Self-control and its Relationship with the Internet Addiction among a Sample of Najran University Students[1]

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Abstract

The study aims to identify self-control and its relationship with the internet addiction among a sample of Najran University students. To achieve the objectives, the following tools were used: Self-control Scale (Mezo, 2009)that was translated and adjusted by the authors and Internet Addiction Scale (Kimberly Young, 1996). After testing the validity and reliability of the tools to be appropriate for the Saudi environment, they were applied to a sample of (284) students who were randomly selected from various Colleges, Najran University. Results showed that the participants' self-control was low, while Internet Addiction was high. In addition, there is a positive correlation between self-control and internet addiction. There are statistically significant differences in self-control among NU students due to gender in favor of males. There are no statistically significant differences of Internet Addiction among students, but there are differences in Self-Control among them due to college, in favor of Scientific Colleges' students. There are no statistically significant differences in Internet Addiction due to college.

Keywords: Self-Control, Internet Addiction

Introduction

Despite the effective results and technological services of the internet in all life fields, scientists and researchers have reported the negative effects that result from its abuse. Television affects the audience's behavior and cell phones affect that of users. Similarly, technology affects man's behavior. Also, the internet negatively affects its users' behaviors. Some handled its impact on the method of communicating with others; and its economic, social, family and professional problems. Others handled psychological impacts of its overuse. Internet addiction is one of the most prevalent impacts. Scientists have recently discovered its psychological impacts (AlKandary & Al Kashaan, 2001).

Self-control is intended process that involves behaviors and mood change, resisting temptation, and working to achieve the individual's aims. It exceeds normal responses, learning through behavior, ideas and emotions change (Baumeister&Vohs, 2004). It involves a number of internal and external interactions, including objectives, plans and intentions; self-monitoring and self-evaluation, reactions and behavior change (Barone, Maddux & Snyder, 1998). Tangney,Stuewig, Brown, Reyes and Zorbas (2005) indicated that it is a spontaneous and flexible process which adapts with the environmental adjusted requirements. It comprises regulating behaviors, concepts and

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emotions and modifying socially unacceptable desires (Baumeister, Heatherton, & Tice, 1994; Finkenauer, Engels, & Baumeister, 2005; Muraven & Baumeister, 2000). It is a trial that the individual consciously and voluntarily does when he involves in a weak behavior instead of a strong one (Kanfer & Gaclick, 1991).Ibrahim (1989) argues that internal controls are a source of revelation that helps the individual to avoid conflict when judging others.

Accordingly, he will have psychological adjustment and stability which enable him to enjoy mental hygiene. Self-control is a variable of personality and negatively connects with games addiction on the internet. It also leads to practicing violent games, which negatively and plainly affects the individual and his self-control in the long run, for a long time (Frostling-Henningsson, 2009; Kim, Namkoong, Ku, & Kim, 2008). Low self-control (loss of self-behavior control and recklessness) may result in anger aggressiveness and relevant attitudes (Mehroof& Griffiths, 2010). Such violent and aggressive behaviors may become the individual's characteristic due to his low self-control (Chen,Liu,Lei& Cui, 2012).According to Wilson (1997), using technology and the internet, in particular, is based on the individual's internal self-control. Decision of using a specific website, turning to another one or logging out is a personal one related to the individual's internal and self-control. Significance of research on internet addiction has increased since last decade (Bayraktar & Gun, 2007;Huang, Wang, Qian, Zhong, & Tao, 2007). Many terms related to internet addiction have been used, such as internet dependents(Kubey, Lavin & Barrows, 2001; Yuen & Lavin, 2004), problematic Internet users (Davis, Flett & Besser, 2002; Shapira et al., 2003) and pathological internet users (Davis, 2001; Lin & Tsai, 2002; Morahan-Martin, 1999; Morahan-Martin & Schumacher, 2000).

Internet addiction causes loss of control, withdrawal, weakening of function, and decision-making incapability (Ko, Yen, Chen, Chen, & Yen, 2005), an experience (Ko et al., 2006; Yen, Yen,Chen, & Ko., 2007), anxiety, passion and psychomotor excitement(Ferraro, Caci, D'Amico, & Di Blasi, 2007) and aggression (Yen, Ko, Yen, Wu, & Yang, 2007).Additionally, It may be permanent browsing of the internet despite its negative effects either social or psychological. Prevalence of the internet use has created internet addiction. Young (1996) conducted a study on internet addiction: the emergence of a new clinical disorder. Early studies investigated rates of internet addiction prevalence. Chou & Hsiao (1999) illustrated that 54% of participants are susceptible to Internet addiction standards. Then, studies developed and handled the relation between the internet addiction and social and psychological variables. A study, conducted on the students of an American University, revealed that academic achievement of 43% of the participants was low due to using the internet for a long time at night- they are internet addicts. Heino, Lintonen and Rimpela (2004) reported pathological gambling standards in internet addiction diagnosis. Results showed that 85% of the participants use the internet. 4.6% of males and 4.7% of females showed standards of internet addiction. Mehroofand Griffiths (2010) indicated that there is a direct correlation between the student's addiction of the internet and nervousness, aggression and low self-control which increase in case he overuses the internet.

Teng, Li and Liu (2014) indicate the correlation between violent gaming online and internet addition and low self-control among students. Kim, Namkoong, Ku and Kim(2008) argue that there is a significant correlation between aggressive and selfish character and games addiction online, while self-control is negatively correlated with games addiction online. Vyiayanthi, Makkaram, Afraz and Gajrekar (2014) claim that internet addiction among males was higher; ranking 10.33% among males and 6.87% among females.

Specialists in social education claim than man can normally have self-control. He should reflect on the surrounding matters as he is in charge of creating his world. Due to his human desire, he is in charge of his own problem. Consciousness controls behavior and talking to himself; what the individual tells himself substantially directs his behavior. Hidden or Self-reinforcement is correlated with the individual's unreal reinforcement, positive talk, and imagination of positive watching. Imagination substantially affects behavior; reregulating conceptual domain and concepts related to the relations between actions and environmental various effects-cognitive representation of behavior's results (AlKhateeb, 1995)

Statement of the Problem

The present study seeks to answer the following questions:
1. What is the level of self-control among the participants?
2. What is the level of internet addiction among the participants?

3. Is there a statistically significant correlation between self-control and internet addiction among the participants?
4. Are there differences between self-control and internet addiction among the participants according to gender variable?
5. Are there differences between self-control and internet addiction among the participants according to College's variable?

Population and Sampling

Population: Students of Najran University in the academic year 2015/2016.
Sampling: 284 randomly selected students.

Tools

To achieve the objectives, two tools were adopted:
1-Self-control Scale
The author translated Self-control Scale (Mezo, 2009) which consists of (16) paragraphs due to lack of self-control scale. It involves three domains: Self-Monitoring (6 paragraphs), Self-Evaluation (5paragraphs) and Self-Reinforcement (5 paragraphs).

Validity

Validity significance of the Arabized copy of Self-control scale (Mezo, 2009) was obtained from the reviewers' validity. Reviewers, who are specialized in Educational Psychology and Psychological Measurement were shown (12) copies. They were asked to define: i. whether paragraph is related to domain or not, and ii. Whether it's positive or negative; their estimation revealed that all paragraphs in the test are related to the defined domains. Also, they agreed that the test involves (16) positive paragraphs. Accordingly, percentage of their agreement was approximately 87.5.

Reliability of Scale

To verify scale reliability, authors estimated reliability using Cronbach's Alpha Coefficient (internal consistency). Internal consistency of all domains and total score was estimated. Alpha value of total score is 81.0; it's an effective and appropriate indication. It indicates that the scale involves high reliability significance to be appropriate for the present study.

2- Internet Addiction Scale (Kimberly Young, 1996)

To achieve objectives of the study, authors used Internet Addiction Scale (Kimberly Young, 1996) that was developed and adjusted to match the Arab environment.
Validity: 12 teaching staff members, NU examined the scale and modified some paragraphs to match the Arab environment. Their modification was taken into account.

Reliability of Scale

To verify scale reliability, authors estimated reliability using Cronbach's Alpha Coefficient (internal consistency). Internal consistency of all domains and total score was estimated. Alpha value of total score is 81.0; it's an effective and appropriate indication. It indicates that the scale involves high reliability significance to be appropriate for the present study.

Discussion

First Question: What is the level of self-control among the participants?

Table (1): Standard deviations and means of self-control among the participants

	N	Mean	Standard Deviation
Self-control	284	2.6117	.19930

Table (1) shows that self-control among the participants is low. Mean of the participants' scores on the scale is(2.61), and standard deviation is (0.199).

The author claims that self-control among the participants is low because of their social upbringing which doesn't motivate regulation, commitment, inattention, following up and paying attention to life daily matters, in general, and kid's self-regulation, in particular. This negatively affects the individuals" performance in all life fields.

In addition, inattention, lack of future vision or objective that controls their life, and new methods and skills that benefit in the individuals" self-control of their behaviors and actions. This result is compatible with that of Mehroof and Griffiths(2010) and Li and Liu (2014).

Second Question*:* What is the level of Internet Addiction among the participants?

Table (2): Standard deviations and means of Internet Addiction among the participants

	N	Mean	St. D
Internet Addiction	284	3.7993	.88880

Table (2) shows that Internet Addiction among the participants is high. Mean of the participants' scores on the scale is(3.7993), and standard deviation is (.88880).

This finding resulted from the great changes in the last decades around the world, in general. Modern technology has occupied human minds and become part and parcel of their life. Saudi community is a part of the world, so it's greatly affected because it has good economic facilities and appropriate conditions for means of communication (smart phones, tablets, I pad and other modern devices) among youth. Accordingly, university students have addicted the internet. This result is compatible with that of Lin and Tsai(2001),Kambry and Yong (2006)and Fortson (2007).

Third Question: Is there a statistically significant correlation between self-control and Internet Addiction among the participants?

Table (3): Correlation between Self-control and Internet Addiction among the participants

	Self-control	Internet Addiction
Pearson Correlation	1	. 37
Sig. (2-tailed)		.046
N	284	284

Table (3) shows that there is correlation between Self-control and Internet Addiction. Value of Pearson correlation coefficient between Self-control and Internet Addiction is (.37), and significance level is (046). This indicates the correlation between low Self-control and high Internet Addiction, or high Self-control and low Internet Addiction. The above-mentioned results are based on bad upbringing of the kids who have weak self-control or no family control while staying up online. Several studies verified the significance of solving the problem of Internet Addiction which initiates with self-control. The addict will get used to controlling himself, practicing sports, communicating with family members and friends instead of browsing the internet, surfing the internet for an hour, and increasing family control which defines specific time for spending time online based on a schedule written in large font; it kept be in an obvious place to act as an internal stimulant. This result is compatible with that of Mehroof and Griffiths (2010), Teng, Li and Liu (2014) and Kim, Namkoong, Ku and Kim (2008).

Fourth Question: Are there differences between Self-control and Internet Addiction among the participants according to gender variable?

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-control	Males	141	2.6421	.20952	.01764
	Females	143	2.5818	.18457	.01543
Internet Addiction	Males	141	3.9174	.44005	.03706
	Females	143	3.9129	.44122	.03690

Table (4) shows arithmetic means and standard deviations of Self-control and Internet Addiction according to gender variable. The table shows differences between arithmetic means. It also shows that (T) test was used to estimate significance of differences between arithmetic means.

Table (5): Significance of Differences between arithmetic means of Self-control and Internet Addiction among NU's students according to gender variable

Scale	T	DF	Sig. (2-tailed)	Mean Difference
Self-control	2.573	282	.011	.06026
Internet Addiction	.085	282	.932	.00444

Table (5) shows that there are statistically significant differences in Self-control among NU's students according to gender variable, in favor of males, while there are no statistically significant differences in Internet Addiction between males and females.

Additionally, results showed no statistically significant differences in Internet Addiction among males and females. The above-mentioned result is based on family upbringing which provides both genders much freedom to use the internet continuously.

Fifth Question: Are there differences between self-control and internet addiction among the participants according to College's variable?

Table (6): Differences between self-control and Internet addiction among the participants according to College's variable

	College	N	Mean	Std. Deviation	Std. Error Mean
Self-control	Humanities	140	2.5438	.20642	.01745
	Scientific	144	2.6778	.16817	.01401
Internet Addiction	Humanities	140	3.9018	.41132	.03476
	Scientific	144	3.9281	.46701	.03892

Arithmetic means and standard deviations of Self-control and Internet Addiction among NU's students were estimated. Accordingly, there are differences between arithmetic means of self-control and Internet addiction among the students according to College's variable. (T) Test was used to estimate significance of differences between arithmetic means.

Table (7): Significance of differences between arithmetic means of Self-control and Internet Addiction among NU's students according to College's variable

	T	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-control	-6.004-	282	.000	-.13397-	.02231
Internet Addiction	-.504-	282	.615	-.02634-	.05228

Table (7) shows that there are differences between arithmetic means of Self-control among NU's students according to College's variable,in favor of scientific colleges. In addition, there are no statistically significant differences in Internet Addiction according to College's variable.

Results showed that Self-control was infavor of scientific colleges due to the nature of students who have positive personal characteristics (high self-control, self-confidence and high self-competence), time management, and high achievement that are positively reflected in students' ability to control personal issues and accomplish self-control. This agrees with Wilson (1997), and Vyiayanthi, Makkaram, Afraz and Gajrekar(2014). There are no statistically significant differences in Internet Addiction according to College because students need to use the internet in the various colleges under study. They use it naturally rather than insignificant aspects (entertainment and gambling). Students are keen on using the internet via cell phones rather than using computers because it's easily used anywhere and anytime.

Recommendations

− Adopting the created scale in new researches on self- control and its relation with Internet Addiction to handle other personal variables among University students.

− Preparing counseling and remedial programs for Internet Addiction.
− Activating family, school, university and other institutions' role in facing the phenomenon of Internet Addiction, in general.

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