

The relationship between Internet addiction and academic achievement motivation in students

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Abstract

The intended research is the statistical population of female students of Tehran University of Medical Sciences, entering October 2018, majoring in psychology are bachelors; Sampling of this research has been done in the available method, which was selected from the total statistical population of 100 people consisting of female students. The tools used in this research were the questionnaires of the educational

Introduction

In recent years, academic and educational learning activities have been created in the form of internet methods and home learning. Therefore, many problems have been created for teaching and learning, and one of them is related to the dependence on the Internet and the virtual world (Savari 2019).

Using the Internet and virtual space without proper training and purpose has caused the youth these days to become addicted to the virtual world and the Internet world.

Young people need to be educated about the use of the Internet; Because computers and the Internet are becoming the most influential factors on the lives of teenagers, and Internet addiction has negative effects on their academic performance, family relationships, and general health (quoted by Mohammad Beigi et al., 1401). Jung believes that the word addict is also used for Internet users; Because Internet addiction has the same characteristics as drug addiction. The

achievement motivation questionnaire, Young's Internet Addiction Questionnaire; which has been analyzed by Pearson correlation test. According to the investigations of motivation for academic progress and Internet addiction, it is significant at the level ($p>0.50$) and has a relationship. Therefore, the research assumptions have been confirmed. The results of the research have shown that if the motivations are suitable for progress in If it is academic, Internet addiction will decrease Because students spend most of their time in scientific studies And also, if there is motivation for academic progress and progress, it will also increase because they will try harder to achieve it will have to their goals. Keywords: Internet addiction, academic progress motivation, students.

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American Psychiatric Association defines Internet addiction as a pattern of Internet use that causes functional impairment and is associated with unpleasant internal states during a two-month period.

And has provided seven owners to diagnose (at least three criteria during two months) tolerance; withdrawal symptoms; time using the Internet lasts longer than the person initially intended; persistent desire to control behavior; spending considerable time on Internet-related matters; reduction of social, occupational and recreational activities due to the use of the Internet; Continued use despite knowing its negative effects.

In fact, Internet addiction is an impulse control disorder and a maladaptive pattern of using the Internet that leads to discomfort or significant clinical disorder and creates psychological, academic and occupational problems in a person's life (2022).

The creation of Internet addiction among students reduces the level of academic motivation in people to a high extent. The need for progress is one of the first motivations that has been studied, and the research about this motivation continues today.

One of the factors influencing the progress of any society is the educational system of that society.

Since academic progress is considered as the most important indicator of the success of scientific and educational activities, investigating the factors affecting the academic progress of students is of special importance to the researchers of educational sciences and psychology.

Research Methodology

The current research was descriptive and correlational. In the study, the statistical population was female students of Tehran University of Medical Sciences entering October 2018 majoring in psychology.

Who were studying until 1402 and their number was 139. The sampling method in this research is non-random or non-probability sampling. 100

Individual questionnaire form:

In this form, first, the purpose of the research is stated to keep the information confidential, and then information such as age, occupation, and education is obtained.

Hermans Academic Progress Questionnaire
Hermans Achievement Motivation
Questionnaire (A.M.T):

Hermans Progress Motivation Questionnaire (A.M.T) is one of the most common pencil and paper questionnaires to measure the need for progress.

Hermans (1977) made this questionnaire based on the existing theoretical and empirical knowledge about the need for progress and by examining the background of research related to the subject of the need for progress. The initial

The structure of motivation for academic progress in academic levels refers to the behaviors that lead to learning and progress. Avril and his colleagues extended the idea of expressing creativity to the field of emotions and stated that people differ in their ability to experience and express emotions creatively. Avril defines confidential behavior in terms of emotional creativity that has the characteristics of innovation, effectiveness and originality (Fuchs, 3 Kumar and Porter, 2017).

Therefore, this study aims to investigate the effect of academic progress on academic motivation and internet addiction on students during the time of the Corona virus when academic training is held online.

people consisting of female students were selected from the entire statistical population according to Cochran's formula with an error rate of 5%.

After selection, the subjects were evaluated with an individual questionnaire form, Hermans Educational Achievement Questionnaire (Hermans, 1977), Young Internet Addiction Questionnaire (Kimberly Young, 1998).

questionnaire had 29 questions based on ten characteristics that distinguish people with high achievement motivation from people with low achievement motivation as follows.

To prepare the questionnaire materials, Hermans chose nine characteristics of people with high motivation to progress from people with low motivation obtained from previous researches as a basis for choosing questions. After testing and analyzing the questions and calculating the one-to-one correlation of the questions with the whole test, 99 questions were selected as the final questionnaire of motivation to progress.

It should be noted that after the analysis of the questions, no significant question related to the 10th characteristic was included in the final questionnaire, therefore the final questionnaire was made based on only 9 characteristics.

Hermans (1970) used content validity to calculate the validity, which was based on the previous research about progress motivation, and he also calculated the correlation coefficient of each question with progressive behaviors.

The coefficients range from 0.30 to 0.57 according to the questionnaire questions. In addition, in a Hermance study, there is a correlation coefficient between the Hermance achievement motivation questionnaire and the **Young’s Internet Addiction Questionnaire (IAT)**:

It was created by Kimberly Young in 1988 and was widely accepted in the field of measuring Internet addiction.

The questions of this test are designed based on the owners of TR-IV-DSM for pathological gambling disorder because it is believed that Internet addiction disorder is very similar to pathological gambling disorder.

This questionnaire has 20 questions and determines whether excessive use of the Internet

Findings

In this section, the measured characteristics of the sample group have been examined using

thematic apperception test (TAT). In 1970, Hermans used Cronbach’s alpha test method to calculate the reliability of academic achievement motivation test.

The reliability coefficient calculated for the questionnaire was 0.84. Using the test-retest method in the main study, the questionnaire was given to the trainees again after three weeks. The obtained reliability coefficient was 0.84.

has affected negative aspects of a person’s life or not.

Its response range is Likert and has five degrees. This questionnaire is standard and its validity and reliability have been reported in previous studies with Cronbach’s alpha of 0.90.

The Persian version of this scale is also used in Iran and its reliability has been confirmed by Ghasemzadeh with Cronbach’s alpha of 0.81 and Cronbach’s alpha of 0.88 (cited by Bahri et al., 2022).

descriptive tables, central and dispersion indices, such as mean and standard deviation.

Table 1- Check the demographic information of the students

Frequency percentage	Frequency distribution	Component	Subject
%50	50	21	Age
%30	30	22	
%20	20	22or more	
%74	74	Single	Marital status
%26	26	Married	
%41	41	Employed	Employment status
%59	59	Unemployed	

According to Table 1, It was designed to check the demographic information of the research subjects, and it shows that the highest frequency in the age category is related to students 21 years old, then 22 years old, and finally people 23 years old and above with a frequency of 20 people.

The marital status of students Is such that 74 people are single and 26 people are married, and the number of single people is more than married people. In terms of employment, 59 people are unemployed and are only engaged in education, and 41 people have jobs other than education.

Table 2 – Statistical index of research variables

Motivation for academic progress	Addiction to internet	Students
39.7	68.18	Mean
14.99	23.98	Standard deviation
100	100	Total

According to Table 2, the highest average level Is related to Internet addiction with the number (68.18) and standard deviation

(23.98). Enthusiasm for education has the lowest mean with mean (39.7) and standard deviation (14.99).

Table 3- Normality assumption test for parametric testing

Significance level	Kolmogorov-Smirnov test	Variable
P=0.002	0.17945	Addiction to Internet
P=0.006	0.16622	Enthusiasm for education

According to the analysis of Table 3, it has been shown that none of the variables has a parametric test with respect to the significance level, because for the tests to be parametric, It is necessary that the significance level of the Kolmogorov-Smirnov test is $P < 0.05$; And according to the significance level obtained in the variables, parametric tests will be used.

parametric tests to check and analyze the research hypotheses.

Hypothesis-1 There is a relationship between Internet addiction and the motivation of academic progress in the time of Corona among students.

Pearson correlation coefficient table for academic achievement motivation and internet addiction

According to the research, Pearson's correlation test was used In the category of

Significance (P) level	The correlation (R) coefficient	Educational motivation
-0.03	-0.688	addiction to Internet

According to table 4, according to the output of spss software, there is a negative relationship between internet addiction and academic achievement motivation with a correlation coefficient of $P=0.688$, and this indicates that the existence of internet addiction can reduce academic achievement motivation, but considering the significance level (0.03), which is significant at the level ($P<0.05$), therefore, there is a significant relationship among the research variables.

Discussion and conclusion

In this research, the statistical population is the female students of Tehran University of Medical Sciences who entered in October 2018 in psychology major; which has been available with the method of research that was selected from among the total statistical population of 100 people consisting of female students.

The tools used In this research were questionnaires for academic achievement motivation and internet addiction questionnaire;

In explaining this issue, it can be said that Internet addiction, like any other type of addiction, reduces concentration and motivation to continue the path in line with one's goals.

That in this context, internet addiction has caused negative effects on the motivation of academic progress among students due to the conditions caused by the corona virus; Because frequent dependence on one subject prevents focusing on other matters.

Therefore, the habit of working in the virtual world prevents free time for students to check their motivation in their academic path. In explaining this issue, it can be said that it is very important to learn correct and useful study habits and provide yourself with the opportunity to achieve success.

which has been analyzed by Pearson correlation test.

The results of the present study showed that there is a relationship between internet addiction and motivation for academic progress in the time of Corona among students.

According to table 4 and the outputs of spss software, there is a negative relationship between internet addiction and academic achievement motivation with a correlation coefficient of $r = -0.668$. And this shows that the existence of internet addiction can reduce the motivation of academic progress, but according to the significance level (0.03), which is significant at the level ($P<0.05$).

Therefore, there is a significant relationship among the research variables. This research is aligned with Darabi abroad (2001), Mowalkhah (2001), Khansari (2019), Tajond (2019), Bagheri (2018), Zare (2018), Mokhtari (2017), Ghstasbi (2017) inside the country and Hayon (2022), Petri (2020), Van Bebak (2018), Cassidy (2017), Fontaine et al. (2017).

In fact, motivation is the driving force of a person to perform his behaviors and actions in such a way that if a person does not have enough motivation to perform an activity, he will leave that work; But motivations are divided into two categories: internal and external stigma.

In general, when we are looking for permanent and continuous changes and we have enough time to implement the plans, working with the internal motivation system will have more useful results.

Based on this, long-term programs use the principles related to the use of internal motivation; But on the other hand, in order to get fast and intense changes, you can use external motivational factors, which are actually the same external incentives, such as using what a person likes and enjoys.

The learning process is one of the main processes involved in the motivational system. Activating and strengthening internal motivation in students will fulfill their learning goals and guarantee their durability and reliability.

A scholar who has strong internal motivations will act not only on the basis of obtaining top grades, awards and special privileges, but also on the basis of his own internal motivations.

Often, people who seek to achieve their goals by enduring all kinds of hardships actually use their inner motivation as a source of strength and reinforcement.

Self-motivated people or people who are intrinsically motivated do not need constant use of extrinsic motivation. Although the use of these incentives makes them more active and motivated, their reduction or lack will not have much effect on reducing their motivation for activity and thus reducing their performance.

Many things are influential in this field, which can have many positive and negative effects in this field.

In 2019, with the start of the corona virus and the closure of schools and universities, teaching was done online and in the virtual world. In this

regard, the effects of using the Internet among students have increased.

Excessive use of the Internet causes addiction to the Internet. Addiction to the Internet leaves destructive effects on a person, both physically and emotionally.

Weakness of the immune system due to lack of sleep, inactivity and avoiding exercise, eye and back and neck pressure, body pain, carpal tunnel syndrome (carpal tunnel syndrome), vision problems and weight gain or loss are just some of the physical problems that may occur. As a result of internet addiction, it can cause harm to a person.

It also causes emotional effects such as depression, abnormality, anxiety, social isolation, aggression and mental fluctuations. Some people with underlying mental problems such as depression and anxiety caused by unpleasant feelings and mental problems are drawn to compulsive behaviors and replace this addiction with drug addiction.

The most common disease related to the Internet is depression and attention deficit hyperactivity disorder. Internet addicts become addicted to some features of its use such as anonymity, easy access and interactive nature of the Internet.

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