***Internet Addiction and Achievement Motivation in University Students***

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**Objectives**: The current study was aimed to test the relationship between internet addiction and achievement motivation among university students.

**Methods:** A correlational study was conducted to examine the relationship between study variables. Participants were 350 university students selected using a simple random sampling technique from An- Najah National University in the city of Nablus, Palestine.

**Results:** Findings indicated No significant differences in internet addiction and achievement motivation due to study variables (gender and academic level), results also showed a statistically negative correlation between internet addiction and acheivement motivation.

**Conclusion**: The study showed a statistically significant negative correlation between internet addiction and achievement motivation (r =.24, p < .01), the regression analysis for predicting achievement motivation found that internet addiction contributes in a way that was statistically significant towards explaining variance in achievement motivation.

*Key words: Internet addiction; Achievement motivation, University students.*

**Theoretical Background**

The internet with its devices provide individuals with a variety of services related to their work, study, or even for entertainment etc… (Young, 1999). Despite this the excessive and the poorly uncontrolled usage of the internet may leads to psychological impairments or distress, this phenomenon is called “Internet addiction” (Weinstein & Lejoyeux, 2010). According to literature, the prevalence of Internet addiction among European adolescents estimated between 1.9–2.8%, while in Asian countries, it ranged between 2.3 and 20.7% (Agbaria & Bdier, 2019). In the Palestinian context, 30.1% of Palestinians nurses exhibited high levels of internet addiction (Alhajjar, 2014), another study demonstrated that more than 47% of university students were engaging in addictive patterns of internet use (Mahamid & Berte, 2018a).

From a theoretical perspective, although almost every person is likely to experience the internet addiction according to the current type of life, adolescents and young adults could be at greater risk for Internet addiction based on distal (e.g., pre-existing psychopathology) and proximal (e.g., negative cognitions that reinforce compulsive use) factors, both of which would be developing during adolescence (Agbaria, 2020; Xu, Lin, & Haridakis, 2015). Moreover, there are three main categories that play main role in Internet addiction: social features such as (social support), personal features such as (lack of communication skills), and Internet related features such as (easier Internet access (Kim & Kim, 2002; Wu, 2004).

One of the most salient symptoms for the internet addiction is feeling unable to decrease the time of using the internet, the complete engagement in the different activities of the internet. furthermore, the feeling of boredom and anxiety if the internet is stops for a couple of days. The internet addict tends to be unsocial, whereby he spends hours using it to contact his unreal friends, being unable to make friends in real life so he resorts to the unreal one. Many researches confirmed these symptoms, as: A study by Women Issues Centre (2011) explained that the most important reason for joining the internet is the desire to develop different skills and self-motivation, communication and making friends that is absent, expressing feelings and revealing the silenced interactions and anxiety. Other studies indicated a negative relationship between the internet addiction and the self-concept by teenagers (Al- Husni, 2013; Laith, 2013).

As well as, one of the most important symptoms for the internet addiction is increasing the time of using the internet continuously by exceeding the time-limit that a person specified for himself and this is the beginning of addiction. Strong stress and anxiety related to a disconnection with the internet, which could reach a depression degree, specially, when the disconnection is for a long time. Accessing the internet and feeling happy and comfortable when he uses the internet again is the climax of internet addiction ( Sanghvi & Rai, 2015).

According to literature, it was clear that Internet addiction affects the academic performance negatively (Ghulami et al., 2018). As well as, internet addicts seemed to miss their classes, their grades are dropped, declined their study habits, and unmotivated to study (Gencer & Koc, 2012; Hafiz, 2011; Sachitra, 2016).

The historical development of the achievement motivation concept indicates that using this concept in psychology is related to (Alfred Adler) who points that the need for achievement is a motivation of compensation derived from the childhood experience, Murray was the first one to include this concept in the psychological heritage, whereby he defined it as the individual’s eagerness to achieve the things that seems difficult by others, controlling the physical and social environment, controlling and organizing ideas in a good manner, independency, getting over obstacles, reaching excellence measurements, self-superiority, competing others and superior them, self-motivation and appreciate it by the successful practise of the ability (Bahym & Shalaby, 1999).

Makliland, (1985) points that the achievement motivation is a virtual creation, that the feeling is related to the evaluative performance, whereby competing to reach the excellence measurements, this feeling reflects two main components, which are: the desire for success and the fear from failure during the individual’s pursue to make the maximum effort, to struggle for success, to reach the best and to be superior over others.

The motivation for achievement is represented in the desire to do a good job and success in that job. This desire – as described by Makliland, one of the greatest researcher in this field- is characterized with ambition, enjoying the competence situations, the wild desire to work independently, facing and solving problems, favouring the tasks that has an intermediate risk instead of those which has a little or a huge risk. (Qotami & Adas, 2002).

The achievement motivation is special for the humans or other organisms; it is called pursuing for excellence and superiority. The people differ about accepting a degree of the motivation. There are some people who see it necessary to face the difficult tasks and reach excellence while others are satisfied with the minimum degree of success(Qotami & Adas, 2002).

Individuals with high achievement motivation work more seriously than others, and they achieve more success in their life, in different situations. Comparing these individuals with others of the same mental level but they have a low achievement motivation, they found that the first group record better grades in the speed test of achieving the mathematics and pronunciation tasks, and in solving problems. Besides, they get better grades at school and university, and they progress more notably in the society. The high achievement motivation students are realistic in seizing opportunities contrary to the low achievement motivation students, who either accept a simple reality or be ambitious for a higher reality than their ability to accomplish. (Santrock, 2003).

In respect to Internet addiction, Many studies tried to explore the relationship between Internet addiction and achievement motivation. For example, Demir and Kultu (2018) examined the relationship among adolescents' internet addiction, academic motivation, and it was found that internet addiction affects the academic motivation negatively. Moreover, Reed and Reay (2015) explored the relationship between problematic levels of Internet use and motivation to study in a university Students sample, the results showed that levels of problematic Internet use were negatively associated with several aspects of motivation to study (intrinsic goal orientation, control over learning, and learning self-efficacy). As well as, Internet addiction found to be associated with poor academic performance among adolescents (Xin et al., 2018). Whereas, Ganji, Tavakoli, Baniasadi Shahr-e Babak, and Asadi (2016) surveyed the relationship between internet addiction and academic engagement of students, and the results revealed that there is a negative and significant relation between internet addiction and academic engagement (Emotional, behavioral, cognitive). Also,  internet addiction was found to have significant effect on academic performance and mental health of students/adolescents , and the students who were in the severe and profound groups of internet addiction were found to have detrimental effects on both in their academic performance and mental health rather than the students who were addicted to the internet usage moderately (Singh & Barmola, 2015).

**Current Study**

Despite the positive and the important role of Internet in the academic process, it seems that the excessive use of Internet affects the achievement motivation negatively. Since achievement motivation is considered as an important factor that affects many academic aspects and features. So, it is important to study how internet addiction affects the achievement motivation among university students in Palestine, as there is no study examined this relationship in the Palestinian context. So, this study is trying to answer the following questions:

* What is the degree of internet addiction and achievement motivation among Palestinian university students.?
* Is there a significant correlation between internet addiction and achievement motivation among Palestinian university students.?
* Are there significant differences in internet addiction due to study variables; gender and specialization.?
* Are there significant differences in achievement motivation due to study variables; gender and specialization?

**Methods**

*Sample*

Participants were selected using a convenience sampling from An- Najah National University students. Participants were 386 students, percent of males were 31.3, percent of females 68.7, percent of students from scientific faculties were 42.7, and 57.3 from human faculties. For inclusion in the study, participants were required to: 1) be Palestinian, 2) native Arabic speakers 3) registered in second semester in the academic year 2019/2020. The research was conducted in line with the ethical guidelines of the American Psychological Association (APA, 2010) and the Declaration of Helsinki (1967), and had been approved by An-Najah Institutional Review Board (IRB) .

*Demographic Variables Questionnaire*

This instrument’s variables included Gender and specialty.

*Internet addiction Scale*

The 20-item Internet Addiction Test (IAT) was developed by Young (1998). It measures characteristics and behaviors associated with compulsive use of the internet that include compulsivity, escapism, and dependency. Questions also assess problems related to personal, occupational, and social functioning stemming from internet use. Participants respond to each statement with a number between 1 and 5, representing a Likert scale continuum, to indicate the extent to which they endorse that particular behavior. The IAT views internet addiction as an impulse-control disorder where the term internet refers to all types of online activities.

***Achievement motivation scale***

The study used Abdlel Aziz Scale (2001) for achievement motivation, the scale consisted of 28 items to asses achievement motivation among university students, The scale includes five point rating scale (always, mostly, sometimes, rarely and never), in which always took five scores, mostly four scores, sometimes three scores, rarely two scores, and never one score . The scores of achievement motivation scale ranging between (128-28). In which (128) represents the highest level of achievement motivation, while the score (28) represents low level of achievement motivation.

***Data analysis***

Statistical Package of Social Sciences (SPSS) was used for data analysis. Means and Standard deviations were calculated for study variables, while Pearson’s correlation coefficient was used to test the relationship between internet addiction and achievement motivation among participants, differences in the means between variables in regard to internet addiction and achievement motivation were assessed using analysis of variance (ANOVA) test.

**RESULTS**

As Table 1 indicates, overall the students scored on line usage on internet addiction, with high scores on achievement motivation.

Table1: Means and standard deviations for research variables (N=386)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variable | Mean | S.D | Min | Max |
| Achievement motivation | 93.30 | 10.73 | 70 | 117 |
| Internet addiction | 44.61 | 18.55 | 11 | 100 |

As shown in Table 2, achievement motivation was negatively correlated to internet addiction

Table2: Correlations among study variables (N=386)

|  |  |  |  |
| --- | --- | --- | --- |
| Measures | (1) |  | (2) |
| (1) Achievement motivation | - |  | -.25\*\* |
| (2) Internet addiction |  |  | - |

\*p < 0.05, \*\*p < 0.01

.Results of Table 2 showed a statistically significant negative correlation between achievement motivation and internet addiction (r =.25, p < .01), means and standard deviations (Table3) showed apparent differences in internet addiction due to gender and academic specialization variables.

Table3: Means and standard deviations in internet addiction due to study variables (N=386)

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Mean | N | SD |
| Gender |  |  |  |
| Male | 46.19 | 121 | 15 |
| Female | 43.89 | 265 | 19.94 |
| Total | 44.61 | 386 | 18.55 |
| Specialization |  |  |  |
| Scientific | 42.65 | 165 | 19.89 |
| Human | 47.23 | 221 | 16.27 |
| Total | 44.61 | 386 | 18.55 |
|  | | | | |

To test the significance of differences in internet addiction due to study variables, Analysis of variance ANOVA was calculated (Table 4).

Table4: Analysis of variance for internet addiction due to study variables (N=386)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sours | SS | DF | MS | *F* | Sig |
| Gender | 1.93 | 1 | 1.93 | .006 | .940 |
| Specialization | 1539.27 | 1 | 1539.27 | 4.51 | .03\* |
| Total | 132489.71 | 386 |  |  |  |

*R2* = .015 (Adjusted R Squared = .010)

Table 4showed a statistically significant differences in internet addiction due to academic specialization in favor of human specializations (x̄ = 47.23, SD = 16.27) compared to scientific specializations (x̄ = 42.65, SD = 19.89). Means and standard deviations (Table5) showed apparent differences in achievement motivation due to gender and academic specialization variables.

Table5: Means and standard deviations in achievement motivation due to study variables (N=386)

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Mean | N | SD |
| Gender |  |  |  |
| Male | 86.87 | 121 | 8.87 |
| Female | 96.24 | 265 | 10.23 |
| Total | 93.30 | 386 | 10.73 |
| Specialization |  |  |  |
| Scientific | 86.66 | 165 | 8.07 |
| Human | 98.26 | 221 | 9.80 |
| Total | 93.30 | 386 | 10.73 |
|  | | | | |

To test the significance of differences in achievement motivation due to study variables, Analysis of variance ANOVA was calculated (Table 6).

Table6: Analysis of variance for achievement motivation due to study variables (N=386)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sours | SS | DF | MS | *F* | Sig |
| Gender | 1560.08 | 1 | 1560.08 | 19.84 | .000\*\* |
| Specialization | 6980.36 | 1 | 6980.36 | 88.77 | .000\*\* |
| Total | 44386.31 | 386 |  |  |  |

*R2* = .015 (Adjusted R Squared = .010)

Table 6 showed a statistically significant differences in academic motivation due to gender in favor of female students (x̄ = 96.24, SD= 10.23) compared to male students (x̄= 86.87, SD= 8.87). Results also showed a statistically significant differences in achievement motivation due to academic specialization in favor of human specializations (x̄ = 98.26, SD = 9.80) compared to scientific specializations (x̄ = 86.66, SD = 8.07)

**Discussion**

The results of the first question which is related to testing the degree of the internet addiction and the achievement motivation of the university students, it shows that the addiction degree is low, while the degree of the achievement motivation is high These results are in line with some studies, such as ( Mahamid & Berte, 2018a ; Mahamid & Berte, 2018b ) who showed that Palestinian youth suffer from stressing conditions related the current Palestinian reality represented by the occupation, blocks and checkpoints in the west bank. Moreover, the widespread of employment among the Palestinian youth, therefore, they use internet activities to deal with space time they have, the virtual environment became a safe place for those youth who are suffering from a long free time. Concerning the achievement motivation, it can be explained according to the Palestinian personality pattern and the current situation, whereby the education is the only choice for the Palestinian youth under these difficult circumstances that the Palestinian society suffers from them generally and the youth especially. Therefore, the opportunity to get a job through the education increased the attendance towards the Palestinian universities and completing their higher studies hopping for improving their reality and future.

The results of the second question which is related to testing the relation between the internet addiction and the achievement motivation among the university students, results showed that there is a negative statistical significant correlation between the internet addiction and the achievement motivation, where the results agree with previous studies, such as (Al- Khamidi, 2008, Al- Jbeli, 2016; Demir & Kultu, 2018; Ganji, Tavakoli, Baniasadi Shahr-e Babak, & Asadi, 2016; Reed & Reay, 2015), the results of these studies indicates a negative relation between the internet addiction and the achievement motivation of the university students, the explanation of the results is that the internet addiction plays a negative role concerning the time which the students spend using social media, the unconditioned use of the internet reflects negatively on specified time for studying and on the time that the student spends to prepare for his academic tasks, therefor, the extreme use of might decrease the student’s achievement and their interest of the school subjects that they should complete. At the current age, the technology controls the human in the last time, especially the internet that millions of people use daily, besides, the long free time and the weak techniques of spending it.

The results of the third question which is related to testing the differences in internet addiction of the university students due to gender and the specialization variables, the results indicate that there are no statistical significant differences at the internet addiction degree related to gender and specialization variables. The result agrees with a study of (Kairy, 2010; Gang, 2008), the explanation is that the Palestinian youth live the same circumstances regardless their academic specialization and gender, where the Palestinian society suffers in the current situation from different social and psychological crisis represented by the occupation and the difficult economic circumstances that reflect on the university students, besides, the Palestinian family suffers from the lack of income resources which reflects on the university students. Despite the Palestinian society is described as a solid and a unified society, however, the globalization overshadowed the unified behaviour of the Palestinian youth, where using the internet is largely the most important life habit of the youth category.

The results of the forth question showed that there are statistical significant differences in achievement motivation between males and females in favour of females, besides, the results indicate that there are statistical significant differences at the degree of achievement motivation according to the academic specialization and in favour of the human colleges. This result supports the previous studies, such as (Visser, 2009) this result indicates that the females are more motivated than males concerning the academic achievement regarding the nature of the Palestinian society, considered as a male-dominated society. For women, getting a job opportunity, a social position, a social or a political occupation need to make a huge effort, therefor, females make a bigger effort than males concerning the academic achievement and getting high academic grades in order to insure their career and vocational future. The differences of the achievement motivation between the academic and scientific colleges might be related also to the nature of the job opportunities that is available in the Palestinian society, where the students of the scientific college have more job of opportunities than those of the human college, and this is due to the small numbers of the scientific college graduates comparing them to those of the academic college, therefore, the academic college graduates make big efforts to get high academic grades at the university in order to qualify them getting a future job.

**Recommendations:**

Based on the above results, the researcher concludes some recommendations, such as:

Put restrictions on using the internet by the family, whereby there is disallowed time for using the internet especially for the children, teenagers and youth. Decrease the number of hours using the internet gradually and daily. Being eager to resort to practise physical exercises or practise the favourite hobbies. Being eager to fit with others and make real social relations away from the internet. Introducing the nature of the internet websites and what it includes, so the students benefit from these instructions and it can be accomplished by creating an awareness-raising campaign that involves reducing the internet use.

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