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The Relationship between Emotional Intelligence and Internet Addiction in Secondary School Students in Torbat-e-Heydarieh

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Abstract

The present research is a descriptive and correlational study in which the relationship between emotional intelligence and the tendency to interent addiction is investigated. The target population of this study included all second-grade boy students in Torbat-e-Heidariyeh city. The sample of the research was selected through a one-step cluster sampling method. First, a high school was selected and then the sample was selected randomly from among high school students in this school. Data collection tools in this research were two questionnaires: 1. The Bar-Emotional Intelligence Questionnaire, which is the first cross-cultural questionnaire for assessing emotional intelligence. 2- The Young Internet Addiction Test, one of the most authoritative tests for online addiction testing, which was developed by Dr. Kimberly Young. Based on the findings and results of this study, it can be concluded that the F-statistic and its corresponding significance with a value less than 0.05 showed that the fitted model is 95%. The emotional intelligence subcategories can explain 80% of the change in the rate of addiction to the Internet.

Keywords: Addiction, Internet Addiction, Emotional Intelligence

Introduction

The Internet is a complex matrix of networks that was created in the late 1960s, with the motive of collaborating and multi-level access to resources and computational skills, and the possibility of interdisciplinary interaction in science and engineering. Since the mid-1990s, it has become a universal network.

Access to the Internet is a growing phenomenon and more and more people are becoming Internet users every day. The Internet is everywhere: at home, at school, at offices, and even at shopping centers. Among the Internet users, young people and teenagers are most likely to use it. The results of research conducted in the United States indicate that using the Internet among young people is more than other groups (Bullen & Harry, 2000).

The family as the smallest social unit is the foundation of community formation and the preservation of human emotions, and any failure in family functioning produces undesirable effects in the normalization of children (Saroukhani, 1370).

The most disadvantaged and problematic individuals are dependent on affected families and children belonging to these high-risk families are subjected to maladaptive behaviors due to lack of mental relaxation and concentration (Zare Moghadam, 2006).

At the same time, with increasing access to the Internet, we are witnessing a kind of dependence on adolescents. Like all other forms of addiction, internet addiction is associated with symptoms such as anxiety, depression, mood disorder, restlessness, obsessive thinking, withdrawal, emotional disturbances, and social disruption.

On the other hand, while the relationships of individuals (especially children and adolescents) increase in the virtual world, in contrast to Domain 1, their relationships in the real world decline and there is the probability of decline in their educational performance (Samson and Kane, 2005). According to the Ministry of Information and Technology (2008) reports, in the last four years, the number of Internet users in the country has increased 25 times and more than 64% of Iranian users use the Internet at home, which indicates a widespread desire to use this information tool.

The growth of the Internet has been explosive all over the world, while in the same way as other products of the new era, communications are also a concern, in other words, both simple and destructive. Sociologists believe that one of the most common concerns is due to the ease of distributing images and obscene and immoral writings, so-called pornography (Hosseini, 2004).

There are many statistics about the prevalence of Internet addiction in different societies, but the average proportion of addicts for each of the 50 million ordinary users is estimated to be about 2 to 5 million, which means that 5 to 10 percent of Internet users are addicted (Alavi et al., 2009).

Research conducted in the country shows that most of the users of the Internet are youth, and 35% of them are looking for the World Wide Web on account of being present in chat rooms, 28% of online games, 30% of e-mail checks, and 25% of them. (Hosseini, 1383).

Studies have also shown that 14% of Internet users are vulnerable users of the Internet who have symptoms of obsessive-compulsive behaviors, mental states, depression, and the like (Frees, 2002).

Ozark (1999) refers to two types of symptoms for Internet addiction:

1) Psychological symptoms include a kind of feeling of happiness when using the computer, the inability to stop the activity, spending too much time on the computer, neglecting your family and friends, feeling depressedand mistreated when you do not have access to computers and problems at school or work.

2) Physical symptoms, including wrist bone nerves syndrome, drowsiness, migraine headaches, low back pain, disorder in eating and taking away some meals, not paying attention to personal hygiene, sleep disorders and changes in sleep patterns. In addition to the aforementioned issues, he said, there are other problems, including spending a lot of money on hardware, software, magazine and computer activities, lack of attention to jobs, school and family duties.

Emotional intelligence is a kind of emotional processing that involves evaluating the emotions of oneself and others, appropriate emotional expressions, and proper regulation, in order to improve the flow of life (Samiari and Tahmasebi, 2007).

The concept of emotional intelligence is a multifactor domain of a set of social skills and competencies that affects one's ability to recognize emotional understanding and management, problem solving, and adaptation, and effectively adapt the person to the needs and pressures and challenges of life (Parker et al. 2008)

Emotional intelligence components such as emotional management, decision-making power, self-restraint and others, and social skills, increase the person's ability to overcome deficiencies and refrain from re-ingesting drugs (Aghadelaurpour et al., 2008).

According to Glenn (1995), emotional intelligence includes both internal and external elements. Internal elements include self-awareness, self-image, sense of independence, and self-determination and assertiveness. External elements include interpersonal relationships, ease of empathy, and sense of responsibility. Emotional intelligence also includes individual capacity to accept the facts, flexibility, ability to solve emotional problems, ability to solve and deal with stress and impulses.

He places the concept of emotional intelligence in five areas:

1. Knowledge of your emotions 2. Control of emotions 3. Self-motivation 4. Detection of emotions in others 5. Control of relationships

The ability to manage emotions enables the individual to recognize the emotions in themselves and others, how they affect the behavior, and can show the right response to different excitements. Having emotional intelligence causes:

In a dangerous and dangerous situation, we have a good behavior, such as giving birth to a child who has been stolen.

Use joy and pleasure in our lives and around us in a decent manner.

Understand the needs of others and empathize with others to help others.

It increases the sense of responsibility in us, for example, instead of saying: He made me angry. We say: I became angry. (Office of General Affairs and Labor Affairs, 2006)

Emotional intelligence seems to be distinct from personality and cognitive indicators (such as intelligence), and it is effective in predicting the real and fundamental consequences of life. In other words, "emotional intelligence may be the best predictor of a person's success in life" (Sirochi et al. 2001).

In this research, the relationship between emotional intelligence and Internet addiction in adolescent cortex has been investigated.

Research methodology

The present research is a descriptive correlational study in which the relationship between emotional intelligence and the tendency to internet addiction is investigated.

The target population of this study included all second-grade high school boys in Torbat-e-Heidariyeh.

The sample of the research was selected through a one-step cluster sampling method. A high school was selected and then the sample was selected randomly from among this high school students.

Data collection tools in this research were two questionnaires:

1- The Bar-Emotional Intelligence Questionnaire, which is the first transcultural questionnaire to assess emotional intelligence and has 90 questions. This test was performed in three stages in Iran. After making some changes in the original text of the questionnaire, deleting or modifying some questions and resetting questions of each scale, the questionnaire was reduced from 117 questions to 90 questions.

2- Young Internet addiction test, one of the most authoritative tests for online addiction testing, was developed by Dr. Kimberly Young. The questionnaire has 20 questions and aims to measure the extent of addiction to the Internet in different people. Its response range is Likert and has five degrees. This is a standard questionnaire and its validity and reliability have been reported in previous studies with Cronbach's alpha of 0.90. Persian version of this scale has been used in Iran and its reliability has been confirmed by Cronbach's alpha 0.81 and Ghasemzadeh with 0.88 Cronbach's alpha (quoted by Bahri et al., 2011).

Results

There is a significant relationship between emotional intelligence and tendency to addiction.

variable	coeffients	SD	t	Sig	Partial correlation coefficient	Coherent factor
Fixed regression	19.206	10.025	0.916	0.057		
Emotional self-awareness	-1.387	0.497	-2.776	0.006	-0.20	1.203
Assertive	-2.171	0.539	-4.031	0.000	-0.28	0.764
Self-esteem	-2.948	0.987	-2.986	0.003	0.21	0.293
Self-flourishing	-1.225	0.477	-2.567	0.011	-0.19	0.004
Independence	1.959	0.764	2.566	0.011	0.19	0.994
Sympathy	-1.805	0.288	-6.270	0.000	0.42	0.032
Being responsible	-1.161	0.281	-4.124	0.000	-0.29	0.975
Interpersonal relationships	0.637	0.174	-6.653	0.000	0.26	0.014
Problem Solving	-1.332	0.235	-5.668	0.000	-0.39	0.470
Realism	-1.390	0.298	-4.668	0.000	-0.32	1.753
Flexibility	-2.475	0.520	-4.459	0.000	-0.33	1.165
Pressure bearing	-1.536	0.483	-1.179	0.002	0.23	0.586
Optimism	-1.981	0.374	-5.503	0.000	-0.36	1.861
Happiness	-1.730	0.336	-5.156	0.000	0.35	1.215
Shake control	-0.475	0.520	-4.759	0.000	-0.33	1.165
Coefficient of model determination	0.80					
F statistics	48.605					
Meaningful	0.000					

According to the results of the above table, it can be seen that the subscales of emotional intelligence have a significant relationship with the addiction to the Internet. Also, with respect to the amount and sign of the partial correlation coefficient, it can be stated that;

❖ The relationship between emotional self-awareness and internet addiction with a partial correlation coefficient of -0.20 is negative and significant.

 Relationship between assertiveness and self-esteem with Internet addiction with a correlation coefficient of -0.28 is negative and significant.

❖ The relationship between self-esteem and Internet addiction with a correlation coefficient of 0.21, is negative and significant.

❖ The relationship between Self-blessing with Internet addiction with a partial correlation coefficient of -0.19 was negative and significant.

 The relationship between independence and Internet addiction with a correlation coefficient of 0.19 is positive and significant.

❖ The empathy relation with Internet addiction with a correlation coefficient of 0.42 is negative and significant.

 The relationship of accountability with Internet addiction with a partial correlation coefficient of -0.29 is negative and significant.

 The relationship between interpersonal relationships with addiction to the Internet with a correlation coefficient of 0.26 is positive and significant.

❖ The problem-solving relationship with Internet addiction with a partial correlation coefficient of -39 / 0 is negative and significant.

❖ The relationship between realism and internet addiction with a correlation coefficient of -0.36 is negative and significant.

❖ The relationship between Flexibility with Internet addiction with a partial correlation coefficient of -0.33 is negative and significant.

 The relationship between pressure tolerance and internet addiction with a correlation coefficient of 0.23 is negative and significant.

❖ The relationship between optimism and Internet addiction with a correlation coefficient of -0.36 is negative and significant.

❖ Happiness relation with Internet addiction with a correlation coefficient of 0.35 is negative and significant.

 The relationship between impact control and Internet addiction with a correlation coefficient of -0.33 is negative and significant.

Discussion and conclusion

Based on the findings and results of this study, it can be concluded that the F-statistic and its corresponding significance with a value less than 0.05 show that the fitted model is significant with 95% accuracy. The emotional intelligence subcategories can explain 80% of the change in the rate of addiction to the Internet.

The intrinsic component of emotional intelligence is the ability of an individual to be aware of emotions that includes the components of self-esteem, emotional self-awareness, and self-expression (Wesley et al., 2011)

In other words, the low score in the individual component of emotional intelligence means low self-esteem, emotional self-awareness, and individual self-expression. On the other hand, research has shown that internet addicts have low self-esteem (Robbins, 2011). Therefore, they usually do not have the ability to self-help in social situations (Yang, 2007)

That makes them far away from the real world and go to the virtual world, because there is less threat in the virtual world. In the virtual environment, the person feels more secure and more attracted by anonymity.

Another result of this study was that Internet addiction has a reverse relationship with the interpersonal component of emotional intelligence. An interpersonal component consists of three components of empathy, responsibility, and interpersonal relationships; in other words, the low score in an interpersonal component means a lack of empathy, responsibility, and interpersonal relationships, and the person who has problems in these areas has a poor performance in social relationships (Jay & Larsen, 2008)

The component of emotional management includes two components of stress tolerance and impulse control. In other words, a person who takes a small score in this component can not tolerate mental stress and control his shocks. On the other hand, addiction to the Internet and, in general, all addiction are somehow considered to be a congestion control disorder (Kuerk, 2009),

The other result of this study is that Internet addicts are less likely to score in comparison to normal students in the component of adaptation and compatibility. Adaptation and compatibility consists of three components of flexibility, problem solving, and realism. One of the most important features of Internet addicts is the escape of reality and the requirements of real life (Felicher, 2010)

Emotional intelligence of addicted students is less than normal students. The component of public creation consists of optimistic components and a sense of happiness. Research has shown that a high percentage of internet addicts suffer from depression (King, 2012)

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