

A Study of Internet Addiction and Frustration among High School Students of Rural Areas

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Abstract

The present study aims to study gender differences among high school students with respect to internet addiction and frustration and relationship between internet addiction and frustration. The sample of the study comprised of 50 high school students (27 males and 23 females) of rural areas from both government and private schools. Frustration test by Chauhan and Tiwari and Internet Addiction Test (IAT) by Kimberley Young were used for collecting the data. Correlation and t-test have been used to analyse the results. Results reported significant gender differences among high school students with respect to frustration but insignificant gender differences with respect to internet addiction. Results also showed significant relationship between internet addiction and frustration.

Keywords: Internet Addiction, Frustration, Gender, Adolescents.

Introduction

The term "Adolescence" comes from the latin word 'adolescere' that signifies "to grow" or "to grow to maturity". Development includes physical as well as mental development. It is a period, which fills the gap among youth and adulthood. For the most part, this period is named as "youth" (Das, 2000). As per Jersild (1957), "Adolescence is a range of fears during which young men and young ladies move from adolescence to adulthood intellectually, emotionally, socially and physically". Puberty is between 12 to 20 years. A deferred Adolescence goes on until 21 years and even as long as 25 years. A study by Ko et al., (2008) found significant gender differences between frustration intolerance and internet addiction where males showed higher association as compared to females. Gender influences internet addiction and depression in a study conducted by Liang and Bian, 2016 where males were found to surf the internet for their pleasure rather than for some information, compared with females. Significant relationship between stress and internet addiction has been found (Zhao, 2006; Zhou, 2009; Wu, 2016).

Early Adolescence

Early adolescence is from 10 to 12 years. In early adolescence, they start initiating independence from the family, and desire for privacy.

Middle Adolescence

Middle adolescence is from 12 to 16 years. In middle adolescence, the school and peer group gain importance.

Late Adolescence

Late adolescence is from 16 to 19 years. In late adolescence, career decisions are finally traced.

Frustration

Psychologists have endeavored to characterize frustration in their claim way. Frustration has been looked upon as a sort of blocking in individual's life. In the event that the blocking is minor, it is unimportant, but if it makes genuine troubles, the frustration is more complicated. Anything that blocks the progress of a person or meddling with the fulfillment of the thought processes brings frustration. Rosenzweig (1944) states "Frustration happens at whatever point the life form meets a more or less unfavorable impediment or obstacle in its course to the fulfillment of any imperative need". He draws a qualification between primary and secondary frustration, the previous including, "the sheer presence of a dynamic need". That's at whatever point a person anticipates remunerate but does not get it, dissatisfaction comes about "Human alteration is a never finishing

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process of managing with frustration". Now and then individuals reach their objectives with relative ease. But what happens when their needs are disappointed over a long period of time that's when they are anticipated from coming to their objectives Ruch (1970).

Coleman (1964) notes "Frustration results when our thought processes are upset, either by a few obstacles that obstructs our progress towards a wanted objective or by the non-appearance of a fitting goal". Coleman includes that frustration may be minor, or they may be serious dangers to our welfare.

Internet Addiction

While the twentieth century proved to be the century that provided us with a time of nice advances in both data and communication technologies the twenty first century but is proving to be the age of the internet as we relish access to huge amounts of knowledge from everywhere the planet and lots of completely different forums for communication. The web plays an integral a part of our fashionable lives and as advances are regularly being created within the world of knowledge technology (IT), it becomes well easier to access. As it's uses regularly increase, particularly among the younger generation (Akin & Iskender, 2011), the internet means we now not have to be compelled to search around for data however rather info arrives at our homes on a display screen via the straightforward click of a computer key. The web provides a wealth of services at our fingertips, as well as on-line play, shopping, gambling communication with friends, social media sites also as an abundance of knowledge for analysis functions and it allows business to hold out operations within the style of Electronic Commerce (e-commerce) (Hersh, 1999; Poon, 2000). These and lots of different services are all promptly on the market through the terribly accessible internet which may be accessed while not exploit the comfort of our chair at home. Most people create use of the net as useful tool performing arts their day to day personal objectives which can embrace booking hotels or creating airline reservations. But certain people expertise an inability to manage their web use leading to perturbing symptoms of psychological dependence (Brand et al., 2014). The boundaries but, to that several people are participating with the net and its several functions like a way for communication may be a subject of abundant discussion, because the topic of internet addiction (IA) continues to be the topic of abundant dialogue among researchers in psychological state (Young, 2004). Despite the immense numbers of web users that exist the advantages of the internet are according to way outweigh the opposing consequences that result from extreme use like internet addiction that reportedly isn't nevertheless recognized by the ICD-10 (International classification of Diseases) or the DSM-IV that is the fourth edition of the Diagnostic and applied mathematics Manual of Mental Disorders (Murali & George, 2007). Internet addiction is referred to in many other ways and also the terms "Internet addiction disorder (IAD)," "Problematic internet Use (PIU)", "Excessive internet Use," "Compulsive internet Use," "Pathological

internet Use," associated "Computer Addiction" have all been accustomed consult with a similar notion which is that an individual get therefore concerned in their on-line use to such an extent that it leaves alternative areas of their lives neglected (Griffiths, 1998; Cash et al., 2012; Yan et al., 2014; Li et al., 2014).

Review of literature

Frustration

Rani & Deswal (2015) studied the relationship of frustration and academic achievement of adolescents of government and non-government senior secondary schools. As a result significant negative relationship was found between Frustration and Academic Achievement of Adolescents of government and non-government senior secondary schools. Chatterjee (2016) conducted a study to see the impact of gender and socio-economic status on frustration and aggression of adolescents. Result further revealed that there is no relationship between frustration and aggression. Thaqib & Dubey (2019) conducted a study to find out difference in frustration tolerance among the adolescents in relation to gender, type of family and place of residence. The result showed that there is no significant difference in frustration tolerance of adolescents in relation to gender and place of residence however frustration tolerance of adolescents is significant in relation to type of family. Patil (2016) assessed the aggression and frustration level among rural and urban secondary school students. A sample study and the findings revealed that rural students have more aggression than urban students of secondary school. There is a significant difference between rural and urban students of secondary school on aggression. On frustration variable rural students have more frustration than urban students of secondary school, but there is no significant difference between both the groups. Rathee & Thakran (2019) conducted a study to study the effect of frustration and gender on academic achievement of senior secondary school students. The results found that significant main effects of frustration and gender on academic achievement of senior secondary school students. The insignificant interaction effect was found among frustration and gender on academic achievement of senior secondary school students. Srivastava, Habib & Vijayshri (2019) conducted a study to assess the comparison of anxiety and frustration of government and private high school children. Mean scores show that there is significant mean difference on anxiety between government and private school students. On the dimension of frustration, no significant mean difference was found.

Internet Addiction

Souza, Manish & Raj (2018) conducted a study to assess the relationship between the academic stress and internet addiction among college students studying in Mysuru city. Results revealed that a large majority of the students had moderate to high levels of internet addiction and academic stress also out of the seven domains of stress, only peer stress was the major predictor of stress. Thom, Bickham & Rich (2018) conducted a study to assess

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the association between patterns of internet use and two mental health outcomes (depression and anxiety) in a healthy adolescent population. Results showed that there is no relationship between internet use patterns and depression in adolescents, whereas internet use may mitigate anxiety in adolescents with higher levels of baseline anxiety. Khan, Salim, Bilal Hussain & Haseeb (2014) conducted a study to investigate the prevalence of internet addiction and relationship between internet addiction and anxiety level of students in the University of Sargodha. The results showed that prevalence of internet is more in male students than female students also there is a positive and significant relation between internet addiction and anxiety level among university students. Seifi, Ayati & Fadaei (2014) conducted a study to investigate the relationship between internet addiction and depression, anxiety and stress among the students of Islamic Azad University of Birjand. The results showed that there is a positive and significant relationship between addiction to internet and anxiety, stress, depression as a whole and all its components. Kawa, Shafi (2015) assessed internet addiction and psychological distress among university students of Kashmir. The results revealed that male university students experienced more internet addiction and psychological distress as compared to female university students. Moreover, the results also indicated that rural university students experienced more internet addiction and psychological distress as compared to urban university students. Feng, Ma & Zhong (2019) explored the impact of stress, social anxiety, and social class on internet addiction. Results showed that there is a mediated-moderation effect between stress and adolescent Internet addiction. This means that adolescents from different social classes have different types of anxiety when they feel the stress, which influences their choices concerning internet use.

Objectives

1. To assess the gender differences among high school students of rural areas with respect to frustration.
2. To assess the gender differences among high school students of rural areas with respect to internet addiction.
3. To assess the relationship between internet addiction and frustration.
4. To assess the relationship between internet addiction and regression.

Results and discussions

Table-1 shows significant gender differences among high school students with respect to frustration.

Variable		N	Mean	't' value	p-value
Frustration	Male	27	111.37	-5.21	.000
	Female	23	143.52		

Table-1 shows that the mean values of frustration in male and female students are 111.37 and 143.52 respectively and the results were found to be significant at <0.01. Thus our hypotheses stating

Table-2 shows significant gender differences among high school students with respect to internet addiction.

Variable		N	Mean	't' value	p-value
Internet addiction	Male	27	46.32	-4.96	.0002
	Female	23	39.84		

5. To assess the relationship between internet addiction and fixation.
6. To assess the relationship between internet addiction and resignation.
7. To assess the relationship between internet addiction and aggression.

Hypotheses

1. There exist significant gender differences among high school students with respect to frustration.
2. There exist significant gender differences among high school students with respect to Internet addiction.
2. There exists significant relationship between internet addiction and frustration.
3. There exists significant relationship between internet addiction and regression.
4. There exists significant relationship between internet addiction and fixation.
5. There exists significant relationship between internet addiction and resignation.
6. There exists significant relationship between internet addiction and aggression.

Research methodology

Sample Description

The sample consists of 50 high school students (27 males and 23 females). Data was collected from 10th and 12th class students of rural areas from both government and private schools. Purposive sampling was used to collect the data. Data was collected from those who agreed to participate in the research.

Tools

Frustration test (Chauhan & Tiwari, 1999)

Frustration test developed and standardized by Chauhan and Tiwari (1999) has 40 items with 4 dimensions such as Fixation, Regression, Resignation and Aggression and each dimension has 10 items. The following scoring pattern of 5, 4, 3, 2, 1 & 0 was used.

Internet Addiction Test (IAT) (Young, 1998)

Internet Addiction Test developed by Kimberley Young (1998) consists of 20 items. The scoring pattern was 0 for does not apply, 1 for rarely, 2 for occasionally, 3 for frequently, 4 for often and 5 for always.

Statistical techniques

Correlation and t-test were used to analyse the results of the students.

that there exists a significant gender differences among high school students with respect to frustration is accepted.

The mean values of internet addiction in male and female students are 46.32 and 39.84 respectively and the results were found to be significant at <0.05 . Thus, our hypothesis that there exist significant gender differences among high school students with respect to internet addiction is accepted. **Table-3 shows correlation of internet addiction and frustration among high school students of rural areas.**

Variables	N	r
Frustration	50	0.348
Internet Addiction	50	

The 'r' value is found to be 0.348 which shows weak positive correlation. It indicates significant relationship between internet addiction and frustration. Thus our hypothesis that there exists significant weak positive relationship between internet addiction and frustration is accepted.

Table-4 shows correlation of internet addiction and regression among high school students of rural areas.

Correlation (r)	N	R
Internet Addiction	50	0.360
Regression	50	

The 'r' value is found to be 0.360 which indicates weak positive correlation. It indicates significant weak positive relationship between internet addiction and regression. Thus our hypothesis that there exists significant relationship between internet addiction and regression is accepted.

Table-5 shows correlation of internet addiction and fixation among high school students of rural areas.

Correlation(r)	N	r
Internet Addiction	50	0.692
Fixation	50	

The 'r' value is found to be 0.692 which indicates moderate positive correlation. It indicates significant relationship between internet addiction and fixation. Thus our hypothesis that there exists a significant relationship between internet addiction and fixation is accepted.

Table-6 shows correlation of internet addiction and resignation among high school students of rural areas.

Correlation(r)	N	r
Internet Addiction	50	0.237
Resignation	50	

The 'r' value is found to be 0.237 which shows weak positive correlation. It indicates significant weak positive relationship between internet addiction and resignation. Thus our hypothesis that there exists significant relationship between internet addiction and resignation is accepted.

Table-7 shows correlation of internet addiction and aggression among high school students of rural areas.

Correlation(r)	N	r
Internet Addiction	50	0.251
Aggression	50	

The 'r' value is found to be 0.251 which indicates weak positive correlation. It indicates significant relationship between internet addiction and

aggression. Thus our hypothesis that there exists significant weak positive relationship between internet addiction and regression is accepted.

The present study reveals that it can be said that there are insignificant gender differences in the levels of internet addiction. Cömert and Ögel (2009) in their study indicated that males are more prone to develop risk of internet addiction than females. Liang et al., (2016) mentioned in a study that the correlation between Internet addiction and depression depends on gender. A study conducted by Rathee & Thakran (2019) revealed that gender and frustration have significant effect on academic achievement of senior secondary school students. Significant differences have revealed the relationship between Internet addiction and frustration intolerance in a study considered by Ko et al., (2008). Ko et al., (2009) conducted a study on adolescents with respect to their behaviour and found high positive correlation between internet addiction and aggression. There were some studies also which contradicts the finding of our study like incompatible results have been observed on how internet use differentiates between genders (Chou et al., 2005).

Conclusion

The present study revealed that there exist significant gender differences among high school students with respect to frustration and also insignificant differences have been found with respect to internet addiction. It was concluded that boys and girls vary with relation to internet addiction and frustration. Boys were found to be more addicted to internet as compared to girls. In case of frustration, the level of frustration among girls was found to be high as compared with boys. It was also found that there exists weak positive relationship between internet addiction and frustration.

Limitations of the study

1. Data was collected from 2-3 schools only
2. Sample was relatively small.
3. Data was collected from rural areas only.
4. Data was collected from 10th and 12th class students.

Suggestions for future researches

1. It is suggested that some type of study can be done on large sample.
2. Similar study can also be undertaken in urban areas as well.
3. Other relevant variables can also be considered in further research.
4. Target population is adolescents. It is suggested to target other population.

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