QUALITY OF LIFE, SELF-ESTEEM AND SELF-EFFICACY OF INTERNET ADDICTED AND NON-ADDICTED COLLEGE STUDENTS

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ABSTRACT

Internet addiction is when a person has a compulsive need to spend a great deal of time on the internet, to the point where other areas of life (such as relationships, work or health) are allowed to suffer. The person become dependent on using the internet and needs to spend more and more time online to achieve the same 'high'. The present study is aimed to compare the Quality of Life, Self-esteem and Self-efficacy of internet addicted and non-addicted college students. In the present study sample consisted of 200 undergraduate college students, age-range from 17 to 24 years from different faculties of D.E.I. Dayalbagh, Agra. Those students who have achieved lower score on internet addiction scale were called 'non-addicted', and those students who have achieved higher score were called 'internet addicted'. Finally 50 internets addicted and 50 internet non-addicted college students were randomly selected in the sample. Internet Addiction Test by Young (2000), Quality Of Life by WHO (1996), Coopersmith's Self-Esteem Inventory by Coopersmith (1975) and Self-Efficacy Scale by Matto and Malhotra (1998) were used. Results indicated that there are significant difference in the self-esteem and self-efficacy of internet addicted and non-addicted college students. Both the groups were also significantly differed with each other on the various measures of their quality of life scores.

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INTRODUCTION

In the digital age, the pervasive use of the internet has reshaped the way individuals interact with information, connect with others, and engage in various activities. Among the demographic most affected by this phenomenon are college students, who often find themselves navigating a complex landscape of academic responsibilities, social pressures, and online opportunities. My research work seeks to delve into the intricate relationship between internet addiction and the multifaceted aspects of college students' lives, specifically focusing on the dimensions of quality of life, self-esteem, and self-efficacy. By unraveling the interplay between excessive internet usage and these psychological constructs, this research aims to contribute to a

deeper understanding of the intricate effects of technology on the holistic well-being and personal development of this important segment of the population. This study endeavors to shed light on the challenges posed by internet addiction while also exploring potential strategies for cultivating healthier digital habits and promoting positive outcomes among college students. By illuminating the nuanced dynamics at play in the lives of internet-addicted college students, this research aspires to inform interventions, policies, and educational initiatives that can foster a more balanced and enriching collegiate experience in the digital era." The primary objective of this research is to contribute to the existing body of knowledge regarding the influence of internet addiction on the quality of life, self-esteem, and self-efficacy of college students. The significance of this research lies in its potential to contribute valuable insights to both academic scholarship and practical applications. By developing into the intricacies of internet addiction within the context of college students' lives, the findings of this research can inform educators, policymakers, mental health professionals, and other stakeholders in developing effective strategies to promote healthy digital habits and foster the holistic well-being of college students in an increasingly digital world.

METHOD

In planning a study the investigator attempts to select the method or methods most appropriate to the particular problem under consideration. The quality of research depends not only on the adequacy of the research design but also on the fruitfulness of the measurement procedures employed. In this chapter the investigator dealt with the design and procedure of the study.

OBJECTIVES:

(1) A comparative study of quality of life of internet addicted and non-addicted college students.

(2) A comparative study of self-esteem of internet addicted and non-addicted college students.

(3) A comparative study of self-efficacy of internet addicted and non-addicted college students.

HYPOTHESES:

(1) There exists no significant difference on the various measures of quality of life of internet addicted and non- addicted college students.

2) There exists no significant difference on the self-esteem of internet addicted and non-addicted college students.

3) There exists no significant difference on the self-efficacy of internet addicted and non-addicted college students.

VARIABLES:

Independent Variable – Internet addiction

Dependent Variables – Quality of life, Self-efficacy and Self-esteem.

Control Variables – Age, Sex, Socio- economic status, Qualification etc.

SAMPLE – The sample consisted of 200 undergraduate college students, age range from 17-24 years from different faculties of DEI, Dayalbagh Agra. For the selection of the final sample, initially internet addiction scale was administered on 100 students. Those students who have achieved lower score on internet scale were called 'non-addicted' and those students who have achieved higher score were called 'internet addicted'. Finally 50 internets addicted and 50 non-addicted students were randomly selected in the sample. Thus the total numbers of subjects were divided into two groups on the basis of their scores on internet addiction scale, i.e. 1) Internet addicted group, and 2) Internet non-addicted group. Both the groups were matched in terms of age, sex, socio-economic status and their qualification.

The investigator adopted the following selection criteria for the sample of the present investigation:

- Dayalbagh Educational Institute Dayalbagh, Agra district represented in the sample.
- The subjects belonged to the age group of 17 to 24 years.
- The size of the sample restricted only to 100 students.
- The sample consisted of an equal number of boys and girls.
- The subject belonged to middle and high socio-economic status.

SELECTION OF TOOLS USED:

1) **INTERNET ADDICTION TEST by YOUNG, (2000)**
2) **QUALITY OF LIFE by WHO, (1996)**
3) **THE COOPERSMITH SELF-ESTEEM INVENTORY (CSEI): by COOPERSMITH, (1975)**
4) **SELF-EFFICACY SCALE by MATTO AND MALHOTRA, (1998)**

DESIGN – Matched-group research design was used.

STATISTICAL ANALYSIS – t-test were used to compare the quality of life, self- esteem and self- efficacy of internet addicted and non-addicted college students.

ANALYSIS OF RESULTS AND INTERPRETATION

Analysis and interpretation of data is the necessary step in the research processes as it aims to find meaning of the raw data. Its basic purpose is to summarize observation and search their broader meaning by linking them. The present research is aimed to study a comparison between internet addicted and non-addicted college students on the basis of their Quality of Life, Self-Esteem and Self-Efficacy. To fulfill this aim t- test was used.Thus, the third hypotheses stating**: "There exists no significant difference on the self-efficacy of internet addicted and non-addicted college students."** has been rejected.

Thus on the basis of above results it can be concluded that the quality of life, self-esteem and self-efficacy of internet non-addicted group was higher than the internet addicted group.

CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

The primary purpose of this study was to find out the Quality of life, Self-esteem and Self-efficacy of internet addicted and internet non addicted college students.

Analyzing the results of the present study, the following findings and conclusion may be drawn:

1. There is a significant difference in the overall quality of life of internet addicted and non-addicted college students. Both the groups of students differed with each other on Physical domain (t=3.49, p<.01), and Environmental domain (t=2.34, p<.05) but no significant difference has been found in Psychological Domain (t=1.49, p>.05) and Social Relationship domain (t=1.69, p>.05). The overall quality of life of internet non-addicted group was better than internet addicted group.

2. The Self-esteem of internet non-addicted students was significantly better than internet addicted students.

3. The overall Self-efficacy of internet non-addicted students was significantly better than internet addicted students.