

A STUDY OF AGGRESSION AND INTERNET ADDICTION AMONG ADOLESCENCES

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ABSTRACT

Internet addiction has been associated with increased engagement in aggressive behavior, although the individual characteristics that may elevate the risk for these problematic behaviors are unknown. The present study was undertaken keeping these conditions in mind. Hence, the internet addiction and aggression their relations in adolescences were systematically measured and compared. Additionally the relationships of internet addiction and aggression and combining were also studied. For this, purpose 150 internet addicted and 150 non-addicted adolescences of Delhi were availability selected and they were administered Young's Internet Addition Test and Aggression scale . The t- Test and Pearson's product moment were applied to analyze the data. The results as follows: A significant difference between mean aggression scores of internet addicted and non-internet addicted adolescences and significant difference between mean aggression scores of male and female adolescences was obtained. A significant difference between mean internet addiction scores male and female adolescences was obtained. Significant positive relationship between internet addiction and aggression of adolescences was obtained. The study aims in making the adolescences aware of the various The review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

Key words: Internet addiction, Aggression, Male & Female adolescences.

INTRODUCTION:

Technology has advanced rapidly during the previous few decades. Digital technologies are now present in almost every facet of daily life due to their growing pervasiveness. The Internet's broad use fits into this framework. Obtaining information, communicating with friends, watching films, and playing games no longer need to be physically seated in front of a computer. With only phones, tablets, or other electronic devices, a person may access anything from anywhere thanks to the abundance of internet-enabled connections. Although there is little debate about the usefulness of modern technology, it is quickly becoming clear that using the internet, social media, and online entertainment services excessively has some hazards. Studies on students who show a deterioration in academic performance as they spend more time online emphasize how easily impacted young people appear to be. As people stay up late to speak online, check for

developments on social networks, or advance in games, some also suffer health effects from the lack of sleep.

The goal of the current study will be to determine how internet addiction affected both physical health as well as psychological health. The family and educational sectors would greatly benefit from this study for support and to play a role in preventing problems like these from developing in his life. This study, therefore, offers to offer helpful information to a range of organizations, including educators, educational programmers, and parents, in order to increase awareness of the effect that problematic internet addiction has on kids' performance in various academic fields.

AGGRESSION: MEANING AND DEFINITION

In this study, the first variable is aggression. The term aggression as described in the Oxford dictionary refers to a forceful act or procedure with an intention to dominate or master. In other words it is the practice of setting upon anyone the making of assault or attack. Almost every one of us is familiar with the term aggression, but it connotes different meaning in understanding the concept in the study of human behavior. Moreover we use the word aggression to define the act of assault by a person upon other persons. From this point of explanation it becomes clear that aggression is a behavior of person whose intent is to harm another. More specifically it may be described as any sequence of behavior directed towards an individual to cause harm.

Social psychologists define aggression as *behavior that is intended to harm another individual who does not wish to be harmed* (Baron & Richardson, 1994).

Myers, et al, (2005) defined aggression as “physical or verbal behaviour intended to hurt someone”. Also Brehm, Kassin and Fein (2005) saw aggression as behaviour that is intended to harm another individual. Based on the above definitions, aggression refers to any act that hurts, harms or destroys which must be intended or deliberate (Onukwufor, 2013). According to Essau and Conradt (2004) aggression in adolescence might be displayed openly or could be hidden (Kruti & Melonashi, 2015).

Aggression is behavior directed towards a goal with the purpose of harming another living being, who is motivated to avoid such treatment. The concept of aggression has received vast amount of attention from psychologists. The most famous supporter of this theory was Freud (1930), he originally conceptualized aggression as a component of the sexual instincts in the form of sadism. Aggression has been explained as a personality traits and behavior act. Aggression as a personality trait is often defined as the degree to which an individual acts by means of aggressive behavior in his environment. On the other hand aggression as a behavioral act is any kind of behavior of one animate individual directed upon another animate individual with the goal to physically or psychologically harm another individual.

According to Estévez et al., (2014) several studies have looked into the impact of parental rearing on the prevalence of rage and animosity. Lack of emotional structure among the members of the family negative and unconstructive conversations between the parents and

adolescents and siblings (Markovic, 2015); and the existence of deep conflicts within the family (Wienke et al., 2009) or any kind of hostility, stress and anxiety and uncertainty in the home environment (Tondon, 1988), are known to be the likely risk factors for the adolescents aggressive behaviours. Obstruction of desires, lecturing, mockery, making unfavourable assessment of the child and comparison with others and unvarying criticism are identified as definite causes which lead to aggression in the adolescents.

The type or level of intent that underlies an aggressive behavior creates the distinction between two fundamental types of aggression, which are caused by very different psychological processes.

Emotional or impulsive aggression refers to *aggression that occurs with only a small amount of forethought or intent and that is determined primarily by impulsive emotions*. Emotional aggression is the result of the extreme negative emotions we're experiencing at the time that we aggress and is not really intended to create any positive outcomes. Examples are the jealous lover who strikes out in rage or the sports fans who vandalize stores and destroy cars around the stadium after their team loses an important game.

Instrumental or cognitive aggression, on other hand, is *aggression that is intentional and planned*. Instrumental aggression is more cognitive than affective and may be completely cold and calculating. Instrumental aggression is aimed at hurting someone to gain something—attention, monetary reward, or political power, for instance. If the aggressor believes that there is an easier way to obtain the goal, the aggression would probably not occur. A bully who hits a child and steals her toys, a terrorist who kills civilians to gain political exposure, and a hired assassin are all good examples of instrumental aggression.

INTERNET ADDICTION: MEANING AND DEFINITION

In this study, the second variable is internet addiction. The Internet is a worldwide network that is becoming one of the most crucial tools for gaining access to information worldwide. Dr. Ivan Goldberg coined the phrase "Internet addiction" in 1996 to describe pathologically excessive Internet use. Internet addiction has grown to be a major public health concern over the past several years and is now recognized on a worldwide scale. Even the inclusion of Internet addiction in the Diagnostic and Statistical Manual of Mental Disorders' next edition is being discussed.

Addiction-related activities have been linked to poor lifestyle choices and personality damage, particularly in young people. Technology use is being promoted at far earlier ages because to changes in the educational system.

Internet addiction is defined as excessive usage of the Internet to the point that our daily lives are disrupted. Finally, it causes a complete disintegration of our personal and social relationships, work and sleep routines, mood, and cognitive abilities. In other words, excessive Internet usage causes disruptions in our lives. In recent years, there has been significant growth in the usage of

the Internet on school campuses and in society. While academic Internet use is largely for learning and research, the Internet has also become a significant element of student life. However, incidences of excessive Internet use have been detected on several campuses from time to time.

It's difficult to classify Internet addiction. According to some experts, Internet addiction is similar to alcohol and drug use problems in that both are addictive diseases (Griffiths 1999). OCD and Internet addiction have both been linked by others (Sussman, 2005). Or to problems with impulse control (Young, 1998; Shapira et al., 2000). One of the many names given to this disorder to reflect the various angles from which it has been seen is compulsive computer use. Pathological Internet use has been referred to by the words problematic Internet use (Davis 2001), dependency on the internet (Schere 1997), and addiction to the internet (Goldberg 1996), among others. The term "Internet addiction" has a wide range of definitions. The term "compulsive Computer users" was first used by Black et al. (1999) to describe a group of people who acknowledged to being "Compulsive Computer users that had contributed to personal distress or social, occupational, financial, or legal consequences." The definition of "Problematic Internet use" should be further clarified by enumerating operational criteria that emphasise the cognitive and behavioural aspects of the disorder, as well as impairment characterised by subjective distress and interference in social or occupational functioning. Mania and hypomania should be ruled out as potential causes of the disorder

Rational of the study:

Previous studies showed that Internet overuse was strongly associated with aggression in adolescents (Kim, 2013; Obeid et al., 2019). Dhaka and Naris (2019) explored the relationship between Internet addiction and aggressive behavior among the university students and found a positive correlation between the two variables. Lim et al. (2015) IAD (Internet addiction disorder) were prone to aggressive behaviors. Internet had the characteristics of anonymity, so people would become more individualistic and reduced their self-awareness when using the Internet, resulting in increased aggression. Furthermore, when using the Internet, people would be exposed to some violent games and other related contents, which would trigger their negative emotions or thoughts, as well as aggressive behaviors (Obeid et al., 2019). For high adolescences, in the face of great academic pressure and changes in adolescence, they would have higher feeling seeking, which would positively predict aggressive behavior through online game addiction (Chenxi, 2022).

In addition, a lot of studies have been done to investigate various facets of the problem of internet addiction (Bayraktar, 2001; Ceyhan, 2008; Ersoy ve Yaşar, 2003; Kurtaran, 2008; Tahiroğlu, elik, Uzel, 5zcan & "vc, 2008). The goal of the current study is to better understand the effect of internet addiction on the level of aggression of adolescences. In contrast to other research, this study was widen this viewpoint by examining the relationship between internet addiction and aggression behaviour of school student and a few particular topic areas to enable the researchers to conduct a more in-depth investigation. As a result, this study promises to

provide useful information to a wide variety of organizations, including educators, educational programmers, and parents, to promote awareness of the impact of problematic internet addiction on adolescent performance in certain academic disciplines.

OBJECTIVE OF THE STUDY:

The following objectives were formulated for the proposed study:

- (i) To see the difference between adolescences with and without Internet addiction on the level of aggression.
- (ii) To study the difference between male and female students on the level of aggression.
- (iii) To investigate the difference between male and female students on internet addiction.
- (iv) To examine the relationship between internet addiction and aggression of adolescences.

HYPOTHESES:

The following hypotheses were formulated to empirically validate the above objectives:

- (i) There would be significant difference between the level of aggression of the adolescences with and without Internet addiction.
- (ii) There would be significant difference between level of aggression of male and female adolescences.
- (iii) There would be significant difference between internet addiction of male and female adolescences
- (iv) There would be significant relationship between internet addiction and aggression of adolescences.

SAMPLE:

The proposed study were conducted on sample of 150 internet addicted 150 internet non addicted adolescents was belong to urban and rural residence. Similarly, 75 were girls and 75 were boys include in each group of sample. The age range of boy and girls was be 11 years to 18 years. A purposive sampling technique was used to select the respondents of the study.

RESEARCH DESIGN:

A two groups design (internet addiction and without Internet addiction, male and female) and correlation design was used in the present study. A two-group design is used when the researcher divides his or her subjects into two groups and then compares the results. In the present study, there were two groups, viz, 'male and female' and internet addicted and non-addicted adolescences.

TOOLS USED FOR DATA COLLECTION:

There were be two tools used for data collection.

1. Aggression Questionnaire Buss and Perry (1992):

Aggression Questionnaire was developed by Buss and Perry (1992). There are 29 items in the scale which measures aggression relating to four factors viz; Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and Hostility (H). Each statement to be rated on the 5-point response category. The respondents are instructed to assign 1 for "not at all" to 5 for "extremely present". Its four dimensions were reported to have alpha coefficient of 0.72 to 0.85, indicating adequate internal consistency and test-retest coefficient of 0.72 to 0.80 showing acceptable reliability. Confirmatory factor analysis performed on a large sample of high adolescences (N = 371) came with satisfactory goodness of it indexes (GFI = 0.90, AGFI = .0.88, RMSEA = 0.042, CFI= 0.97) and confirmed the four-factor structure.

2. YOUNG'S INTERNET ADDICTION TEST (IAT)

Young's Internet Addiction Test (IAT) has been developed by Dr. Kimberley young in 2004. The Internet Addiction Test (InAT; Young, 1998) is a 20 item self-report questionnaire that measures problematic internet use or "Internet Addiction". Internet Addiction, a concept proposed by Young (1998), is defined as excessive and uncontrollable use of the internet that leads to problematic behaviour and impairments in daily function. The IAT can be administered to any internet user from adolescent age onwards (where appropriate language translations exist) to screen for internet addiction. Respondents answer items questions on a 6 point scale (0 = does not apply, 5 = always) and scores can range from 0-100. Scores that are 39 or less indicate average usage, scores from 40 – 69 indicate problematic usage and scores 70 and higher indicate severely problematic usage (Jelenchick, Becker, & Moreno, 2012). Reliability and validity of scale was satisfactory.

PROCEDURE OF DATA COLLECTION

To begin with the research, the researcher contacted the different school of Delhi. Permission was sought from the institute authorities and parents of the children by approaching and explaining details of the study,i.e, purpose and benefits for the children, the institute and the parents. Also verbal consent of the children regarding data collection was taken and they were assured of confidentiality. Children who were not willing to give information were not forced to do so and were not included in the sample for the study. First, they were explained briefly about the purpose and the importance of research, which helped in establishing rapport with them. The test were administrated in group on the available and allocated to the researcher. The scales were

administered on them one after the other in the same Order. After collecting the relevant data researcher extended thanks to the participants for contributing their valuable time and helping the researcher in her research pursuit.

RESULTS AND DISCUSSION

Obtained data were analyzed with the help of SPSS 27 using different statistical technique and the results were given in the table along with their interpretation and discussion in this chapter. The data were analyzed and tabled in the light of objectives.

Hypothesis-1: There would be significant difference between the level of aggression of the adolescences with and without Internet addiction.

	Groups	N	Mean	SD	SED	t	Sig. Level
Aggression	Internet addicted	150	106.50	8.932	.957	64.301	< .01
	Non-internet addicted	150	44.95	7.592			

Table no. 1: Means, SDs, and SED and results of t-ratio of Internet addicted and Non-internet addicted adolescences on aggression.

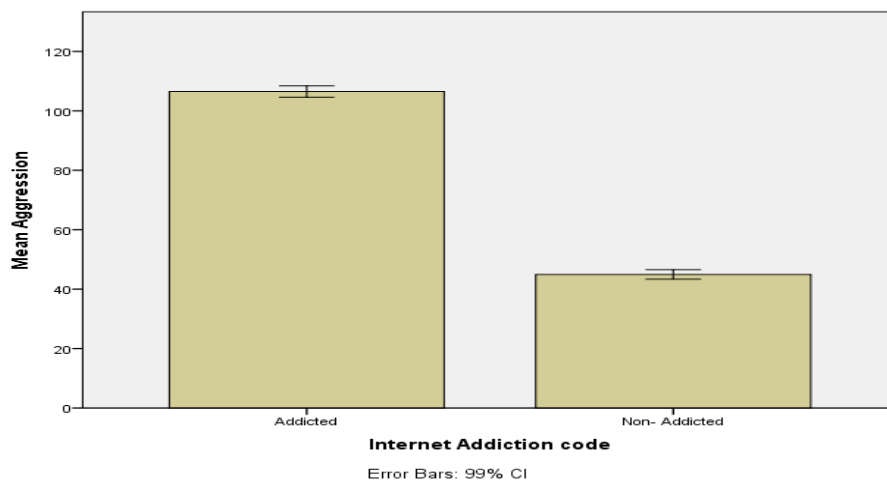


Figure 1: Graphic representation of mean aggression of two (Internet addicted and Non-internet addicted) groups.

Table- 1 shows that mean aggression score of internet addicted and non-internet addicted adolescences were 106.50 and 44.95 respectively. The SDs of aggression score of internet addicted and non-internet addicted adolescents were found 8.932 and 7.592 respectively. Their

respective SED was .957. The t- ratios between means emotional intelligence scores of the two groups were found as 64.301, which was significant at level of 0.01. It means that there is statistical difference on the scores of aggression score of internet addicted and non-internet addicted adolescences. The findings of the present study did confirm the hypothesis -1 which states that “there would be significant difference between the level of aggression of the adolescences with and without Internet addiction” was proved true by the finding of the study.

Since the t-ratio came to be significant it can be said that internet addicted adolescences are significantly more aggression than non-internet addicted adolescences. As we know that internet addiction is closely associated with different psychological impairments, for instance, depression (Yao et al., 2014), anxiety (Azher et al., 2014), decayed cognitive functioning (Jorgenson et al., 2016), and poorer life satisfaction and well-being (Van den Eijnden et al., 2008). Based on literature reviews, internet addiction and aggression are mostly correlated. Furthermore, several studies documented a significant relationship between internet dependency and aggressive behavior (Koo & Kwon, 2014). Nevertheless, it is vague why aggressive behavior may be associated with and contributed by internet addiction. So, empirical evidence is needed to describe this association. Though, very few studies were conducted to explore why internet addiction is linked to aggression. For instance, Agbaria (2021) documented that personal characteristics namely positive or negative affect and self-control that may elucidate why internet addition is related to aggression. In addition, the general aggression model addressed that both individual characteristics, as well as situational factors, influence aggressive behavior (Anderson & Bushman, 2002).

Hypothesis-2: There would be significant difference between level of aggression of male and female adolescences.

	Groups	N	Mean	SD	SED	t	Sig. Level
Aggression	Males	150	81.92	31.271	3.621	3.421	< .01
	Females	150	69.53	31.449			

Table no. 2: Means, SDs, and SED and results of t-ratio of male and female adolescences on aggression.

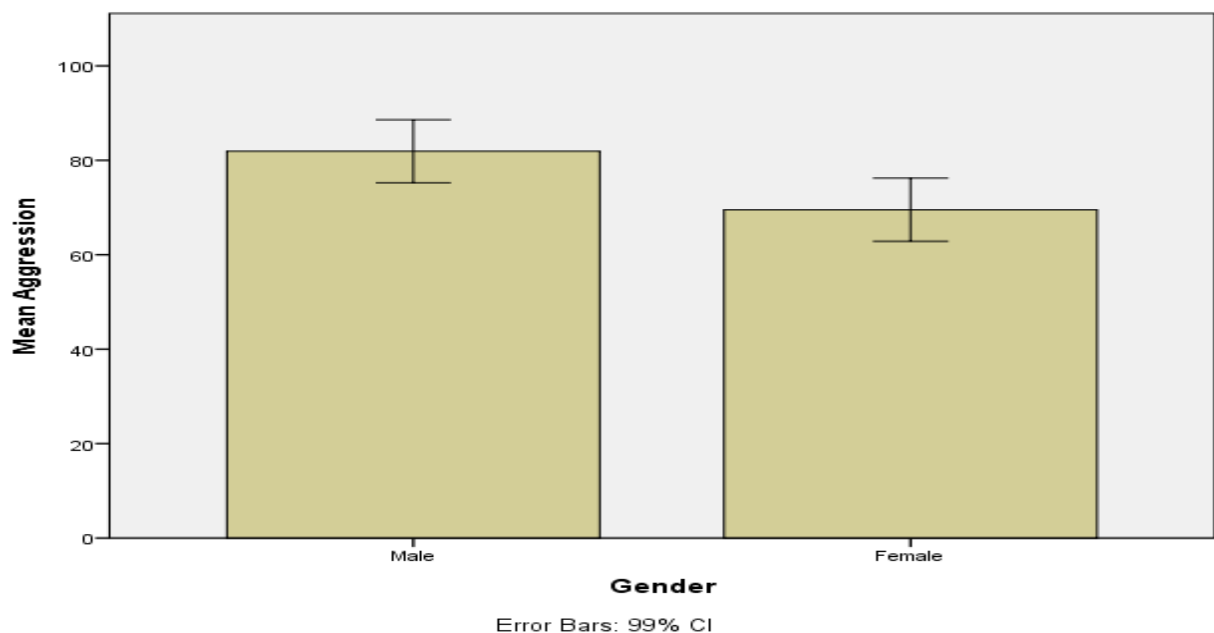


Figure 2: Graphic representation of mean aggression of two (male and female) groups.

From the results given in the above table 2 it appears that the mean aggression scores of male and female adolescences were found to be 81.92 and 69.53 respectively. It means that male adolescences have obtained more score on aggression than female adolescences. The standard deviations for male and female adolescences were 31.271 and 31.449 respectively. The t-ratio between the two means aggression scores came to be 3.421 which was significant beyond .01 levels. These finding suggest that males had significantly greater amount of aggression than females. Hence, the hypothesis-2 which states that “there would be significant difference between level of aggression of male and female adolescences” was proved true by the finding of the study.

Since the t-ratio came to be significant it can be said that males are significantly more aggression than female. It indicates that male and female students express their aggression differently. The male students showed more assault and verbal aggression whereas female students have shown higher level of indirect aggression and guilt as compared to the male students. In all, the other dimensions for the expression of aggression male scored higher than female. This study confirms the difference in the forms of aggression between genders. Generally, Aggression is found to be more common in males than in females while males often engage in physical aggression and females are more likely to exhibit relational aggression such as exclusion of others from their social group and friends. Gender difference in aggression has been investigated though with conflicting results. Most of the studies have reported that men are more likely to engage in more verbal and physical aggression as compared to women (Card et al., 2008). According to Eagle et al (1987) men are more aggressive because society accepts them to be more assertive and aggressive on the other hand women are expected to be more nurturing, more emotional and more concerned for the well-being of others than men. Eagly et al. (1991), has proposed that gender differences in norms and expectations about the appropriate

roles of men and women. According to Driscoll et.al. (2006) women are most likely than men to experience act of aggression as expressive (a loss of self-control) than as instrumental (control over others). The most studies on gender difference in India have reported males to be more overtly aggressive than females. In India women are much more oppressed and this fact may be of relevance in regard to how females express their aggression in India. Previous studies also contain substantial evidence of female being more aggressive than males. Similar study Khalakdina (2011) said that males are more expressive in virility, physical strength and in dominant behaviour, while females are curbed by the social norms of feminine behaviour.

Hypothesis-3: There would be significant difference between internet addiction of male and female adolescences.

	Groups	N	Mean	SD	SED	t	Sig. Level
Internet Addiction	Males	150	59.47	19.367	2.245	3.806	< .01
	Females	150	50.93	19.524			

Table no. 3: Means, SDs, and SED and results of t-ratio of male and female adolescences on internet addiction.

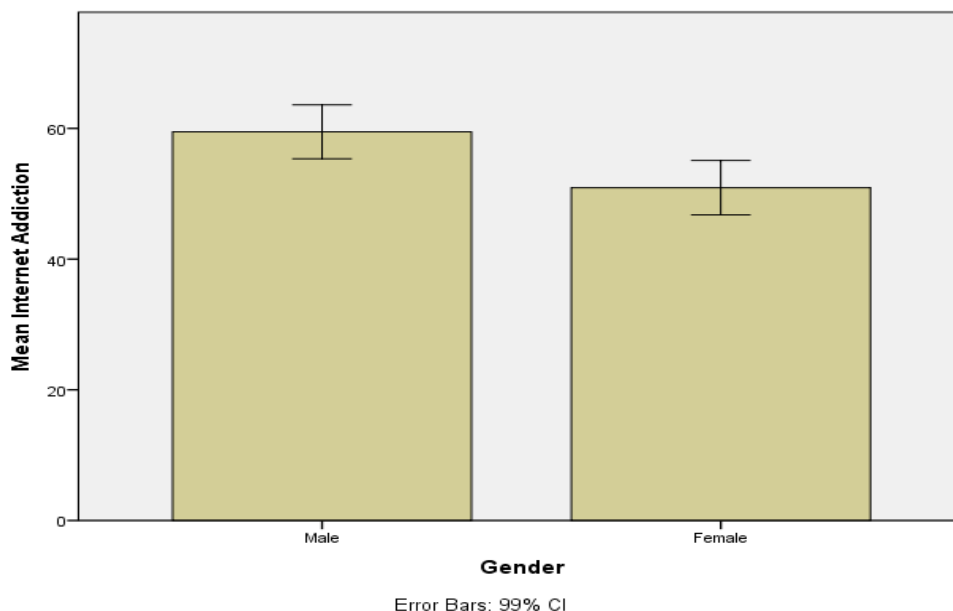


Figure 3: Graphic representation of mean internet addiction of two (male and female) groups.

From the results given in the above table 3 it appears that the mean internet addiction scores of male and female adolescences were found to be 59.47 and 50.93 respectively. It means that male

adolescences have obtained more score on internet addiction than female adolescences. The standard deviations for male and female adolescences were 19.367 and 19.524 respectively. The t-ratio between the two means internet addiction scores came to be 3.806 which was significant beyond .01 levels. These finding suggest that males had significantly greater amount of internet addiction than females. Hence, the hypothesis-3 which states that “there would be significant difference between internet addiction of male and female adolescences” was proved true by the finding of the study.

The results of third hypothesis “Males are more internet addicts than females” indicated that there is significant difference between the mean values of male and female internet users. Hypothesis 3 is supported by the present study. Hahn and Jerusalem (2001) also described that males used internet more than females. This means males have more chances to get exposure to internet due to their living style because they are anticipated to just concentrate on their studies and they are less engaged in household responsibilities as compare to females in Pakistan. They spend their free time using internet that is why they become more internet addicts than females.

The results of fourth hypothesis “Males are more aggressive than females” denoted that there is significant difference between mean values of males and female’s level of aggression. The present study confirmed the gender differences. According to Ko, et al., (2005) and Wei (2007) males have more internet addiction they are more pro-violent, they have more aggressive attitudes and less empathy than females. Basically males are more aggressive than females due to their differences in cognition, socialization and personality traits. In simple words males are more expressive and they have more chances to commit violence than females (Ashley, 2007). Violence is inherited in their biology because males have 20 times as much testosterone as females (Demaue, 2010).

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Hypothesis-4: There would be significant relationship between internet addiction and aggression of adolescences.

Variables	Correlation	Significance level
Internet addiction Aggression	0.99	<.01

Table no. 5.5: Results of Correlation between internet addiction and aggression of adolescences.

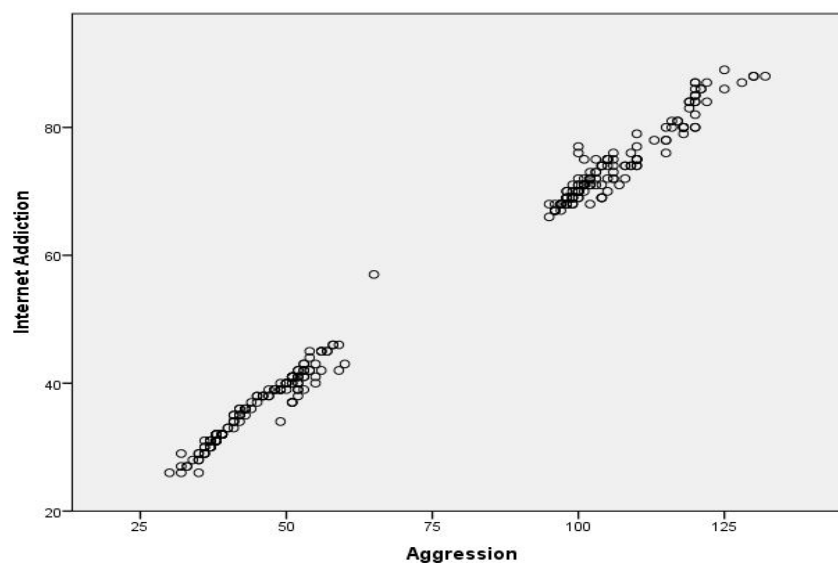


Figure 4: Graphic representation of correlation between internet addiction and aggression of adolescences.

If we look table- 4 we found that coefficient of correlation between internet addiction and aggression of adolescences was found as 0.99 which was significant at 0.01 level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are directly related. So, the hypothesis-4 that says that “there would be significant relationship between internet addiction and aggression of adolescences” was accepted.

Results presented a significant and positive correlation between internet addiction and aggressive behavior (Table 4: $r = .99$, $p < .01$). The result confirms the first hypothesis. This

result indicated that when internet addiction is increased aggressive behavior is also increased. This finding is in line with previous studies of Deshotels and Forsyth (2007), Dhaka and Naris (2019) and Mehroof and Griffiths (2010). Here the investigators reasoned that there is countless violent content on the internet. Furthermore, different contributed factors that play a significant role behind these relationships such as greater exposure to media violence, computer-mediated social interaction, and entering a de-individuated state during internet activities (Ko et al., 2009). Therefore, these may be the probable reason for the aforementioned relationship. This finding is also supported by the social learning theory. Social learning theory addressed that people can develop violent behaviors unconsciously and decrease the inhibition of violence on the internet for a long time, thus the aggression will be strengthened.

CONCLUSION:

The present study was conducted with the objectives to investigate the difference between male and female adolescences and internet addicted and non-internet addicted on aggression and also find out difference between male and female adolescences on internet addiction. And explore the relationship between internet addiction and aggression of adolescences. For this purpose 150 internet addicted and 150 non-internet addicted (total=300) adolescences were selected from different school of Delhi and NCR. They were administrated the Young's Internet Addition Test (IAT) measuring for internet addiction and aggression scale for measuring the level of aggression. The t-test was used to find out the difference between male and female adolescences and internet addicted and non-internet addicted on aggression and pearson correlation was applied to find out relationship between internet addiction and aggression of adolescences separately The following results were obtained:

1. The results of t- test reveal that there was significant difference between internet addicted and non-internet addicted adolescences on aggression.
2. Male obtained significantly greater mean score on internet addiction than male meaning thereby that male had significantly internet addiction than females
3. Male obtained significantly greater mean score on aggression than female meaning thereby that male had significantly greater aggression level than females.
4. Positive and significant relationship between internet addiction and aggression of was obtained.

The results were discussed in the high of socio-cultural condition rearing practice and environments to the school. Significantly greater aggression level in male than female was discussed in the high greater social consciousness and expectation of the society.

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