, and social fields*
b. *internet addiction may negatively impact the students' life*

1.0 Introduction

Developments in the digital age have impacted almost every aspect of modern life. The Internet is becoming an indispensable tool for people and plays an important role in our daily life. socially, politically, economically and even emotionally. People use the Internet at work, school, home and public places to communicate, do business, shop, pay bills online, have fun, and more. The Internet can be accessed using smartphones, laptops, tablets, computers and smart TVs. In 2016, the total number of internet users in Malaysia was 21.09 million, about 68.6% of the total population. This number is expected to increase further due to remarkable advances in communication technology. The Internet contributes greatly to our daily lives, but overuse of it can lead to addiction and negatively affect our lives. Internet addiction is defined as the inability to control the urge to use the Internet, ultimately leading to psychological, social, educational and/or professional difficulties in life. Internet addiction has been found to range from 2.4% of her to 37.9% of her in Asians. In Malaysia, child and adolescent psychiatrist Dr. Norharlina Bahar found that men under the age of 24 had the highest internet addiction. College students, especially those aged 19-24, are believed to be susceptible to Internet addiction. Excessive Internet users mainly play online games and browse social media. Excessive side effects cause fear.

College students today rely heavily on the Internet to find information, social networking, entertainment, online shopping, online games, and more. Universities around the world use the Internet to enhance teaching and learning inside and outside the classroom. It is beneficial for students to use the Internet wisely for the right purposes. Explore tools, seek knowledge, develop soft skills, and share experiences and knowledge with international students and other stakeholders. Although the Internet has many benefits and has been shown to improve efficiency, becoming dependent on the Internet can also have negative effects on students. It can cause emotional instability and poor academic performance. Therefore, this research has three objectives. To examine the effect of Internet addiction on emotional stability, to examine the effect of emotional lability on academic performance, and to examine the effect of Internet addiction on academic performance.

1.1 Problem Statement

Students are the most frequent Internet users, and their extensive use of the platform may contribute to the emergence of real addiction. Internet addiction has become a concern for certain individuals as Internet usage increases quickly every year. As a recognised form of sickness, the prevalent causes and effects of this illness can be comparable to those of alcoholism, drug addiction, compulsive gambling, persistent overreaction, sexual compulsions, and excessive television watching. The primary aspects of daily life, such as education, family, work, and relationships, are suffering for addicted people, who might come from all walks of life. Our study examines Asian nations, and we find that the rates of young people being addicted to the Internet range "between 2.4% and 37.9%" depending on the location. Since the numbers are concerning on a worldwide scale, these indicators are dangerously high and show the gravity of the issue. The situation is difficult because the mental state of students not only negatively affects, but worsens, their academic performance. Students are ready to spend most of their free time in online spaces. This allows the psyche to change and adapt to the specific conditions of virtual communication. Social media prevalence is an additional incentive to influence the urgency of the issue. Note that Internet addiction is a mental health problem, a cause of mental disorders that manifest themselves in isolation from society, and an associated depressive mood. Therefore, in terms of emotional impact, this type of addiction is dangerous and poses many threats to the well-being and mental health of students.

The problem of internet addiction is equally acute in terms of its impact on academic performance. When young people spend more time online, they lose interest in learning and show a lack of initiative. Furthermore, according to our findings, excessive use of internet resources leads to poorer performance in school, even among previously high performing students. This means that all students, regardless of personal background, are at risk of internet addiction when using online resources without control. They argue that unlimited hours on the World Wide Web are negatively correlated with academic performance, while virtual devices may increase students' chances of learning success. There are many reasons for this, including lack of motivation, irrational time management, and other criteria that promote addiction. Ultimately, students lose the ability to adequately assess their individual learning outcomes and become less productive. This is a prerequisite for poor learning and possible exclusion.

The above reasons and statistical correlations are strong arguments supporting the urgency of the problem of Internet addiction and its impact on students' emotional states and academic performance. The topic is becoming more relevant in the context of digitization and the growing influence of social media. In order to make an objective evaluation, it is necessary to conduct a survey that includes the target group of participants.

Internet addiction is a problem of the times caused by easy access to computers and online information. Internet addicts can develop a variety of disorders. In severe cases, Internet addicts can sabotage themselves, their families, and their workplaces. The main objective of this study is to examine the effects of Internet addiction on students' emotions and academic performance. Thus, this research

should be of interest to educators at academic institutions, students interested in institutions offering Internet addiction courses and programs, and researchers specializing in the study of Internet addiction. online addiction. Clinical psychologists, behavioral counselors, psychiatrists, chaplains, and addiction therapists will find the results of this study helpful. In particular, corporate lawyers dealing with addiction cases, HR professionals and insurance companies looking for rehabilitation facilities for addiction employees, health policy makers, consultants IT and risk assessments by insurance companies will find the results of this study meaningful.

1.2 Research Objectives

Based on our problem statement above, research objectives are generated as below:

RO1: To explore the factors of internet addiction that influence student's emotional instability.

RO2: To identify internet addiction moderated by students' emotional instability students' emotional instability

RO3: To develop the model of Internet Addiction on Student's Emotional and Academic Performance.

1.3 Research questions

Based on research objectives above, these are the research questions we acquire:

RQ1: What factors of internet addiction influence a student's emotional instability?

RQ2: How do students' emotional instability influence academic performance?

RQ3: RQ3: What is a suitable model to investigate internet addiction and academic performance?

1.4 Research hypotheses

For this study, the major hypothesis is that internet addiction will have an effect on student's emotions, which will reflect on their academic performance. The effect of internet addiction will be tested in various scenarios such as student's emotional instability and student's academic performance. The significance of the relationship between the scenarios can also be thoroughly evaluated. The hypothesis are described as below:

H1: There is a significant relationship between internet addiction and student's emotional instability.

H2: There is a significant relationship between students' emotional instability and academic performance.

H3: There is a significant relationship between internet addiction and academic performance.

H4: There is significant positive relationship internet addiction toward academic performance

2.0 Literature Review

The Internet allows users to interact with each other, create, and share new forms of textual, visual, and audio content, label and recommend existing forms of content by using the Social Media in the smartphone. It allows users to communicate, participate, interact, have discussion and exchange information on an online platform. The rapid growth of internet usage among colleges positively correlated with academic achievement. As the usage of the internet continues its constant growth, it is inevitable to use the internet among higher education students.

2.1 The Effect of Internet Addiction on Emotional Instability

Over the years, many researchers have used a variety of terms to define Internet addiction. The statement describes Internet addiction as a general phrase that defines problems with impulse control and behavior resulting from a strong psychological dependence on the Internet or an inability to control one's desire to use the Internet. Internet addiction has shown many negative effects on their mood swings, time availability, tolerance level, patience, and judgment. Other studies were conducted later and almost all researchers defined internet addiction as compulsive behaviors and perceptions caused by internet use that produce anxiety and restlessness in daily life. According to this research, people who spend most of their time on the Internet are more likely to experience emotional disturbances, and when they feel anxious and agitated, their emotions influence their behavior, thus affecting their behavior and relationships with others. Likewise, the researcher has determined that an emotionally unstable individual is likely to have less interpersonal communication skills, which leads to the non-existent social functioning of the individual in their daily lives. Emotional instability or neuroticism in the Big Five personality trait refers to negative emotions such as anxiety, easily upset, insecurity, moodiness, stress, anxiety, and depression. Evidence has been found that Internet addiction not only causes physical and social problems, but also creates a psychological disturbance that affects the Big Five personality in terms of emotional instability. Many studies have found that Internet addiction causes depression in adolescent boys and girls. Previous studies found that adolescents had high scores on psychotic and psychotic temperaments. The majority of studies have agreed that the most obvious effect of Internet addiction is depression. Internet addiction is caused by an individual's lack of interest which causes them to avoid it while seeking attention or their interest on the Internet. Individuals who spend more time on the Internet are less likely to engage in offline social interactions, which can lead to alienation and poor relationships with friends and family. Therefore, they tend to be more depressed. Previous studies have also reported that the consequences and impact of depression are extreme fatigue, loss of energy, and difficulty concentrating, which can lead to feelings of hopelessness, behavioral changes, loss of control, and failure at work. learning, isolation and increased family conflict. Therefore, this study hypothesized:

H1: There is a significant relationship between internet addiction and emotional instability.

2.2 The Effect of Emotional Instability on Academic Performance

As noted earlier, internet addiction causes emotional instability in college students. Emotional instability is often associated with poor academic performance. Individuals experiencing emotional instability are unable to manage stress well. Students are not able to manage stress effectively during their exams. Students often have difficulty balancing classes, tests, homework, extracurricular activities, and social life. Failure to meet these challenges can affect a student's physical, mental, emotional, cognitive, and behavioral functions. As a result, their academic performance is negatively affected. The student shows signs of emotional instability, anxiety and stress; therefore, they lose motivation to participate in their own research. As a result, their academic performance declines. Anxiety is one of the symptoms of emotional instability. Symptoms are excessive anxiety, feelings of fear, restlessness, emotional overreaction, and negative thinking. It is one of the major predictors of academic performance. Students with anxiety disorders are not engaged in their studies, for example, they show a lack of interest in learning, get poor grades on tests or quizzes and assignments. Research by Hamzah shows that the higher the anxiety level of students, the lower their final exam scores. A similar study of high school students in the United States found that anxiety appeared to be a major factor in their failure on basic standardized tests. Other researchers have found similar results. In other words, anxiety levels were negatively associated with academic performance. Stress, pressure or tension are other signs of emotional instability. One study found that stress was negatively related to academic performance, i.e. limited study time, students' stress levels increase. This finding is supported by Khan, Altaf and Kausar and is also consistent with previous work by Safree, Yasin and Dzulkifli, who suggested that depression, anxiety and stress are correlated. negatively correlated with academic achievement. Thus, it is hypothesised :

H2: There is a significant relationship between emotional instability and academic performance.

2.3 The Effect of Internet Addiction on Academic Performance

The Internet has become an indispensable part of student life. Many students use the Internet mainly for educational activities, however, some students have wasted their time by accessing inappropriate websites which are not related to education. One study found that academic achievement is determined by how students use the Internet, whether for educational purposes or non-educational activities. Heavy Internet use shows that teenagers often access chat rooms that make them stay up late, thus affecting their concentration and attention in class, leading to their academic performance decline. Studies on the effects of Internet addiction on school performance have consistently reported negative associations. In other words, if students are addicted to the Internet, their academic performance will decrease; Their study habits decreased, increasing absenteeism and skipping exams. A study conducted at a small private university in Pittsburgh, Pennsylvania found that the longer the time spent on the Internet, the lower the grade point average (GPA) of students. Most of the time students use the Internet is on social networking systems and online gaming activity and this suggests that students are not capable of avoiding internet abuse. Internet addiction also leads to academic failure and negative consequences for campus life. Poor academic performance will force students to drop out of universities or colleges. Research by medical students at the Military Medical College in Rawalpindi, India shows that the more time students spend In Malaysia, a study of 175 undergraduate students at a public university found that internet addiction negatively affects students' effort, dedication and energy. Another study of 653 undergraduate students from different universities in Malaysia found that internet addiction seriously affects the academic performance of the respondents. Therefore, we hypothesize the following:

H3: There is a significant relationship between internet addiction and academic performance.

2.4 Impact of Using the Internet on Students

Asdaque et al. (2010) stated that the spread of the internet has reformed the academic and social life of students with greatest advancement. They argued that the internet is a useful mechanism to make today's world into a global village. It is a common fact that the internet has a great impact on students' academic, personal and social life. They found that the use of the internet affects the academic achievement and social life of university students'. Academic achievement is basically influenced by time spent with the internet. In this research academic achievement is measured by CGPA. This study explored that if students spend more time on study purposes than the internet such as, the CGPA is good and vice-versa. Extreme use of the internet by university students reduces their physical social activities such as playing basketball, badminton and also reading.

Saha & Guha (2019) noticed that the internet has been raised tremendously as a platform of communication among the young generation especially students. Most of the students have possession of the internet through mobile phones, tablets and computers. Students use the internet at least one hour per day for chatting. Use of the internet and social media has both positive and negative impact on students' social life, emotional instability and academic performance based on our research title. The Internet is used for communication and news updates. Sometimes heavy use of the internet leads to waste of time and depression among students. This study concluded that use of the internet leads to a healthy life and enriches learning practice. On the other hand, misuse of the internet also will lead to negativity and depression. Teenagers, especially students will have to be monitored when using the internet, parents and teachers will have to make sure that students use the internet just for beneficial purposes only. Besides that, they will also have to make sure that students don't spend their time too much on the internet, otherwise it will affect students' mental and physical health.

Talooki, Ataee, Gorji & Aghaei (2017) indicate that use of the internet may affect students 'behavioral patterns. Not only behavior, using the internet has a great impact on all aspects of human life including personal, social, political, economic and academic life. By using this sophisticated tool, students can communicate with others, collect study materials, understand cultural phenomena and so on. But excessive use of the internet has badly affected students' lives. Waste of time, depression and isolation, unemployment, misplace social bonding and Physical abnormalities are caused by heavy internet use.

2.5 Model Development

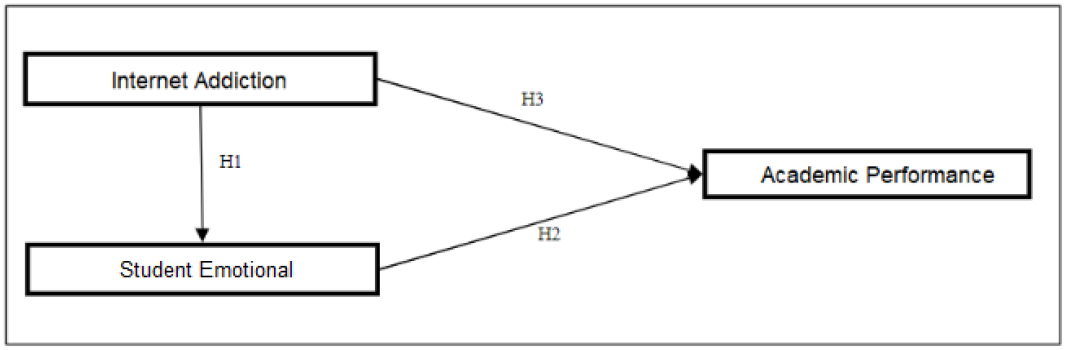

Figure 1 Proposed Conceptual Framework

2.5.1 Conceptual Framework and Measures

The conceptual framework for this research is shown in Figure 1. Internet addiction serves as an independent variable for internet addiction, dependent variable such as academic performance and student's emotions. The Internet Addiction Questionnaire is adapted from the worldwide use of the 15-item Internet Addiction Test (IAT). Kimberly Young, also known as "Young's Internet", a licensed psychologist and internationally renowned expert on Internet addiction, proposed an addiction test (Young, 1996). The survey will examine students' degree of Internet addiction, ranging from personal daily life, social life, life achievement, emotions, and more. On the other hand, the Emotional Instability or Neuroticism questionnaire is adapted from the famous Big Five Inventory (BFI) by Goldberg (1993) and John & Srivastava (1999). There are seven items that measure emotional volatility related to anxiety, depression, stress, anger, hostility, and other negative emotions. The dependent variable, a measure of academic performance, has her five items taken from Martha (2010). A 5-point Likert scale was used to assess levels of Internet addiction, emotional lability, and academic performance.

3.0 Research Methodology

This chapter provides an overview of the methodology used in this study. These are basically the procedures and methods that all studies follow. Therefore, Research Methodology describes in detail the study design, data collection methods, validation consideration, sampling and analysis.

The planned research is qualitative and information from interested participants will be collected through interviews and questionnaires. This type of work makes it possible to obtain the most objective data from the target group and assess the responses of study members to questions about Internet addiction and its effects. Total research time lasts about two months, most of which is spent interacting with participants. Eliminate bias and eliminate error using digital scoring tools for accurate totals.

3.1 Data Collection

The bachelor degree college students of TARC, Kuala Lumpur have been employed as the respondents of this study. A total of 106 questionnaires have been distributed. An online questionnaire was posted about the usage of Google form through a website link: https://forms.gle/NA5KCj3WWA8KzDgL8. Demographic profile performed to compare frequency and percentage of the two sets of information from the online questionnaire. It is found that there have been no significant differences such as frequency and percentages among the groups of information with respect to demographic information. Only 106 questionnaires have been completed and usable with valid responses. As shown in Table 1, the bulk of respondents are college students and other respondents(83% or 88) among TARC college students and others(17% or 18) from a total of 106 questionnaires valid responses. The Majority of the respondents are college students from the Faculty of Computer Science(33% or 35%).

ITEMS	CATEGORIES	FREQUENCY	PERCENTAGE(%)
GENDER	Male	58	54.7
	Female	48	45.3
AGE	Below 18	3	2.8
	18 - 21	79	74.5
	22 - 31	13	12.3
	31 - 41	7	6.6
	42 Above	4	3.8
FACULTY	FOCS	35	33
	FOAS	8	7.5
	FAFB	25	23.6
	FCCI	6	5.7
	FOET	7	6.6
	FSSH	4	3.8
	CPUS	1	0.9
	CPSR	0	
	CPE	2	1.9
	CBIEV	0	
	Others	18	17.0
EDUCATION LEVEL	SPM and Below	2	1.9
	Foundation	4	3.8
	Diploma	28	26.4
	Bachelor's Degree	64	60.4
	Master's Degree	7	6.6
	PhD	1	0.9

Table 1 data collection respondent's profile

3.2 Validity and Reliability Consideration

The questionnaire is designed in such a way that it provides comfort to the respondents. Studies have shown that a bad questionnaire design will affect the response given by the respondents. The questions are designed to be straightforward, easy to understand so that our respondents are able to give us relevant responses regarding the questions. Some of the questions are also given clear instructions and guidance so that the respondents are not confused by the questions. Before the actual questionnaire is released online for the respondents, a pre-test questionnaire is conducted in small groups. Sample responses were collected in order to examine for further improvement in future.

3.3 Sampling

This research analyzes the effect of internet addiction on student's emotional and academic performance in TARUC. Therefore, the population involves full time undergraduate students in several faculties and different years of studies in TARUC. The sampling elements for this research are the undergraduates who are pursuing their degree and diploma programmes in TARUC respectively. Questionnaires were distributed randomly to those students. During this research, non-probability sampling is chosen as target respondents' identity is undefined and therefore there will be no sampling frame of target respondent. Due to the limitation of resources and time, the present research has applied convenience sampling. Convenience sampling may be a more suitable method to conduct this study as it is the easiest way to reach respondents and collect information within a short period of time. The sampling totally supported availability and willingness to take part of the respondents Therefore, useful results are often obtained, but the results are susceptible to significant bias.

3.4 Data Analysis

PSPP software is used to analyze the primary data gathered through questionnaires by generating and tabulating the results into graphs, diagrams and tables. All primary data are summarized by using appropriate descriptive and inferential statistics. Descriptive analysis summarizes the quantitative data into tables and charts. The summarization of data is commonly done by calculating mean, median, and standard deviation. For independent variables, descriptive statistics is usually used to analyze the means and standard deviation while respondents' demographics are summarized in frequency distribution. The characteristics of the respondents were analyzed in terms of their gender, age, faculty and academic performance by using descriptive analysis.

4.0 Results and Findings

4.1 Overall Finding

This study has accumulated data from a total of 106 respondents who were mostly from Tunku Abdul Rahman University College (TARC) and other respondents, which included 58 males and 48 females. Most respondents (n=79) are aged between 18 and 21 years old.Only few respondents are aged below 18 years old and above 31 years old. The remaining are between 22 and 31 years old from the respondents (n=13). The status of the education level for respondents is categorized into six groups consisting of SPM and Below, Foundation, Diploma, Bachelor's Degree, Master's Degree and lastly PhD. From data collection, most of the respondents (n=64) that participated in this survey are currently pursuing their Bachelor's Degree. Only a few respondents are pursuing SPM and Below (n=2), Foundation (n=4), Master's Degree (n=7) and PhD (n=1). The remaining respondents' education levels are Diploma (n=28) education levels as shown in the Figure 1 below.

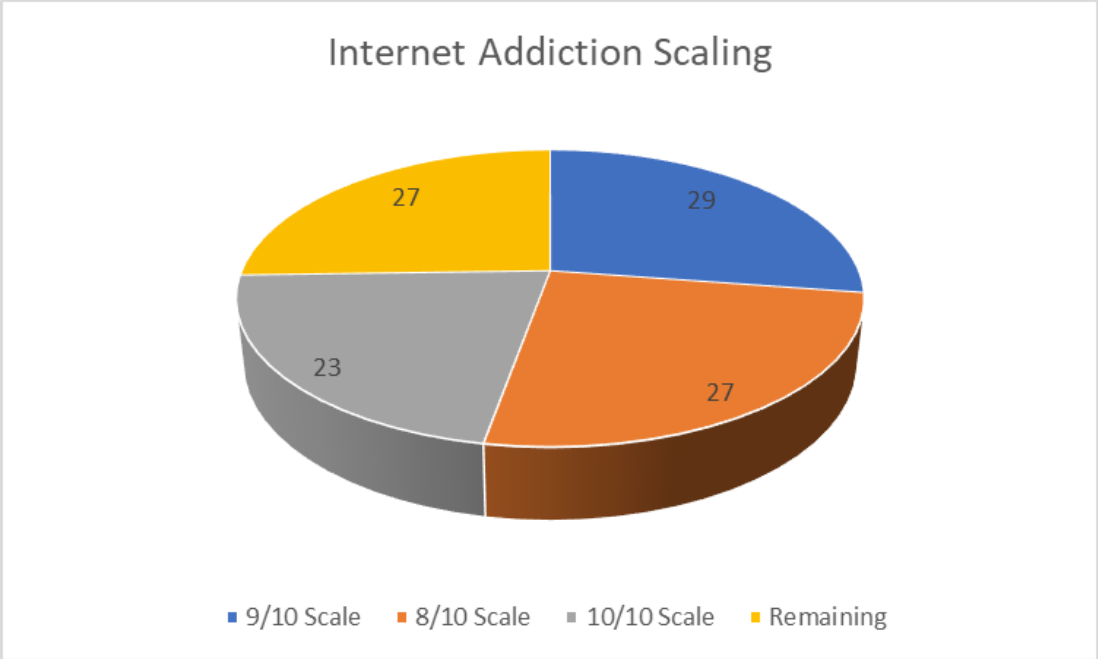

Figure 1 internet addiction scaling

Out of all 106 respondents, 27.4% of the most respondents (n=29) majority have a 9 out of 10 average of internet addiction in real life. Next, 25.5% of the respondents (m=27) have an 8 of ten. The following fully addicted on the internet got 21.7% of the respondents (n=23). While the remaining respondents which below 8 out of 10 of the respondents (25.4%) represent the remaining 27 respondents. Those data needed to test H1, H2 and H3 collected from those 106 respondents which were involved in the independent variable internet addiction.

4.2 Validity and Reliability Consideration

The first reliability analysis was carried out in order to evaluate the consistent reliability of statistics variables involved. Therefore, the reliability testing we used is to ensure that the data collected is reliable and can provide accurate and consistent results about our research. Table 1 shows Cronbach's alpha for 11 independent variables without unnecessary is in the range of 0.64 which exceeds 0.6 indicating good reliability stating that in more advanced stages of research, values between 0.70 and 0.90 can be regarded as satisfactory. Thus, it can be concluded that all the variables are reliable in this study.

Reliability Statistic

Cronbach's Alpha	N of Items
0.64	11

Table 1 (Table of measuring the reliability of the statistics variable)

The second reliability analysis was carried out in order to evaluate the consistent reliability of demographic variables involved.Therefore, reliability testing we used is to ensure that the demographic data collected is reliable and can provide accurate and consistent results about our research. Table 2 shows Cronbach's alpha for all independent variables is lower than 0.5 indicating poor reliability stating that in more advanced stages of research, values between 0.70 and 0.90 can be regarded as satisfactory. Thus, it can be concluded that all the demographic variables are less reliable in this study.

Reliability Statistic

Cronbach's Alpha	N of Items
0.28	4

Table 2 (Table of measuring the reliability of the demographic variable)

4.3 Multiple regression analysis

Model Summary (PERFORMANCE)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.21	.04	.01	.38

ANOVA (PERFORMANCE)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.64	4	.16	1.14	.341
Residual	14.23	101	.14		
Total	14.88	105			

Coefficients (PERFORMANCE)

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.62	.22	.00	11.89	.000
TIME SPENT	.15	.09	.16	1.66	.101
AVERAGE	.01	.03	.04	.40	.693
VISIT DAILY	-.03	.03	-.10	-1.01	.317
ADDICTION	-.01	.02	-.04	-.43	.669

Table 1

In this research Table 1 above, R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case,academic performance. A value of 0.21, in this table, indicates a strong effect size. Furthermore, R^2 value, which is the proportion of variance in the dependent variable that can be explained by the independent variables. You can see from our value of 0.01 that our independent variables explain 10% of the variability of our dependent variable. Besides that, "Adjusted R Square" is intended to control overestimates of the population R^2 resulting from small samples, high collinearity or small variable ratios. Its perceived utility varies greatly across our research areas and time and that would be 0.38 in our research. Next, the ANOVA table shows that the independent variables statistically significantly predict the dependent variable, $F(4, 101) = 1.14$, $p < .0005$. Therefore it is a good level of prediction. Besides that, IN the Coefficients table, unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. Consider the effect of “Visit Daily” in the table, The unstandardized coefficient, B_1, for “Visit Daily” is equal to -0.03 This means that for each one year increase in “Visit Daily”, there is a decrease in academic performance of 0.03 ml/min/kg. Next, we also test for the statistical significance of each of the independent variables. This tests whether the unstandardized coefficients are equal to 0 in the population. If $p < .05$, we can conclude that the coefficients are statistically significantly different to 0. The *t*-value and corresponding *p*-value are located in the "t" and "Sig." columns respectively are being shown in the Coefficient Table. Therefore, we can conclude that a multiple regression was run to predict academic performance from “visit daily”, “addiction”, “average” and “time spent”. These variables statistically significantly predicted academic performance , $F(4, 101) = 1.14$, $p < .0005$, $R^2 = 0.01$. All four variables added statistically significantly to the prediction, $p < .05$.

Model Summary (EMOTION)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.10	.01	-.03	.31

ANOVA (EMOTION)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.11	4	.03	.28	.890
Residual	9.75	101	.10		
Total	9.86	105			

Coefficients (EMOTION)

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.73	.18	.00	9.47	.000
TIME SPENT	.06	.07	.08	.78	.436
AVERAGE	.01	.02	.05	.49	.627
VISIT DAILY	.01	.02	.04	.41	.683
ADDICTION	-.01	.02	-.05	-.47	.642

Table 2

In this research as Table 2 above, R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case,student's emotions. A value of 0.10, in this table, indicates a strong effect size. Furthermore, R^2 value, which is the proportion of variance in the dependent variable that can be explained by the independent variables. You can see from our value of 0.01 that our independent variables explain 10% of the variability of our dependent variable. Besides that, "Adjusted R Square" is intended to control overestimates of the population R^2 resulting from small samples, high collinearity or small variable ratios. Its perceived utility varies greatly across our research areas and time and that would be 0.31 in our research. Next, the ANOVA table shows that the independent variables statistically significantly predict the dependent variable, $F(4, 101) = 0.03$, $p < .0005$. Therefore it is a good level of prediction. Besides that, IN the Coefficients table, unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. Consider the effect of "Addiction" in the table, The unstandardized coefficient, B_1, for "Addiction" is equal to -0.01 This means that for each one year increase in "Addiction", there is a decrease in student's emotions of 0.02 ml/min/kg. Next, we also test for the statistical significance of each of the independent variables. This tests whether the unstandardized coefficients are equal to 0 in the population. If $p < .05$, we can conclude that the coefficients are statistically significantly different to 0. The *t*-value and corresponding *p*-value are located in the "t" and "Sig." columns respectively are being shown in the Coefficient Table. Therefore, we can conclude that a multiple regression was run to predict student's performance from "visit daily", "addiction", "average" and "time spent". These variables statistically significantly predicted student;s emotions , $F(4, 101) = 0.03$, $p < .0005$, $R^2 = 0.01$. All four variables added statistically significantly to the prediction, $p < .05$.

4.4 Correlation

Correlations

		ADDICTION	PERFORMANCE
ADDICTION	Pearson Correlation	1.000	-.055
	Sig. (2-tailed)		.579
	N	106	106
PERFORMANCE	Pearson Correlation	-.055	1.000
	Sig. (2-tailed)	.579	
	N	106	106

Figure 1 Bivariate Pearson's correlation coefficient (2 tailed) between internet addiction and the student's academic performance (H3)

Figure 1 shows the results of the Pearson's correlation coefficient for determining the relationship between the internet addiction and their academic performance from students from our third hypothesis (H3). First, we think that there is a strong positive correlation between internet addiction and a student's academic performance. In short, internet addiction leads to a student's academic performance being low.

Below are the variables used in the Bivariate Pearson Correlation (2-tailed) test:
Independent variable : Internet Addiction
Dependant variable : student's academic performance

Based on the analysis computed of Bivariate Pearson's Correlation using PSPP software between the two variables as shown above, we found that the value of Pearson's Correlation is negative -0.55. Which indicates a moderate negative correlation between these two variables. This, from data we collected from real life has proven wrong our hypothesis (H3). In conclusion, since there is a moderate negative correlation between the internet addiction and academic performance from students, internet addiction does not quite affect student's academic performance but strongly improves academic performance.

Correlations

		ADDICTION	EMOTION
ADDICTION	Pearson Correlation	1.000	-.020
	Sig. (2-tailed)		.840
	N	106	106
EMOTION	Pearson Correlation	-.020	1.000
	Sig. (2-tailed)	.840	
	N	106	106

Figure 2 Bivariate Pearson's correlation coefficient (2 tailed) between internet addiction and the student's emotional instability (H1)

Below are the variables used in the Bivariate Pearson Correlation (2-tailed) test:
Independent variable : Internet Addiction
Dependant variable : student's emotional instability

Based on the analysis Figure 2 above, computed of Bivariate Pearson's Correlation using PSPP software between the two variables as shown above, we found that the value of Pearson's Correlation is negative -0.02 which is less than 0.05. Which indicates a very weak negative correlation between these two variables. This, from data we collected from real life has proven wrong our hypothesis (H1). In conclusion, since there is a very weak negative correlation between the internet addiction and emotional instability from students, internet addiction does not affect much emotion and endlessly brings depression, anxiety or consciousness for the students.

4.5 Paired Sample T-Test

Paired Sample Statistics

		N	Mean	Std. Deviation	S.E. Mean
Pair 1	PERFORMANCE	106	2.86	.38	.04
	EMOTION	106	1.90	.31	.03

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PERFORMANCE & EMOTION	106	-.046	.640

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	S.E. Mean	Lower	Upper			
Pair 1	PERFORMANCE - EMOTION	.96	.50	.05	.87	1.06	19.97	105	.000

Figure 1 Outcome of the Paired Samples T Test.

Based on our second hypothesis (H2), we expect there will be a difference between a student's emotional and academic performance due to internet addiction. From that, internet addiction will affect student's emotional and academic performance.

The null hypothesis and alternative hypothesis for H2 are as follows:

H0: There is no significant difference between a student's emotional and academic performance due to internet addiction.

H1: There is a significant difference between a student's emotional and academic performance due to internet addiction.

Paired Samples T Test implemented to differentiate between mean of student's academic performance and emotional instability due to internet addiction. A significant value of 0.00 which is smaller than 0.05, indicates that null hypothesis is rejected. Thus, we can conclude that there is a significant difference between a student's emotional and academic performance due to internet addiction.

4.6 One Sample T-Test

One-Sample Statistics

	N	Mean	Std. Deviation	S.E. Mean
TIME SPENT	106	1.92	.42	.04

One-Sample Test

	Test Value = 2					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TIME SPENT	-2.10	105	.038	-.08	-.17	.00

Figure 1

Based on the Figure 1 above, we expect the average internet daily time spent from the respondent falls many times a day. From that, internet addiction will affect student's emotional and academic performance.

The null hypothesis and alternative hypothesis are as follows:

H0: Average time spent on internet does not differ from many times a day

H1: Average time spent on internet differ from many times a day

A significant value of 0.038 which is smaller than 0.05, indicates that null hypothesis is rejected. Thus, we can conclude that there is a significant difference in the average time spent on the internet from respondents who spent many hours on the internet a day.

4.7 Research Contributions

The first contribution of this research is capturing the effect of internet addiction on student's emotional and academic performance in the model equations. The model formulated during this paper does not exogenously impose constraints to prevent this problem from occurring. Models utilized in practice typically preclude internet addiction , contrary to real-life situations. This enables internet addiction as an inherent result of the model. Moreover, the corresponding acceleration choice emerges as a probabilistic deciding process facing uncertainty.

From a researcher standpoint, the biggest challenge in realizing the above contribution and incorporating the corresponding parameters is the degree of complexity that would be added to the eventual model which would prevent its usefulness in actual practice. Accordingly, the second contribution of this research is to place forward a “logic” that is robust enough to advance the state of knowledge related to the internet addiction but simple and fast enough so that it can be readily implemented, calibrated and validated. The resulting model is meant to provide a competitive stochastic alternative to existing simpler models that lack cognitive dimensions.

5.0 Conclusions

In conclusion, the data gathered from the respondents (n = 106) have answered our research questions and have proven that our hypotheses are correct. By using a Pearson Correlation test, we have proven that there is a strong positive correlation between internet addiction and emotional instability (H1). The responses that are gathered through the online questionnaire helped us to validate the rest of the hypotheses in this study.

In this study, we have identified the effect of internet addiction on student's emotional and academic performance. We also calculated the average amount of Students who spent their time daily on the internet from the data obtained from the respondents. These two help students to know how series are if they are addicted to the internet. It helps students to know the time that they spent on the internet. They can revise the research to know why they will become addicted to the internet. We have also understood the reason behind the effect of internet addiction on student's emotional and academic performance. Through our study, knowing the reasons why they are addicted to the internet can let parents understand the psychology of their kids and children. Then, parents are able to carry out appropriate measures to prevent their children from overspending time on the internet.

6.0 Recommendation for further research work

This study has some limitations. First, the results are consistent with predictions of internet addiction and academic performance among students, but no causal relationship has been shown and the effect sizes were generally small. In addition, it is important to note that future research should pay attention to the reason of student's emotional and academic performance from internet addiction to mitigate important effects. It is logical to speculate that a far greater impact would have been revealed had there been control over the extent to which parental intervention was involved in students' internet use. Furthermore, it is difficult to accurately assess actual Internet addiction based on true value. This is because time spent online is underreported especially among students. More accurate journaling methods may be an alternative for future research. Besides that, identifying Internet proficiency clusters using exploratory factor analysis is clearly a weakness. Future studies should undergo more rigorous testing. B. Use confirmatory factor analysis with alternative solutions and interpretations to make predictions or test the existence of hypothetical structures in alternative populations.

By constructing the same research question, we can determine a new context such as the factor of internet addiction among students. It is most likely that we have addressed our research problem within the settings of specific context.Accordingly, we should propose future studies that can address the effect of internet addiction on students's emotional and academic performance in a different setting such as the effect of internet addiction on teenagers' daily life.

For future research we are planning to re-assessing and expand the theory of the The Effect of Internet Addiction on Student's Emotional and Academic Performance based on what we've addressed in the research. In the future studies, we can specify the factor, emergence of a new theory or evidence and other recent phenomena on the effect of internet addiction on students's emotional and academic performance. Furthermore, future research should consider factors that are locally developed and that reflect the characteristics of Internet users in their home culture. Research may also include targeted cross-cultural designs that compare cultural differences on various attributes of Internet literacy.

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9.0 Appendix

Appendix A: Questionnaire Question

Item	Questions	Mean	Standard Deviation
DPQ1	Email	53.50	30.74
DPQ2	What is your Gender?	1.55	0.50
DPQ3	Age	1.48	0.98
DPQ4	Faculty	8.53	3.83
DPQ5	Education Level	1.67	1.09
IAQ1	How often do you spend your time on Internet?	1.92	0.42
IAQ2	Given a scale of 10, how much on average are you addicted to the Internet?	5.30	1.38
IAQ3	Do you agree Internet addiction is normalized in the student era nowadays?	4.05	1.89
IAQ4	Does the Internet improve our lifestyle?	2.85	0.39
IAQ5	Is the Internet part of an important role in our routine life?	1.80	0.40
IAQ6	Does the Internet help in student academic performance?	2.86	0.38
IAQ7	Does the Internet easily control students' emotions?	1.90	0.31
IAQ8	Do you agree that Internet addiction is easy to perform?	2.80	1.84
IAQ9	Do you agree that visiting the Internet every day counts as Internet addiction?	2.47	1.28
IAQ10	Given a scale of 10, how much you agree with Internet addiction is a normal phenomenon.	8.06	1.55
IAQ11	What are you doing currently?	2.08	0.50

Appendix B: Gantt Chart

ID	Task Mode	Task Name	Duration	Start
1		**Research Topic and Article Reading**	**5 days**	**Thu 1/9/22**
2		**Results and Findings**	**6 days**	**Thu 8/9/22**
3		**Research Contributions with**	**2 days**	**Wed 14/9/22**
4		**Recommendation further research**	**2 days**	**Wed 14/9/22**
5		**Acknowledgement, References and Appendix**	**2 days**	**Wed 14/9/22**